

*Helping people put knowledge to work*

# **Advisory Leadership System**

## **Operations Manual**

**North Carolina Cooperative Extension**

**Joy S. Staton**

**Program Development & Advisory System Leader**

## **OPERATIONS MANUAL**

### **CREDITS**

A special thanks goes to faculty reviewers of the contents for this manual. Peer reviewers included:

#### **State Administrators**

- ◆ Jon Ort
- ◆ Ray McKinnie

#### **County Administrators**

- ◆ Cathy Graham
- ◆ Jim Cowden
- ◆ Everett Davis
- ◆ Ken Bateman
- ◆ Jim Cowden
- ◆ Ann Darkow
- ◆ Joy Staton
- ◆ Joey Knight
- ◆ Ross Young

#### **District Administrators**

- ◆ Deborah Crandall
- ◆ Bob Edwards
- ◆ Russell King
- ◆ Wanda Sykes
- ◆ Harvey Fouts
- ◆ Danny Shaw
- ◆ Donald Cobb

#### **POD Faculty**

- ◆ David Jenkins
- ◆ David Mustian
- ◆ Richard Liles
- ◆ Lanny Hass
- ◆ Mitch Owen

**State Advisory Council Members**

- ♦ Jim Tobin
- ♦ Wanda Denning
- ♦ Wayne Huddleston

Special thanks also go to the following people who supplied technical expertise to this project

- ♦ Donna Duerr for graphic/web design and editorial assistance
- ♦ June Lioret for editorial review
- ♦ Vicki Pettit for Extension and Engagement Examples
- ♦ Cathy Hill for the 1890 section

## **Table of Contents**

<b>Advisory Leadership Systems</b>	<b>Section 1</b>
<b>About Cooperative Extension</b>	<b>Section 2</b>
<b>Fact Sheets</b>	<b>Section 3</b>
<b>Advisory Council Information</b>	<b>Section 4</b>
<b>Appendixes: Directories, Tools, and Forms</b>	<b>Section 5</b>

# Advisory Leadership System

<b>Structure Of The North Carolina Advisory Leadership System</b>	<b>2</b>
<b>Advisory Leadership System: Making It Work</b>	<b>8</b>
<b>State Advisory Council Member</b>	<b>12</b>
<b>County Advisory Council Member</b>	<b>13</b>
<b>North Carolina Cooperative Extension State Advisory Council Operating Procedures</b>	<b>14</b>
<b>North Carolina Cooperative Extension County Advisory Council Operating Procedures</b>	<b>18</b>
<b>SAC District Map</b>	<b>22</b>
<b>ALS Organizational Chart</b>	<b>23</b>
<b>State Extension Advisory Council Visionary Plan</b>	<b>24</b>
<b>Link Newsletter</b>	<b>28</b>
<b>Minutes</b>	<b>28</b>

## **STRUCTURE OF THE NORTH CAROLINA ADVISORY LEADERSHIP SYSTEM**

The Advisory Leadership System helps with programming and advocacy at all of its levels. The umbrella group at each level is the council, which partners with Extension in programming and advocacy. Council members help with environmental scanning and needs assessment, set priorities among the needs, and act as advocates to appropriate elected officials for the councils' needs and successes. At the county level other groups in the Advisory Leadership System are program committees, issue committees, and specialized committees. These groups help Extension agents with program design and implementation, which may include identifying resources to support the programs, tailoring the content to specific audience needs, and marketing the programs to targeted audiences and communities.

### **State advisory council**

The State Advisory Council (SAC) has four members from each of its seven districts, making a total of 28 members statewide. A member's term is three years. In addition, there are two youth representatives who serve staggered two-year terms and have special roles. Great attention is given to achieving a well-balanced membership that is representative of Extension programs, population diversity, and emerging issues.

The SAC meets three times per year, usually in a two-day format.

In 1999, the SAC developed a vision for its work and activities, which calls for the following:

- ◆ Promoting SAC membership to reflect the changing interests and concerns of N.C. citizens.

- ◆ Communicating with Extension administration and county advisory members to assure grassroots input for decisions on programs.
- ◆ Promoting personal leadership development, teamwork, and volunteer empowerment through training and participation.
- ◆ Drawing on the strengths of each SAC member.
- ◆ Promoting effective, constructive relationships between local advisory councils and county Extension staffs.

The four goals of the vision are:

1. To develop and strengthen bilateral information flow between local councils and SAC.
2. To strengthen understanding of issues and collaborative decision-making throughout Cooperative Extension.
3. To keep strong, local grassroots ideas flowing for statewide Extension programming by strengthening county advisory councils.
4. To enhance the capacity of members of the Advisory Leadership System to serve as advocates for Cooperative Extension.

## **Initiatives of SAC**

Guided by their vision, SAC provides leadership for the following projects:

- ◆ The National Leadership Seminar. SAC partners with Extension to support a delegation to attend this educational program sponsored by National Association of State Universities and Land Grant Colleges (NASULGC) in Washington, D.C. The seminar concludes with leaders from 35 to 40 states going to Capitol Hill to call on Congress. The North Carolina delegates visit their congressmen, taking them a well-crafted message about the Farm Bill and local examples of what the funding means. In addition, aides and staff members of the N.C. legislative delegation are treated to an informal dinner where they meet SAC members and faculty.
- ◆ “Back home” visits for selected congressmen. Congressmen enjoy these opportunities to interact with advisory leaders in their district and discuss mutual issues.
- ◆ Training. County advisory leaders are trained in advocacy and urged to develop relationships with all elected representatives at the county and state levels.
- ◆ The LINK newsletter. This communication vehicle of SAC is published three times each year and mailed directly to county advisory council members.

- ◆ ALS web site. All participants in ALS can find current information about SAC, as well as links to educational resources, at <http://www.ces.ncsu.edu/AboutCES/als/>.

## **District advisory council**

It is at the district level that much of the work of SAC members is actually carried out. The visionary goals are easier to address and achieve in smaller working groups within the district. SAC members work in teams with the district director and county directors to stay abreast of issues and concerns of local councils. They share these issues at the SAC meetings.

Some districts have organized their operations to ensure systematic, two-way communication between SAC and county advisory councils. Generally, the structure they have adopted is to have meetings two times a year among one or two county advisory leaders (often the chair and vice chair) and a few county directors. County director involvement varies by district.

In addition to communication roles, district councils assume leadership in the following areas:

- ◆ Planning and conducting annual training conference for county advisory leaders.
- ◆ Providing direction for advocacy work in each county.
- ◆ Hosting events for state legislators.
- ◆ Identifying district wide issues for further study.

## **County advisory council**

SAC provides leadership for the county's advisory council. County members are selected to represent program areas, emerging issues, geographic areas, and population diversity. It is desirable for the county council to be linked to relevant volunteer systems and Extension support groups. It is also important that these local advisory councils include influential leaders in the county, even if they have never been involved with Extension.



The size of advisory councils ranges from 12 to 24 members. The norm is 16. Size will vary from county to county, depending on the diversity of the county, geographic size of the county, and scope of programs.

Some advisory council has committees that collect or analyze data to bring to the meetings for discussion and sometimes action. Examples of committees established in some counties are:

- ◆ Programming committee to plan and coordinate environmental scanning and needs assessment.
- ◆ Marketing committee to study Extension marketing needs and make recommendations.
- ◆ Relationship marketing committee to study elected officials' perceptions and make plans for county advisory council activities to address the needs.
- ◆ Resource development committee to support Extension needs for funding.

Work of county advisory Councils County advisory councils also carry out the roles of programming and advocacy. Typically, county advisory councils provide input on needs assessment and priority setting. In the advocacy area, most counties do a "Report to the [County] Commissioners" at least once a year and plan and conduct Farm-City Week activities. In some counties, advisory councils have assumed leadership for the following:

- ◆ Hosting educational tours for elected officials and dignitaries.
- ◆ Planning and hosting town hall meetings to bring community issues to the surface.
- ◆ Doing customer service analyses and reports for county commissioners.
- ◆ Helping identify and refine program success stories.
- ◆ Conducting marketing studies of the need for publications, advertising, and office accessibility.
- ◆ Conducting studies and planning for Extension needs for offices and equipment.
- ◆ Speaking on behalf of Extension clientele at budget hearings by commissioners.
- ◆ Planning and conducting "back home" programs for state elected representatives.

*Program committees*

Within a county, Extension agents who work in the same program area often collaborate on developing and maintaining a program committee for their locale. Program committees generally are not as large as the advisory council, but are representative of the diverse elements of the program.

The same leadership rules that guide advisory councils apply to program committees. Recruiting the “right” and the best leaders possible is essential in staffing a program committee. Strong leadership and the vision of the agent or team of agents leading the committee are also critical. In general, program committees are easier to manage because the functions are more hands-on and the people serving usually have a vested interest in being there.

The functions of a program committee are similar to those of the advisory council, but members take their role in programming to the next step. Program committee members help extensively with program design and implementation. In other words, in addition to identifying customer needs, they also define the needs of target audiences and identify resources to address the needs. They frequently get actively involved in leadership roles, such as teaching, marketing the program, and recruiting volunteers. These committees also should be involved in the evaluation processes for determining impact and program delivery functions. Program committees also have a distinct role in acting as an advocate for their programs at the county advisory council level.

*Specialized committees*

A specialized committee usually focuses on a specific part of a larger program. For example, within the 4-H program, the agent working with school-age child care would want to have a committee specifically to address needs within that part of the 4-H program. Members on specialized committees usually are recruited for their knowledge or expertise, or for their connection to resources needed. Specialized committees are typically ongoing entities, with members who float on and off, depending on the projects of focus. The committee focuses on the total programming process from planning through program design, implementation, and, finally, evaluation.

*Issue committees*

This type of committee often arises as a result of urgent issues identified at the county advisory council level. An issue usually cuts across disciplines and program areas, and the county director will appoint the committee. Members often are selected because of their technical competence or because they are customers or users. These committees work in partnership with Extension agents to study the issue and make plans for addressing needs within the issue.

## **ADVISORY LEADERSHIP SYSTEM: MAKING IT WORK**

The Advisory Leadership System is a valuable partner to Cooperative Extension faculty, giving Extension its grassroots connection to communities and audiences across North Carolina and the United States. It is this connection to these diverse communities that helps Extension stay relevant in today's rapidly changing environment.

The role of the Advisory Leadership System is two-fold—programming and advocacy.

1. Programming includes:
  - ◆ Assessing needs
  - ◆ Scanning environments.
  - ◆ Setting priority.
  - ◆ Identifying resources.
  - ◆ Marketing.
  - ◆ Assessing program impacts.
2. Advocacy includes:
  - ◆ Building relationships with elected officials at all levels.
  - ◆ Reporting on Extension programs and impacts.
  - ◆ Educating clients, friends, and elected leaders about Cooperative Extension.

### **Keys to success**

Advisory leaders need knowledge and proficiency to be successful at programming and advocacy. These include:

- ◆ Knowledge of the history and philosophy of Cooperative Extension.
- ◆ Knowledge of how Extension connects to the land-grant universities of North Carolina State University and North Carolina A&T State University and what that connection means on the local levels.
- ◆ Knowledge of programs of significance in the county, especially new programs responding to current issues.
- ◆ The ability to communicate with passion the impact Extension programs has in the community.
- ◆ The ability to use personal networks to build support and value for Extension through success stories and personal stories.

- ◆ The ability to cultivate relationships with key decision makers in the county and with elected representatives at the state and national levels.

## **Who leads the system?**

The responsibility for organizing and maintaining an active and dynamic advisory leadership system resides with Extension administration.

### *State level*

The Director of Cooperative Extension provides major leadership for the Advisory Leadership System and the State Advisory Council (SAC). The Program-Development-and-Advisory-System-Leader provides staff support for the SAC, as well as leadership for the Advisory Leadership System statewide. The role of the State Advisory Council is to:

- ◆ Help lead and build a dynamic statewide Advisory Leadership System.
- ◆ Advise Extension administration on emerging issues and strategies for advocacy.
- ◆ Provide opportunities for advisory leader training on leadership, issue education, and advocacy.
- ◆ Provide leadership for a district communication system to spotlight emerging issues.
- ◆ Develop relationships with county advisory groups and county directors.

The Program-Development-and-Advisory-System-Leader handles the following functions:

- ◆ Development and maintenance of the Advisory Leadership System homepage web site: <http://www.ces.ncsu.edu/AboutCES/als/>.
- ◆ Leadership of an editorial and publishing team for LINK, the advisory system newsletter.
- ◆ Development of curricula for training county advisory leaders.
- ◆ Orientation and training of county Extension faculty on their role with advisory leadership.
- ◆ Coordination of SAC programs for advocacy, such as “Back Home Visits” by members of Congress and attendance of council members at the National Leadership Seminar.
- ◆ Coordination of recruitment and training of SAC members.

*District level*

The district director provides leadership that includes:

- ◆ Ensuring that each county has a strong Advisory Leadership System. The district director judges whether leaders developed through participation in lower-level program committees, specialized committees, and/or issue committees are ready for leadership roles at the county, district, and state council levels.
- ◆ Ensuring that county advisory councils are staffed with top county leaders.
- ◆ Providing leadership for a district advisory group or council.
- ◆ Coordinating and leading district advisory council initiatives, such as improving district advisory communication and training and other district-led activities.

*County level*

The county director provides leadership that includes:

- ◆ Ensuring the establishment of a vital advisory system that does programming and advocacy work.
- ◆ Providing leadership for a dynamic Extension advisory council with influential members.
- ◆ Consulting with faculty about their individual advisory groups.
- ◆ Organizing and involving agents in an advisory committee for their program areas.

## **What advisory leaders expect from Extension**

In a study of advisory leaders and Extension faculty, Groff (1998) found these expectations for success:

- ◆ A county director who leads both the Extension program and the county advisory council.
- ◆ Faculty who has active advisory committees and are involved with the advisory council.
- ◆ Committed members who are well trained, passionate about Extension, and go beyond coming to meetings.
- ◆ Meaningful work for advisory leaders.
- ◆ Enjoyable, well-organized meetings.

Other expectations should include:

- ♦ Diversity of membership on the council, couples with trust and open communications.
- ♦ Early involvement in discussions concerning new programs, staffing changes, budget cutbacks, and other issues of importance to the Extension program.

## **References**

Groff, J. M. 1999. "Keys to success for advisory councils." North Carolina Cooperative Extension, Raleigh, N.C. [http://www.ces.ncsu.edu/AboutCES/als/operations/AM-58-2\\_f.htm](http://www.ces.ncsu.edu/AboutCES/als/operations/AM-58-2_f.htm)

Groff, J. M. (ed.). 2000. Strengthening Extension Advisory Leadership: Southeast Advisory Leadership Conference Proceedings. [http://srdc.msstate.edu/plcsite/rc/staffdev/seal/seal\\_proceedings.htm](http://srdc.msstate.edu/plcsite/rc/staffdev/seal/seal_proceedings.htm)

## **STATE ADVISORY COUNCIL MEMBER**

### **Mission**

To maintain links with counties and offer ideas to help determine the program direction of Cooperative Extension. To provide leadership for relationship-marketing and advocacy initiatives with federal, state, and local elected officials.

### **Responsibilities**

- ◆ To attend meetings of the State Advisory Council.
- ◆ To work with the district Extension director to provide leadership that will connect county advisory councils through a district council or some other mechanism.
- ◆ To be a visible, articulate representative for SAC in a cluster of counties.
- ◆ To use a personal network to promote Extension's needs and educational role in issues.
- ◆ To be informed on Extension programs and impacts.
- ◆ To help plan and host "back home" visits for federal and state elected officials.
- ◆ To help identify and address training needs of all advisory leaders.

### **Relationships**

- ◆ With Extension director
- ◆ With program development and advisory system leader
- ◆ With district director
- ◆ With county directors
- ◆ With county advisory council representatives

### **Resources**

- ◆ Allocation from SAC
- ◆ Orientation training
- ◆ ALS web site: <http://www.ces.ncsu.edu/AboutCES/als>

### **Time required**

- ◆ Three-year term



## **COUNTY ADVISORY COUNCIL MEMBER**

### **Mission**

- ♦ To provide leadership in helping shape the vision for Extension in support of county citizens.

### **Responsibilities**

- ♦ To listen at community functions and to speak on behalf of the clientele you represent regarding their needs and program priorities.
- ♦ To attend advisory council meetings.
- ♦ To promote the value of Extension to key stakeholders.
- ♦ To suggest and obtain resources to support Extension educational programs.
- ♦ To contribute personal expertise, information, and time as available.
- ♦ To become familiar with all aspects of local Extension programming.
- ♦ To attend and actively participate in a reasonable number of planned Extension events and activities.
- ♦ To market Extension programs within your community.
- ♦ To learn the history and philosophy of Cooperative Extension, to understand the land-grant university connection, and to know the funding sources.

### **Communication**

- ♦ With county director
- ♦ With SAC representatives
- ♦ With community leader network

### **Resources**

- ♦ County Extension plan of work
- ♦ Advisory leadership web site: <http://www.ces.ncsu.edu/AboutCES/als/>
- ♦ Listing of county advisory members and Extension faculty
- ♦ ALS Operations Manual

### **Time required**

- ♦ Three-year term
- ♦ Four to six meetings per year

**NORTH CAROLINA COOPERATIVE EXTENSION  
STATE ADVISORY COUNCIL  
OPERATING PROCEDURES**

Section 1 – name

The name of this organization shall be North Carolina Cooperative Extension State Advisory Council.

Section 2 – Philosophy and Purpose

The North Carolina Cooperative Extension State Advisory Council was established to complete the development of the North Carolina Advisory Leadership System.

Extension educational programs are primarily planned and delivered at the county level where local advisory councils and committees identify needs and develop educational programs. The State Extension program must reflect these needs plus the demands of regional and national levels. More specifically, the purposes of the State Advisory Council shall be to:

- ♦ Review current program initiatives and make recommendations to Program Leaders.
- ♦ Provide leadership for advisory leadership system involvement with needs assessment and scanning trends and environment.
- ♦ Recommend program priorities and directions that reflect statewide needs.
- ♦ Link NCSU and A&T State University with county advisory leadership groups, other county groups, government, and organizations.
- ♦ Market Extension programs in the community with key leaders and elected officials.
- ♦ Provide leadership for advisory system involvement in advocacy initiatives.

### Section 3 – Membership

As an official advisory board to a publicly funded North Carolina agency, the membership shall include thirty leaders across the state. Members will be appointed with attention to age, geographic, ethnic, gender, and occupational diversity.

The Directory of North Carolina Cooperative Extension shall appoint members for three-year terms. Youth members will serve two-year terms. Members may be asked to serve a second term but shall not be appointed to serve more than two consecutive terms. The Director will appoint an individual to fill an unexpired term of a Council member whenever a vacancy occurs.

### Section 4 – Officers

The officers of the State Advisory Council shall be Chair, Vice-Chair, and Treasurer. North Carolina Cooperative Extension will provide secretarial services.

*Duties:* The *Chair* shall preside at all meetings and shall have general responsibility for the affairs of the Council, including the appointment of Council committees.

The *Vice-Chair* shall preside in the absence of the Chair and fulfill all other duties of the Chair if the Chair is unable to perform duties of the office. Under normal circumstances, the Vice-Chair shall ascend to the office of the Chair.

The *Treasurer* shall maintain such funds as deposited by counties on behalf of the Council purposes. The Finance Committee shall prepare a budget yearly. Council shall approve the budget at the fall meeting to authorize member and council expenses.

*Term of Office:*

The term of office is one year. Officers will only serve one term. At the will of the Council, officers may be asked to serve a second term. No Chair shall serve more than two consecutive terms.

*Election:*

The members of the council shall select officers. The Chair of the Council will appoint at the winter meeting a Nominating Committee of three members. This committee will work in cooperation with the Director of the North Carolina Cooperative Extension and present a slate of officers for election by the Council at the summer meeting.

Nominations from the floor will be in order and accepted. A majority vote will be required.

*Official Year:*

The official year for the Council shall be from July 1 through June 30 of the next year. This shall delineate terms of appointments and term of office.

## Section 5 – Meetings

The Council shall meet three-to-four times per year. The Executive Committee and administrative team will plan the agenda for each meeting. Normally, the meetings will be held in a face-to-face setting; however, discussions and decision arrived at through phone conferences and mail on specific proposals will also be considered as official meetings of the Council.

## Section 6 – Committees

The Chair of the State Advisory Council shall appoint committees as needed. Ongoing committee shall be Executive, Legislative, Finance and Nominating. The Chair shall appoint committees except for the Executive Committee, which is comprised of the Chair, Vice-Chair and Treasurer.

## Section 7 – Quorum

A quorum shall consist of those members present. This quorum policy shall include all face-to-face meetings, prescheduled phone conferences, and mailed responses to specific proposals.

## Section 8 – Amendment

These operating procedures may be amended or modified by the duly appointed members of the Council at any regularly scheduled meeting with the concurrence of the Director of North Carolina Cooperative Extension. Written proposals must be provided to the Council at least ten days prior to the scheduled meeting.

## Section 9 – Attendance Requirement

Active participation of members is VERY important and valued. Advisory Council members should notify the Chair and/or Extension Director in case of a need to miss a meeting. Two consecutively missed meetings shall prompt a discussion between the member and the Director of North Carolina Cooperative Extension to evaluate the member's availability to fulfill important roles. If a member missed three consecutive meetings, this shall constitute resignation from the council. Members can also resign by writing the Chair or Director if duties of the role cannot be fulfilled. Final decision on membership will be from the Executive Committee.

## Section 10 – Disposition of Funds Should the State Advisory Council Dissolve

The State Advisory Council would contribute all funds to the North Carolina 4-H Development Fund should dissolution occur.

## Section 11 – Equality

The State Advisory Council and the Advisory Leadership System are open to all persons regardless of race, color, national origin, sex, age, or disability.

Section 12 – Finance Section Addition..... not yet approved as of January 19, 2006

State Advisory Council members shall approve the State Advisory Council Budget annually. Funds allocated to Districts need approval of the District Extension Director in consultation with the State Advisory Council treasurer and the Advisory System Leader to be disbursed.

**NORTH CAROLINA COOPERATIVE EXTENSION  
COUNTY ADVISORY COUNCIL  
OPERATING PROCEDURES**

Section 1 – name

The name of this organization shall be North Carolina Cooperative Extension County Advisory Council.

Section 2 – Philosophy and Purpose

The NCCE County Advisory Council is established to provide leadership for and coordinate the county Advisory Leadership System.

Extension educational programs are based on needs and emerging issues identified in communities and surrounding region. It is the purpose of the Advisory Council to make sure these local needs are reflected in educational programs and that educational resources are available to address the identified needs. More specifically, the purposes of the County Advisory Council shall be to:

- ♦ Annually review program efforts and evaluate progress and effectiveness.
- ♦ Provide leadership for advisory leadership system involvement with needs assessment and scanning trends and environment.
- ♦ Recommend program priorities and directions, which reflects countywide needs.
- ♦ Link NCSU and A&T State University with other county groups, government, and organizations.
- ♦ Market Extension programs in the community with key leaders and elected officials.
- ♦ Advocate Extension organizational and programmatic needs with elected officials, key leaders, and citizens.

### Section 3 – Membership

The council shall consist of 12 to 20 county leaders representing geographic, ethnic, gender, occupational, and special skill diversity. Roughly, one third of the members should represent program areas such as agriculture, family consumer science, 4-H and CRD. Another third should represent government, business, education, environment, health and other sectors of local society. The final third should come from special knowledge, issue or skill needs of the council

Nominations for members may come from the community, the Advisory Council or Extension faculty. The County Extension Director will make appointments based on input and recommendations from the Advisory Council. Members will serve a three-year term and may be asked to serve a second term. A member will not be asked to serve more than two consecutive terms. The County Director will work in partnership with the Executive Committee to appoint individuals to fill any unexpired terms.

### Section 4 – Officers

The officers of the County Advisory Council shall be Chair, Vice-Chair, and Secretary.

*Duties:* The *Chair* shall preside at all meetings, serve on the Executive Committee and assume responsibility for affairs of the council, including appointment of committees.

The *Vice-Chair* shall preside in the absence of the Chair, serve on the Executive Committee and fulfill all other duties the Chair is unable to perform or chooses to assign.

The *Secretary* shall record minutes of meetings and handle correspondence of the council. The Secretary also serves on the Executive Committee.

*Term of Office:*

The term of office is one year. Officers will only serve one term. In some situations, officers may be asked to serve a second term. An officer shall serve no more than two consecutive terms.

*Election:*

The members shall select officers of the council. The Chairman of the council shall appoint a nominating committee of three members at the spring meeting. The committee shall work in cooperation with the County Extension Director and present a slate of officers for election at the summer meeting.

Nominations from the floor will be in order and accepted. A majority vote will be required.

*Official Year:*

The official year for the Council shall be from July 1 through June 30 of the next year. This shall delineate terms of appointments and term of office.

## Section 5 – Committees

The Advisory Council shall have an Executive Committee and Nominating Committee. Other committees could be Legislative Committee, Programming Committee, Visionary Planning Committee and Finance Committee. The Chair will appoint committees except for the Executive Committee, which is comprised of the officers.

## Section 6 – Meetings

The Council shall meet at least quarterly. The Executive Committee and County Extension Director shall plan agendas for each meeting and set the calendar of meetings for the year. Normally, the meetings will be held in a face-to-face setting; however, discussions and information gathering can be handled through phone conferences and mail on complex proposals.



## Section 7 – Attendance Requirement

Active participation of members is very important. Advisory council members should notify the Chair and/or Extension Director when a meeting needs to be missed. Two consecutive, unexcused, missed meetings shall prompt a discussion between the member and the council Chair or Extension Director to evaluate the member's availability to fulfill the role. Members can also resign by writing the Chair or County Director if duties of the role cannot be fulfilled. Final decision on membership will be from the Executive Committee.

*Helping people put knowledge to work*

## **SAC DISTRICT MAP**

<http://www.ces.ncsu.edu/AboutCES/als/SAC/sacmap03.pdf>

*Helping people put knowledge to work*

## **ALS ORGANIZATIONAL CHART**

[http://www.ces.ncsu.edu/AboutCES/als/operations/als\\_org\\_chart.pdf](http://www.ces.ncsu.edu/AboutCES/als/operations/als_org_chart.pdf)

September 1999

## **STATE EXTENSION ADVISORY COUNCIL VISIONARY PLAN**

### **Mission statement**

As a liaison between Extension Administration and County Advisory Councils, the mission of the State Extension Advisory Council is to facilitate the achievement of excellence in the North Carolina Cooperative Extension Service by advising Extension Administration, advocating on behalf of the citizens of NC, and providing leadership and support for County Extension Advisory Councils.

### **Vision statement**

Through the synergy of varied backgrounds, beliefs, and expertise, the State Advisory Council guides the North Carolina Cooperative Extension Service in being an invaluable resource to the citizens of North Carolina. We serve as a successful model of volunteer involvement, citizen representation, and leadership through which County Advisory Councils can improve their effectiveness.

We achieve our vision in the context of a changing and diverse citizenry of North Carolina through:

- ♦ Promoting State advisory council membership to reflect the changing interests and concerns of N.C. citizens.
- ♦ Communicating with Extension Administration and county advisory members to assure grass roots input for programmatic decisions.
- ♦ Promoting personal leadership development, teamwork and volunteer empowerment through training and participation.
- ♦ Drawing on the strengths of each State Advisory Council member.
- ♦ Promoting effective constructive relationships between local advisory councils and county extension staffs.

## **Goals**

- ◆ Develop and strengthen bilateral information flow between local and the state advisory council.
- ◆ Strengthen understanding of issues and collaborative decision-making throughout Cooperative Extension System.
- ◆ Maintain strong local grassroots input for statewide Extension programming by strengthening county advisory councils.
- ◆ Enhance the capacity of members of the Advisory Leadership System to serve as advocates for Cooperative Extension.

## **Action recommendation for each goal**

### **Goal #1**

#### **Develop and strengthen bilateral information flow between local and the state advisory council.**

##### Recommendations/Objectives:

1. Increase contact between State Advisory Council members and County Advisory members and County Extension Directors.

##### *Actions:*

- ◆ State advisory members collaborate with county directors, advisory council chairs, and advisory representatives from the district to develop annual district meetings.
- ◆ Every two years, conduct surveys of county advisory councils to assess priority needs and expectations of State Advisory Council members.
- ◆ State advisory members make themselves available to a cluster of counties to support and mentor as requested or needed.
- ◆ Host an annual or biannual statewide conference.
- ◆ Strengthen newsletter making it user friendly and seeking feedback from local advisory councils.

**Goal #2**

**Strengthen understanding of issues and collaborative decision-making throughout Cooperative Extension System.**

Recommendations/Objectives:

Develop effective options for two-way communications throughout Cooperative Extension System.

*Actions:*

- ♦ Create and implement the tools and processes needed to achieve two-way communications.
- ♦ Designate specific meetings or parts of meetings to permit discussion by SAC members on determining, prioritizing, and evaluating programs.
- ♦ Identify issues from which SAC members seek input and share ideas.
- ♦ Develop a mechanism for informing State Advisory Council members about county advisory council meetings, events and programs.

**Goal #3**

**Maintain strong local grassroots input for statewide Extension programming by strengthening county advisory councils.**

Recommendations/Objectives:

Foster healthy relationships with County Extension Directors to strengthen their commitment to advisory leadership system.

*Actions:*

- ♦ Initiate personal contact with County Extension Directors on an on-going basis.
- ♦ Involve County Directors in assessing needs of their members and getting resources to help.
- ♦ Participate in County Advisory meetings and volunteer events as requested.

Provide the tools and an exemplary model for an effectively run Council.

*Actions:*

- ◆ State Advisory Council members offer assistance to the County Advisory Council Chair.
- ◆ Make available training to strengthen leadership and organizational skills of county advisory council members.
- ◆ State Advisory Council members in each district meet once per year with District Director to evaluate progress of the Advisory Leadership System in the district and make collaborative plans for strengthening county advisory programs.

**Goal #4**

**Enhance the capacity of members of the Advisory Leadership System to better serve as advocates for Cooperative Extension.**

Recommendations/Outcomes:

Clarify the message Extension Administration needs the Advisory Leadership System to advocate.

*Actions:*

- ◆ Organize an ongoing advocacy team to prepare the bullets and keep them current.
- ◆ Develop a quickly activated and comprehensive communications and delivery system.
- ◆ Identify policy -making groups and communication strategies for making them aware of valuable citizen input regarding issues affecting the state.

Help develop the curriculum and delivery system for a comprehensive training program.

*Actions:*

- ◆ Conduct a needs assessment of skills county advisory volunteers need to become willing and able advocates.
- ◆ Assemble a curriculum team to develop the curriculum content and delivery strategies.

## **LINK NEWSLETTER**

From the Link page, click on the latest issue of Link.

<http://www.ces.ncsu.edu/AboutCES/als/link/linkindex.htm>

## **MINUTES**

From the SAC page, click on the latest meeting; then click on the minutes for that meeting.

<http://www.ces.ncsu.edu/AboutCES/als/SAC/sac.htm>



## About Cooperative Extension

<b>The Cooperative Extension System: More Relevant Today Than Ever</b>	<b>2</b>
<b>The Land-grant Connection And Philosophy</b>	<b>5</b>
<b>Land Grant: 1890 Cooperative Extension</b>	<b>13</b>
<b>Extension Programs</b>	<b>16</b>
<b>Examples Of Extension And Engagement In County Programs</b>	<b>17</b>
<b>Cals Organization Chart</b>	<b>23</b>

## **THE COOPERATIVE EXTENSION SYSTEM: MORE RELEVANT TODAY THAN EVER**

The Cooperative Extension System today is very much about ensuring continued leadership in agriculture and the stewardship of our nation's land and other natural resources; creation of confident, public-service-oriented citizens through the 4H youth development program and adult leadership training; the strengthening of families and the viability of communities. This strategic partnership of America's great public land grant universities and federal, state, and local governments enables the Cooperative Extension System to deliver critically needed educational programs at the grass roots level throughout the nation

Extension is unique in structure and function. With its university faculty and staff serving the states and territories—most located in the over 3,000 counties across the country, the County Extension Office is truly the front door to America's land-grant universities. Local Extension professionals apply their expertise and connect community residents to the resources of the nation's great teaching and research universities to help solve locally identified problems. This integration of teaching, research, and public service enables the Cooperative Extension System to respond to critical, emerging issues with research-based information.

Today the Cooperative Extension System maintains its reputation for high quality, non-formal educational programs. Traditionally thought of as a rural program, the 21<sup>st</sup> century Extension System touches almost every aspect of people's lives in urban, suburban and rural areas. The range of topics Extension addresses includes:

- ♦ 4-H Youth Development --develops important life skills in youth that build character and assist them in making career choices that strengthen citizenship and leadership. At-risk youth participate in school retention and enrichment programs. Youth learn science, math, and social skills through hands-on projects and activities.

## *Helping people put knowledge to work*

- ◆ Agriculture --research and educational programs assist individuals to learn new ways to produce income and be profitable through alternative enterprises, improved marketing strategies and management skills and help farmers and ranchers improve productivity through resource management, controlling crop pests, soil testing, livestock production practices, rangeland management and marketing. Urban agriculture programs support residents and communities with urban forestry, home and public landscape, pest and disease control, lawn waste management, farmers' markets, and developing skilled master gardeners.
- ◆ Community and Economic Development --assists local governments investigate and create viable options for economic and community development such as improved job creation and retention, small and medium sized business development, effective and coordinated homeland defense and emergency response, solid waste disposal, tourism development, workforce education, and land use planning.
- ◆ Family and Consumer Sciences -- helps families and communities become more resilient and healthy by teaching nutrition, obesity prevention, food preparation skills, positive childcare, family communication, financial management, and health care strategies.
- ◆ Leadership Development -- trains extension professionals and volunteers to deliver programs in gardening, health and safety, family and consumer issues, 4-H youth development, and prepares citizens to serve in leadership roles in the community.
- ◆ Natural Resources --teaches landowners and homeowners how to use natural resources more wisely and protect the environment with educational programs in water quality and water conservation, timber management, composting, and recycling.

At the dawn of the 21st century, the American land-grant university system began the engagement movement. This next phase of higher learning involves the broader university—academic and clinical faculty, students, extension faculty and staff, and university leaders—in improving current and forming new mutually beneficial learning partnerships with residents and community leaders.

## *Helping people put knowledge to work*

The national Cooperative Extension System today is as critical to the future success of America in the 21st century as it was in the 20th century due to the increased diversity and complexity of the issues people encounter today. As was the case over a century ago, citizens in local communities best resolve problems in most aspects of everyday living. Yet unlike a century ago, local problem solving today has the potential of being impacted by a variety of national and global conditions that require the expertise and resources of the total university, and conversely, local decisions can much more quickly impact state, national and global issues.

The Cooperative Extension System is a living, evolving, market-driven organization that responds to society's changing needs. Our nation must continue to expand lifelong learning to all of society and to utilize existing and new knowledge to solve complex problems. As a unique achievement in American education, the Cooperative Extension System continues its longstanding tradition of fulfilling that need by extending the university to the people to improve the quality of life for individuals, families, business and non-profit organizations, and communities.

8/5/03

## **THE LAND-GRANT CONNECTION AND PHILOSOPHY**

The land-grant universities of this nation have three functions—teaching, research, and extension. While research and extension make this special university model unique, it is extension that has the potential for widest effect, especially Cooperative Extension, the North Carolina collaboration that links its two land-grant schools, NC State University and NC Agricultural and Technical State University.

The legislative acts that created the educational partnerships of the land-grant system evolved as follows:

- ◆ The land-grant system was enacted in 1862 with the first Morrill Act, which provided grants in the form of federal lands to each state for establishment of a public institution to provide higher education to the working class.
- ◆ A second Morrill Act of 1890 created the same system for black citizens in Southern states.
- ◆ The Hatch Act of 1887 founded the agricultural experiment stations to do applied research.
- ◆ The Smith-Lever Act of 1914 created the Cooperative Extension Service to extend research knowledge to all citizens and communities.

The philosophy of openness, accessibility, and service to people undergirds the founding legislation of land-grant universities and their extension efforts. The same philosophy remains embedded in operations today. In Cooperative Extension one example of this philosophy in action is the Advisory Leadership System. This system not only provides representative input, it also ensures that programs most needed are developed with target audiences in mind. According to Seevers, et al. (1997), equality of people and the idea that people have an inherent right to benefit from that which they create is the basis of the mission of cooperative extension. Cooperative Extension is applauded as the best mechanism by which this democratic ideal is achieved.

## **Extension and engagement**

The belief that the masses should benefit from the resources of the land-grant university is driving a renewed and comprehensive effort known as university engagement. Societal pressure for accountability from public institutions has generated taxpayer interest to challenge universities to become more closely connected with their communities. National chairs of the Directors of Extension and Research stated: “The extension and engagement movement is a response to look outward and become a resource to communities. Engagement is the interactive, two-way process of dialogue between the agricultural research and cooperative extension systems and the citizens of our nation and the world. The dialogue of engagement is grounded in responsiveness, reciprocity, and mutual respect.” For examples of extension and engagement from all program areas, see “Examples of Extension and Engagement in County Programs.”

The Kellogg Commission on the Future of the Land-Grant Universities noted that the new century symbolizes change in society and compels organizations to examine their mission and vision. This report asserts that extension must become a catalyst for connecting people to all the resources within the land-grant university. At NC State, there are four areas of emphasis for extension and engagement:

- ◆ Economic development
- ◆ K-12 education excellence
- ◆ Leadership development
- ◆ Sustainable community development and environmental stewardship

Local extension professionals apply their expertise and connect community residents to the resources of NC State and A&T to help solve locally identified problems. The integration of teaching, research, and public service enables the Cooperative Extension system to respond to critical, emerging issues with research-based information. NC State faculty, staff, and students work together with business, industry, government, other universities, individuals, and groups to address a wide range of issues and challenges facing our state and the world.

## **Understanding Cooperative Extension**

The land-grant founding legislation specifies audiences, general subject areas, and educational approaches for this unique public partnership. The act states: *“To aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture, ... home economics, and rural energy and to encourage the application of the same, ... extension work shall consist of the development of practical applications of research knowledge and giving of instruction and practical demonstrations of improved practices on technologies, in agriculture, ... home economics, and rural energy and subjects relating thereto to persons not attending or resident in said colleges in the several communities, and imparting information on said subjects through demonstrations, publications, and otherwise for the necessary printing and distribution of information. ...”*

In North Carolina and around the country, Cooperative Extension is operating in a totally different environment than when it was established. The founding legislation was written when society was agrarian and communities were predominantly rural. Today, the masses of population reside in urban and suburban areas and hardly know that food comes from the land. Small communities are leaving behind their rural, farm heritage to become bedroom communities for urban areas. The same social and demographic changes are reflected in the profiles of county, state, and federal elected officials. In addition to their diverse backgrounds, they typically have not had any experience with Cooperative Extension. The consequences of this scenario are that decision makers in elected positions are less grounded through experience in either the philosophical tenets or the values that have made land-grant institutions and Cooperative Extension strong.

Both NC State University (1862 Morrill Act) and A&T (Second Morrill Act of 1890) deal in the same changing political, economic, and social environment. Both universities work collaboratively to provide seamless educational programs for citizens of every county.

Campus and county faculty for A&T target development and delivery of programs for limited-resource audiences, urban populations, and small farmers. The A&T program administrator works in concert with the director of the North Carolina Cooperative Extension Service to provide leadership to North Carolina Extension.

The partnership between A&T and NC State is enhanced in the following ways:

- ◆ Collaboration in defining and developing extension educational program initiatives.
- ◆ Linkage between the State Extension Advisory Council at NC State and the Strategic Planning Council at A&T.
- ◆ Collaboration in the Change Agent State for Diversity task force.
- ◆ Collaboration in staffing the Personal and Organizational Development unit for extension staff development.

#### *Uniqueness of Cooperative Extension*

Extension is commonly described as being very complex. This is because there are three levels of governmental partners (federal, state, and county), and all are interrelated. Sanders (1966, and later revisions by Prawl, 1984, and Seevers, 1997) noted the distinct characteristics of Cooperative Extension. The system:

- ◆ Is educational in program content and methodology, not regulatory or financial. Cooperative Extension is administratively attached directly to the 1862 and 1890 land-grant university systems and is a major part of them, rather than being attached directly to state government.
- ◆ Involves funding and administrative relationships that permit educational programs directed at broad national purposes, yet at the same time serve specific needs and priorities determined locally.
- ◆ Provides services to all people without discrimination.
- ◆ Provides informal, noncredit education conducted primarily beyond the formal classroom.
- ◆ Makes clientele participation voluntary.
- ◆ Depends on volunteers to help plan, implement, and evaluate educational programs.
- ◆ Recognizes that the people with whom it works are of supreme importance.
- ◆ Provides research-based information.
- ◆ Offers programs that are flexible and valuable in emergencies



*Extension funding partnerships*

The educational partners in Cooperative Extension are interdependent, yet each has considerable autonomy in funding, staffing, and programming. Each partner performs distinctive functions essential to operation of the total system. The system is characterized by two-way communication between those who work for extension and those who utilize extension's efforts. Communication is accomplished through the Advisory Leadership System, which functions in every county and district, as well as on the state level. After helping define and develop the needed programs, advisory leaders then help to report successes and impacts of the programs to the funding sources.

The federal partner, the U.S. Department of Agriculture, administers land-grant funds and coordinates federal land-grant activities through the Cooperative State Research, Education, and Extension Services (CSREES). Federal funds come to states through the Farm Bill and are mostly based on a formula. Each year State Advisory Council members go to Washington, D.C., to visit their congressmen and their legislative staffers, seeking to persuade them to continue their support of Cooperative Extension through the Farm Bill.

Smith-Lever (Cooperative Extension) funds come from the federal level to the state level with a mandate of a state match. Actually, the state, the second partner in extension, contributes the largest portion of the Cooperative Extension budget. State funds are used primarily for personnel, with a small portion for operations. With demographics of the General Assembly changing so drastically during the last few elections, county advisory council members and state advisory council members are encouraged to develop and nurture working relationships with their state legislators.

The third partner is county government, whose funding portion has steadily increased in recent years. County government contributions support salaries, utilities, supplies, equipment, and travel. Each of North Carolina's counties has a Memorandum of Understanding with North Carolina Cooperative Extension that specifies the cooperative relationship with state and administration of funds. County advisory councils typically help plan and conduct a Report to the People or Report to Commissioners, which takes many forms across the state.

## *Helping people put knowledge to work*

A growing portion of the Cooperative Extension total budget at all levels is contracts and grants. These competitive funds are sought by extension faculty to launch new programs or enhance ongoing programs. These private partnerships are also interdependent, yet they have considerable autonomy as well.

### *Extension organizational structure*

Cooperative Extension has three levels of organization, and each level has oversight of funding and programming. Cooperative Extension is in the sub-unit Cooperative Research Education and Extension Service (CSREES), one of nine USDA divisions that report directly to the Deputy Secretary of Agriculture. Land-grant colleges and universities have formed an alliance known as the National Association of State Universities and Land-Grant Colleges (NASULGC). This organization allows land-grant institutions and USDA to work together in formulating programs and policies. The Extension Committee on Organization and Policy, commonly known as ECOP, forms programs and policies of specific concern to extension.

At the state level in North Carolina, the director of extension wears three hats:

- ♦ Assistant Vice Chancellor for Extension and Engagement at NC State.
- ♦ Associate Dean of the College of Agriculture and Life Sciences (CALs), NC State.
- ♦ Director of Cooperative Extension. The director reports directly to the dean of CALs and indirectly to the vice chancellor for extension and engagement.

There are 22 departments in CALs. Eighteen have extension faculty who serve as a resource to communities, farmers, families, and youth. Many faculties have split appointments between extension and research or extension and teaching. These faculties develop curriculum materials and programs for new issues and needs. They also train agents and provide trend data relative to studying the issues locally.

## *Helping people put knowledge to work*

The county level is where programs are developed and delivered and where advocacy takes place. County faculties are highly respected for their knowledge and influence with decision makers in the county. Programming needs are determined locally with the Advisory Leadership System. Advisory leaders interpret state and national trends and help in identifying county data to collect and analyze in order to develop a clear local perspective.

### *North Carolina Cooperative Extension's mission*

North Carolina Cooperative Extension is an educational partnership helping people put research-based knowledge to work for economic prosperity, environmental stewardship, and an improved quality of life.

## **Vision**

We are an international model for excellence in nonformal, community-based education. We are a dynamic and futuristic organization responding to changes in the social, political, economic, and technological environments. We engage the land-grant universities with local government and the people. Our educational programs address the contemporary needs and issues most important to our customers and their communities. Our faculty, staff, and volunteers are committed to lifelong learning, individual and community empowerment, and inclusiveness.

We achieve our vision by:

- ◆ Providing relevant, responsive, accessible, and inclusive programs that result in positive changes in the lives of our customers.
- ◆ Using advanced information technology for educational program delivery, communications, and accessing research-based information.
- ◆ Creating a quality work environment that is people-friendly and customer-focused.
- ◆ Demonstrating a deep commitment to personal leadership development and empowering a multicultural society.

**References**

*Helping people put knowledge to work*. 2002. (presentation) [http://www.ces.ncsu.edu/AboutCES/als/extension\\_presentation/E&EFinal/index.htm](http://www.ces.ncsu.edu/AboutCES/als/extension_presentation/E&EFinal/index.htm)

*The land-grant tradition*. Nov. 2000. National Association of State Universities and Land-Grant Colleges. Washington, D.C.

Prawl, W., Medlin, R. and Gross, J. 1984. *Adult and continuing education through Cooperative Extension Service*. Columbia, MO: University of Missouri Press.

Sanders, H.C., ed. 1966. *The Cooperative Extension Service*. Englewood Cliffs, NJ: Prentice-Hall.

Seevers, Brenda, D. Graham, J. Gamon, and N. Conklin. 1997. *Education through Cooperative Extension*. Delmar Publishers: Albany, N.Y.

Prepared by Judy M. Groff, Program Development and Advisory System Leader, Personal and Organizational Development, North Carolina State University, June 2003

## **LAND GRANT: 1890 COOPERATIVE EXTENSION**

The second Morrill Act of 1890 is most often cited and credited with the founding of Historically Black Land-grant Colleges and Universities. However, the wording of legislation never specifically mentions the actual establishment of creating 1890 colleges and universities.

The intent of the Morrill Act of 1890 was to further the endowment of the Land-grant colleges established by the Morrill Act of 1862. In furthering the endowment, the second Morrill Act denied funding to any institution that used race and color as factors of admission.

Yet it was standard practice for many of the 1862 colleges to use race as a factor. Rather than eliminate that criteria from their admission policies, administrator decided instead to establish and maintain a separate college for “colored students” and divide the federal funding equitably, thereby serving the Negro communities and continuing to qualify for the federal funding established through the second Morrill Act.

Thus, began the birth of the Negro land-grant colleges and the designation of land-grant status to Negro colleges in all Southern states. (*The Role of Tuskegee University in the Origin, Growth, and Development of the Negro Cooperative Extension System 1881-1990*; B. D. Mayberry, October 1989).

Black involvement in outreach activities to farmers, rural communities, and its citizens had its beginning at Tuskegee Institute in 1892, when the first Negro farmers’ conferences were organized and held on the university campus under the leadership of Booker T. Washington and George Washington Carver. Still concerned that they were only reaching the more progressive Negro farmers, organizers sought a way of carrying the university to the farmers.

Out of this idea was bred the concept of a “properly equipped wagon to carry sufficient tools and materials for demonstrations of methods of improved farming and living to the very doors of Negro farmers.” Booker T. Washington, Tuskegee President, was successful in securing the interest and financial backing of Morris K. Jessup of New York to construct and start operation of the demonstration wagon or movable school.

Washington had also interested Dr. Seaman A. Knapp in the project to the extent that Thomas Monroe Campbell, who was hired to operate the wagon, was also appointed the first Negro demonstration agent to serve as a collaborator with the United States Department of Agriculture. The appointment was made on Nov. 12, 1906, the same date that W. C. Stallings was employed as the first Cooperative demonstration agent in Smith County, Texas – giving him the distinction of the first cooperative demonstration agent employed to serve only one county.

Cooperative Extension was formally established in the U.S., with the passage of the Smith-Lever Act of 1914. Thus, Tuskegee Institute, now Tuskegee University, and the many efforts of Booker T. Washington and pioneering black scientist George Washington Carver, laid the foundation for what is today’s Cooperative Extension System. (*B.D. Mayberry, October 1989*).

Meanwhile, what is now N.C. A&T State University was established as the Negro land-grant college for North Carolina. Founded in 1891 as an annex to Shaw University in Raleigh, A&T was relocated in 1893 to its current site in Greensboro.

Extension work in North Carolina was funded, through money appropriated as a result of the Smith-Lever Act of 1914. Funds came to the 1862 institution, N.C. State University, and a portion of those funds were set aside to fund Cooperative Extension work with black farmers, rural families, and communities. Although Black agents worked and served the needs of black citizens and were supervised by a black administrator at North Carolina A&T State University, their salaries and operating dollars were channeled through N.C. State.

This funding arrangement continued until the passage of the Farm Bill in 1972, through which Congress appropriated separate funds for extension and research programs at the 1890 Land-grant colleges and Universities. Unlike research funds, which went directly to the 1890 campuses, funding for 1890 Extension programs continued to be channeled through the budgets and administration of their 1862 sister institutions. This arrangement continued until the reauthorization of the Farm Bill in 1977.

Beginning with the fiscal year 1977, Congress authorized the funding of the Cooperative Extension directly to the campuses of 1890 colleges and universities instead of through their 1862 counterparts. Although the funds came directly to the campuses, Congress put in guidelines to ensure the coordination of extension work and activities between the 1862 and 1890 institutions.

With such established safeguards, a new era of Extension administration and operation was ushered in at the 1890 institutions. Extension administrators were appointed to administer and manage these funds at each 1890 campus. That management still exists today on the 19 campuses of the 1890 Cooperative Extension System.

Funding has grown from a meager \$4 million dollars appropriated in 1972 to an amount of \$31.9 million in fiscal year 2003. Yet the budgets of the 1890s institutions pale in comparison to the \$279.39 million appropriated for 1862 Extension in fiscal year 2003.

1890 Land-grant colleges have glorious histories, but have even brighter futures before them. Their programs and tireless efforts to service the needs of limited-resource individuals, families, and communities continue to be needed and recognized for their merit. The value of the 1890 colleges and universities was so great that if they did not already exist, they would need to be created to service their function and purpose.

*Helping people put knowledge to work*

## **EXTENSION PROGRAMS**

[http://www.ces.ncsu.edu/AboutCES/G\\_POW.html](http://www.ces.ncsu.edu/AboutCES/G_POW.html)



## **EXAMPLES OF EXTENSION AND ENGAGEMENT IN COUNTY PROGRAMS**

Extension is unique in structure and function. With its university faculty and staff serving the states and territories of the United States, the county extension office, with one located in each of the 3,000-plus counties across the country, is truly the front door to America's land-grant universities. Local extension professionals apply their expertise and connect community residents to the resources of the nation's great teaching and research universities to help solve locally identified problems. This integration of teaching, research, and public service enables the Cooperative Extension system to respond to critical, emerging issues with research-based information.

There are 12 Gateway counties in North Carolina where extension intentionally endeavors to put the resources of the state's two land-grant universities, NC State University and North Carolina A&T State University, and other partnerships to work in addressing county and community issues. The selected success stories below illustrate the partnerships and the network of resources extension can bring to bear on a problem.

### **Diabetes**

Diabetes is a major contributor to deaths from cardiovascular disease and a leading cause of blindness, kidney failure, and amputations. Studies have shown the importance of maintaining control of blood glucose levels to prevent the deleterious effects of diabetes. In Watauga County, there was a need to develop an educational program for people with diabetes. In Spring 2003, Cooperative Extension partnered with the Appalachian District Health Department to offer a four-day workshop entitled "Taking Charge of Your Diabetes." A nurse educator, pharmacist, diabetes educator, registered dietitian, and the Cooperative Extension agent (also a registered dietitian) covered all aspects of diabetes complication prevention. Fifteen workshop participants learned diabetes management and how to control their blood glucose levels, which will lead to improved health, longer life, and reduction of medical

expenses. One participant said, “I’ve learned practical tips for controlling my blood sugar, much more than in a workshop that cost \$495.” The workshops will be repeated. This collaboration of program sponsors established an ongoing diabetes education program in Watauga County.

### **Family aid**

The NC State University Department of Family and Consumer Sciences (FCS) has compiled information to help parents and family members; it offers this material to Internet consumers on the website, <http://family-info.info>. The website receives about 903 hits per day and saw an 8 percent increase in use over the summer of 2003. Since the FCS website started in April 2003, it has had 80,637 hits and posted 28,000 in July alone. The site is linked to a number of “referrers” who send visitors to the site by links on their pages. These include USDA, the EDEN disaster website, and several extension websites. Traffic is steadily increasing, and outside sites are starting to find and link to <http://family-info.info>. The FCS website currently ranks sixth on Google.com for the search term “family-info” and eighth for the search term “family info.” FCS extension agents have used information on the website for newspaper and radio articles and have shared the website with local clients.

### **Trees are important**

Trees are major capital assets in America’s cities and towns. Just as streets, sidewalks, sewers, public buildings, and recreational facilities are part of a community’s infrastructure, so are publicly owned trees. Trees are important assets that require care and maintenance, the same as other public property. Such is the case with approximately 140 live oak trees that grace uptown Shelby, planted as living memorials along Dixon Boulevard and the streets of the 22-block central business district in the early 1970s. The trees are in relatively good condition, but they suffered damage from winter ice storms of 1999 and 2002. These events pointed to a need for a planned maintenance program to ensure long life, continued service, and lasting beauty for the trees. Thus, the Uptown Shelby Association worked with the City of Shelby and Cooperative Extension to obtain a \$2,500 grant from the state Division of Forest Resources.

This grant is being used to provide professional pruning and preventative maintenance for the oaks and to educate the public about the importance of trees to the community.

### **Kids' Stream Watch**

The Clever Clovers 4-H Club of Stanly County has adopted the Rocky River as one of their projects and has conducted a Stream Watch and other water quality programs for the past three years. The club was selected by WTVI of Charlotte to be a part of a local program on community service for the PBS television shows "Zoom," produced by kids for kids. The club was taped participating in one of its quarterly Stream Watch activities in which they did a "bug kick," a transparency and temperature reading, and seining. They found that the water quality had improved since their last quarterly check. Stream Watch is part of a statewide three-year 4-H project, Rivers' Edge.

### **Stormwater website**

The Stormwater Resources website, [www.bae.ncsu.edu/stormwater](http://www.bae.ncsu.edu/stormwater), and its videotape, "Down the Drain: How North Carolina Communities Manage Stormwater Runoff," are garnering great interest across the state. Cities and towns such as Charlotte, Asheville, Wilmington, and Mooresville show the videotape on their local government television channels. This video and website were produced to help communities comply with EPA Stormwater Phase II educational requirements and have been sent to all 100 county extension directors in North Carolina. The video reviews what communities across North Carolina are doing to treat stormwater runoff and provides a list of things the concerned citizen can do to keep stormwater runoff clean. The website targets homeowners, real estate professionals, and government officials with the latest information and technology on stormwater management available from extension, government agencies, and other groups. It also contains a public service announcement produced for this program.

### **Town revitalization**

Almost three years ago, Cooperative Extension and the town of Murphy hosted a team of landscape architecture students from A&T and College of Design students from NC State who were to assist in planning the revitalization of downtown Murphy. Students and faculty met with elected officials, citizens, and business

leaders to brainstorm. The students then expressed concepts through drawings and worked through the night to develop a charrette, a graphic display of proposed plans for downtown and its connections to the surrounding natural resources, the town's historical context, and traffic corridors. A public presentation was made to the town, and plans were documented in the local newspaper. Since this initial phase, Cooperative Extension has provided leadership for strategic planning that led to the formation of Heritage Partners, a nonprofit organization to promote heritage-based tourism and programs that support economic development. One recent project is Riverwalk, a walking trail along the Hiawassee and Valley rivers, which is under way. Projects and civic engagement will continue.

### **Di-Syston study**

Because of a 1966 pesticide regulation, Christmas tree growers in Avery County face the prospect of losing the valuable insecticide Di-Syston, which is used on 49 percent of their acreage yearly. A cooperative effort involving EPA, NCDA&CS, NCCES, the NCSU Department of Toxicology, Bayer, and the N.C. Christmas Tree Association has been able to answer concerns regarding this product. In 2003, local agricultural agents, with the help of extension specialists, implemented a Worker Exposure Study. The test was a three-day, 60,000-tree test, which, if done by industry, would have cost \$200,000 to \$250,000. However, with a grant from EPA and Bayer, this test cost approximately \$70,000. The loss of Di-Syston, it has been estimated, will cost the Fraser fir industry \$3 million to \$4 million because of damage from the balsam tree aphid and other pests and the increased costs of (possibly multiple) pesticide applications.

### **Northampton leadership**

In a rural, agrarian setting, Northampton County faces such complex issues as management of natural resources, economic development, and infrastructure concerns. Northampton Cooperative Extension, in partnership with the Northampton Chamber of Commerce, conducted the first Northampton Institute of Leadership Development (NILD) in 2003. All 25 graduates of NILD reported they gained knowledge and skills they would apply to their leadership roles, and they elected

to continue to meet monthly. Currently, they are addressing teacher retention in Northampton County schools and exploring the formation of a Committee of 100 for economic development.

### **Public housing help**

Cooperative Extension in Forsyth County continues to be a major contributor to the development of the Housing Authority of Winston-Salem (HAWS) and to the education of public housing residents. Extension conducted leadership training for staff members and residents of the Kimberley Park public housing community when the community received a \$27 million Hope VI grant. The workshops for residents focused on budgeting, homeownership, home maintenance, youth development, grassroots leadership development, lawn care, and pest control. As a result, Forsyth Extension helped change the face, image, and perceptions of living in public housing. After being so instrumental in the effective use of HAWS' first Hope VI grant, Forsyth Extension has been asked to be a major contributor in the education and development of residents of the Happy Hills Gardens public housing community through a new \$18 million Hope VI grant.

### **Teen summit**

The NC State University Department of 4-H Youth Development and Cooperative Extension provided leadership to a statewide collaboration of teen-serving agencies sponsoring the first State Teen Summit. The event was held July 21-25 at NC State University in conjunction with the 2003 State 4-H Congress. More than 200 teen leaders representing the state's 100 counties and the Qualla Boundary, plus 30 adult professionals and volunteers who work directly with teens, worked together to develop a viable and visionary strategic plan of action and direction for North Carolina teen programs. The resulting plan will guide the direction, focus, and development of teen programs during the decade ahead. It also will teach and act as a model for citizen engagement to summit participants. Other state agency collaborators included North Carolina Communities in Schools, Inc., and the Governor's Commission on Volunteerism and Community Service. Dr. Thearon T. McKinney, interim department head and state 4-H leader, said, "The summit is a wonderful opportunity to actively involve youth in productive response to the issues shared by our state's young citizens."

*Helping people put knowledge to work*

Linda Harrill, executive director of N.C. Communities in Schools, Inc., said, “Communities in Schools is very excited about our new partnership with the Governor’s office and 4-H to give youth a voice in helping strengthen our communities. This partnership puts positive youth development into action and provides us a chance to have three outstanding organizations and our other partners bring their assets to create a wonderful opportunity to engage youth in service and local government. Having youth be part of the solution is a wonderful way to create positive futures for our communities.”

Will Lindsay, executive director of the North Carolina Commission for Volunteerism and Community Service, said, “The North Carolina Teen Summit will give our young people the opportunity to learn the skills they need to become successful leaders in their communities. I am looking forward to seeing great work from these students.”

The two signature sponsors for the summit were Touchstone Energy of Raleigh and the Corporation for National and Community Service of Washington, D.C. The AT&T Family Care Development Fund and the North Carolina 4-H Development Fund also were sponsors. Teen Summit youth leaders facilitated a town hall meeting in August of more than 600 teens from across the state at the Jane S. McKimmon Center in Raleigh. Summit delegates hosted a reception at the N.C. Museum of History, where they presented the strategic plan to members of the General Assembly, as well as to business and nonprofit leaders.



## **Fact Sheets**

<b>Advisory Leadership And Advocacy</b>	<b>2</b>
<b>Advisory Leadership Role For Advisory Leaders</b>	<b>4</b>
<b>Advisory Leadership And Programming</b>	<b>5</b>
<b>Keys To Success For Advisory Leaders</b>	<b>8</b>

## **ADVISORY LEADERSHIP AND ADVOCACY**

Advocacy is a key role of the Advisory Leadership System. Advisory leaders speak for local citizens on behalf of Cooperative Extension. As Thomas P. “Tip” O’Neill, former Speaker of the House said, “All politics is local.” With that in mind, never underestimate your influence. Cooperative Extension is an optional program for county government, and, therefore, elected officials must be kept informed of the value and scope of Extension programs to their constituents. The following ideas are intended to help you succeed as an advocate.

### **Be prepared**

- ◆ Know the needs of Extension clientele and how they benefit from programs.
- ◆ Identify success stories where Extension has been instrumental helping people.
- ◆ Learn the scope of county Extension programs.
- ◆ Know the elected officials and key stakeholders at county, state, and national levels.
- ◆ Learn how Extension is funded and what its funding needs are.
- ◆ Learn government processes and structure.

### **Build relationships**

- ◆ Identify personal relationships with elected officials.
- ◆ Do a profile of each elected official, including personal interests.
- ◆ Write congratulatory notes to newly elected officials.
- ◆ Write thank you notes to elected officials who lost the election.
- ◆ Adopt a county, state, or national elected official:
- ◆ Host the official at special Extension programs.
- ◆ Make sure an event presider knows the elected official is in the audience for recognition.
- ◆ Call or visit the elected official to thank him/her for his/her continued support of Extension.
- ◆ Discover the official’s personal interests and use them to build social relations, *i.e.*, hunting, sports events, church, historical society, antiquing, or others.
- ◆ Send information to the official from Extension web sites, such as On-Line News, and tailor it to his/her interests.



## **Conduct council activities**

- ◆ Make an annual “Report to Commissioners” after providing a special meal.
- ◆ Carry out tours to showcase innovative programs.
- ◆ Invite county commissioners to a county advisory council meeting to provide them with an update on local issues, and then promote a dialogue about Extension’s possible role in untangling the issue.
- ◆ Schedule Farm-City Week activities; involve yourself in high-profile roles.
- ◆ Visit NC State University with the commissioners.
- ◆ Identify important accomplishments, issues, and concerns to share with elected officials.
- ◆ Form a committee to develop strategies for educating elected officials.

## **Communicate consistent messages**

North Carolina Extension Administration, at the request of the State Extension Advisory Council, has developed three clear and consistent communication points for advisory leaders to use with elected officials at all levels. They are:

- ◆ Cooperative Extension takes the land-grant universities to your community.
- ◆ Extension is located in all 100 counties in the state and on the Cherokee Reservation.
- ◆ Cooperative Extension educates and empowers people to solve their own problems and community problems.

## **References**

Boyle, Patrick G. 1996. “Building Political Support for Extension in the 21<sup>st</sup> Century.” ECOP, National Association of State Universities and Land-Grant Colleges, Washington, D.C.

Groff, Judy M. (Ed.). 2001. “Strengthening Extension Advisory Leadership Proceedings.” Southeast Advisory Leadership Conference. North Carolina Cooperative Extension, Raleigh, N.C.

Halperin, Samuel. 2001. *A Guide for the Powerless and Those Who Don’t Know Their Own Power*. American Youth Policy Forum, Washington, D.C.

Prepared by  
Judy M. Groff, Ed.D., Advisory System and Program  
Development Leader, North Carolina State University

*Helping people put knowledge to work*

**ADVISORY LEADERSHIP ROLE  
FOR ADVISORY LEADERS**

<http://www.ces.ncsu.edu/AboutCES/als/operations/al.pdf>

## **ADVISORY LEADERSHIP AND PROGRAMMING**

The programming role of the Advisory Leadership System is very important to Cooperative Extension. The input by advisory leaders keeps Extension focused on important problems and issues, provides the connection between the land-grant universities and each community, and ensures quality programs focused on audience needs. The programming role also engages the unique skills and interests of advisory leaders in numerous volunteer capacities.

### **Programming defined**

Programming is a term used to convey the process by which Extension determines the scope and content of educational programs. Programming is a comprehensive term that has three parts:

- ◆ Planning—Determining the needs and setting priorities.
- ◆ Program Planning and Implementation—Determining the objectives for each element of a given program and the educational strategies to carry them out.
- ◆ Evaluation—Determining whether programs achieve the stated objectives and then improving the processes used to develop the program.

Within each of these three areas there are many different ways that advisory leaders may present ideas or effect change. The advisory councils have input in all three areas but deal mostly with the Planning phase. Program committees, specialized committees, and issue committees function primarily in the Program Planning and Implementation phase and in the Evaluation phase, with some time in the Planning phase.

Some of the tasks performed by advisory leaders are:

#### Planning

- ◆ Identifying and helping recruit advisory leaders who are well connected and knowledgeable about the community.
- ◆ Planning and conducting environmental analyses.
- ◆ Conducting focus group interviews or surveys or talking generally with community members about their real and perceived needs.
- ◆ Learning about current Extension programs and audiences served.
- ◆ Learning about Extension and its connection to the land-grant university system.
- ◆ Learning about diverse funding sources that enable programs to function.
- ◆ Assigning program priorities, especially in tight budget times.

### Program Planning and Implementation

- ◆ Identifying and obtaining resources for programs.
- ◆ Identifying and recruiting volunteers to help support programs.
- ◆ Marketing programs in the community to help generate an audience.
- ◆ Advising on educational strategies appropriate for the intended audience.
- ◆ Advising on adjustments needs to be made in the program while it is in progress.

### Evaluation

- ◆ Seeking reaction from program participants.
- ◆ Helping design evaluation instruments and processes that will work effectively with the audience.
- ◆ Making recommendations on the processes used for volunteer recruitment and training, securing facilities, pre- and postprogram activities, and curriculum distribution and recognition.
- ◆ Identifying high-impact successes of individuals or groups.

### **Proficiencies needed for success**

Knowing the tasks involved with programming, advisory leaders now must know how to achieve success. Experienced advisory leaders have identified the skills, knowledge, and attitudes that will help other advisory leaders succeed. They include the ability or willingness to:

- ◆ Listen and respond appropriately.
- ◆ Know and understand current Extension programs.
- ◆ Understand the basic mission, vision, and goals of Cooperative Extension.
- ◆ Appreciate the historical connection of Extension to land grant universities.
- ◆ Understand organizational policies and procedures.
- ◆ Express community needs, concerns, and issues.
- ◆ Collect and organize data.
- ◆ Market and support existing programs.
- ◆ Provide useful data for feedback and evaluation of programs.
- ◆ Represent the community as an advocate of issues.
- ◆ Refer others to Extension resources.
- ◆ Identify new programming opportunities consistent with organizational mission and goals.
- ◆ Promote Extension success stories.

## **Engaging in programming**

Advisory leaders can execute the programming role in many ways. Typically, individuals and advisory councils carry out these types of activities:

- ◆ Conduct focus group interviews with community groups to bring issues to light or discuss problems.
- ◆ Design and administer surveys to identify needs.
- ◆ Interview key leaders to identify needs.
- ◆ Attend programs outside their interest area to learn program content and participant value.
- ◆ Document cases of Extension program successes with program recipients.
- ◆ Use personal networks and linkages to acquire resources for Extension programs.
- ◆ Speak to clubs and informal groups about Extension and its programs.
- ◆ Prepare reports and documentation of needs.
- ◆ Make maps showing where Extension programs are throughout the county or counties.
- ◆ Make presentations to county commissioners showcasing Extension programs.

## **Reference**

Seavers, B., D. Graham, J. Gamon, and N. Conklin. 1977. *Education through Cooperative Extension*. Delmar Publishing: Albany, N.Y.

*Helping people put knowledge to work*

## **KEYS TO SUCCESS FOR ADVISORY LEADERS**

[http://www.ces.ncsu.edu/AboutCES/als/operations/AM-58-2\\_f.htm](http://www.ces.ncsu.edu/AboutCES/als/operations/AM-58-2_f.htm)

## **Advisory Council Information**

<b>Guidesheet For County Directors</b>	<b>2</b>
<b>Outlines For Operational Documents</b>	<b>4</b>
<b>Budget Outlines</b>	<b>5</b>
<b>Calendar For Year 2004</b>	<b>6</b>
<b>County Extension Advisory Council</b>	<b>6</b>
<b>Evaluating An Advisory Meeting</b>	<b>7</b>

## **GUIDESHEET FOR COUNTY DIRECTORS**

Each county is receiving one copy of the ALS Operations Guide. A PDF version is also available at the ALS website (<http://www.ces.ncsu.edu/AboutCES/als>). Please duplicate as needed to provide your Advisory Leadership System members with a copy of this revised guide. There are five sections; add sections for county-specific needs.

All advisory leaders can benefit from the contents of this guide. The information can be used in systematic orientation training and could be spread out over four meetings in a year. Suggested topics and resources for a 30-to-40 minute training session are:

1. Who Is in the Group and the ALS structure  
<http://www.ces.ncsu.edu/AboutCES/als/operations/trainingresources/whoswho.htm>
2. The Land-Grant University and Extension  
[http://www.ces.ncsu.edu/AboutCES/als/extension\\_presentation/E&EFinal/index.htm](http://www.ces.ncsu.edu/AboutCES/als/extension_presentation/E&EFinal/index.htm)
3. Programming Role  
<http://www.ces.ncsu.edu/AboutCES/als/operations/trainingresources/3program.htm>
4. Advocacy Role  
<http://www.ces.ncsu.edu/AboutCES/als/operations/trainingresources/4advocate.htm>  
  
<http://www.ces.ncsu.edu/AboutCES/als/operations/trainingresources/6relationmkt.htm>



*Helping people put knowledge to work*

The links will take you to an experiential lesson with PowerPoint visuals for some topics. Advisory Leaders could be asked to read the content piece in the Operations Guide as background before the meeting.

The *LINK* advisory leadership newsletter is published three times a year. It is mailed to all county advisory council members in our database. To keep your members informed, send updates in January and other times if needed. Updates are sent to Communication Services. To make additions and deletions to your county advisory council list that will receive *LINK*, go to: [http://www.ces.ncsu.edu/AboutCES/als/ link/linkindex.htm](http://www.ces.ncsu.edu/AboutCES/als/link/linkindex.htm)

This guide has a format for making advisory leader lists and creating minutes. Check your county Extension website for valuable information about Extension faculty and programs to include in the notebook.

## **OUTLINES FOR OPERATIONAL DOCUMENTS**

### **Minutes Outline**

Date

Time

Place

Members Present

Guests Present

Faculty Present

Business

Discussion Highlights

Program/Information Presented

Follow-up Needed

## BUDGET OUTLINES

*Document #1*

*Budget for Year* \_\_\_\_\_ - \_\_\_\_\_

Amount to be allocated – (either from county budget or balance from account)

### **Expense Items**

### **Current Year**

Meetings – 4 @

Council activities

- ◆ Report to Commissioners
- ◆ Farm City Week
- ◆ Etc. Training District Meetings Educational supplies

*Document #2*

*Budget Report Year* \_\_\_\_\_ - \_\_\_\_\_

Expense Items

Budgeted

Actual Expenses

Meetings

Council activities

- ◆ Report to Commissioners
- ◆ Farm City Week

**CALENDAR FOR YEAR 2004  
COUNTY EXTENSION ADVISORY COUNCIL**

**Meeting #1**

Date	Location	Time	Program
------	----------	------	---------

**Meeting #2**

Date	Location	Time	Program
------	----------	------	---------

**Meeting #3**

Date	Location	Time	Program
------	----------	------	---------

**Meeting #4**

Date	Location	Time	Program
------	----------	------	---------

## **EVALUATING AN ADVISORY MEETING**

### **EVALUATION**

1. One idea I learned that I can use is.....

2. My favorite part of the meeting was ...

3. Rate the following elements of the program:

The amount of time allocated for discussion was:

1	2	3	4	5
too little		perfect		too much

The information shared was:

1	2	3	4	5
not useful				useful

4. Would do you think about moving the location of meetings around the geographic areas?

5. A suggestion I have for improving our meeting is .....

## **Appendix: Directories, Forms & Tools**

<b>Directory Of County Advisory Leaders</b>	<b>2</b>
<b>Directory Of County Extension Faculty</b>	<b>2</b>
<b>Advisory Leadership System Calendar</b>	<b>3</b>
<b>Advisory Leadership System Website</b>	<b>3</b>
<b>Media Release</b>	<b>4</b>

**DIRECTORY OF COUNTY ADVISORY LEADERS**  
*Outline*

Name

Address

Phone number

Fax number

Cell phone number

E-mail address

Spouse's name

**DIRECTORY OF COUNTY EXTENSION FACULTY**  
*Outline*

Name

Title

Address

Phone number

Fax number

Cell phone number

E-mail address

Program Responsibilities

## **ADVISORY LEADERSHIP SYSTEM CALENDAR**

<http://www.ces.ncsu.edu/AboutCES/als/SAC/calendar.htm>

## **ADVISORY LEADERSHIP SYSTEM WEBSITE**

The Advisory Leadership System website has the following information, and more:

State Advisory Council member contact information and bios

State Advisory Council calendar

District Activities

Link newsletter archive

Advocacy Resources

Success Stories archive

Publications and presentations

Curriculum



## **MEDIA RELEASE**

(use Extension letterhead)

Insert date in this format: Sept. 7, 2003

For immediate release

For information, contact (CED's name, phone number or email address)

i.e.: Lynne Qualls, 336.318.6008 or lynne\_qualls@ncsu.edu

New Appointees to the Cooperative Extension Advisory Council

(Name of member) of (town), (repeat name and town for each new member) recently were appointed to the (Name of county) Extension Advisory Council.

These (number: [one through nine are written as words, 10 and higher as numbers]) new members will serve three-year terms on the council, effective immediately, says (CED's name), Cooperative Extension Director for (name) County.

(Last name) has served on (identify significant Extension Committees and other important boards and committees. [Do not use comma to separate the next-to-last and last word in a series]).

*Repeat for each new member.*

“We expect these new members to help Cooperative Extension link NC State University and A&T State University to problems identified in their communities. They also will help educate elected officials and the community about the scope of Extension programs and their impact on the quality of life of (name) County citizens.

The (County name) County Extension Advisory Council's mission is to keep Cooperative Extension programs relevant and valuable to (county's) citizens. There are a total of (number) county leaders who meet quarterly to address this mission.

For more information, contact (last name CED) at (phone number using dots instead of dashes for spaces between phone numbers) or (CED's email address.)

(--agent's name/phone number here [FLUSH RIGHT] to indicate end of story.)