

# Conservation District Evaluation Guide

The intent of this evaluation is to rate your Conservation District's effectiveness in accomplishing its objectives within the community.

To properly utilize this Conservation District Evaluation Guide, each Board Member and Conservation District Employee should rate your District's Program individually, then collectively and gain consensus on the overall Conservation District's evaluation ratings. This process allows for the Conservation District Board and its employees to become aware of the Conservation District's strengths and weaknesses, and to identify individual areas which may need to be addressed.

**For each item rate your district's efforts from 0 (lowest) to 5 (highest)**

## I. PLANNING FOR SERVICE

**RATING (0-5)**

- |    |   |       |
|----|---|-------|
| A. | Annual planning of district operations involves other agencies, organizations and/or individuals, and enlists their continuing participation beyond plan development.   | _____ |
| B. | The annual work plan is regularly reviewed and evaluated during the year.   | _____ |
| C. | The district long range plan is updated and details direction and priorities in such areas as programs, finances, facilities and equipment, staffing, community relations, board development, resource issues, potential solutions, objectives are readily identifiable in the district annual plan of work and correlate closely with actions to be taken. | _____ |
| D. | The district annual plan of work includes a broad range of environmental concerns that reflect resource needs and issues within the district.   | _____ |
| E. | Current resource inventories are used in the district.  | _____ |
| F. | The use of communication vehicles such as district newsletters, TV and radio stations are clearly set forth. District has developed a public relations plan.  | _____ |
| G. | The annual plan of work clearly defines education activities with Schools, Churches, Civic Groups, and other organizations in the district.   | _____ |
| H. | The district board members annually discuss the various memorandums of understanding their district has with other governmental agencies. They identify activities requiring consideration and each year review at least one memorandum of understanding with an appropriate agency representative.   | _____ |
| I. | The annual plan of work includes budgeted funds for carrying out district goals   | _____ |
| J. | The district has prepared a work load analysis of hours required to carry out its annual plan activities.   | _____ |

## II. ORGANIZING FOR SERVICE

**RATING (0-5)**

- |    |   |       |
|----|---|-------|
| A. | Members agree upon the basic mission/purposes of the board.   | _____ |
| B. | District has written goals which are identified by geographical distribution as they relate to location of problems and priorities.   | _____ |
| C. | The district has a structure of active working committees, subcommittees, and task forces (so that all work does not have to take place in full board meetings)                                     | _____ |
| D. | District needs (technical, educational and managerial from federal, state, and local sources) are analyzed and efforts made to secure staff as needed to effectively carry out district objectives. | _____ |
| E. | District staff has job descriptions, annual performance reviews, and training plans.  | _____ |
| F. | The district officials and staff periodically assess their working relationship (respective roles and responsibilities) and redefine the relationship as necessary.                                 | _____ |
| G. | The service of other groups and individuals are used to assist in district operations: Youth; Associate District Officials; Citizens Committee Members.   | _____ |
| H. | At least one goal is set forth that will provide district officials in a working knowledge of state and federal legislation that may be of concern to the district.                                 | _____ |
| I. | The district makes contact with, or provides significant input into, activities of their public officials (local, state, federal)   | _____ |
| J. | District participates in national, regional and state funding or in available technical assistance programs.  | _____ |

- K. Priorities for action are clearly defined and based on the district's long range program. \_\_\_\_\_
- L. The district plans for effective management of all its funds, facilities and equipment. \_\_\_\_\_
- M. Meetings are held on a defined schedule that fits the needs of the board and the program. (meetings are neither too frequent nor too infrequent) \_\_\_\_\_
- N. The district invites all cooperating agencies to meet regularly with the district governing body. \_\_\_\_\_
- O. The public is given notice of district meetings and open meeting laws are followed closely. \_\_\_\_\_
- P. Meeting design and procedures encourage full participation, active involvement, and personal leadership of members. \_\_\_\_\_
- Q. Members understand the board's responsibilities, limits of authority, and legal basis of operation. \_\_\_\_\_
- R. A written board member job description defines member roles and responsibilities. \_\_\_\_\_
- S. District members carry out their responsibilities – coming to meetings prepared, completing assignments, linking with other groups, etc. \_\_\_\_\_
- T. The district conducts a comprehensive orientation program for new members. \_\_\_\_\_
- U. Each year district officials participate in board training and education in order to improve their knowledge and skills in critical areas. \_\_\_\_\_
- V. The district has identified the information that its members need, the form/format for the information, the time schedule for providing it to members, and who is responsible for providing it. \_\_\_\_\_
- W. The district has clear operating rules or procedures to guide its operation. \_\_\_\_\_
- X. The district has up-to-date policies in essential areas, and policies are organized for easy reference. \_\_\_\_\_
- Y. The district uses problem-solving and decision-making tools and methods. \_\_\_\_\_
- Z. The district uses a wide variety of approaches (in addition to meetings) to ensure effective communication among members and staff. \_\_\_\_\_

**III. MEASURING SERVICE**

**RATING (0-5)**

- A. The district planned and implemented the following major projects this year: (0-5 points for each – maximum of ten major projects).
  - 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
  - 3. \_\_\_\_\_
  - 4. \_\_\_\_\_
  - 5. \_\_\_\_\_
  - 6. \_\_\_\_\_
- B. District board activities and cooperative efforts are reflected in both the annual plan and report. \_\_\_\_\_
- C. Annual report was well planned and well distributed. \_\_\_\_\_
- D. District utilized civic leaders and organizations. \_\_\_\_\_
- E. State and National associations were budgeted for and paid. \_\_\_\_\_
- F. At least one board member represented the district regularly in state, area, and regional meetings. \_\_\_\_\_
- G. District newsletter was regular and well distributed. \_\_\_\_\_
- H. The district periodically evaluates the program that it operates (i.e. – defining the issues to be evaluated, the information it needs, and the stands for effectiveness) \_\_\_\_\_
- I. The district assesses board needs and addresses priority problems and issues that are identified. \_\_\_\_\_

If your district scored a 3 or less on any of the above service elements, this is an indication of specific areas that your Conservation District may need to address.