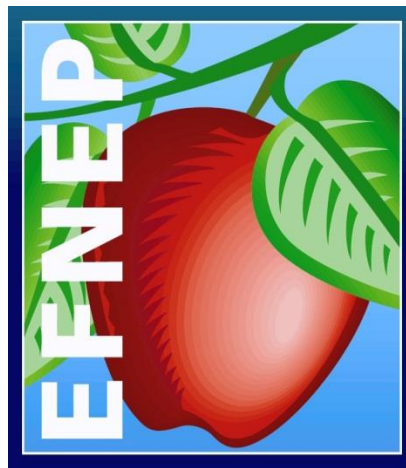


**Expanded Food and Nutrition Education Program
Program Planning and Comprehensive Review:
A Toolkit for EFNEP Coordinators**

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This document was produced by a team of Expanded Food and Nutrition Education coordinators in an effort to aggregate tools for EFNEP coordinators to use for program planning purposes and when conducting a review of local EFNEP units.

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Forward:

Unit reviews have been conducted throughout EFNEP's nearly half-century history. Initially, such reviews were conducted under national direction. As EFNEP evolved, some state program coordinators took on this responsibility and developed their own guidelines; others did not. Appreciation is extended to this EFNEP leadership team from the Cooperative Extension Southern Region, which saw the need for more consistency among states and support for newer coordinators in conducting local reviews. Team members volunteered considerable time and expertise to develop these guidelines. In particular, Ms. Amanda Scott should be recognized for her persistence and follow-through in seeing to the completion and dissemination of this document. This resource, which includes suggestions for local program planning and oversight along with how to conduct a review, is an excellent example of how shared state-level understanding can benefit an entire program. Thanks to all for your commitment to excellence in EFNEP!

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Section 1: An Introduction to Comprehensive Unit Reviews

Introduction

This document, “Expanded Food and Nutrition Education Program Planning and Comprehensive Review: A Toolkit for EFNEP Coordinators,” provides a way for units and/or state staff to develop, study, analyze, and evaluate their programs. EFNEP program policies (<http://www.nifa.usda.gov/nea/food/efnep/pdf/program-policy.pdf>), along with administrative and programmatic experience and expertise, were used to create this document. This document should help personnel determine how a unit can perform its programming role more effectively. Generic examples of tools and resources are included in the appendices and can be viewed as a starting point for program development and review procedures in the respective state or territory. Depending on the needs of the program, the tools included can be used separately or together for more comprehensive planning, management, and review of EFNEP units. EFNEP coordinators can determine the best way to use these resources in their respective state or territory.

This document has been designed to allow input from all persons within EFNEP. There is considerable support for the team approach when conducting reviews of an EFNEP unit. A team report includes data from county/parish staff as well as from district supervisors, state nutrition specialists, and program leaders. Whenever possible and as applicable, 1862 and 1890 EFNEP coordinators should conduct EFNEP unit reviews together. This team approach allows for identification of key concerns, with the ultimate goal of fostering improved program outreach and impacts.

Purpose

The reason for conducting a comprehensive EFNEP unit review is to:

- Take a critical look at the collective strengths and productivity on which the unit is built. The following criteria will be used as a basis for discussion on county/parish program success and development:
 - Program outreach;
 - Program impact results;
 - Records review;
 - Collaborative relationships supporting program efforts;
 - County/parish provisions for space, technical, and office needs (if applicable); and
 - County/parish level funding support for the program (if applicable).
- Recognize that EFNEP is an integral part of the county/parish Extension plan to reach limited-resource families and youth with nutrition education.
- Renew commitment to the EFNEP mission and guidelines among the EFNEP unit team.
- Identify possible areas for program growth, to include expansion of the program to new eligible audiences and creating new linkages with agencies serving limited-resource populations.

Preparing for a Review

As a general guideline, formal county/parish or unit reviews should be conducted every three years or more frequently if warranted by conditions within the EFNEP unit.

The success of a review depends on several factors, including:

- Prior preparation of data, documents, and reports by the appropriate state and county/parish personnel.
- A mutually accepted review process that includes:
 - Open dialog, with emphasis on the total program, rather than on specific individuals;
 - Timing - scheduled far enough in advance to minimize conflicting activities; and
 - Comfortable facilities, free from distractions; and
- Prior to the review, the reviewer should also gather information about the EFNEP unit's performance. Appendix A includes a form for gathering population data to use when preparing for a unit review.

Section 2: Considerations for Achieving Program Outreach and Impacts

Part 1: Planning the Program

Consider the following items when planning an EFNEP program.

Establish or Revisit the Paraprofessional Position

Paraprofessional staff members (peer educators) are crucial to the success of EFNEP, and it is expected that all EFNEP units will use paraprofessional staff for delivery of educational programs. As per EFNEP program policies:

- Paraprofessionals, or peer educators, are trained, supervised, and supported by university and locally based professionals who have programmatic and discipline expertise.
- Paraprofessionals, or peer educators, must have a high school diploma or GED. Additional education is not considered an added benefit.
- Paraprofessionals, or peer educators, should be:
 - Members of the community they support,
 - Skilled or able to learn to teach a series of hands-on interactive lessons,
 - Committed to providing sound instruction,
 - Able to influence the lives of those they teach, and
 - Dedicated to reaching diverse low-income populations.

Depending on the specific institution, a variety of terms are used to describe the paraprofessional conducting nutrition education within EFNEP. For purposes of this document, the term paraprofessional will be used throughout.

Assess Local Needs, Commitment, and Capacity

How should a program get started? Should it continue at a particular site if already established? The first step to answering these questions is to assess the needs of the audience and consider the need, commitment, and capacity for delivering the program at a given location.

- Assessing the needs of the audience should create a positive response among the intended participants and continue after the program is implemented. Working with the audience, rather than merely for the audience, is necessary where changes in attitude and behavior are vital to the success of the program.
- To establish or maintain a sound program, the coordinator should:
 - Respond to the nutrition education needs of the audience related to the four EFNEP core areas: Diet Quality and Physical Activity, Food Resource Management, Food Safety, and Food Security.
 - Involve the intended audience.
 - Make the program opportunity understandable to the intended audience by relating it to their experiences.
 - Motivate the audience to want to participate.

- Provide experiences that deal with the audience’s problems and help them fulfill their needs.
- Defining needs, commitment, and capacity of a unit includes compiling existing information and gathering new information from the audience, neighborhood, community, and county/parish.
- A needs assessment survey and statistical information on the economic status of a geographic area should provide answers to basic questions on the appropriateness of a given location for programming. Sources of statistical data may include U. S. Census Bureau data, county/parish data, health reports, number of SNAP recipients, etc.
- It is necessary to not only identify a situation that will point out the need for a program but also to build support for the program’s objectives by considering commitment and capacity.
- The importance of a needs assessment is its value to program planning. A sample “Community Needs Assessment Guide” is located in Appendix B, which can help to identify the need for a nutrition program as well as potential program partners.

Identify Community Characteristics

For a successful program, it is critical to know how the community’s characteristics reflect the target EFNEP participants. When considering a community’s characteristics, consider the following factors:

- Are the low-income participants rural or urban?
- Is public transportation readily available?
- What is the potential for recruiting local volunteers to work with the program?
- What existing programs operate in the communities? On what is their support based? What are their program objectives? What similarities are there, if any, to EFNEP? (To determine community resources, use the “Sample Community Needs Assessment Guide” provided in Appendix B.)

Understand and Maximize the Use of Program Resources

Available program resources must be taken into account when establishing and managing a program. Funding, personnel, and expected outcomes are all important.

Budget (Federal and Other Resources)

Annually, a budget and budget justification are sent to the national EFNEP office for approval. Guidelines for preparing and submitting the budget are found at http://www.nifa.usda.gov/nea/food/efnep/formula_grant.html.

To determine local needs, consider the following for each EFNEP unit. Determine where the funding comes from for the EFNEP unit: federal, state, county/parish, private sponsors, grants, and so forth. Keep in mind that EFNEP program guidelines require that at least 60% of EFNEP federal funding must be spent in support of paraprofessionals.

- Allow for travel, salary and benefits, food, educational materials, and demonstration supplies.

- Determine other contributions and resources that can be brought to bear on the program, such as in-kind staff, office space, and equipment.
- Determine the procedure for obtaining funds for the next fiscal year. Will funding be adequate? What sources of funding will be available beyond federal EFNEP funds in support of the unit, if any? What do budget projections indicate? Be sure to plan for inflation and salary increases.

Personnel and Expected Outcomes

Consider staff capabilities. All staff members should know who they will be responsible to and who they will be responsible for to complete the various tasks necessary to implement and evaluate the program. These tasks should be identified in job descriptions, protocols, or memorandum of understandings. Also, determine:

- If a new site is planned, will it be a pilot program? If so, will temporary staff be employed?
- Are new staff needed at the program site and/or county/parish/regional or state/administrative level?
- What training needs might staff have?
- Can present staff handle the training and supervision of the program?
- What process will be used for training of new program staff on EFNEP policies, procedures, and curricula?
- Are the long-term and short-term program objectives identified?
- Must objectives be accomplished in a specific time?
- Are working hours for paraprofessionals flexible, or will they be restricted to daytime hours and weekdays?
- What is considered a work week? For example, are 30, 32, or 40 hours considered full time?
- What is the exemption status with the university on rules pertaining to paraprofessionals and other staff time-related issues?
- How are employees held accountable for their time?

Understand the EFNEP Audience

Understanding and appropriately targeting the intended audience is crucial to a successful program. EFNEP includes programming to a diverse audience of adults, youth, and children with limited financial resources. The focus should be on families. Specifically, EFNEP audiences include:

- Low-income parents and other adult caregivers (such as grandparents and guardians) who have primary responsibility for obtaining and preparing food for their children, with an emphasis on families and caregivers of young children;
- Low-income pregnant women/teens;

- Low-income adolescent youth (middle school through high school – ages 13-18 years); and
- Low-income children and pre-adolescent youth (kindergarten through elementary school – ages 5-12 years).

Steps need to be taken to learn about and understand the needs of the audience. It is important for the coordinator to know how the audience might react to a given program or a new experience.

To learn more about the participants:

- Talk to other organizations and agencies that have had experience with the intended audience.
- Consult with resource people at the university, such as specialists, youth professionals, and sociologists. Some universities have centers for intercultural studies for program development and research that concentrate on particular population groups.
- Consult with volunteers in the community who may have direct contact with potential participants.
- Meet directly with members of the intended audience to learn what's important to them.

Determine and Monitor Progress for Specific Program Objectives

Expectations for the EFNEP audience fall within four core areas. These areas have been defined within EFNEP program policies:

- *Diet Quality and Physical Activity:* Improved diets and nutritional and physical well-being through the adoption of federal food and physical activity recommendations.
- *Food Resource Management:* Increased ability to buy, grow, or otherwise appropriately obtain, prepare, and store food that meets nutritional needs.
- *Food Safety:* Improved household food safety and sanitation practices.
- *Food Security:* Increased ability to get food directly and from food assistance programs, where necessary, to ensure having enough healthy food to eat.

As in all programming planning, the goals and objectives, as well as the roles and functions of staff members, should be clearly identified so that all essential elements will ultimately fit into a comprehensive program.

Clearly stated program objectives will help staff and other paraprofessionals to understand and reinforce the overall intent of the program. They will also help people recognize when programming is succeeding. Coordinators set specific objectives, which they monitor through their five-year program plan for EFNEP.

Sometimes it is easier to think of a measurable long-range goal first and then identify a series of short-term objectives.

- Describe the audience descriptively as well as quantitatively.
- State the desired changes in behavior and attitudes (such as increased knowledge and improved practices for a specific core area).

Involve Participants and the Community

Involve people from the community in the initial stages of program planning and as the programs evolve for buy-in to ensure success.

- It is not necessary to bring planning groups into a formal organization, committee, or council.
 - Ad hoc committees may be convened at different times, or a special program development committee may be organized to work on specific aspects of the program.
 - A program development committee may function at different levels: community, county/parish, area, and state. Low-income program participants should participate in such committees.
 - Opportunities should be provided for low-income participants to speak and have their opinions considered, and to know that they are making a useful contribution.
 - Committees should know the objectives of the program and what is expected from them as members.
 - Participants may be provided with an advance copy of the agenda, which covers only a few items and allows them time to think about the topics and prepare to take part.
 - Consider including a few open-ended questions to stimulate thoughts from participants, such as “If you were starting a program, how would you get the information to people who would benefit from it?”
- Starting a new program and even continuing a program for a specific target audience will require support from others in the community.
- Identify the community situation in consultation with local community leaders who can provide facts and point out problems and opportunities.
- Involve as broad a representation of people as seems feasible and appropriate. Consider involvement of individuals outside the community who may help to influence people to take action. It may include contacts at the environmental settings and sectors of influence levels of the Community Nutrition Education (CNE) Logic Model, which uses a social ecological framework.
- Gain community support to endorse a new program or strengthen an existing program by involving the intended audience and community leaders. Specific steps for starting a new program can be found in Appendix C, “Principals of Social Action,” adapted from *Principles of Social Change* by Leonard A. Jason.

Build in Program Evaluation Early in the Process

Appropriate and accurate records can provide information about the progress of the program and serve as a way to access the need for mid-course correction to reach the stated goal.

- Decide what kind of information is needed from the participants and at what frequency. EFNEP has a defined program evaluation strategy for both adult and youth programs, which greatly clarifies this issue.

- Most federally funded programs require both “fiscal” and “program” accountability.
 - *Fiscal accountability* consists of using program funds for the intended purposes. Additionally, expenditures should be allowable, allocable, reasonable, and necessary. Two potential funding concerns are keeping staffing within the budget, since that is usually the largest expense, and adhering to designated categories of spending. Requesting budget status reports from units at regular intervals is one way to keep track of program spending and make adjustments as needed.
 - *Program accountability* must be considered in designing, developing, and implementing a program. This type of accountability is concerned with following the requirements and accomplishing the objectives of the program. Since every staff member must keep records, each employee must be given time during work hours to complete this task. Emphasize the importance of records as part of the job, and encourage a positive attitude toward accurate recordkeeping. Training paraprofessionals in this area is vital to ensuring program accountability.

Develop Employment Standards

Employment standards should be developed and followed to ensure that the appropriate staff is employed and that they have the skills needed for their position.

- Federal and state statutes must be followed. Examples include Civil Rights, American Disabilities Act, and Equal Employment Opportunity (EEO) requirements. Cooperative Extension has a responsibility to all people without regard to race, color, or national origin. Extension must hire without discrimination as to religion, age, gender, disability or status as a Veteran. State statutes and institutional policies may include marital status and other nondiscriminatory standards. Consult with Cooperative Extension leadership and human resource and EEO offices to assure compliance.
- Before advertising a job and employing staff, learn about the prevalent employment practices. EEO coordinators and affirmative action officers can advise about standards and procedures, and the records to be kept to assure compliance.

Develop or Update Job Descriptions

A description for each type of job in the program is an important management tool. Job descriptions help the employee understand the nature and responsibility of the job. They also help the supervisor keep the program on target and can serve as an important vehicle for defining program accountability.

A typical job description includes:

- Title of the job,
- Purpose of the position,
- Major duties and responsibilities,
- Relationships of the position to supervisory structure, and
- Qualifications needed for the position. These qualifications include the ability to:
 - Communicate with the intended program audience,

- Read and write (keep records),
- Use a computer (depending on state or territory),
- Learn and comprehend information about the subject matter and transfer the information to the needs of the participants,
- Adapt to various situations,
- Meet and work with individuals and small groups,
- Follow oral instructions, and
- Drive a car or have access to some form of reliable transportation.
- Paraprofessionals must have a GED or high school education. Additional education is not considered an added benefit.
- The number of classification categories for employees may depend on the program objectives, the size of staff, and the appropriateness of different job levels in the program. Consult with the specific institution's human resources department to develop or revisit classification categories.
- As appropriate and in accordance with human resource criteria, design several job levels so that employees have opportunities for promotion. For example, there could be three levels of paraprofessionals:
 - Trainee (first year of employment). The employee learns to assume full responsibility of Level II and to keep records.
 - Level II. Example: The employee maintains a workload of at least XX teaching contacts, makes XX working visits with these contacts each month, rotates XX to XX families into and out of the program each month, serves some participants through group teaching, and keeps satisfactory records.
 - Level III. The employee maintains a work load of at least XX teaching contacts, conducts teaching visits with all participants weekly, rotates XX to XX participants into and out of the program each month, teaches XX% of participants in group sessions, provides some guidance and support to volunteers, and keeps accurate and timely progress records.

Recruit Applicants

The first step in recruitment may be a conference with the personnel officer since a manager must be proficient in employment practices and employee benefits.

- Develop or use an employment application that meets the requirements of the specific institution, state, and the federal government.

Interview Applicants

The interview procedure is used to select applicants who have the potential for learning the paraprofessional's job and successfully working with the audience.

- Explain the program purpose, objectives, delivery methods, and job expectations. Personnel policies and employment benefits are other areas that should be discussed during the orientation.
- An example agenda could include the following:
 - Discuss program purpose and objectives.
 - Review job responsibilities, expectations, qualifications, and basic eligibility requirements.
 - Explain pay, hours, employment procedures, benefits, and training.
 - Discuss specific information, such as:
 - Need for a car with insurance coverage;
 - Kind of work the applicant will be doing, if hired;
 - Geographic location of work;
 - Physical requirements (amount of walking, standing, or lifting);
 - Performance evaluation procedures; and
 - Other particulars about the job, such as recordkeeping.
- Interview individuals to determine personal attributes. Interviews may be conducted in several ways:
 - By the supervisor only;
 - By the supervisor and county/parish administrator or coworker; or
 - By a committee of three or four individuals, which could include supervisors, county/parish administrator, a second professional or administrator related to the county/parish program, or an experienced paraprofessional.
- A small committee may be able to determine an applicant’s potential better than one individual. Committee members should be familiar with the job description, the expectations, and the desired important qualities of the position. They should understand the procedures for interviewing and how to assess the applicants against the qualifying factors. Committee members could individually, and then collectively, rank the qualifying factors. The result of these ranking or qualifying factors should be presented to the employer when the person is recommended for employment.
- The procedure and content for the individual interview includes:
 - Put the applicant at ease with a few general comments.
 - Be friendly but businesslike. Refer to the written application as needed.
 - Plan in advance the questions to ask to obtain the information needed.
 - Ask information-getting questions. Open-ended questions are good and can start with: “Tell me about...”; “How do you...?”; How do you feel about...?”
 - Avoid the “third degree” or trick questions.

- Ask the applicant if they have any questions.
- Tell applicants approximately when they will be notified about whether or not they will be selected for the position.
- Everyone's impressions and information concerning the interview should be summarized immediately, in writing.
- Some "interviews" contain teaching demonstrations by applicants to assess teaching skills, understanding of the audience, knowledge of the subject matter, and resourcefulness and preparation efforts.

Select Applicants

When selecting paraprofessionals, use quality ranking factors to assess the candidates' qualities. Quality factors are usually predetermined and often appear in the vacancy announcement. The quality-ranking factors can help reveal how well the applicants can:

- Learn and apply what is taught,
- Read and understand the materials that will be used,
- Accept directions and suggestions from the supervisor,
- Communicate orally,
- Share their learning with others,
- Keep records and make reports,
- Keep all participants' information confidential, and
- Work with people who may have different beliefs and standards.

During the interview process, gather as much information as possible about the candidate's suitability for the job. Can this person communicate *with* people - talk with them, not to them - and listen to what they say? Does the applicant speak the language of the participants? Find out whether the candidate has access to a telephone, car, etc. Some of the above qualifications may be evident during interviews. Obtain references to learn if the applicant is suitable for the job. Such references may help the employer to plan a training program that complements the candidate's experience or eliminates supervisory problems later.

- Notify applicants.
 - Successful applicants should receive a letter of offer from the employer. A sample letter is included in Appendix D. Please check with human resources for specifics at the respective institution.
 - Unsuccessful applicants should receive a letter that the position has been filled. A sample letter is included in Appendix E. Please check with human resources at the specific institution.
 - If circumstances prevent or delay hiring of applicants, letters should also be written to *all* applicants on the status of the position. Please check with human resources for specifics at the specific institution.
- Prepare an employee handbook.

- Employees should know their rights and responsibilities and the organization's policies. This information should be communicated to them in writing. An employee handbook, which is often a loose-leaf notebook or available online, is a desirable reference. A handbook may include the following:
 - Introduction – a brief description of the program goals and objectives
 - Organization - how the program fits into the agency or institution
 - Employee's job description and responsibilities - the nature of the job
 - Training - attendance requirements
 - Reporting and recordkeeping - requirements of the job
 - Attendance - need for regularity and dependability at work, method of reporting absences
 - Equal Opportunity - a statement of policy
 - Pay and benefits
 - Pay rate, overtime policy, beginning and ending of pay periods, keeping time records, when and how paycheck will be received, and deductions
 - Salary increases - anniversary dates, merit increments, etc.
 - Annual leave/vacation - how it is earned
 - Holidays
 - Sick leave and sick leave banks, if available
 - Other types of leave (temporary, incapacitated, maternity, administrative, jury duty)
 - Retirement plan
 - Group life insurance
 - Health insurance
 - Workmen's compensation
 - Unemployment compensation
 - Educational benefits
 - Other benefits
 - Other information
 - Initial probationary period - how long: kind of performance evaluation to be conducted
 - Probation - causes and procedure
 - Promotion - levels of positions, evaluation, and recommendations
 - Performance evaluation - procedure and frequency
 - Change of address or name - how to report

- Resignation, termination - procedure, forms required
- Overtime - policy and procedure
- Reimbursement - policy and procedure
- Expenses - what is allowable, keeping records and receipts, when and how to submit
- Personal finances - avoid garnishment of wages
- Employment of relatives - policy
- Solving problems - procedure
- Safety - creates awareness of importance; explain policy and procedure of reporting
- Data security - policy and procedure
- Contributing ideas - encourage staff to discuss ideas for program improvement
- Brief summary statement to encourage paraprofessional staff to ask the supervisor about employment policies and procedures

Part 2: Reaching the Audience

Locate Participants

Identify the concentrated geographic areas where participants live, play, learn, heal, and work.

- Where do participants live?
 - Government subsidized housing
 - Neighborhoods near schools where the majority of students are receiving free or reduced lunch
 - Near places of employment known to pay minimum wage or low wages
 - Zip code areas with low-medium household incomes or lower-priced housing
- Where do participants participate in leisure activities?
 - Parks and recreational programs
 - YMCA
 - School-related recreational activities
- Where do participants learn?
 - Schools where the majority of students are receiving free or reduced lunch
 - GED programs
 - Vocational educational classes
 - Head Start and early childhood programs with a parenting component
 - Coordinated school health programs
- Where do participants heal?

- Community clinics
- Health departments
- Programs for abused women and children
- Faith-based programs
- Alcohol and drug rehabilitation programs – may or may not be appropriate for EFNEP depending on the type of treatment facility and length of treatment

Recruit Participants

Maintain a balance of graduating, continuing, and enrolling future participants so time is not spent looking for new participants after all current participants graduate.

- Identify how many hours should be spent recruiting based on the paraprofessional's schedule and location.
- Set goals for recruiting a specific number of individuals and/or groups each month based on the paraprofessional's schedule and location.
- Review recruiting opportunities.
- Use multiple strategies for recruiting:
 - Partner with community outreach organizations and agencies that serve the same participants.
 - Ask partner agencies to refer participants.
 - Recruit pre-existing groups from partner agencies.
 - Do drop-in presentations at partner agencies.
 - Ask partner agencies to distribute promotional material or recruitment forms.
 - Offer programs together.
 - Use mass and social media to reach participants.
 - Use personal contacts.
 - Send newsletters.
 - Use self-referrals (drop-boxes, interest surveys).
 - Attend health fairs or events.
 - Offer incentives to participants for completion of a series of lessons.
 - Engage the support of those who complete the program to find new audiences to teach.
- Provide partner agencies with EFNEP materials, such as:
 - Brochures,
 - Information packets,
 - Posters to advertise the program's time and date,

- Curriculum outline,
- Cookbooks and recipes,
- Certificates of completion, and
- Website addresses.
- Youth recruitment
 - Contact teachers who previously participated, and invite them to re-enroll for the new school year.
 - Put information about youth curricula, learning standards, and enrollment opportunities in teacher and other faculty newsletters.
 - Contact parent liaisons, school nurses, and school garden coordinators.
 - Introduce the program to local school and district teachers, administrators, and other personnel, advisory councils, and parent groups.

Introduce the Program

- Carry personal identification, such as a badge or ID that identifies the educator as an employee of the university.
- Carry contact information, such as business cards, so that participants can make contact.
- Explain the nutrition educator's connection to the university system.
 - How they are part of the university?
 - What is Extension?
 - What is EFNEP? (Distribute marketing materials.)
- Discuss what to expect from the nutrition educator.
 - Be on time and well prepared.
 - Notify participants when classes will be delayed or postponed.
 - Answer questions to the best of their ability; find answers to questions they do not know.
 - Make appropriate referrals, such as nutrition/health clinics for individuals requiring medical nutrition therapy.

Part 3: Evaluating the Program

Purpose

The purpose of evaluating EFNEP is to identify and describe concerns, problems, opportunities, and successes. An additional purpose is to applaud successes and prioritize ways to strengthen and improve the program.

Establish the Criteria

- Examples of criteria for evaluating EFNEP are:
 - Characteristics of the participants;

- Adult: race, income, education level, food assistance, families with young children; and
- Youth: race, age, income level.
- Adult participant performance:
 - Number who graduate vs. number who do not, and
 - Improvement of diet and other core area behaviors over time.
- Youth participant performance:
 - Improvement of dietary and other core areas over time, and
 - Personal development.
- Participants who are reached:
 - Low-income parents and other adult caregivers who have responsibility for obtaining and preparing food for their children,
 - Low-income pregnant women/teens,
 - Low-income adolescents (13 to 18 years old), and
 - Low-income children and pre-adolescent youth (5 to 12 years).
- Volunteers:
 - Recruited from program participants when possible,
 - Show evidence of involvement, and
 - Are recognized.
- Grassroots effort:
 - Active EFNEP advisory committee is composed primarily of EFNEP audience, stakeholders, cooperating agencies, and community leaders.
- Program operations:
 - Recruiting methods;
 - Allocation of time, travel, and supplies;
 - Caseload attainment;
 - Needs and interest of participants being met;
 - Proper use of paraprofessional educators for program delivery;
 - Inter-agency cooperation;
 - Training of paraprofessionals;
 - Supervisory efforts;
 - State staff support;
 - Intra-Extension relationships;

- Records and reports; and
- Educational teaching aids.

Evaluation Procedures

Each state enters data in WebNEERS, a web-based evaluation and reporting system that allows states to monitor participant and program progress and to set and monitor achievement of goals and objectives. Personal data are stripped out of the system to protect confidentiality. Data are collected on both adults and youth group members, program staff and volunteers, and goals and objectives across the socio-ecological framework. Reports can be derived showing the following types of information:

- Adult participant demographics: including information on gender age, race, income, residence, and aid from public assistance;
- Youth participant demographics: including information on gender, age, ethnicity, race, residence, and youth group;
- Nutrition: including the actual nutrient content of a participant's diet and comparisons of that diet to national dietary recommendations;
- Behavior checklists: including information on a participant's behavioral changes in the areas of nutrition practices, food safety, and food resource management;
- Staff: including information on the professionals, paraprofessionals, and volunteers who deliver and manage the programs;
- Environmental settings and sectors of influence planning and outcomes; and
- Qualitative program impacts.

These data allow for evaluation of program efforts in each state or county/parish level EFNEP unit and should be considered when assessing progress on program priorities identified in the state or territory's five-year plan.

In addition to WebNEERS, other evaluation procedures have proven to be helpful to strengthening and improving EFNEP. One example includes the Participant Quality Assurance Telephone Surveys (Appendix F). Individual institutions may have other tools to evaluate the effectiveness of the EFNEP program in the community.

Section 3: Considerations for Review of EFNEP Records

EFNEP program records should be reviewed regularly to ensure compliance with program policies. An institution may choose to establish reporting requirements beyond those required nationally. For example, have all data reviewed in WebNEERS at specific times of the year, such as quarterly or twice a year, to encourage units to enter data in a timely manner, monitor progress, determine the need for staffing changes, and correct errors before the end of the reporting year. Considerations for reviewing EFNEP records are shown below.

Part 1: Review of Itineraries and Travel Expense Statements

Purpose

- Ensure that EFNEP resources, including staff time, are being used efficiently and appropriately, and that the objectives of the program are being met.

Method

- Evidence of accountability is assessed through triangulation of records. The paraprofessional's itineraries/schedules and travel expense statements are compared to ensure that they agree.
- Itineraries are reviewed to make sure that the paraprofessional's time is being used wisely and in accordance with federal and state EFNEP policies and guidelines. There should be enough descriptive information on itineraries/schedules to determine if paraprofessionals are completing duties within the scope of EFNEP.

*Note: Determine a time period for which this information will be gathered, and decide whether this will be done for each staff member in the county/parish or a sample. This can be done ahead of time.

Desired Results

- All itineraries are complete, and all records agree.

Part 2: Review of Adult Participant Files

Purpose

- Ensure that there is appropriate documentation in the county/parish for EFNEP accountability related to adult program work.

Method

- A sample of files for graduated participants and active participants should be examined for each staff member or a sample of staff members in the unit. The number of files to review is based on the amount of time available, but a minimum of 6 files per staff member is recommended, with 3 for participants who have graduated and 3 for participants who are still active.
- Files are reviewed for the following:
 - All required participant forms are on file and are complete, including detailed 24-hour diet recalls and completed enrollment forms. Forms required include:
 - Enrollment form,

- 24-Hour Diet Recall,
 - Behavior Checklist/Survey,
 - Exit form for graduates,
 - Exit 24-Hour Diet Recall for graduates, and
 - Exit Behavior Checklist/Survey for graduates.
- If data are entered at the county/parish level, data on each form should be compared to what is entered in WebNEERS.
 - Sign-in sheets for each lesson should be checked to ensure that the name/signature of the participant whose file is being reviewed is on the list for each lesson he/she attended.
 - Confirm that dates, times, and addresses are correct – may include phone calls to participants or agencies, or spot checks to locations listed.

Desired Results

- Sign-in sheets for each session are available for each participant. All participant files were located and were stored in a secure area. Note that sign-in sheets must be kept for Equal Employment Opportunity (EEO) audits for the time period the specific university requires. Enrollment forms, diet recalls, surveys, and exit forms for graduates were complete and in the files. False or misleading information has not been added. The data were accurately entered in WebNEERS.

Part 3: Review of Youth Files

Purpose

- Ensure that there is appropriate documentation in the county/parish for EFNEP accountability related to youth program work.

Method

- A sample of files for each youth group is reviewed. The number of files to review is based on the amount of time available, but a minimum of 3 files of classes in different locations for at least 3 staff members is recommended.
- Files are reviewed for the following:
 - All required participant forms are on file and are complete. Forms required include:
 - Youth enrollment forms (where used),
 - Group enrollment forms,
 - Class roster/attendance sheets, and
 - Evaluation forms (pre and post-tests) – summary sheets when used.
 - If data are entered at the county/parish level, data on forms should be compared to what is entered in WebNEERS.
 - Confirm that dates, times, and addresses are correct – may include phone calls to participants or agencies, or spot checks to locations listed.

Desired Results

- All youth group files were located and were stored in a secure area. Group enrollment forms and class rosters/attendance sheets were complete and in the files. False or misleading information has not been added. The data were accurately entered in WebNEERS. Note that sign-in sheets/rosters must be kept for Equal Employment Opportunity (EEO) audits for the time period the specific university requires.

Part 4: Review of Volunteer Records

Purpose

- Ensure that there is appropriate documentation in the county/parish for EFNEP accountability related to program volunteers.

Method

- A sample of files for program volunteers should be reviewed. The number of files to review is based on the amount of time available, but a minimum of 3 volunteers in different locations for at least 3 staff members is recommended.
- Files are reviewed for the following:
 - All required participant forms are on file and are complete. Forms required include:
 - EFNEP volunteer registration form, and
 - Complete background screening form or other documentation that the volunteer was screened prior to working with EFNEP youth (if required by the specific institution).
 - Information on volunteer registration forms should be compared to what is entered in WebNEERS.

Desired Results

- All volunteer records were located and were stored in a secure area. Volunteer registration forms were complete and in the files. Volunteers working with EFNEP youth completed required screening, if applicable. False or misleading information has not been added. The data were accurately entered in WebNEERS.

Part 5: Review of Unit Performance/Impact

Purpose

- Ensure that the EFNEP unit is meeting established program goals related to outreach and program impacts.

Method

- Current program outreach and impact reports for WebNEERS should be reviewed both for the entire EFNEP unit and for each individual EFNEP educator conducting youth or adult work.
- Files are reviewed for the following:
 - Is the unit reaching established program goals related to outreach to appropriate

EFNEP audiences?

- Are unit impacts reaching established program goals as outlined in the EFNEP five-year plan?
- Are there any inconsistencies that suggest the need for further review or questioning?

Desired Results

- The EFNEP unit will meet or exceed program goals related to outreach and program impacts. If goals are not met, the review team should identify training needs of staff or other barriers that may prevent the unit or program educator from reaching established program goals. If goals are met, the review team should identify the reasons for success. If goals are met but data seem incongruent, the review team should probe further and/or notify the supervisor/EFNEP coordinator to review and address inconsistencies.

Part 6: EFNEP Paraprofessional Training

Each EFNEP unit should keep a list of paraprofessional trainings conducted and a training record of EFNEP paraprofessionals. Review training agendas and training records, such as sign-in sheets. Units should also provide a sample copy of the training materials presented to staff members.

Part 7: Records Retention

The federal guidelines for Smith Lever funds indicate a ‘3 year requirement for Financial Records and Supporting Documents’ (<http://www.nifa.usda.gov/business/awards/formula/manuals/coopextension.pdf>, p. 3-26), but this may not be long enough for the specific university’s needs. In other words, the federal retention requirement is long enough for the federal partner to audit the funding recipients’ records if they choose to do so, but the three-year retention doesn’t take into consideration the retention requirements of the funding recipients’ institution, which also must be followed. (Personal communication from Stephanie Blake, July 15, 2011.)

Section 4: Considerations for Space, Local Funding, and Program Support/Guidance on Collaborative Relationships

Part 1: County/Parish Provisions for Space, Local Funding for Program Support

Program reviews should include an assessment of county/parish partnerships with EFNEP. Some considerations may include:

- Collaborative relationships supporting program efforts,
- Quality of partnerships (recurring cycle of participants, etc.),
- Amount and type of representation of partnering agencies on Extension Advisory Committees, and
- Extent of interdisciplinary programming within Cooperative Extension to serve multiple needs of EFNEP participants. Consider the number of program referrals.

Reviews should also assess the county/parish's commitment through in-kind support, such as providing for space, technical, and office needs (as applicable at the specific institution):

- Office space for EFNEP staff is comparable to all Extension staff and includes a desk, file space, supply storage space, and computer.
- County/parish provides cost-share for computer and technical support as needed.
- EFNEP staff are supported by a designated secretary.
- Paraprofessional staff and other EFNEP staff have access to a state vehicle.

County/parish level funding that supports EFNEP is reported (as applicable at the specific institution). Notably, other sources of in-kind and financial support should also be noted in the program plan/annual update through WebNEERS.

- Matches funding for salary and benefits.
- Supplies funding for food demonstrations, program promotion, and basic supplies.
- Seeks additional funding to enhance program goals.
- Provides general office supplies

It is suggested that interviews with county/parish staff be conducted to determine the status of local support for EFNEP and to explore any inconsistencies.

The following documents are included as examples:

- Appendix G: County/Parish Extension Director Interview Guide,
- Appendix H: District Extension Director Interview Guide,
- Appendix I: Family and Consumer Sciences (FCS) Agent Interview Guide, and
- Appendix J: 4-H Agent Interview Guide.

Part 2: Guidance on Collaborative Relationships

Key agency relationships should be explored for each county/parish. The following information is suggested for consideration in the review process:

- Number of agency relationships,
- Number of participants with county/parish agencies serving limited-resource populations,
- Quality of partnerships (recurring cycle of participants, sharing funding, etc.),
- Representation of partnering agencies on Extension Advisory Committee, and
- Interdisciplinary programming within Cooperative Extension to serve multiple needs of EFNEP participants.

It is suggested that coordinators conduct interviews with agency partners with the purpose of accessing positive strategies that support and sustain partnerships and any needs for improving the collaborations in support of EFNEP programming. Also, consider how these interviews might be used to get agency partners' thoughts on success, potential opportunities, and challenges in working together to address environmental settings and sector of influence needs.

The following document is included as an example:

- Appendix K: Cooperating Agency Interview Guide.

Part 3: Guidance for Interviews of EFNEP Staff

Any successful review of an EFNEP unit should also include important conversations and interviews with EFNEP staff. These interviews allow the reviewer to gather important information about the program and may also help to identify areas for improvement or various training needs of the EFNEP staff. Also check for inconsistencies in accountability.

The following interview guides are included as examples:

- Appendix L: EFNEP Supervisor Interview Guide, and
- Appendix M: EFNEP Paraprofessional Interview Guide.

Section 5: Considerations for Summarizing and Presenting Review Findings

After the review has been completed, a report summarizing the findings should be presented to EFNEP staff and administrators via an exit interview on the last day of the review.

The following documents are included as examples to guide development of a report of the findings:

- Appendix N: Sample Review Report Outline, and
- Appendix O: Sample Review Report Narrative.

Section 6: Appendices

Appendix A Example County/Parish Statistics for EFNEP Unit Program Review

County/Parish: _____

***NOTE: Complete for both EFNEP participants and for the population in general within the unit.**

To be completed for each county/parish by the EFNEP Extension Associate and appropriate county/parish agents (or their equivalents) in preparation for unit EFNEP program review participants.

*Based on most recent U.S. Census Bureau data.

	County/Parish in General	EFNEP Participants
Population - total number of households or families		
Number of families with income below poverty		
Number of EFNEP families with children	N/A	
Percentage of families that are low income		
Number of low income families with children		
Number of EFNEP families (pregnant, no children)	N/A	

	County/Parish in General		EFNEP Participants	
Racial Distribution of Low Income Persons	Number	%	Number	%
American Indian or Alaskan Native				
Asian				
Black or African American				
Native Hawaiian or Other Pacific Islander				
White				
Total		100%		100%

	County/Parish in General		EFNEP Participants	
	Number	%	Number	%
Ethnic Distribution of Low Income Persons				
Hispanic or Latino				
Not Hispanic or Latino				
Total		100%		100%

	County/Parish in General		EFNEP Participants	
	Number	%	Number	%
Residence of Low Income Families				
Urban				
Rural				

Appendix B Sample Community Needs Assessment Guide

<u>Community Resource</u>	<u># of Participants</u>	<u>% of Total Population</u>	<u>Source of Data</u>
Adult Education & Training Sites	_____	_____	Schools & Colleges
Adult Rehabilitation Sites	_____	_____	Mental Health
Children receiving free or reduced priced lunches	_____	_____	County/Parish School District or State Department of Education
Churches	_____	_____	Ministerial Alliances/Churches
Community Centers	_____	_____	Local City Municipalities
Families with income below the poverty level	_____	_____	Census Data and Social Services
Farmers Markets	_____	_____	Extension Service/Department of Agriculture
Food Stores	_____	_____	SNAP Retail Grocery Store List
Head Start Program Sites	_____	_____	Community Action Program
Libraries	_____	_____	City or County/Parish Library Systems
Other Youth Educational Sites	_____	_____	Community Resource Directory
Public/Community Health Care Centers	_____	_____	Health Department, Hospital, Local Clinics
Public Housing	_____	_____	Local Housing Authority
Schools	_____	_____	State Department of Education
Shelters	_____	_____	Community Agencies
SNAP Offices	_____	_____	Health and Human Services
Women Infant and Children (WIC) Sites	_____	_____	Health and Human Services
Worksites	_____	_____	Chamber of Commerce/ Employment office
Other	_____	_____	
Other	_____	_____	

Appendix C
Principles of Social Action
*(Worksheet for starting a new program-
Could also be adapted to strengthen an existing program)*

Starting a program for low-income audiences requires support from others in the community. Here are some steps that might be useful in gaining the necessary support.

Step 1 *Relate the proposed program to the community* (or local area) and to the existing situation. Refer to information collected from the U.S. Census Bureau, specific or special surveys or studies, etc.

Cite data that points out problems and opportunities.

Step 2 *Relate the proposed program to some major situation or effort, past experiences, or a successful previous program to which the audience may identify with or recognize.*

Who tried what, with whom, before?

What were the results?

What can be learned from this?

Step 3 *Identify the problem, situation, or opportunity* (related to information collected in Step 1)?

Step 4 *Consider outside forces* that may influence people to take action (for example, national concern about low-income families, school dropouts, environmental problems, water supplies, food deserts, etc.).

Step 5 *Identify local community leaders* concerned with the audience or those who have an interest in the subject matter - usually a few people - to initiate the project.

Step 6 *Get community support*, and obtain assistance through the involvement of the intended audience and community leaders in an effort to get endorsement of a proposal. Individuals who can provide community support include:

- Program participants, members of the target audience;
- Leaders and organizations that already support the basic idea;
- Individuals and groups who add prestige;
- Individuals who can provide skills and resources;
- Media communicators;
- Individuals who may oppose the plan but whose help is needed in obtaining community support; and
- Individuals who might favorably influence the opposition.

Step 7 *Involve many people in planning.* Invite key individuals (identified in Step 6) to help develop the proposed program.

Step 8 *Organize for action.* Ask key individuals to help make organizational decisions. Get their commitment during a public meeting or in a committee, when others are present.

- Write out specific program goals. Set priorities. Action plans may change as the program is implemented, but reference to long-range goals will help to maintain program direction.

Step 9 *Evaluation.* There should be clear decisions about what constitutes success. What information will be collected to measure program effectiveness, how frequently, and by whom? How will the project be expanded or its future determined in case there is a shift in funds? How will priorities be set after evaluation results are available?

Step 10 Assign responsibilities. Who has the overall responsibility for planning, implementation, and evaluation? Who is responsible for reporting program accomplishments - how, when, to whom, what, and where?

Who coordinates the program at the operating level?

Who provides what resources?

How will facilities be obtained and financed?

Who recruits personnel? Who handles personnel details and salaries, etc.?

Who trains personnel?

What is the role of the program initiator?

What is the role of each paid staff person?

What is the paraprofessional's role?

When and where will the program start?

How long will the program continue?

What results are expected in the first year?

Appendix D
Sample Letter Offering the Applicant the Job

(Date)

Applicant Name
Street Address
City and State

Dear Applicant Name:

Congratulations! We are pleased to offer you a position as paraprofessional in the Expanded Food and Nutrition Education Program. You will be hired for a 40-hour week on the basis of minimum hourly wages.

Please come by my office on Friday, April 16, at 2 p.m. to complete the necessary employment papers. I would like you to start work on April 30 at 8:00 a.m., at which time we will begin orientation training. We are looking forward to having you as an EFNEP employee.

Sincerely,

XXX XXXXX
FCS Extension Educator

Appendix E
Sample Letter to Unsuccessful Applicant

(Date)

Applicant Name
Street Address
City and State

Dear Applicant Name:

Thank you for considering employment as a paraprofessional with the Expanded Food and Nutrition Education Program. This unit had an excellent response, and they have selected an applicant whose experience and qualifications most closely match the needs of the position.

Thank you for your interest in the Extension Service's Expanded Food and Nutrition Education Program.

Sincerely,

XXX XXXXX
FCS Extension Educator

Appendix F
EFNEP Participant Quality Assurance Telephone Survey

Name: _____ Title: _____ County/Parish: _____

Participant's Name: _____ Phone Number: _____

Question	Always	Most of the Time	Never
1. Did the instructor explain the material clearly?			
2. Was the instructor well prepared for each lesson?			
3. Did the instructor speak clearly?			
4. Have you prepared any of the recipes for you and your family? If so, which ones? _____ _____			
5. Are there any topics about feeding your family and nutrition that were <u>not</u> included in the lessons but you feel would be helpful? _____ _____ _____			
6. How can the Expanded Food and Nutrition Education Program (EFNEP) be made better? _____ _____ _____			
7. Do you have any additional comments? _____ _____ _____			

*This EFNEP Quality Assurance Telephone Survey was randomly selected for _____ county/parish.

Submitted by:

 Extension Specialist

 Date

Appendix G
EFNEP Interview Guide
County/Parish Extension Director Interview Guide

Name: _____ Interviewer: _____

County/Parish: _____ Date: _____

Location: _____

1. Tell me how you interact with the EFNEP supervisor. Does he/she keep you informed of supervisory/administrative details? What kind of details does he/she provide?

2. How often are the paraprofessionals in the office? (Frequency and length of time)

3. Are the paraprofessionals involved in other aspects of the county/parish Extension program?
If so, how?

4. How would you describe or assess the EFNEP team effort in your county/parish?

5. How is the limited-resource audience reflected in your county/parish's advisory leadership system? (Ideally, agency representative for partnering agencies serving our participants – WIC, etc. would serve on committee to represent our audience.)

6. Are funds available for paraprofessionals to purchase food supplies? Or other program resources?

7a. Are there any identified needs in your county/parish relative to program expansion? (Adult EFNEP, Youth EFNEP, Pregnant Teens)

b. What are the possibilities for salary match for potential expansion?

c. Would you like the state staff to contact you to further discuss potential expansion?

8. From your perspective as county/parish Extension director, what do you feel are the strengths and challenges of your county/parish's EFNEP efforts?

9. What suggestions do you have for increasing program effectiveness and efficiency at the local level?

10. How can the EFNEP supervisor and state program leaders be more supportive of your county/parish's program and efforts?

11. Is there anything else relative to EFNEP programs that you would like to discuss?

End with: "See you at the Exit Interview."

6. What are your top priorities for the next five years? How might EFNEP be a part of those priorities? How would you describe the potential for EFNEP expansion in your district?

7. How is the limited-resource audience reflected in county/parish Advisory Leadership Systems within the district? (Agency representative for partnering agencies serving our participants – WIC, volunteer, participant, etc. could serve on committee to represent our audience.)

8. What efforts have been made to secure additional funding for EFNEP in your district? Who was involved in seeking these funds, and what were their roles? What efforts do you feel could be pursued?

9. Describe the level of in-kind county/parish support provided to the EFNEP paraprofessional (office space, clerical support, state car, phone, etc.).

10. Are funds available for paraprofessionals to purchase food supplies? (A minimum suggested amount: \$XX/year/paraprofessional) What opportunity is there to increase these funds?

11. From your perspective as district Extension director, what do you feel are the strengths and challenges of your district's EFNEP efforts?

12. In your observations of the EFNEP paraprofessional's teaching, what suggestions do you have for improvement?

13. How have you communicated with your EFNEP supervisor the concerns or comments you have to help enhance EFNEP programming in your county/parish? What was the result?

14. How can the EFNEP supervisor and state EFNEP staff be more supportive of your district's EFNEP programming and efforts?

15. Is there anything else relative to EFNEP programs that you would like to discuss?

End with: "See you at the Exit Interview."

Appendix I
EFNEP Unit Review
Family & Consumer Sciences (FCS) Agent Interview Guide

Name: _____ Interviewer: _____

County/Parish: _____ Date: _____

Location: _____

Area of Responsibility: (Circle all that apply)

Food & Nutrition

Human Development

Family Resources Management

Other (list):

1. How do your programs impact EFNEP and limited-resource families in your county/parish?

2. What are the major challenges/concerns for EFNEP and limited-resource families in your county/parish?

3. What needs of EFNEP's participants can your expertise address?

4. How have you assisted (or would you like to assist) in preparing EFNEP paraprofessionals to work with their participants? (Looking for how the agent's expertise could be beneficial to paraprofessionals and program audience.)

5. What suggestions do you have for involvement of EFNEP and participants in ongoing Cooperative Extension Service activities? How might EFNEP collaborate with general FCS programming efforts to enhance the community?

6. What suggestions do you have for EFNEP?

7. How can the EFNEP supervisor and state program leaders assist in strengthening and/or maintaining a strong relationship between FCS agents and EFNEP?

End with: "See you at the Exit Interview."

Appendix J
EFNEP Unit Review
4-H Agent Interview Guide

Name: _____ Interviewer: _____

County/Parish: _____ Date: _____

Location: _____

1. What role(s) have you had in 4-H EFNEP? (Referral of groups, training 4-H EFNEP paraprofessionals in youth development; interagency and other organizational efforts)

2. How are 4-H EFNEP youth currently involved in county/parish 4-H activities and opportunities?

3. How has 4-H assisted in preparing 4-H EFNEP paraprofessionals to work with youth and volunteers?

4. How can we more adequately prepare 4-H EFNEP groups to progress and grow into leader-led 4-H clubs?

5. Please share your ideas and suggestions as to how 4-H and 4-H EFNEP can work together to serve the limited-resource youth in your county/parish.

End with: "See you at the Exit Interview."

Appendix L
EFNEP Unit Review
EFNEP Supervisor Interview Guide

Name: _____

Interviewers: _____

District: _____

Date: _____

1. Tell me how you interact within your unit with the following staff:
 - a. Extension Administration: district Extension directors, regional coordinators, county Extension directors, etc.)

 - b. County/parish Extension staff (agents, clerical, etc.)

 - c. Agency collaborators within the program counties

 - d. Paraprofessionals

2. How often do you meet with the district Extension directors and all of the county Extension directors within your unit? Have you made a request to be included in at least one quarterly district meeting per year?

3. How often do you meet with county Extension directors with EFNEP in their counties within your district? Have you considered a once to twice a year meeting with EFNEP county Extension directors to address unit-wide goals, activities, challenges, etc.?

4. How often do you meet with FCS agents/4-H agents as a team within your district? Have you considered a once to twice a year meeting to address unit-wide goals, activities, challenges, and integrating EFNEP into broader FCS and 4-H programming?

5. How do you involve your paraprofessionals, agents, and county Extension directors in determining training needs for your unit?

6. How have you addressed counties with high populations of limited-resource families and youth without EFNEP to become involved in EFNEP programming, and how do you maintain engagement in existing EFNEP counties?

7. What efforts have been made to secure additional funding for EFNEP in high-need counties? (Include county/parish funds, grants, collaborating agency contributions, etc.)

8. Describe the level of support and match funding currently available for paraprofessionals (salary, benefits, food demonstration supplies, etc.).

9. How do you share program impact and observation data with county Extension directors as they prepare for the paraprofessional's evaluations prior to mid-year and final performance appraisal conferences?

10. Describe methods you use to raise visibility of EFNEP in your unit.

11. How do you use the EFNEP tracking sheets, lists of families, quarterly reports, and summaries to address paraprofessional evaluations and to coach underachievers to improve outreach and impacts to meet or exceed performance expectations, to assist paraprofessionals in reaching their personal best, and to check for potential fraudulent behavior?

12. What suggestions do you have for improving program effectiveness and efficiency in your unit?

13. How can the EFNEP state staff be more supportive of you as an EFNEP supervisor?

14. Do you have any challenges with paraprofessional records and reports? What is the turn-around time for records submitted to you by paraprofessionals? How do you work with paraprofessionals who have difficulty with completing records?

15. How do you manage your time to include one-to-one training/coaching, individual monthly conferences, observations, pre/post-observation conferences, preparation and delivery of unit and new employee training, and timely record checking and submission? (Discuss and note time management, number of paraprofessionals, geographical spread, etc.)

16. You are a vital part of the new paraprofessional training process. Is the process adequate for the new EFNEP paraprofessional? Can you suggest ways to improve this? Have you received any feedback from counties relative to this process?

17. What challenges have you had with the EFNEP hiring process? Has there been a complete partnership with the county/parish throughout the entire process? Has there been good communication between team members throughout this process? What suggestions do you have to improve the hiring process?

18. Is there anything else you would like to share?

End with: "See you at the Exit Interview."

5. How does your EFNEP supervisor support your efforts? How would you describe your EFNEP supervisor?

6. Describe your strategies for participant/agency recruitment. What suggestions would you give to help others with effective recruiting?

7. What advice do you have to improve EFNEP's outreach/impact?

8. How do you recruit, train, and utilize volunteers to extend your program outreach and impact?
 - a. recruit –

 - b. train -

 - c. utilize (volunteer roles) –

Appendix N

Sample Review Report Outline

County/Parish Demographic Data

- Population
- Poverty rate
- Ethnic and racial distribution
- Persons in poverty
- Children in poverty
- Families in poverty
- Health statistics
- Current staffing pattern
- Opportunities
 - Urban areas with high population density and other existing programs for potential collaboration

Programmatic Support

- Engagement by staff
 - Enhance engagement of agents with EFNEP, including their expanded role – environmental settings and sectors of influence
 - County/parish plan of work
 - Meetings with FCS and 4-H agents
 - Meetings with county and district Extension directors
 - Meetings with paraprofessional staff
- Engagement with collaborating agencies. Consider in terms of expanded collaboration around environmental settings and sectors of influence. How can EFNEP work effectively with other agencies? What's important to both agencies that affects the EFNEP audience?
- Volunteer enrollment, training, and utilization
- Funding
 - In-kind
 - County/parish
 - Grants
- Opportunities
 - Communication

- Other?

District Leadership

- Management
- Training
- Hiring
 - Coordination
 - Communication
- Curriculum and materials
- Opportunities

District Outreach and Impact Data

- Overall
- By county/parish
- Opportunities

Program Components

- Adult
 - Delivery
 - Average number lessons
- Youth
- Pregnant Teens
- Program oversight and monitoring for evidence of fraudulent reporting
- Opportunities
 - School food policies

Appendix O Sample Review Report Narrative

Unique identifiers have been removed from this report and replaced with XXXXs. This report is only an example; the data are not actual statistics from any state or region.

Unit Demographic Data Overview

- *Population.* The XXXX is the most urban EFNEP unit in XXXX, with a total population of 2,891,334. There are 12 counties/parishes ranging in population between XXXX, with a population of 200,933 and XXXX with only 18,972. There are five counties/parishes with a population over 100,000. In descending order, these are: XXXX1, XXXX2, XXXX3, XXXX4, and XXXX5. In addition to having the largest population, this region has the largest concentration of universities in XXXX (nearly 12). Several of these universities offer degrees in Nutrition and Health.
- *Poverty Rate.* Total poverty rates for this 12 county/parish unit range from 22.1% in XXXX1 to 10.2% in XXXX2; however, this percentage is quite misleading since the population disparity is extremely wide. Poverty rates of families with children ages 0 to 17 show similar rates with XXXX1's 38% and XXXX2's 11.1%. Here again, the number of families with children ages 5 -17 in poverty in XXXX1 county/parish is 12,058, while XXXX2 has only 2,155.
- *Ethnic and Racial Distribution.* In this state, XX% of individuals report ethnicity as Hispanic or Latino, and XX% report as not Hispanic or Latino. Racial breakdown is as follows: XX% American Indian or Alaskan Native, XX% Asian, XX% Black or African American, XX% Native Hawaiian or Other Pacific Islander, and XX% White. In the 12 counties/parishes in the XXXX EFNEP unit, the ethnic breakdown is XX% Hispanic or Latino, and XX% not Hispanic or Latino. The racial breakdown is: XX% American Indian or Alaskan Native, XX% Asian, XX% Black or African American, XX% Native Hawaiian or Other Pacific Islander, and XX% White.
- *Persons in Poverty.* The levels of poverty within counties/parishes may indicate a need for services; however, EFNEP targets families in poverty with children. Therefore, the numbers in poverty are not necessarily an indication of the county/parish's need for this service. Within the 12 county/parish unit, the county/parish with the largest number in poverty is XXXX1, with 64,812 (XX% of total population); the lowest is XXXX2, with 2,158 (XX% of total population). Once again, the total numbers show a better picture of the county's level of persons in poverty.
- *Children in Poverty, Ages 0 to 17.* XXXX1 has the highest number of children in poverty, with 18,891; the lowest number is in XXXX2, with 1,349. (See Chart 1 below.)
- *Families with Children, Ages 5-17 in Poverty.* The highest number of families with children ages 5-17 in poverty is XXXX1, with 16,548, which represents 11.4%. (See Chart 1 below.)

**EFNEP uses families in poverty with children as one guideline for eligibility; therefore, the following listing represents the potential number of families that could be served by EFNEP in the 12 counties/parishes.*

Populations of families with children in poverty, ages 5-17, and number of youth in poverty that are eligible for EFNEP programing in the unit are:

(Chart 1)

<u>County/Parish</u>	<u>Families in Poverty with Children 5-17</u>	<u># of Children in Poverty</u>
XXXX1	16,548	18,891
XXXX2	15,778	14,871
XXXX3	12,048	10,519
XXXX4	8,424	9,009
XXXX5	5,279	8,349
XXXX6	5,131	8,082
XXXX7	4,721	7,256
XXXX8	3,330	5,360
XXXX9	3,109	4,614*
XXXX10	2,418*	3,879*
XXXX11	1,906*	2,850*
XXXX12	1,632 *	1,349*

**EFNEP’s program success is based on a potential audience of 3,000 for adult EFNEP and 5,000 for youth (4-H EFNEP). In counties/parishes where the potential is below this level, the same EFNEP paraprofessional may cover two or more counties/parishes, such as the position currently in XXXX10, XXX11, and XXXX12 counties/parishes.*

- *Health Statistics.* According to estimates from the Department of State Health Services, approximately XX% of adults do not participate in adequate amounts of physical activity. In regards to youth, only XX% of high school students meet recommendations for adequate physical activity and fall short of the Healthy People 2020 goal. In addition, estimates from last year suggest that XX% of adults and XX% of youth are obese. Data also suggest that obesity rates were at a higher level for Black or African American and Hispanic adults. Approximately XX% of low-income children aged 2 to 5 years old who were enrolled in the state Women, Infants, and Children Supplemental Nutrition Program were overweight or obese.
- *Current Staffing.* EFNEP in the XXXX currently has 14.75 full time equivalent (FTE) positions. There are 8.75 FTE doing adult programming, 4.5 FTE doing 4-H EFNEP, and 1.5 FTE doing programming with pregnant teens. Two paraprofessionals have split responsibility between adult and EFNEP youth. In the past 5 years, the number of EFNEP positions within the unit has fluctuated due to resignation, retirement, programmatic changes, etc.

Opportunities - Program Outreach

- *Increase county/parish and/or grant funding for positions,* with a goal of counties reaching 50% funding for each FTE salary and benefits.
- *Develop nutrition student opportunities in cooperation with local universities.* There are many universities located within the unit’s area, with many offering nutrition and health programs that include internships, community service requirements, and interactions as

part of the course curriculum. EFNEP could benefit from collaborations with these students and/or instructors.

- *Cross-County/Parish Positions:* The opportunity for counties below the state level guidelines of families with children in poverty and/or youth in poverty could be met through placing paraprofessionals in multi-county/parish positions.
- *Positions serving multiple audiences* such as paraprofessionals with some combination of responsibility between both EFNEP adult and youth audiences.
- *Increase the number of paraprofessionals in urban areas.* Very urban areas have opportunities through larger potential participant numbers for both youth and adults. The numbers are so large that current staff is inadequate to reach the potential audience.

Programmatic Support

- *Engagement by Staff at All Levels.*
 - Engagement of agents with EFNEP is somewhat limited. In some cases, interaction with paraprofessionals in other FCS and 4-H programs, such as parenting classes, 4-H after-school, summer programs, and special interest groups are fairly strong.
 - County/parish plan of work: Paraprofessionals in each county/parish with EFNEP complete a plan of action, which is part of the county/parish's plan of work.
 - Meetings with FCS and 4-H agents: Quarterly or monthly meetings are held in some counties as an addition to county/parish Staff Conference. The 4-H and/or FCS agents lead EFNEP quarterly or monthly meetings.
 - Meetings with county Extension directors: District meetings are held regularly, and the EFNEP supervisor is invited to give programmatic updates. Generally, the EFNEP supervisor attends 2 to 3 of these meetings per year. Regular communication is done through the district administrative assistant.
- *Engagement with Collaborating Agencies.* EFNEP has multiple interagency collaborations with such groups as Health Departments (including WIC and Health Education); Partnership for Children; public, private and charter schools; Parks and Recreation Department; and other Extension staff, county/parish literacy programs, GED programs at community colleges, 4-H after-school, and special interest and summer programming.
- *Volunteer Enrollment, Training, and Utilization.* EFNEP utilizes volunteers in various roles. Many times, EFNEP volunteers are not trained to fulfill their assigned role. EFNEP volunteers are also frequently not an ongoing part of programming as they are with other Extension audiences. Most frequently, volunteers include agency partners and current or past participants of EFNEP.
- *Funding.* EFNEP and each county/parish should be equal partners in the program for that county/parish.
 - In-kind support includes furnished office space (desk, files, phone), office supplies, and clerical support. Some counties provide cell phones and access to state and/or county/parish-owned vehicles. Teaching space and equipment for food preparation is

- provided for several counties to conduct ongoing EFNEP programs (examples: one trailer park has designated a home for programming, purchased a refrigerator, tables and chairs, and paraprofessionals have a key for easy access; a pilot program purchases food for demonstration purposes; and one school provides gift cards for paraprofessionals to purchase food supplies needed for EFNEP classes).
- County/parish and/or grant funding is currently at 9% for this unit, which is well below the goal of a 50% match for each county/parish.
 - State level EFNEP funds 92% of salary and benefits for paraprofessionals in the unit and all programmatic travel, teaching equipment, and participant materials (handouts, skill-builders). Six counties/parishes which have a significant number of target populations have no EFNEP presence, and several of the more populated counties/parishes are extremely underserved.
 - Grants: There is currently no grant funding within the unit.

Opportunities - Programmatic Support

- *Engagement by Staff at All Levels.*
 - Enhance engagement of agents with EFNEP: Agents are not sure of their role within EFNEP. This is especially true of new 4-H and FCS agents, even though there is a brief presentation during their new workers training. With the change from XXXX to XXXX, even tenured agents express a lack of understanding for their role with EFNEP. This could be addressed in part through the new workers training or a face-to-face meeting with the EFNEP supervisor. Regular meetings between FCS/4-H agents and the EFNEP supervisor are encouraged.
 - County/parish Extension plan of work: EFNEP is an integral part of the Extension program in each county/parish having an EFNEP presence. Counties/parishes are encouraged to incorporate EFNEP impacts and successes into the annual EFNEP federal report, as well as county/parish-level reports such as reports to Advisory Councils, county/parish Budgetary Reports, county/parish Commissioners' Reports, and Collaborating Agency Reports where permitted.
 - Meetings with FCS and 4-H agents: Quarterly or monthly meetings for county/parish staff involved in FCS or 4-H programming are held in some counties in addition to the county/parish Staff Conference. EFNEP paraprofessionals should be encouraged to be a part of these meetings. The resulting communication would enhance the total county/parish Extension educational program's ability to reach limited-resource audiences.
 - Meetings with county Extension directors: The EFNEP supervisor is invited to give programmatic updates at monthly conferences with all county Extension directors within the district. Each year, the EFNEP supervisor is a part of the agenda for two to three meetings. It is recommended that the EFNEP supervisor hold county/parish-specific conferences with county Extension directors when requested - not only at evaluation time.
- *Engagement with Collaborating Agencies.* Multiple examples of strong agency collaborations exist within this unit. The result of just one of these collaborations, EFNEP

and XXXX, produces the greatest outreach in the state. All counties could benefit from stronger agency collaborations. County/parish agent, county Extension director, and/or EFNEP paraprofessional involvement on the boards of collaborating groups, agencies, and committees help to increase positive relationships between EFNEP and the populations served. Both parties in these collaborations would benefit and share responsibility as well as success.

- *Volunteer Enrollment, Training, and Utilization.* XXXX offers agents training for how to recruit, train, and utilize volunteers. This is often a part of new agent training. Many of the actual volunteers recruited for 4-H and FCS county/parish programs are trained by county/parish agents and offered opportunities to gain greater experience through ongoing activities. EFNEP volunteers could benefit from the experience and trainings offered locally to these other audiences. Perhaps some of the FCS/4-H or other Extension volunteers would be interested in assisting with EFNEP classes. Volunteer trainings, meetings, opportunities, and recognitions could include EFNEP volunteers.
- *Funding - EFNEP and County/Parish Should Be Equal Partners in the Program.*
 - In-kind and county/parish budget support in some counties/parishes could be expanded. In-kind support could be expanded to include use of county/parish vehicles, increased clerical support, and better office space for use by EFNEP. There is large concern that most counties/parishes in the unit lack funds within the county/parish budget to purchase food demonstration supplies in support of EFNEP's hands-on approach to learning. It is recommended that county/parish budgets include a minimum of \$XXX per paraprofessional each year for this purpose. Foods are not designed to feed the participants but to enhance the learning by allowing, at a minimum, a taste of the recipe included in each lesson.
 - County/parish and/or grant funding to match paraprofessional salary and benefits: EFNEP funds 92% of salary and benefits for paraprofessionals in the unit. The county/parish match is currently at 9%, which is well below the goal of 50% match for each county/parish. By increasing county/parish match, this increases the opportunity for additional positions in counties/parishes that are underserved by the program.
 - Grants: Counties/parishes should continue to seek grant opportunities to support EFNEP or potentially expand EFNEP into additional areas of the unit. Potential exists to partner with university and agency collaborators to seek external funding for the program.

Unit Leadership

- *Management.* The EFNEP supervisor does an outstanding job managing an extremely large workload in a primarily urban unit. Because this unit produced roughly one-third of the total outreach for the state in 2013 and between one-third and one-fifth of the total outreach for the previous five years, the EFNEP supervisor spends a large amount of time reviewing and checking records to assure compliance with EFNEP policy. Due to the number of records, in addition to other responsibilities, the EFNEP supervisor spends a great deal of personal time completing the records review within the monthly schedule. It is recommended that an Administrative Assistant be hired to alleviate the workload for

records management. This would allow the EFNEP supervisor time to do more individual counseling, observations, and on-site visits with EFNEP staff. Time management and organizational skills are outstanding in view of the extremely large workload.

- *Training.* Training needs for the unit's staff are solicited each year from paraprofessionals, both in verbal and written form. During the year, the EFNEP supervisor listens for paraprofessional's needs and interests and includes these in the annual plan for paraprofessional training. All paraprofessionals appreciate and value the unit trainings and the quality of these trainings by the EFNEP supervisor. New FCS and 4-H agents and new county Extension directors feel a need to meet with the EFNEP supervisor to better understand their roles in relation to EFNEP. A suggestion is to include more training on EFNEP as a part of new agent and new county Extension director training. Additionally, agents suggested that an invitation to participate and contribute to paraprofessional training would greatly assist them in enhancing their understanding of the program and their responsibilities. Time is set aside for preparation and conducting the state level training for new EFNEP staff. Training is valuable but could incorporate more "hands on" and active learning strategies with fewer lectures.
- *Hiring.* EFNEP positions are filled as a cooperative responsibility of the district Extension director, county Extension director, and EFNEP supervisor.
 - Coordination: Once approval is secured, the administrative assistant to the district Extension director handles advertisement and the application process.
 - Communication: The total process works smoothly, with good communication with all the responsible parties. Interviews and applications are reviewed jointly. Once the team makes the choice, the final appointment is done by the district Extension director.
- *Curriculum and Materials.* The program curricula are of high quality. The adult EFNEP curriculum is currently being updated. There is a need for a Pregnant Teen curriculum as well as age-appropriate curriculum for older 4-H EFNEP participants.

Opportunities – District Leadership

- *Management.* This unit, due to the large number of records and high volume of participation, could benefit from an Administrative Assistant to perform some of the record keeping and clerical tasks. It is recommended that an Administrative Assistant be hired for the unit.
- *Training.* Written feedback from county Extension directors and Extension agents could be solicited to determine additional training needs. Paraprofessionals are open to receiving updates and repeated trainings of previous topics to remain current and up to date. It is encouraged that the EFNEP supervisor involves FCS/4-H agents as appropriate in training development and presentation.
- *Hiring*
 - Coordination: Well done
 - Communication: Well done. All involved parties need to receive any policy changes that are made regarding hiring, applications, etc. The district administrative assistant

does a very good job of informing the EFNEP supervisor of changes that have occurred in county/parish operations. It is recommended that EFNEP staff be included in county/parish operations emails to stay abreast of these changes. Both the EFNEP supervisor and state EFNEP staff currently rely on county/parish staff to share these changes as they occur.

- *Curriculum and Materials.* There is a need for either development of or purchase of curriculum for Pregnant Teens. A recommendation from a Pregnant Teen paraprofessional was to select appropriate lessons from the existing EFNEP adult curriculum and adapt these lessons to address the special needs of pregnant teens. There is limited curriculum material appropriate for older 4-H EFNEP youth, and this could be secured through purchase or development. Additionally, there is a great deal of interest within the unit for garden-based nutrition curricula for teaching youth. XXXX University is currently seeking opportunities to fund a pilot garden-based nutrition project for youth.

Unit Outreach and Impact Data

- *Overall Outreach to Adult and Youth Populations.* The XXXX served a total of 1,764 families (including 159 pregnant teens) and 4,875 youth during 2013. This reflects a relatively low number of the eligible families and youth. Nevertheless, this unit has served between 1/3 and 1/5 of the total EFNEP adult audience for XXXX during the past 5 years. In 2013 alone, this unit reached 1/3 of the total adult EFNEP participants in XXXX.
 - There is great potential for greater outreach within this unit. Recent Census data shows 106,503 families with children 5 to 17 living in poverty and eligible for receiving EFNEP programming.
 - The potential for eligible youth in the unit is 238,761 for children ages 0 to 18.
 - 4-H EFNEP: Although the unit now has 4.25 FTEs dedicated to serving the youth audience, two of the positions are new to the unit, and one recently began working in the youth component half-time. The addition of staff should allow youth programming to grow dramatically with this audience.
- *Pregnant Teens.* This unit has the highest outreach to Pregnant Teens, with 1.5 positions dedicated to serving this population. This component has the greatest impact on food intake change, with 100% of the participants improving in at least one food group. Of the 238 families served through the Pregnant Teens program in XXXX1 county/parish (with 1 FTE), 102 participants representing 43% of the families were served. XXXX2 county/parish's ½ FTE served 37 families, or 16% of the families, through this program.
 - A total of 139 families were served through the Pregnant Teens program in XXXX1 and XXXX2 counties.

- The families served in the Pregnant Teens program were:
 - Ethnicity: Hispanic or Latino XX XX%
 Not Hispanic or Latino XX XX%
 - Race: American Indian or Alaskan Native XX XX%
 Asian XX XX%
 Black or African American XX XX%
 Native Hawaiian or Other Pacific Islander XX XX%
 White XX XX%

Opportunities - Unit Outreach and Impact

- *Increase Positions in Unit.* An analysis of the population shows that the unit could support over 35 FTEs. This demonstrates the need for expanding the program within the unit. All program components can benefit from expanded outreach. Multiple strategies will need to be implemented to accomplish this goal.
 - Increase County/Parish Match for Positions: By increasing county/parish match on positions to meet the 50% goal, six additional positions can be created in the unit. While the current budget situation prevents an immediate increase in county/parish match, setting 50% match as a 5-year goal for each county/parish is recommended. The EFNEP supervisor can assist counties in preparing to make presentations on the value of the program and the federal dollars that are secured in support of the county/parish’s citizens. Since most counties are underserved in this unit, match would help to support additional positions in the same county/parish, in most instances.
 - Utilization of Student Interns: The high number of universities offering degree programs in health and nutrition lend this unit to many opportunities to expand outreach through the use of student interns. Student interns can be trained to deliver EFNEP to meet the requirements of their coursework, particularly for community outreach programs. It is recommended that student interns work under the supervision of either the EFNEP supervisor or the county/parish FCS agent. Participant groups for student interns should be recruited in advance.
 - Increase Grant Funding: Grant funding can help to provide the necessary funds to increase positions and expand outreach, even if this is for a short period of time. It is suggested that county/parish staff work collaboratively with the EFNEP supervisor to identify potential funders and submit proposals for funding.
 - Increase Recruitment, Training, and Utilization of Volunteers: Trained volunteers can help expand program outreach, but a recruitment and training system must be implemented to help attract and retain volunteers who can deliver program content. Training can be completed to allow volunteers to teach 1-2 classes independently, freeing the paraprofessionals to conduct multiple programs simultaneously. Paraprofessionals would need additional training in program, time, and volunteer management strategies.

- **Adult Program Outreach and Impact:** Adult program outreach will benefit from strong partnerships, like the partnership with XXXX. Partnerships must be equal to work, with both partners taking responsibility and sharing successes and challenges. This component is vital to the strength of the program, but without agency partners, it is very difficult to recruit participants. Current agency partners see EFNEP's trained paraprofessionals and the adult curriculum materials as a great benefit to their participants. Agency partners must have common goals with EFNEP. Impact of the program is directly affected by the funding for food demonstration supplies. Counties/parishes are encouraged to include at least \$500 in their budget to support this vital part of the educational strategy for EFNEP.
- **4-H EFNEP Program Outreach and Impact:** School food policies greatly impact the youth component's ability to provide hands-on learning opportunities with food. Experiencing new foods is a key strategy to increasing the variety of foods consumed by youth, especially fruits and vegetables. EFNEP curricula must align with school food policy so that at least some food experience can occur. It is recommended that the state EFNEP team review curricula used with youth programming to assess the need for adjustments in food preparation and experience activities that adhere to school food policies. It is recommended that youth programming include a garden-based approach.
- **Pregnant Teen Outreach:** Clinics, health centers, schools, and residential homes that serve pregnant teens should be recruited as partners for pregnant teen program expansion. Smart Start and similar organizations may also have a key interest in serving this audience, and agency partnerships such as this one should be developed to expand this component. Additionally, a curriculum that specifically addresses the needs of pregnant teens is needed. It is suggested that lessons from the existing adult curriculum be selected and revised/adapted for use with this audience. Impact among pregnant teen participants is the highest of any component, so this is an excellent audience with high need and a readiness for change. Food demonstration supplies to meet the needs of this component may be slightly greater than other components, as the teens are learning many new skills to help them assume the role of parent for their new child. Additionally, evaluation of this component may need review by the state team. There may be multiple measures beyond food intake change that indicate success with this component.

Section 7: References and Additional Resources

Jason, L.A. (2013) *Principles of social change*. New York; Oxford: Oxford University Press.

Paddock J.D., Dollahite J. (2012) Nutrition Program Quality Assurance through a Formalized Process of On-Site Program Review. *Journal of Nutrition Education and Behavior*, 44, 183-188.

United States Department of Agriculture. (1979). *Guide for Comprehensive EFNEP Unit Review*.

United States Department of Agriculture. (2013). *The Expanded Food and Nutrition Education Program Policies*.

Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies

Note: These core competencies should be used within the context of the State FSNE program guidelines and the Federal Food Stamp Plan Guidance.

Understand the Organization

- Understand the mission of Extension within the Land Grant University System.
- Understand and adopt the mission and goals of FSNE.
- Understand the relationship of FSNE to Extension; the University; the Food and Nutrition Service (FNS); and the United States Department of Agriculture (USDA).
- Understand the eligibility requirements for participation in the Food Stamp Program.
- Understand the importance of the paraprofessional role in achieving program goals.
- Follow State FSNE guidelines.

Understand and Respect Diversity

- Respect and value people's differences.
- Remain objective and avoid imposing one's own values on others.
- Meet the nutrition education needs of food stamp eligible learners of diverse race, ethnicity, gender, age, language, education level, sexual orientation, and disabilities.
- Meet civil rights requirements.

Achieve Excellence in Teaching

- Recruit adults and youth who are Food Stamp eligible.
- Schedule programs (with input from supervisor) to be convenient for participants.
- Assess the needs, interests, and abilities of participants.
- Understand the factors that influence an individual's food behavior.
- Limit program content to FSNE topics as defined in State program guidelines.
- Use research-based, State-approved educational materials.
- Stay current in FSNE topics.

- Plan and prepare lesson plans, activities, and materials based on participants' needs, interests, age, and abilities.
- Engage participants in hands-on learning to achieve program outcomes.
- Use creative teaching techniques that build on participants' learning styles (ways of learning), strengths, prior knowledge, and skills.
- Create respectful learning environments in which learners feel comfortable to participate.
- Help participants set goals using new information and skills.
- Encourage participants to increase food and nutrition-related skills and become more independent.
- Acknowledge participants' success.
- Use evaluation results to focus programming and improve teaching skills/techniques.

Conduct Program Evaluation

- Use State-approved evaluation forms and methods for collecting participant and program outcome information.
- Meet expected goals for participation/caseload as designated by supervisor.
- Provide constructive feedback to supervisors/State leaders on program effectiveness.

Maintain Accurate Records and Reports

- Submit records and reports neatly, accurately, completely, and on time. Document time and travel regularly on appropriate forms.
- Secure and/or document match.
- Secure and submit participant signatures indicating consent for photographs, and/or other personal information that may be used to improve programming.

Maintain Effective Internal and External Partnerships

- Know community demographics, resources, needs, and issues.
- Build and maintain effective partnerships with other Extension programs and community agencies.
- Respect the missions of partnering agencies.
- Understand and follow program memoranda of understanding and/or collaborative agreements.

- Communicate regularly with partnering agencies to coordinate services.
- Respond to agency referrals in a timely manner and report follow-up with the person/agency that made the referral.
- Refer participants to the Food Stamp Program, Extension programs, and other appropriate community resources.
- Strengthen programming by involving volunteers.
- Participate in the research mission of the University as approved by supervisor.

Communicate Program Value

- Serve as a good representative of the University.
- Include required logos, Food Stamp Program message, and FSNE funding statement on all print materials.
- Share program outcomes and successes with stakeholders, media, and the public.

Ensure Productive Interpersonal Relationships

- Maintain positive working relationships with support staff, co-workers, and supervisors.
- Share program materials and ideas with co-workers. Be open to new ideas, concepts, and information.
- Mentor new co-workers as directed by supervisor.
- Use effective verbal, writing, and listening skills.
- Volunteer and/or accept additional responsibilities when appropriate and with supervisor approval.
- Accept constructive criticism and suggestions.

Demonstrate Technology Literacy

- Demonstrate basic computer skills including e-mail and accessing the Internet.
- Use basic office equipment including the telephone system, fax, and copier.
- Use websites approved by supervisor.
- Use audio visual equipment and materials appropriately in teaching.
- Enter data accurately and print reports.

Demonstrate Personal Accountability

- Balance multiple responsibilities including teaching, recruiting, recordkeeping, and reporting.
- Communicate concerns and issues to supervisor in a timely manner (sickness, leave requests, change of schedules, accidents, and conflicts with agencies, participants, co-workers).
- Practice positive work ethics (loyalty, honesty, integrity, perseverance).
- Demonstrate an understanding of job responsibilities and boundaries.
- Use good judgment about health and personal safety at work.
- Dress appropriately (as defined by State FSNE guidelines) and practice good hygiene.
- Meet scheduled commitments; arrive prepared and on time; cancel appointments only when absolutely necessary.
- Model positive nutrition, health, and food safety behaviors.
- Maintain reliable transportation.
- Organize and maintain teaching materials, supplies, and equipment.
- Use time and travel resources wisely.
- Participate actively in staff development/training.
- Develop a personal staff development plan including setting goals to improve work performance in conjunction with supervisor.
- Use technology and program equipment/materials appropriately and for work purposes only.
- Work independently with confidence.
- Maintain confidentiality of participant and program information (appropriately file, transport, and store records).
- Comply with State laws regarding reporting criminal activity (copyright laws, reporting child abuse, and issues related to court cases).

The Essentials of the EFNEP Paraprofessional Model:

Hiring EFNEP Paraprofessionals

March 7, 2007

What qualities are most important in hiring an EFNEP paraprofessional?

- Indigenous
- Life experiences vs. professional skill set

Desired criteria for successful paraprofessionals (Spindler, 1967)

- Are empathetic and have compassion for low-income families
- Keen perception/appreciation of various values and standards of our society
- Demonstrated ability to work with people
(homemakers who have functioned effectively only as organizational leaders are not recommended as they tend to project organizational features into the program rather than to conduct an educational program to meet the specific needs of a homemaker)
- Mature and flexible, receptive to new ideas, accept supervision
- Energetic, enthusiastic, willing to work – even if results minute and delayed
- Possess acceptable standards in homemaking skills
- Educational background to understand and follow training and policies

Expanded Food and Nutrition Education Program: A Precedent-Setting Program, Muriel S. Brink, 2000.

Your turn:

With a partner, come up with 2-3 qualities you think are most important in a successful EFNEP paraprofessional.

Sources:

- Maximizing Paraprofessional Potential. Joye Norris and Susan Baker, Krieger Publishing Co., 1999*
- University of Wisconsin,
<http://www.uwex.edu/ces/wnep/hire/index.cfm>
- Your university's hiring guidelines and resources

Possible process for hiring:

- Allow plenty of time
- Develop the job description
 - Use core competencies to inform the description
- Advertising the position
 - Where (local agencies, churches, program graduates, neighborhood publications, radio stations)
 - Be creative – go where the people are

- Review applications
 - What to look for – matrix (WI)
 - Minimum – GED or HS diploma
 - “Over-qualified”
- Conduct successful interviews
 - Group (basics of EFNEP program, the job, benefits, etc)
 - Individual (more about them as well as job)
 - Interview questions – behavior focused (examples – Montana, Indiana, New Jersey, New Hampshire, Wisconsin, Wyoming)
 - Who should be part of the interview? (supervisor, county educator, local administrators for Extension)
- After the interview – making the decision
 - References
 - Criminal background check
 - Matrix for assessment

Your turn:

With your partner, come up with 2-3 behavior focused questions you could ask related to the qualities you mentioned earlier.

Places you can go for more information:

EFNEP Coordinators Web Site – www.efnep.org

Training Section

PPT of Paraprofessional Session

Links and handouts provided by other states

Contacts:

- Phyllis Dennee, Montana State University, pdennee@montana.edu (process, job description, interview questions)
- Debbie Luppold, University of New Hampshire, debbie.luppold@unh.edu (matrix of qualifications, behavior focused interviews)
- Robin Orr, University of Illinois, raorr@uiuc.edu (process, Civil Service)
- Beverly Phillips, University of Wisconsin, beverly.phillips@uwex.edu, (all items related to hiring)
- Susan Stephenson-Martin, Rutgers University, smartin@aesop.rutgers.edu (process, interview questions)
- Mary Kay Wardlaw, University of Wyoming, wardlaw@uwyo.edu (interview questions)
- Donna Vandergraff, Purdue University, vandergraff@purdue.edu (process, interview questions)

EFNEP/FSNE Orientation Information for New State Program Coordinators*

Prepared by: Terry Egan, M.S. FSNE Special Project Coordinator, February 2003.
With input and assistance from the Core Competency Committee, EFNEP and FSNE National Program Leaders/Coordinators, and state EFNEP and FSNE Coordinators.

*“FSNEP” was corrected to “FSNE” and websites were updated on 9 June 2006 by Cherri Brooks/Helen Chipman; and 18 August 2008 by the Program Development Team.

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Orientation for New FSNE and EFNEP State Program Coordinators

The goal of this Orientation information is to help new Food Stamp Nutrition Education (FSNE) and Expanded Food and Nutrition Education Program (EFNEP) statewide coordinators learn about the Extension Service, EFNEP, and FSNE. It is a tool to begin exploring/building/refining the core competencies needed to function well in these positions. Since each state maintains its own structure and position descriptions, it was necessary to use a common framework that would include many of the duties of a state coordinator. The national [*Core Competencies for State Coordinators*](#), developed in 2001 was therefore used to organize the information in this manual.

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- E. Provide leadership for statewide programming
 - a. Ensure programming guidelines are followed
 - b. Coordinate program planning including asset mapping and needs assessment
 - c. Oversee curriculum identification and development
 - d. Facilitate culturally sensitive program implementation for behavior change
 - e. Coordinate program evaluation
 - f. Utilize evaluation results for program enhancement
 - g. Recognize participant achievement
 - h. Ensure compliance
- F. Create an environment in which staff can thrive
 - a. Develop and modify a staffing pattern
 - b. Create and modify position descriptions
 - c. Oversee recruitment and hiring of staff
 - d. Ensure organizational orientation
 - e. Facilitate initial staff training

- f. Facilitate staff development
- g. Provide for performance management (counseling, coaching, termination, legal issues)
- h. Coach and be coached
- G. Practice stewardship of all resources
 - a. Develop operational systems for financial management
 - b. Develop budgets
 - c. Maintain budgetary communications throughout all levels
 - d. Oversee the monitoring of budgets
 - e. Ensure compliance and financial accountability and reporting
 - f. Authorize expenditures
 - g. Provide technical assistance
 - h. Seek and secure additional resources
- H. Promote synergistic collaborations
 - a. Establish relationships with partners with similar goals and vision
 - b. Celebrate, recognize, reward collaborations
- I. Communicate program value with a passion
 - a. Communicate success internally and externally
 - b. Advocate for the audience we serve
 - c. Oversee development of marketing tools
 - d. Communicate program impact
- J. Subject matter competency

Nutrition programming is the basis of EFNEP and FSNE. The statewide coordinator has expertise/skills in this area. Depending on individual and state needs, nutrition expertise is utilized in programming and research.
- K. Plans for the future
 - a. Personal evaluation of growth and skills through this process

A. Introduction

This manual for new state coordinators has been a dream for many years. Many of us coordinators and former coordinators have desired such a manual to assist us through the first year of learning our new positions. There are many facets and entities involved in the Expanded Food and Nutrition Education Program (EFNEP) and Food Stamp Nutrition Education (FSNE). It is hard to get a good understanding of all the responsibilities from a job description.

This manual is designed to assist new state coordinators, or those wishing to review some information or components of their position. The manual grew out of the work of the Core Competency Committee, begun in May 2001, in which a group of seven state coordinators from EFNEP, FSNE, FFNEWS (Families First Nutrition Education and Wellness System) and the Nutrition Networks gathered to brainstorm the core competencies required of individuals in these positions. The *Core Competencies for State Coordinators* includes six competencies and tasks under each. There is a website for more information and a self-[assessment tool](#) which you will be encouraged to complete.

This manual will review the Extension Organization and the Core Competency process, and will focus on the six core competencies identified and tasks/skills involved. Organizing a manual that addresses the job descriptions of so many individuals is challenging. The Core Competency Committee agreed in the beginning to include a variety of tasks/skills that were involved in our own job descriptions or in another staff member's job description. Although you may not be responsible for completing all these tasks yourself, you may be responsible to ensure the task is completed.

When using this manual, focus on the tasks that are included in your job description first. Each section will have assignments to be completed. Many of the assignments include reviewing web-based information. Some require that you seek sources of information within your own state Extension Service. To complete some of the tasks, you will need to meet with and discuss issues with coworkers at your institution.

This manual can also be used as a quick reference to review information or seek resources for helpful information. It will be useful to print the manual as well as bookmark it on your web program.

B. The Extension Organization

The Expanded Food and Nutrition Education Program (EFNEP) and Food Stamp Nutrition Education (FSNE) are educational programs offered through the state Cooperative Extension Service. In some states FSNE is operated in cooperation with University Nutrition Departments, state Health Departments, or other entities. This manual will focus on EFNEP and FSNE within the Extension Service.

It is important to have a background in the Extension Organization in order to see where EFNEP and FSNE fit in and to see how the programs need to be positioned in the larger organization. Extension is housed in the Cooperative State Research, Education and Extension Service (CSREES) agency of the United States Department of Agriculture (USDA).

As part of an orientation to Extension, new employees often get an overview of Extension Service and the land-grant mission. Is this just good to know information, or is it critical to your work within Extension?

The following tasks allow you to explore some of the basics of the Extension Organization, learn acronyms and terms, discover the professional organizations and review the national EFNEP and FSNE websites.

Tasks	Date Completed	Comments
<p>Cooperative Extension and the Land-Grant Mission</p> <ol style="list-style-type: none"> Using resources from your state’s Extension Publications, review the land-grant mission, the mission of Cooperative Extension, and the program components available in your state. Consider how EFNEP/FSNE fits into the structure at the state level. Cooperative State Research, Education and Extension Service (CSREES) is the agency of USDA in which the Cooperative Extension Service is housed. Review general information about CSREES using the website http://www.csrees.usda.gov/nea/food/efnep/efnep.html Review the document “ The Extension System: A Vision for the 21st Century-Extension Committee on Organization and Policy (ECOP)” https://www.nasulgc.org/NetCommunity/Document.Doc?id=152 . This publication is also available in print in state Extension offices. 		
<p>Your State Extension Organization</p> <p>It is important to understand how Extension is organized at the county and state level and learn general job responsibilities in order to understand your working relationship with them. Check to see if an organizational chart is available for your institution.</p> <ol style="list-style-type: none"> Who are the Extension Administrators (Director, Associate Director, 		

<p>State Program Leaders, Information Technology Specialist, etc.) in your state and where are they located? What interaction with or accountability to these administrators do you have?</p> <ol style="list-style-type: none"> 2. Do you have responsibilities in an academic department, or with a group of Extension Specialists? What are your responsibilities? 3. How are the county programs organized? What is your interaction with local Extension Agents/Educators/Specialists? Do they supervise paraprofessional nutrition education staff? Do their job responsibilities include EFNEP/FSNE supervision? 4. How does the EFNEP/FSNE paraprofessional nutrition staff fit into the county programs? Are they integrated into or separate from the other county programs? 5. Review the job descriptions of the paraprofessional nutrition staff. 6. Describe your job responsibilities related to the local Extension Programs and paraprofessional staff. How will you carry out these responsibilities? 		
<p>National Association of State Universities and Land-Grant Colleges (NASULGC)</p> <ol style="list-style-type: none"> 1. To find out more about NASULGC, visit its website at: http://www.nasulgc.org. 2. Find out if your University President, other University Administrator, or Extension Administrator serves on a NASULGC committee. Make an appointment to visit with the administrator and discuss the EFNEP/FSNE and the impacts the program has on citizens of the state. It is important that Administrators are knowledgeable about what is taking place in their state. (Also see: Communicate Program impact under: I. Communicate program value with passion.) 		
<p>Extension Terminology</p> <p>In Extension many terms are used that have a meaning specific to Extension. Several universities have developed glossaries of Extension Terms. An example from Texas is linked below. Some of these terms may differ from the ones used in your system. For example, states have different names for local Extension Faculty, including Extension Educator, Extension Agent, and Extension Specialist.</p> <ol style="list-style-type: none"> 1. Compare http://monarch.tamu.edu/d690/d690appa.htm with terms that are used in your system. 		
<p>Acronyms</p> <ol style="list-style-type: none"> 1. Acronyms are commonly used in Extension. It is important to understand this alphabet soup. View this website http://www.csrees.usda.gov/business/training/acronyms.html, for the following terms: USDA, CSREES, ERS–Economic Research Service (not to be confused with EFNEP Evaluation/Reporting System ERS), 		

<p>FNS, FSIS, OMB, NASULGC, ES, ECOP, CES, JCEP, ESP, NAE4-HA, NEAFCS, CYFAR, EFNEP, GPRA, TEFAP, and WIC.</p>		
<p>Professional Organizations in Extension and Beyond As part of a professional development plan, you will want to become involved in professional organizations. The Extension Service has several options for professional organizations and organizations of states and programs for you to participate in.</p> <ol style="list-style-type: none"> 1. Extension Professional Organizations: Visit the Joint Council of Extension Professional (JCEP) website to see an overview of all Extension Professional Organizations: http://www.jcep.org . JCEP sponsors the Public Issues Leader Development (PILD) conference in Washington D.C. each year. Visit the website of one or more Extension Professional organizations to understand their missions and issues. 2. Identify other professional organizations that may be of interest to you and visit their websites. Examples: Society of Nutrition Education (SNE) www.sne.org and American Dietetics Association (ADA) www.eatright.org . 3. The Extension Service is divided into four regions: North Central, Northeast, South and West. These regions include states and US territories. EFNEP and FSNE Coordinators have formed associations or discussion groups within these regions. There may be teleconferences/listservs/meetings to discuss issues with other state coordinators. To find out more about these groups, ask other nutrition professionals in your state, or contact another state coordinator in your region. Make sure your name is added to the appropriate listservs. On your first teleconference ask that the purpose of the teleconference and listserv be reviewed for new members. In some cases, EFNEP and FSNE teleconferences/listservs/meetings are combined. 4. The Food and Nutrition Service (FNS), which partially funds FSNE, also has regional offices and regional teleconferences/listservs/meetings. States in the region can provide guidance on how to get connected to the appropriate listservs and teleconferences. (Note: Extension and FNS regions are not identical. Each has a different set of states included in their regions.) See http://www.fns.usda.gov/fns/ for your FNS region. 		
<p>Expanded Food and Nutrition Education Program (EFNEP) EFNEP has a long history as part of the USDA- Extension Service 3-D funding. Each state/territory gets a share of the appropriated funding for EFNEP.</p> <ol style="list-style-type: none"> 1. Review the national EFNEP website; look at Success Stories from your state and others. Review the EFNEP Fact Sheets and Publications. You may have some of these in print in your office. 		

<p>The EFNEP policy manual can be found on this website at http://www.csrees.usda.gov/nea/food/efnep/pdf/program-policy.pdf There is also a section on the Evaluation/Reporting System-ERS4: http://www.csrees.usda.gov/nea/food/efnep/ers/ers4.html</p>		
<p>Food Stamp Nutrition Education (FSNE) State Extension Service Programs began working with the USDA's Food and Nutrition Service (FNS) to provide nutrition education to persons eligible for food stamps more than a decade ago. FSNE is funded by Administrative Food Stamp dollars authorized through FNS. In the majority of states, the Cooperative Extension System and partnering land-grant universities are contracted to deliver the program. In states participating in FSNE, grantees work with various state agencies as well as their state Food Stamp Agency and regional FNS offices. Plans are submitted to the state Food Stamp Agency which, in turn submits the plan to the regional FNS office. Programs are approved on a year-to-year basis. State plans are subject to guidelines as defined by FNS, the state Food Stamp Agency, state Extension/University System, and other public and private partners.</p> <ol style="list-style-type: none"> 1. Review the national FSNE website for contacts from other states, national program planning and reporting efforts, staff development and training resources, partnership information, reports, meetings and conference proceedings, national teams and committees, and current news and upcoming events. 2. Review the state contact information for your state. Is it current? If not, contact the webmaster and submit current information. 		

C. The Core Competency Process in EFNEP, FSNE, Nutrition Networks and FFNEWS

Early the spring of 2001, state coordinators were asked to nominate, from among their peers, individuals who would participate in a Core Competency Workshop for State Coordinators of the Expanded Food and Nutrition Education Program, Food Stamp Nutrition Education, the Nutrition Networks, and FF NEWS (Families First Nutrition Education and Wellness System).

The intended outcomes of this effort were to:

- *Assist state coordinators in identifying current strengths and areas for future professional development;
- *Assist supervisors of state coordinators in understanding the breath of skills necessary in these positions;
- * Provide input into the future offerings of national professional development opportunities.

Seven representatives gathered in Dallas to participate, including Susan Baker, Joyce Counihan, Terry Egan, Debra Keenan, Carolyn Noble, Robin Orr, and Donna Vandergraff. National Program Leaders/Coordinators, Larry Jones, Karen Konzelmann, and Wells Willis, were involved and supported the process.

They participated in the DACUM Process, which is an innovative approach to occupational analysis facilitated by Gloria Green, UW Extension Staff Training Specialist. First, some agreements were made:

- o Programs and states are set up differently - we needed to focus on the larger picture of the tasks involved in program coordination.
- o We needed to define tasks that the coordinator may be ultimately responsible for, but may not do themselves.
- o We needed to look for broad categories to describe competencies and organize tasks under each competency.

We were led through a series of discussions about program coordination. We began describing and defining tasks. We categorized the tasks and tried to capture the enthusiasm and passion that we have for these programs.

The results: We agreed on 6 categories of core competencies:

1. Practice shared, principled leadership
2. Provide leadership for statewide programming
3. Create an environment in which staff can thrive
4. Practice stewardship of all resources
5. Promote synergistic collaborations
6. Communicate program value with a passion

We then validated these competencies by asking state coordinators and program leaders to rate importance and frequency. Again, because of differences in organizational structure

among states, the frequency a task might be performed could vary. We were trying to determine which tasks were done less frequently and which ones were more frequent or on-going. We also tried to determine when the skills were needed in the position. This may be determined by the point in the grant year at which a person is hired into the position. For example: If hired near the end of the grant year, you would need to focus on “Promote Telling Our Story” and “Practice Stewardship of all Resources”. Results from the validation indicated that the core competencies and tasks involved were generally rated important. There are some differences in how frequently the tasks are performed and when the tasks needed to be learned. More result information is available under background information on the [core competencies webpage](#).

The results of the process and validation of the instrument were reported at the national conference in September 2001. Input from the audience provided direction for the committee to continue its work and other committee members were added, including R. Jeff Olson and Glenna Williams.

In 2002, the State Coordinator Core Competency Self-Assessment Plan was developed. The tool was designed to help assess an individual’s skill level and to be used as part of a plan of work or a plan of professional improvement.

The State Coordinator Core Competency Self-Assessment plan and more information about the process are available on the national FSNE website. In this section, you will be asked to review the website and information found there. The rest of this manual will focus on the core competencies and some of the tasks under each.

The definitions used with the Core Competencies are those chosen by the committee and a reference is provided. The tasks chosen for this orientation guide include those which are considered ones you will need to use and develop in your first year. The assessment tool contains other tasks which are not addressed here and could be used for further professional development in the future. The tasks identified in this document have many levels of skill. This guide will focus on beginning level skills. In the future, you may choose to spend more time, research and professional development on any of these tasks.

Tasks	Date Completed	Comments
<p>The Core Competency Information can be Found at http://www.csrees.usda.gov/nea/food/fsne/development.html</p> <ol style="list-style-type: none"> 1. Self Assessment Tool - State Nutrition Coordinator Core Competencies. Click on and review Background information about the Core Competencies. 2. Scroll down the page and review: Suggested uses for the self-assessment tool. At this point, it may be best for you to use the results to plan professional development activities for yourself for the next year or reporting period. Remember, this is a time to learn your job duties and the program year cycle. Most of your goals could focus on learning these skills. Follow the directions for completing 		

<p>the self-assessment. Print the assessment.</p>		
<p>Compare Your Job Description to the List of Core Competencies and Tasks</p> <ol style="list-style-type: none"> 1. Highlight the core competency tasks that you perform in your position. Focus on these tasks as you complete this manual. 2. Indicate which tasks demand immediate attention. If time is of the essence, you may want to skip ahead to these topics. 		
<p>Core Competencies Used as an Assessment Tool</p> <ol style="list-style-type: none"> 1. Work with your supervisor (program leader, department chair, Extension administrator) to set appropriate goals for your first assessment period. You may need to introduce your supervisor to the core competencies for state coordinators and suggest ways you would like to use them in your personnel assessment. 		
<p>Plan for Professional Development/Plan of Work</p> <ol style="list-style-type: none"> 1. If appropriate at this time, write a plan for professional development for your first year. Note: You may wish to complete this assignment after reviewing the rest of the manual. 2. You may wish to use this information in writing your Plan of Work as defined by your state system. 		

D. Practice Shared Principled Leadership

The first Core Competency identified focuses on leadership. Leadership is a key role in the state coordinator position. Leadership is a skill which develops over time. A new coordinator provides leadership for the staff as well as the program. This section will focus on some basic principles of leadership and suggest some resources for further study. The Core Competencies Committee defined practice shared, principled leadership as “finding the skills in your organization and encouraging the owners of those skills to take a role”. Jean Lipman-Blumen's book *The Connective Edge* is about connectivity and how we all have different achieving styles. In a shared, principled leadership setting, we draw on the different strengths of the group and when needed the leadership arises from different places and from all levels of an organization.

Tasks	Date Completed	Comments
<p>Coach and Be Coached Zenger, Musselwhite, Hurson, & Perrin in their book, [Leading Teams: Mastering the New Role (1994) Irwin Professional Publishing, Inc.], defines coaching as helping people refine a skill they already have, in contrast to training, defined as teaching a new skill.</p> <p>This task refers to your ability to coach and be coached in the capacity of being a leader and practicing shared, principled leadership skills.</p> <ol style="list-style-type: none"> 1. If you have completed the Core Competencies Self-Assessment, you can identify some skills that you already have, but may need some refinement to meet the demands of your new position. Identify a supervisor or person on the Extension staff in your state that has the information and knowledge to be able to assist you in refining these skills. Meet with this person and share some of your personal and professional goals. Ask for guidance or assistance in meeting these goals. These could be included in your Plan of Work or Professional Development plan if required by your administration. 2. Participate in the EFNEP/FSNE mentoring program. This program will link you with another state coordinator in your Extension and/or FNS region. For more information see the FSNE Website. 3. Be willing to coach others in refining skills they possess. Identify a task that needs to be completed and a person who has the skills to complete the task. Work with that person to complete the task. 		
<p>Facilitate Team Building Not all tasks are accomplished by the program coordinator; some or many are performed by other team members. Tasks/duties are assigned or delegated with the coordinator facilitating the team effort. The coordinator supports the team members in performing their tasks.</p> <ol style="list-style-type: none"> 1. Work with EFNEP/FSNE staff to determine what roles everyone serves. Discuss the importance of the team in the program. Discuss 		

<p>team building ideas and encourage the staff to make suggestions to assist your state team in working effectively.</p> <ol style="list-style-type: none"> 2. With the assistance of the team, implement some of their ideas and suggestions. Or, if appropriate, delegate some of the team building tasks to others. Check on progress of team building efforts. 3. Encourage and support team building efforts of local supervisors and paraprofessional staff. This may include verbal and written resources or monetary support. 		
<p>Promote Telling our Story</p> <p>As a leader, you provide direction on communicating program impact and success to decision makers, legislators, partners, and clientele.</p> <ol style="list-style-type: none"> 1. Gather and review information and materials used in your state for communicating program impact. These could include program reports, success stories, evaluation data, other data collected, flyers, brochures, impact reports, etc. This should also include local impacts reported in newsletters and reports. 2. Review program impacts and success stories on the national EFNEP website: http://www.csrees.usda.gov/nea/food/efnep/efnep.html 3. With staff members, discuss ideas for communicating program impact and success. Identify key audiences for receiving communications, such as Extension administrators, legislators, partners, and clientele. 4. Prepare a plan, including a time table, to communicate with these audiences. Implement the plan, including delegating responsibilities as appropriate. 		
<p>Facilitate and Model Teamwork</p> <p>As a leader, encourage staff to work together toward common goals. Do you share the responsibility of traditional management duties with everyone participating in some capacity? Total Quality Management (TQM) principles of openness/trust and collaboration/teamwork could be goals.</p> <ol style="list-style-type: none"> 1. First, learn how the team is/has been operating. 2. If it is a functional team, you will be able to step in and determine your responsibilities as part of the group. Ask the team to assist you in learning your role and how best you can facilitate continued teamwork. 3. Model teamwork. Choose a specific project or task, such as “promote telling our story.” Share and delegate responsibilities, check for progress and share results and successes. Reward teamwork. 4. If you do not have a team, or the team is not functioning well, you will need to back up and establish some openness/trust and set some goals for collaboration/teamwork. Meeting with team members to establish common goals and discuss roles and responsibilities will be 		

<p>critical. Begin with a small task that will include many and can be accomplished in a short period of time. Delegate responsibilities, check for progress and share results. Reward teamwork. Choose a second, larger task for the team to accomplish.</p> <p>5. If there are team members who are reluctant or uncooperative, you will need to work with them individually and try to get them involved in the process.</p>		
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E. Provide Leadership for Statewide Programming

As a state coordinator with EFNEP or FSNE, your major responsibilities will include many of the tasks included in this section. Here is where we begin to get into the day-to-day operation of the programs. There are many components, including program planning, culturally sensitive programs, curriculum decisions, and compliance issues. This section will introduce you to some topics and some resources to use in these areas.

Tasks	Date Completed	Comments
<p>Ensure Programming Guidelines are Followed</p> <ol style="list-style-type: none"> 1. FSNE Guidelines are revised each year and are distributed by FNS through the regional offices. It is the responsibility of the coordinator and state team to ensure programming guidelines are followed and monies are being spent appropriately. Find and review the FSNE Guidelines for the current year. See the Food Stamp Nutrition Connection for current guidance: http://www.nal.usda.gov/foodstamp/National_FSNE.html Look for future programming ideas and compliance in current programming. 2. EFNEP Guidelines are contained in a Maroon colored brochure. They are also available now on the EFNEP website: http://www.csrees.usda.gov/nea/food/efnep/pdf/program-policy.pdf These guidelines are from the federal level; your state EFNEP may follow additional guidelines implemented at the state level. State level guidelines can be changed as long as they comply with federal guidelines. 3. Review EFNEP and/or FSNE federal and state guidelines. Evaluate how your state program is complying with these. Are there changes that could be made? 		
<p>Coordinate Program Planning, Including Asset Mapping and Needs Assessment</p> <p>The difference between needs assessment and asset mapping is that needs assessment focuses on the needs or shortcomings of a community, whereas asset mapping focuses on utilizing its strengths.</p> <ol style="list-style-type: none"> 1. As a new coordinator, it may be useful for you to conduct a quick asset mapping of the program and staff to determine strengths. 2. A needs assessment of the program during the first year may also be worthwhile. It can assist in providing program direction. 		
<p>Oversee Curriculum Identification and Development</p> <p>Some states use their own curricula for adult and youth programming. Others are coordinating efforts to develop shared curricula. In the beginning, your task will be to learn the curricula that are used and when they were last updated or evaluated. In some states, consistent statewide curricula are used.</p>		

<p>In others, local programs set their own curricula or choose from several options.</p> <ol style="list-style-type: none"> 1. Determine which curriculum is being used in the adult and youth (if you have youth responsibilities) programs in your state. 2. Determine when the curriculum was last reviewed or updated. Is there a process for reviewing and updating? How are changes or additions to curriculum currently being made? 3. Determine who is responsible for reviewing and revising the curriculum. Develop a plan with the staff to review and revise if needed. 4. Carefully check the literacy level of the materials chosen. For more information on preparing low literacy materials check this resource: http://extension.missouri.edu/xplor/regpubs/ncr475.htm. Before you decide to design a whole new curriculum, check to see what is available from other states and other credible sources. 5. There are many curricula options now located on the Food Stamp Nutrition Connection website. On the website, click on the Resource Library or Hot Topics buttons to search for information and curriculum on a specific topic or age group. http://www.nal.usda.gov/fnic/foodstamp/index.html 		
<p>Facilitate Culturally Sensitive Program Implementation for Behavior Change</p> <p>Some facets of cultural sensitivity are: (1) ability to articulate and present an issue or problem as it is perceived from another’s perspective; (2) ability to identify defensiveness and know how to bring it to the table for discussion in a non-threatening manner. (<i>Promoting Cultural Diversity: Strategies for Health Care Professionals</i> by Kavanagh & Kennedy. [1992] Sage Publications.)</p> <p>Cultural sensitivity is especially important in EFNEP and FSNE since many diverse populations participate in the programs. Before choosing curricula, cultural sensitivity must be considered. Staff must be trained to work with diverse audiences.</p> <ol style="list-style-type: none"> 1. Determine diverse populations served by programs in your state, including ethnic, religious, age, gender, etc. 2. Determine what curricula or modifications to curricula are necessary to meet the needs of these populations. 3. Determine if there are populations of potential clientele needing culturally sensitive curricula and plan how to serve this population. 		
<p>Coordinate Program Evaluation (ERS, FSNE Evaluation Committee, Logic Model, etc.)</p> <p>A coordinated program evaluation helps identify program effectiveness, program requirements and program planning needs.</p> <ol style="list-style-type: none"> 1. Determine what types of evaluation are currently taking place in 		

<p>EFNEP/FSNE in your state. Do these include the use of the EFNEP Evaluation/Reporting System (ERS), success stories, program impact reports, or the logic model?</p> <ol style="list-style-type: none"> Review some examples of evaluation data on the EFNEP and/or FSNE websites: http://www.csrees.usda.gov/nea/food/efnep/efnep.html http://www.csrees.usda.gov/nea/food/fsne/fsne.html FSNE: review information from the national FSNE Evaluation Committee regarding the logic model. EFNEP/FSNE: If you are using the EFNEP Evaluation and Reporting System (ERS), review the ERS website for current information: http://www.csrees.usda.gov/nea/food/efnep/ers/ers4.html Other evaluation reports: In the Mountain Plains FSNE region, a regional report is prepared. Review past reports if you are in this region. Regional and national FSNE reports can be found on the FSNE website. 		
<p>Utilize Evaluation Results for Program Enhancement Once you have compiled evaluation results, you are ready to utilize the results for program enhancements.</p> <ol style="list-style-type: none"> Discuss with staff the types of evaluation information being collected and how to best utilize this information. Also discuss evaluation needs and concerns. Are your evaluation tools giving you the information you need to guide program decisions? Review evaluation data. List some strengths of the program. List some challenges, including challenges in collecting or summarizing data. Discuss changes in the program that could be made as a result of the evaluation data. Much can be learned from a process that was tried and did not work as planned. Take time to analyze why it did not work and changes that could possibly make it more successful. 		
<p>Recognize Participant Achievement Recognizing participant achievement may be delegated to someone else in the organization.</p> <ol style="list-style-type: none"> With staff, discuss how participants are recognized. Is the staff satisfied with these efforts or are there additional options they would like to explore? Assist in providing or gaining resources for participant recognition. 		
<p>Ensure Compliance It is generally the coordinator's responsibility to ensure compliance within the program. This could include compliance with the program, including federal program and budget guidelines and institutional program, fiscal, personnel, and civil rights guidelines. Also, the coordinator is responsible</p>		

<p>for understanding compliance issues other partners may have and helping partners understand federal and institutional compliance requirements.</p> <ol style="list-style-type: none"> 1. Review EFNEP/FSNE guidance to determine if your program is in compliance. If you have questions, contact the National Program Leader or a Coordinator in another state. 2. Review budgets and determine whether expenditures are in compliance with federal and state rules/regulations. See EFNEP/FSNE guidance and state operation guidelines. 3. Work with fiscal staff or Grants and Contracts for procedures specifically related to the food stamp project. The fiscal staff responds first in an audit situation. 4. Work with the Human Resources department to understand and follow personnel regulations for advertising positions, hiring personnel and disciplining personnel. 5. Determine requirements for state and federal reporting. Review final report for previous year and check with the National Program Leader and/or a colleague in a neighboring state for current requirements. 6. Each state has reporting requirements within the Extension system. Determine which reports are required of EFNEP/FSNE. 7. State Extension programs are required to compile civil rights reports for all Extension programming. Gain knowledge of civil rights policies and regulations. Determine how civil rights information is collected and reported in your state. Ensure staff complies with civil rights regulations and reports. 		
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F. Create an Environment in Which Staff Can Thrive

There are many models for staffing EFNEP and FSNE. Each state approaches the staffing situation in its own manner. EFNEP encourages the use of paraprofessional staff indigenous to the population being served. For FSNE, states vary in their use or non-use of paraprofessional staff.

The state coordinator is responsible for the overall creation of this environment; however several of the tasks listed in this section may be delegated to someone else on staff.

Tasks	Date Completed	Comments
<p>Develop and Modify a Staffing Pattern In the beginning, it is important to learn the current staffing pattern and the history or intention behind it. As time goes on, you may have ideas for changing or improving the staffing pattern. This could include adding positions in underserved areas or combining duties to work more effectively.</p> <ol style="list-style-type: none"> 1. Explore the staffing pattern in your state. Which positions exist? In which areas are they located? Are there any areas that are not being served that could be? Do you have too many staff concentrated in any one area? What determines where staff will be located? What are staffing priorities? 		
<p>Create and Modify Position Descriptions In the beginning, you will need to review the position descriptions of current staff to determine the responsibilities of various positions.</p> <ol style="list-style-type: none"> 1. Review position descriptions of staff in EFNEP/FSNE. 2. Discuss position descriptions with staff. Ask if the position description adequately captures what they actually do in their work. If not, ask them to write corrections or additions as needed. 3. Work with human resources in your institution to make changes, as needed. 		
<p>Oversee Recruitment and Hiring of Staff Depending on the structure in your state, you may have a small or large role in this process.</p> <ol style="list-style-type: none"> 1. Determine your role in recruitment and hiring professional and paraprofessional staff. Professional hires are often conducted by Extension. Paraprofessional positions are hired in a variety of ways. 2. Professional positions: Are there professional positions you need to hire at this time? If so, work with Extension administration to complete the process, as appropriate. 3. Paraprofessional positions: Learn the process for hiring paraprofessional staff. Are you responsible for the hiring process? Do you make contacts with the Human Resources department to begin the hiring process? Do you screen and interview candidates? 		

<p>If you do not do this, who is responsible? Work with Human Resources/Extension Administration, to complete the process, as appropriate.</p> <ol style="list-style-type: none"> 4. How are new paraprofessional staff recruited? Do you rely on newspaper advertisements? Do you work with partner agencies to recruit individuals? 5. Learn the orientation process for new paraprofessional hires which may be provided by Human Resource Departments. (If employees are not on campus, this responsibility may be delegated to the program.) Orientation often includes benefits, working conditions, travel reimbursement policies, union affiliation if any, probationary periods and discipline policies. It is important to understand this information, even if you are not the person directly responsible for hiring paraprofessionals. 		
<p>Ensure Organizational Orientation</p> <ol style="list-style-type: none"> 1. Beyond the basic personnel orientation, orientation to Extension and EFNEP/FSNE is critical. Check to determine how new employees are orientated to the Extension Service and EFNEP/FSNE. Does this orientation give them enough information for them to see the “big picture” of the organization, its structure and their part in it? If not, revise the orientation to include this information. 		
<p>Facilitate Initial Staff Training</p> <p>Depending on the structure in your state, you may have a small or large role in this process.</p> <ol style="list-style-type: none"> 1. Determine your role in initial staff training. Are you deeply involved, or is this task delegated to others? If so, who is responsible for initial staff training? When or how often does this training take place? 2. Determine if there is a training manual or outline. If so, review the contents. Is the information up-to-date and accurate? 3. Commit time and resources to initial staff training as needed. 		
<p>Facilitate Staff Development</p> <p>Depending on the structure in your state, you may have a small or large role in this process.</p> <ol style="list-style-type: none"> 1. Determine your role in staff training. Are you responsible for continued staff training, or do you assist local supervisors? 2. Determine if there is a set schedule for staff development? When and where does it take place? 3. Commit time and resources to facilitate staff development as needed and as budget allows. 		
<p>Provide for Performance Management (Counseling, Coaching, Termination, Legal Issues)</p>		

<p>Providing for performance management may include utilization and integration of institutional human resource policies and procedures.</p> <ol style="list-style-type: none"> 1. Determine how performance management has been handled in the past. Who is responsible for performance management? What role do you play in all or parts of the process? 2. Personnel performance review for paraprofessionals: Who conducts the performance reviews of paraprofessionals? Is there an institutional process in place that must be followed? 3. Is there an established process for coaching paraprofessional staff? How is this accomplished? 4. Is there a process for counseling and termination of paraprofessionals? What is your role in the process? 5. When legal issues regarding a paraprofessional arise, what is the process or procedure for handling the situation? 6. Provide training opportunities or updates from Human Resources for all staff regarding performance management, harassment, and discrimination issues. 		
<p>Coach and be Coached This core competency area refers to the ability to help others to thrive as well as being helped by others to thrive yourself.</p> <ol style="list-style-type: none"> 1. What opportunities do you have to coach others in their job performance? Make a plan to include coaching activities in your routine. 2. Be open to opportunities to be coached by others. 		

G. Practice Stewardship of all Resources

Stewardship means “the careful and responsible management of something entrusted to one’s care” (Merriam Webster’s Collegiate Dictionary, 10th Edition). This competency includes conducting, supervising and managing resources, including budgets, personnel and materials.

Tasks	Date Completed	Comments
<p>Develop Operational Systems for Financial Management Operational systems are the related procedures that specify how the work must be done.</p> <ol style="list-style-type: none"> 1. Learn the operational systems for financial management that are currently being used. Do these meet the needs of the program operation? If not, what changes might be needed or desired? How can you go about implementing these changes? 		
<p>Develop Budgets In EFNEP, states are appropriated funds. In FSNE, the budget is set by the grant proposal and the ability to match funds.</p> <ol style="list-style-type: none"> 1. Review program budget for the current year. What is the largest expense category in the budget? Usually this is personnel expenses. List other major categories of expenses. 2. Review previous year’s final budget report. As a whole, was the budget balanced? Did some categories exceed the budgeted amount? What were these categories? Were adjustments made to the current year’s budget? 3. After reviewing the current and past year’s budgets, are there any adjustments that need to be made now to stay within the budget? How do you make budget adjustments in your system? 4. At the appropriate time, begin developing the program budget for the next fiscal year. Use staff input to make adjustments as needed. 		
<p>Maintain Budgetary Communications Throughout All Levels Provide appropriate and current budget information/status to all organizational levels.</p> <ol style="list-style-type: none"> 1. After learning the operational system for fiscal management, you will have an understanding of the offices and individuals involved. Communication among all levels and individuals is important. How are budgetary communications presently being handled? How do local staff members receive budgetary communications that affect them? 2. How are Extension Administrators informed of budgetary information? 3. In FSNE, budget communications are needed between the University Grants and Contracts office and the state agency receiving the funds. How is this communication taking place? Are there ways you can 		

<p>facilitate communication needed for a smooth transfer of funds. Some FNS regions conducted fiscal training in 2001 for state agencies, grants and contracts and state coordinators. A manual of fiscal information and procedures was provided. Check to see if this information is available for you to review.</p>		
<p>Oversee the Monitoring of Budgets</p> <ol style="list-style-type: none"> 1. Once budgets are set and the fiscal year begins, how are budgets monitored? Do local units get accurate information in a timely manner to assist them in budget decisions? 2. Meet with budget/accounting personnel and discuss ways to be involved in the monitoring of budgets. Set a schedule to review budget progress. Adjust budgets as necessary and allowable. 		
<p>Ensure Compliance and Financial Accountability and Reporting</p> <ol style="list-style-type: none"> 1. Learn the process of financial accountability and reporting for your program. EFNEP may be managed through an Extension or University fiscal office, where as FSNE may be managed through the institution’s grants and contracts office or something similar. Build a working relationship with the fiscal officer responsible for your particular program budget. 2. Budget expenses follow specific rules and regulations. Expenditures for both programs will need to follow University policies and procedures. Identify the manual or source of information for University budget procedures. Check with staff and budget personnel to ensure these policies are being followed. 3. In FSNE, expenditures must follow the FNS federal nutrition guidance, and policies defined by specific Office of Budget Management (OMB) circulars, particularly OMB A-21 and A-87. It is important that you understand which apply to you. The Grants and Contracts office works with these circulars on a regular basis. Discuss OMB circulars with grants and contracts personnel to ensure policies are being followed. Review circulars as needed. 4. Learn about the audit process-types of audits (financial, program, civil rights), types of documentation needed and by whom, extent and time of your involvement. Work closely with your administration and fiscal office so that you can direct auditors to the appropriate person, should you be contacted for an audit. 5. In FSNE, audits are currently being conducted by FNS. Has your state been audited? What were the results? If not, how do you need to prepare for an audit in the next year or two? 		
<p>Authorize Expenditures</p> <ol style="list-style-type: none"> 1. Learn the process for authorizing expenditures in your budget system. When and how often do you need to be involved in this process? 2. Is there a check and balance procedure in place so no one person 		

<p>makes all the budget decisions?</p> <ol style="list-style-type: none"> 3. Learn which expenses you will need to authorize. This may include expenditures over a specific dollar amount. 4. Communicate program and institutional requirements to staff with spending authority. 		
<p>Provide Technical Assistance</p> <p>Resource management technical assistance may be needed at the local level.</p> <ol style="list-style-type: none"> 1. Local units may be responsible for their own resource management. You may need to provide an avenue for technical assistance on budget expenses. How are local budgets operated in the program? Who manages the local budgets? Who authorizes expenditures at the local level? 2. Meet with staff and discuss budgets and budget management. How is the system working? Are there any changes or improvements they suggest? Do they need assistance in a specific area? 		
<p>Seek and Secure Additional Resources</p> <p>In EFNEP and FSNE, there is a need to seek and secure additional resources. These could be fiscal resources, cost-sharing, in-kind, materials and supplies.</p> <ol style="list-style-type: none"> 1. Does your state program receive additional resources from other sources? Make a list of the resources and where they are from. Do these resources fulfill the needs of the program? 2. Do you need to begin or continue seeking additional resources for the programs at this time? If yes, work with staff to review how additional resources have been secured in the past. Make a plan of action to begin or continue this process. 		

H. Promote Synergistic Collaborations

Tasks	Date Completed	Comments
<p>Establish Relationships with Partners with Similar Goals and Vision</p> <ol style="list-style-type: none"> 1. Learn about other agencies and programs that work with limited income audiences, diverse populations and/or nutrition and health programs. These may include health departments, food stamp offices, welfare offices, WIC and Head Start Agencies, food banks, etc. 2. Ask other agencies if there is a nutrition and health coalition at the state and/or local level. If so, become involved in the coalition. 3. Work with directors of other statewide programs to form partnerships at the local level. Some partnerships can be formed at the local level; others need an incentive or direction from state leaders. Encourage local staff to work with agencies with similar goals and vision. 		
<p>Celebrate, Recognize, Reward Collaborations</p> <ol style="list-style-type: none"> 1. Determine a plan to encourage collaborations at the local level. At regular intervals, celebrate, recognize and reward collaborations. Let staff share stories of how collaborations worked to improve the program or programming opportunities. 		

I. Communicate Program Value with a Passion

When the Core Competencies committee met, the facilitator and observers recognized that when the coordinators discussed EFNEP and FSNE, there was a sense of excitement, pride, and commitment. They felt it important for the committee to bring those qualities into this last competency. The word “passion” was chosen to try to capture our emotions about the work we all do.

Tasks	Date Completed	Comments
<p>Communicate Success Internally and Externally Communicate the program’s strengths and needs to decision-makers and stakeholders.</p> <ol style="list-style-type: none"> 1. Identify internal and external audiences that need to hear about the program’s strengths and successes. Utilize reports, success stories, impact statements and personal testimonies to share the program’s strengths. Make contacts and tell them about the program. 2. Check the Community Nutrition Education Logic Model for examples and ideas. 3. Plan a variety of means for the staff and yourself to report program strengths. For example, volunteer to write an article with the publications and news department, or assign someone the task of writing a story for the in-house weekly/monthly news. 4. Often a combination of personal stories and hard impact data is most successful in communicating to decision-makers and stakeholders. 		
<p>Advocate for the Audience We Serve Working with limited income families and individuals of diverse backgrounds is very rewarding and sometimes very challenging. Often, they are not in a position to advocate for themselves, or have not had the experience to do so. Within the Extension organization, there may be some resistance to working with limited income because they are not seen as the “traditional” Extension audience. It is important for the coordinator to understand and be ready to advocate for the target audience.</p> <ol style="list-style-type: none"> 1. Identify a situation in which you will need to advocate for the audience we serve. Prepare information, statistics and comments to assist others in understanding the audience, the program and the need for Extension’s involvement. 2. Prepare staff and program participants on how to “tell their story.” 		
<p>Oversee Development of Marketing Tools In previous sections, you have reviewed success stories, program impacts sheets, flyers, brochures, etc. that may be used in the programs. These are all marketing tools. The tools have different audiences. Some are directed to decision makers and some target potential program participants.</p> <ol style="list-style-type: none"> 1. Review the marketing materials used to attract potential program 		

<p>participants. How long have these tools been used? Does the staff feel they are effective, or is it time to update these materials? Who is responsible to update the materials?</p> <ol style="list-style-type: none"> 2. Review the marketing materials used to inform decision makers about the program. Are these produced yearly after the end of the reporting period? If so, when do they need to be updated? Who is responsible for updating these materials? 3. It is helpful to review what other states and regions have used in marketing the program to different audiences. In March 2000, a group of coordinators in the Mountain Plains FSNE region compiled a notebook entitled <i>Marketing Toolbox for Nutrition Educators Serving People with Limited Financial Resources</i>. Look to see if this resource is available in your office. It provides background in marketing, the basic marketing process, tips and techniques for developing and producing marketing materials and examples of products from other states. 		
<p>Communicate Program Impact</p> <ol style="list-style-type: none"> 1. Review the variety of evaluation tools and techniques used in the program. How can these be used to communicate program impact? 2. What other avenues or ways for communicating program impact would you like to put in place? 		

J. Subject Matter Competency

The Core Competencies Committee chose to focus on program management and the skills needed. Subject matter expertise was considered important, but secondary to overall program operation.

Individuals in coordinator positions most often have expertise or experiences in food and nutrition. Food and nutrition expertise are useful in curriculum development, research projects and implementing nutrition initiatives. Many coordinators are active in professional nutrition, health and leadership organizations.

In EFNEP and FSNE, experience in working with limited income and diverse populations is critical. This experience assists in developing and using resources and methods that are appropriate to the audience served.

In your first year, it is important to explore options that will assist you in completing your professional development and program goals.

K. Plans for the Future

This orientation manual was designed to assist new statewide coordinators in EFNEP and FSNE in learning some of the complex tasks involved in their positions. Once you have completed the activities in the manual, you may wish to go back and review some of the sections from time to time. Focus on issues that you reviewed beforehand, but now must use to complete the task. Hopefully, you have made some contacts through teleconferences/listserves/meetings that could discuss an issue or task with you. You will have learned that others have addressed the same issues you are facing and may be able to add words of advice or direction as you take on the task for the first time.

Take a few moments to review and assess your personal growth and skills development through this process. Are there areas on which you need to spend more time? Are there skills you would like to continue to develop?

There are suggested resources available on the [core competencies website](#). Here you can choose from a variety of resources including books, CD's, videos, DVD's and local programs.

A WORD TO COODINATORS WITH EFNEP/FSNE EXPERIENCE: The complexity of these programs is such that a periodic review of this manual can serve as a valuable refresher for effective programming and professional skill development. This manual will also have value for persons participating in the mentoring process.

If you wish to provide feedback on this manual, please address comments to the National Program Leader for Food and Nutrition Education, Helen Chipman. [Note: Karen Konzelmann, who contributed greatly to this manual, has since retired.]

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**FSNEP/EFNEP
Resource Guide for
State Nutrition Coordinators
Core Competencies**

Prepared by: Terry Egan, M.S. FSNEP Special Project Coordinator, March 2003
With input and assistance from the Core Competency Committee, FSNEP and EFNEP
National Program Leaders/Coordinators, and state FSNEP and EFNEP Coordinators

This project was funded by the Cooperative State Research, Education, and Extension
Service/ USDA and land grant universities and colleges.

The national *Core Competencies for State Coordinators*, <http://www.csrees-fsnep.org/corecomp/>, developed in 2001, defines core competencies needed to be a successful state coordinator. One of the goals of the project was to assist state coordinators in identifying current strengths and areas for future professional development. This guide identifies resources that address the core competencies.

The Resource Guide lists the core competencies and identifies materials which can be reviewed for further skill development. The list is just a beginning. It contains resources recommended by the Core Competencies Committee and National Program Leaders/Coordinators. On the website, you will have the opportunity to suggest and expand the list by recommending your favorite resources.

The original list of resources was completed in March 2003. We encourage Food Stamp Nutrition Education Coordinators/state contacts to contribute to this list by recommending your favorite resources that address skill development in the core competency areas. To contribute to this list, please go to the FSNEP website, click on Information for Extension/Land Grant University Coordinators, then, click on Resource Guide for Core Competencies. Or: http://www.csreesfsnep.org/corecomp_res_intro.cfm. At the bottom of the webpage, click on Comment/Updates. This page requests your personal information; you are then taken to a comments page. On the Comment/Update page, please enter the information for the resource you are recommending including author, title, year of publication, and media (book, video, cd, etc.). If you are recommending a website, include the name of the website and the web address. Also, please indicate the core competency the resource addresses.

If you are looking for resources, check the website periodically to view new resources that are being suggested by our peers.

A. Practice Shared Principled Leadership

- A1. Coach and be coached.
- A2. Interpret/set/apply policy and procedure.
- A3. Guide strategic planning.
- A4. Model professional integrity.
- A5. Pursue continuous professional development.
- A6. Maintain cutting edge awareness in core competency areas.
- A7. Create opportunities, challenge status quo
- A8. Facilitate team building
- A9. Facilitate organizational change for program and organization success
- A10. Promote telling our stories
- A11. Interface with academic organizations and community systems.
- A12. Facilitate and model teamwork
- A13. Keep current in the use of technology

Lipman-Blumen, Jean, (2000) *The Connective Edge: Leading in an Interdependent World*, Oxford University Press.

Patterson, Kerry, Grenny, Joseph, McMillan, Ron, Switzler, Al. (2002) *Crucial Conversations Tools for Talking when Stakes are High*, New York, McGraw-Hill.

Buckingham, Marcus, Coffman, Curt (1999) *First, Break All the Rules*, New York, Simon and Schuster

Benton, D.A. (1992) Lions Don't Need to Roar, New York, Warner Books, Inc

Benton, D.A. (1996) *How to Think Like a CEO: The 22 Vital Traits You Need to be the Person at the Top*, Time-Warner Audio Books.

Covey, Stephen R. (1990) *The 7 Habits of Highly Effective People*, Simon and Schuster.

Harari, Oren. (2002) *The Leadership Secrets of Colin Powell*, McGraw-Hill, NY.

Association of Leadership Educators website: <http://www.aces.uiuc.edu/~ALE/> and related links too many resources or www.leadershipeducators.org

National Clearinghouse for leader programs website:
<http://www.nclp.umd.edu/issueinfo1.asp>

Ohio State University Leadership Center website: <http://leadershipcenter.osu.edu/> Click on Publications: Leadership Moments, Making Meetings Manageable, Too Much To Do...Too Little Time.

Center for Creative leadership <http://www.ccl.org/index.shtml>

National Extension Leadership Development Program (NELD)
http://outreach.missouri.edu/pdo/Leadership/National_NELD.htm

Collins, Jim. (2001) *Good to Great: Why Some Companies Make the Leap ...and Others Don't*, HarperCollins.

Collins, James C. and Porras Jerry I. (Contributor) (1994) *Built to Last*, HarperCollins.

A1: Wadsworth, Emily M. (2002) *Giving Much, Gaining More*, Purdue University Press.

A3: Pfeiffer, J. William (1986) *Strategic Planning; Selected Reading*, University Associates, Inc.

A5: The Joint Council of Extension Professionals from <http://www.jcep.org>

A5: Society of Nutrition Education (SNE) from www.sne.org

A5: American Dietetics Association (ADA) from www.eatright.org

A8: Zenger, Musselwhite, Hurson, & Perrin (1994), *Leading Teams: Mastering the New Role* Irwin Professional Publishing, Inc

A 8: UW Extension: Building a team <http://www.uwex.edu/ces/wnep/p5/index.html>

A10: Reporting results Telling Your Story:
<http://www.uwex.edu/ces/wnep/p7/index.html>

A10: Utah: <http://extension.usu.edu/coop/food/efnep/index.htm> overview, success stories

A 10: Texas: <http://enp.tamu.edu/> overview, program impacts

A10: Wyoming: <http://uwadmnweb.uwyo.edu/centsible/index.html> success stories.

B. Provide leadership for statewide programming

- B1. Ensure program guidelines are followed
- B2. Coordinate program planning including asset mapping and needs assessment
- B3. Integrate research into educational programs
- B4. Oversee curriculum identification and development
- B5. Facilitate culturally sensitive program implementation for behavior change
- B6. Coordinate program evaluation
- B7. Conduct and/or participate in applied research
- B8. Utilize evaluation results for program enhancement
- B9. Recognize participant achievement
- B10. Ensure compliance

The Cooperative State Research, Education, and Extension Service from
<http://www.reeusda.gov/>

“The Extension System: A Vision for the 21st Century-Extension Committee on Organization and Policy (ECOP)” from
<http://www.nasulgc.org/publications/Agriculture/Ext%20Sys%20Vision.pdf>

National Association of State Universities and Land Grant Colleges (2002) from
<http://www.nasulgc.org>

Missouri FNEP website: <http://outreach.missouri.edu/fnep/admin.htm>

B1: USDA Food and Nutrition Service from <http://www.fns.usda.gov/fns/>

B1: Expanded Food and Nutrition Education Program from
<http://www.reeusda.gov/f4hn/efnep/efnep.htm>
Food Stamp Nutrition Education Program from <http://www.csrees-fsneq.org/>

B1 & B5: Food Stamp Nutrition Connections from
http://www.nal.usda.gov/fnic/foodstamp/program_facts.html

B1: Census data: www.census.gov

B1. Healthy People 2010: <http://www.healthypeople.gov/>

B1. Annie E Casey Foundation: <http://www.aecf.org/kidscount>

B1. Child Trends Data Bank: <http://childtrendsatabank.org>

B1. National Center for Health Statistics: <http://www.cdc.gov/nchs>

B4: Nutrition curriculum materials:
<http://www.extension.iastate.edu/efnep/curriculum.html>

B4: Curriculum development: http://rutgers.njfsnep.org/curr_dev.htm

B4: Montana: www.montana.edu/nep click on Newsletters

B5: Kavanagh, Kennedy (1992) *Promoting Cultural Diversity: Strategies for Health Care Professionals*, Sage Publications.

B9: Blanchard, Kenneth (1993) *Raving Fans: A Revolutionary Approach to Customer Service*, William Morrow and Co.

B5: This website is for educators interested in information, resources, tips and skill-building so that they can more effectively work with low income, culturally diverse audiences and develop nutrition education programs:

<http://oregonstate.edu/dept/ehe/nutrition.htm>

B5: Working with culturally diverse audiences:

http://oregonstate.edu/dept/ehe/nu_diverse.htm

B5: Low income audiences: http://oregonstate.edu/dept/ehe/nu_lowincome.htm

B7: EFNEP cost benefit analysis:

<http://www.extension.iastate.edu/Publications/PM1865.pdf>

C. Create an environment in which staff can thrive

- C1. Develop and modify a staffing pattern
- C2. Create and modify position descriptions
- C3. Oversee recruitment and hiring of staff
- C4. Ensure organizational orientation
- C5. Facilitate initial staff training
- C6. Facilitate staff development
- C7. Provide for performance management (counseling, coaching, termination, legal issues)
- C8. Continually recognize and reward staff
- C9. Coach and be coached

Norris, Joye A., Baker, Susan S., *Maximizing Paraprofessional Potential*, Krieger Publishing Company, 1-800-724-0025, ISBN: 1-57524-027-0.
ISBN: 1-57524-027-0

Goleman, Daniel (1998) *Working with Emotional Intelligence*, Bantam Press.

Johnson, Spencer (2001) *Who Moved My Cheese?* Putnam Publishing Group.

Blanchard, Kenneth, Johnson, Spencer (1982), *The One Minute Manager*, William Morrow and Co.

C3: Hiring: <http://www.uwex.edu/ces/wnep/p5/p5hirng.html>

C5: Training: <http://www.uwex.edu/ces/wnep/p5/p5trng.html>

C5: Iowa State FNP: Personnel information
<http://www.extension.iastate.edu/efnep/personnel.html>

C5: WY: <http://uwadmnweb.uwyo.edu/centsible/index.html> employee/training materials

C5: Kentucky: Guidelines for EFNEP assistants paraprofessional resources:
<http://www.ca.uky.edu/agcollege/fcs/efnep/Guidelines/index.htm>

C6: “Guideline for Professional Development in Extension” and “The Implications of Increased Alternative Revenue in the Cooperative Extension System” from
<http://podc.unl.edu>

C7: Annual Educator performance review:
<http://www.uwex.edu/ces/wnep/p5/p5prev.html>

C7: Audrey Nelson, Audrey (2002), *Dealing With Difficult People and Victors Without Victims*, compact discs, Boulder, CO <http://www.audreynelson.com>.

D. Practice stewardship of all resources

- D1. Develop operational systems for financial management
- D2. Develop budgets
- D3. Maintain budgetary communication throughout all levels
- D4. Oversee the monitoring of budgets
- D5. Ensure compliance and financial accountability and reporting
- D6. Authorize expenditures
- D7. Provide technical assistance
- D8. Seek and secure additional resources

Iowa State FNP: Financial information
<http://www.extension.iastate.edu/efnep/financial.html>

D5: OMB Circulars A-21 and A-87, US Office of Budget Management

E. Promote synergistic collaborations

- E1. Establish relationships with partners with similar goals and visions
- E2. Facilitate growth of relationships
- E3. Demonstrate the benefits of shared vision
- E4. Celebrate, recognize, reward collaboration

E1: Network Partners: http://rutgers.njfsnep.org/net_part.htm

E1: USDA Food and Nutrition Service- info on Food programs:
<http://www.fns.usda.gov/fns/>

E1: <http://www.ers.usda.gov/Briefing/FoodNutritionAssistance/> USDA-Economic Research Service- briefing room on food and nutrition assistance programs

F. Communicate program value with passion

- F1. Communicate success internally and externally
- F2. Advocate for the audience we serve
- F3. Increase awareness of needs and assets
- F4. Create loyalty
- F5. Tailor messages
- F6. Oversee development of marketing tools
- F7. Communicate program impact

F1: Iowa State EFNEP marketing for decision makers:

<http://www.extension.iastate.edu/Publications/EFNEP234.pdf>

F6: Mountain Plains Region FSNEP State Coordinators (2000) *Marketing Toolbox for Nutrition Educators Serving People with Limited Financial Resources*.

F6: Missouri FNEP marketing: <http://outreach.missouri.edu/fnep/marketing.htm>

F6: Missouri school recruiting brochure:

<http://outreach.missouri.edu/fnep/showmenutrition.pdf>

F6: Recruitment brochure: http://www.agls.uidaho.edu/enp/docs/ENP_Brochure02.pdf

F7: Iowa State FNP data and evaluation information:

<http://www.extension.iastate.edu/efnep/data.html>

G. Subject matter Competency

Food Stamp Nutrition Connections:

National Ag Library and Food and Nutrition Service:

<http://www.nal.usda.gov/fnic/foodstamp/>

Food and Nutrition Information Center USDA: <http://www.nal.usda.gov/fnic/>

Food and Drug Administration- Center for Food Safety and Applied Nutrition:

<http://vm.cfsan.fda.gov/list.html>

Cornell Cooperative Extension Food and Nutrition: <http://www.cce.cornell.edu/food/>

USDA Center for Nutrition Policy and Promotion: <http://www.usda.gov/cnpp/>

Tufts Nutrition Navigator -A Rating Guide to Nutrition Websites:

<http://navigator.tufts.edu/>

ADA Complete Guide to Food and Nutrition book: <http://www.eatright.org/adafood.html>

American Dietetics Association: <http://www.eatright.org/>

Extension Food Safety Education Database:
<http://www.msue.msu.edu/msue/imp/modfs/masterfs.html>

A list of Extension Food and nutrition resources:
<http://www.msue.msu.edu/iac/agnic/lgrntlst/foodfood.html>

Core Competencies committee members: Susan Baker, Joyce Counihan, Terry Egan, Gloria Green, Larry Jones, Debra Keenan, Karen Konzelmann, R. Jeff Olson, Robin Orr, and Donna Vandergraff, Glenna Williams, Wells Willis. Thanks to Ellen Henert, FSNEP web specialist.

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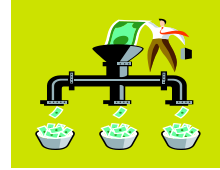
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Funding Restrictions for Smith-Lever Federal Funds

Funds originating from the Smith-Lever Federal budget can be used for a broad variety of expenses but there are some restrictions that must be followed to avoid penalties. Please take the following restrictions into account!

General issues

1. Purchase, erection, preservation or repair of any building
2. Rental of college-owned buildings
3. Purchase of land
4. Negotiated overhead or indirect cost rate are construed to be part of the State's contribution to Extension programs and can therefore not be budgeted
5. Costs for equipment and services have to be accepted as being reasonable and necessary in relation to the utility value to Extension work.
6. Federal funds may not be used in payment of the employer's share of a State employee's group insurance program for cooperative employees who are eligible for coverage under the Federal Employees Group Life Insurance Act of 1954
7. Expenses of entertainment given in connection with demonstrations, meetings, or conferences.
8. Any losses, whether actual or estimated, arising from uncollectible accounts and other claims, related collection costs and related legal costs
9. Contributions to a contingency reserve or any similar provision.
10. Any excess of costs over income
11. Costs incurred for patenting or copyrighting materials
12. Subcontracting of programmatic matters to state agencies



College courses and /or personnel

13. Salaries or expenses relating to conducting college courses of instruction for credit
14. Financing of correspondence courses
15. Printing or distributing of College announcements
16. Payment of any portion of the salary of college or university staff

4-H Clubs

17. Travel, subsistence, tuition, or other expenses of 4-H clubs, farm organization or individuals attending Club Camps or courses of instructions in schools, or for making tours of observation or purchasing livestock or other materials
18. Expenses of 4-H Club Camp help
19. Feeding and caring for animals belonging to individuals



Affiliated professional organizations

20. Printing announcements of contests that carry names of commercial firms offering prizes
21. Purchase of uniforms, prizes, badges of merit, pennants or other insignia used by participants in connection with Extension programs
22. Individual membership fees to any professional organization
23. Printing and distributing reports of proceedings of any professional organization
24. Purchase of any materials for distribution to farmers or others for use in field demonstrations
25. Costs affiliated with donor solicitations for Extension programs

Exemptions may apply, but specific cases and requests should be discussed with your financial administrator.