

November 19th, 2009

Subject: University of Wyoming's Cent\$ible Nutrition Program Initial Training Manual

To Whom It May Concern,

Included with this letter are five separate Community Nutrition Paraprofessional Training Library assessment forms for University of Wyoming's Cent\$ible Nutrition Program Initial Training Manual. This training manual is for paraprofessional educators newly hired to the EFNEP and SNAP-Ed programs in Wyoming. This training manual is comprehensive and thorough. As a result, there is a lot of information, forms, etc. included. The manual is broken into four parts, each part containing a different training focus. For this reason, separate assessment forms were used for each part.

To get a sense of the entire training manual, anyone interested in using this training should review all five of the assessment forms:

Assessment Form 1 – Review of Part I of the training manual

Assessment Form 2 – Review of Online trainings from Part I of the training manual

Assessment Form 3 – Review of Part II of the training manual

Assessment Form 4 – Review of Part III of the training manual

Assessment Form 5 – Review of Part IV of the training manual

If you have any questions about the training manual, please contact the director of the EFNEP and SNAP-Ed programs in Wyoming, Mary Kay Wardlaw at 307-766-5181 or email her at warlaw@uwyo.edu. If you have any questions about the assessment of the manual, please contact Katie Rogers at 970-491-3642 or email her at karogers@cahs.colostate.edu.

Sincerely,

The Western Region EFNEP Coordinators Group

Community Nutrition Paraprofessional Training Library

Please review the curriculum and/or materials prior to completing this review form.

Format (check all that apply): Subject Matter Covered (check all that apply): Core Competency Covered (check all that apply)

Title	Nutrition & Health Training and Physical Activity & Health Training
Producer	Center of Excellence for Training & Research Translation housed at the University of North Carolina
Date produced	?
Cost	None
How to obtain resource: Name, Phone, Email, Address, Website	General website: www.center-trt.org Registration page: courses.sph.unc.edu/tms/centertrt/?this_nav=register
General Description	On-line fundamentals of nutrition and physical activity training modules. Given in Adobe Presenter Breeze format.
Overall Strength	Entry level nutrition and physical activity information. No physical science background needed. Nutrition training covers all aspects of normal nutrition.
Date Reviewed	November
Reviewer Name	Char Byington

Title: _____

- DVD
- CD-ROM
- Video
- Print material
 - Booklet
 - Fact Sheet
 - Written training module or outline
 - Curriculum
- Electronic documents
- Multi-media
 - PowerPoint Slides
 - Web Site
 - Multimedia with written materials
- Game
- Poster

Other:

Delivery Mode:

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

Estimated delivery or study time for lesson:

Nutrition & Health:

Lesson 1 – 45+ minutes

Lesson 2 – 33+ minutes

Lessons 3 & 4 - ~9 minutes

- Meal Planning
- Food Resource management
- Food Preparation
- Dietary Guideline for Americans
- MyPyramid
 - Grains/Whole Grains
 - Vegetables
 - Fruits
 - Dairy
 - Meat and Beans
 - Fats and Oils
 - Physical Activity
- Macronutrients
 - Calories
 - Carbohydrates
 - Protein
 - Fat
- Micronutrients
 - Vitamins
 - Minerals
 - Sodium and Potassium
- Fiber
- Portion Sizes
- Food Safety
- Reducing fat and/or sugar and salt
- Vegetarian Diets
- Fast Foods

Other (please list)

**Food Label claims for fat and sodium
Reading Food Labels**

Physical Activity & Health:

Lesson 1 – 20+ minutes

Lesson 2 – 35+ minutes

Lessons 3 & 4 - ~15 minutes

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

Other (please list)

Additional Areas:

- Cultural/ethnics/gender sensitive
- Working with Volunteers
- Ages and Stages
- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies
http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf

Supports training educators delivering programming to Youth or Adults or Both
 Consider the criteria listed in each section when reviewing the materials.

Criteria
<p>Content</p> <ul style="list-style-type: none"> - Content appropriate to paraprofessional - Goals and objectives consistent with EFNEP program policies - Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach). - Information is based on current research - References and resources are included - Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid - Teaches basic nutrition for prevention of disease
<p>Comments:</p> <p>Neither training requires a science background, particularly the nutrition and health training. All the information is current. Several references to credible scientific bodies i.e., American Heart Association, etc are mentioned. Recommendations for fruit and vegetable intake are based on the Fruit and Veggies, More Matters® campaign rather than MyPyramid. Lesson 2 of the physical activity and health module would provide background information for paraprofessionals, but it could be viewed as nice-to-know, not need-to-know. For example, the module had information on target heart rate and direct and indirect assessment of body composition that may not be relevant for EFNEP/SNAP-Ed paraprofessionals.</p>
<p>Format</p> <ul style="list-style-type: none"> - Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels. - Materials prepare paraprofessionals to work with diverse audiences - Learning goals and objectives clearly stated - Information is well organized, easy to understand and easy to use - Instructions for material are easy to follow - Layout makes it easy to follow the sequence of the materials - Literacy level based on reading grade level appropriate for paraprofessional - Text legible and easy to read
<p>Comments: The literacy level of the training modules was at an appropriate paraprofessional level. Some of the “required readings” were journal articles and at a much higher reading level. The material visuals were culturally balanced. The training information presented was culturally neutral. Learning goals and objectives were clearly stated in the introductory materials. Both trainings had a post-test and the physical activity and health training had smaller self-assessment quizzes with each module.</p>

Criteria	
<p>For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics:</p> <ul style="list-style-type: none"> - Web site information is current, hyperlinks work - Easy to follow sequence; layout user friendly - Readability <ul style="list-style-type: none"> Text size is adequate for viewing Good contrast between text and background - Navigation through the web site is logical <ul style="list-style-type: none"> · navigation buttons · site map or search tool available - No advertising 	
<p>Comments: Most of the hyperlinks were current. One link to a FDA quiz was no longer valid and the quiz has been removed from the FDA website. The presentations are via Adobe Presenter Breeze. Navigation through the training modules was logical; however, registration was complicated, lengthy, and involved more than one web page. Once registration was accomplished, gaining repeated access to the modules was straightforward.</p>	
<p>Adult Learning Theory</p> <ul style="list-style-type: none"> - Design is learner centered and interactive - Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing) - Opportunities are provided for learner <ul style="list-style-type: none"> § to share experiences § reflect on importance § connect to real world examples § apply knowledge to other situation - Learning activities support objectives - Paraprofessionals are actively involved in the learning process - Paraprofessional voices are heard more than trainer's during learning activities - Materials have a positive and respectful tone 	<input checked="" type="checkbox"/> Not Included
<p>Comments: A few on screen activities were included. The materials are very positive and respectful. It is primarily for visual and auditory learners.</p>	
<p>Evaluation</p>	<input type="checkbox"/> Not Included

Criteria
<ul style="list-style-type: none"> - Material Development <ul style="list-style-type: none"> § Author or producer of material is credible source (government, university) § Peer reviewed § Tested with Extension nutrition paraprofessionals § Impact evaluation has been conducted - Evaluation tools included with materials <ul style="list-style-type: none"> § Self assessment of paraprofessional § Follow-up evaluation of paraprofessional
<p>Comments: Each training had a post-test.</p>

Suitable for Initial training Ongoing training Both

Overall Strength: (also list on over page)

The information presented was thorough, accurate, and current. The nutrition and health training covered a broad base of information from a non-science approach. The narrator's voice was clear and she spoke slowly enough to be easily understood. For those interested in an on-line nutrition groundwork training component, the nutrition and health training would be very appropriate.

Areas of Concerns or Questions:

This training will require computer skills that involve: navigating multiple web pages, starting and stopping a Breeze presentation, and clicking answer choices on post tests. Some of the "required readings" are peer reviewed journal articles and are intended for the training target audience of public health practitioners. As such, they might be considered inappropriate for paraprofessionals.

The physical activity and health module has more information than a paraprofessional really needs.

Title: _____

References:

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971

Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.

Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>

4-H Curriculum Review Score Sheet.

Available at: <http://www.4-hcurriculum.org/projects/visualarts/Other/Report-From-Natioanl-Jury.pdf>

Written Nutrition Education Materials Review Form. Available at: <http://www.extension.iastate.edu/Publications/SP120.pdf>

2009 Supplemental Nutrition Assistance Program Nutrition Education Plan Guidance.

Available at: <http://www.nal.usda.gov/fsn/Guidance/2009.1SNAP-Ed%20Guidance.pdf>

SNE My Pyramid Catalog Materials Form. <http://www.sne.org/mypyramid/materials.php> accessed April 30, 2009

Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> accessed April 30, 2009

Community Nutrition Paraprofessional Training Library

Please review the curriculum and/or materials prior to completing this review form.

Format (check all that apply): Subject Matter Covered (check all that apply): Core Competency Covered (check all that apply)

Title	Cent\$ible Nutrition Program Initial Training Part I
Producer	University of Wyoming EFNEP and SNAP-Ed programs
Date produced	Originally developed in 2006. Materials are continuously updated.
Cost	Can be shared electronically at no cost
How to obtain resource: Name, Phone, Email, Address, Website	Marykay Wardlaw 307-766-5181 warlaw@uwyo.edu
General Description	Comprehensive training manual.
Overall Strength	Part 1 has thorough civil rights training information.
Date Reviewed	September – November, 2009
Reviewer Name	Char Byington

Title: _____

- DVD
- CD-ROM
- Video
- Print material
 - Booklet
 - Fact Sheet
 - Written training module or outline
 - Curriculum
- Electronic documents
- Multi-media
 - PowerPoint Slides
 - Web Site
 - Multimedia with written materials
- Game
- Poster

Other:

Delivery Mode:

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

Estimated delivery or study time for lesson:

Supports training educators delivering programming to Youth or Adults or Both

- Meal Planning
- Food Resource management
- Food Preparation
- Dietary Guideline for Americans
- MyPyramid
 - Grains/Whole Grains
 - Vegetables
 - Fruits
 - Dairy
 - Meat and Beans
 - Fats and Oils
 - Physical Activity
- Macronutrients
 - Calories
 - Carbohydrates
 - Protein
 - Fat
- Micronutrients
 - Vitamins
 - Minerals
 - Sodium and Potassium
- Fiber
- Portion Sizes
- Food Safety
- Reducing fat and/or sugar and salt
- Vegetarian Diets
- Fast Foods
- Other (please list)

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

Other (please list)

Additional Areas:

- Cultural/ethnics/gender sensitive
- Working with Volunteers
- Ages and Stages
- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies
http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf

Consider the criteria listed in each section when reviewing the materials.

Criteria
<p>Content</p> <ul style="list-style-type: none"> - Content appropriate to paraprofessional - Goals and objectives consistent with EFNEP program policies - Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach). - Information is based on current research - References and resources are included - Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid - Teaches basic nutrition for prevention of disease
<p>Comments:</p> <p>Part 1 has a thorough civil rights training. It also contains a brief introduction to Cooperative Extension. A 20-page employee manual is included in this section.</p>
<p>Format</p> <ul style="list-style-type: none"> - Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels. - Materials prepare paraprofessionals to work with diverse audiences - Learning goals and objectives clearly stated - Information is well organized, easy to understand and easy to use - Instructions for material are easy to follow - Layout makes it easy to follow the sequence of the materials - Literacy level based on reading grade level appropriate for paraprofessional - Text legible and easy to read
<p>Comments:</p>

Criteria

For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics:

- Web site information is current, hyperlinks work
- Easy to follow sequence; layout user friendly
- Readability
 - Text size is adequate for viewing
 - Good contrast between text and background
- Navigation through the web site is logical
 - navigation buttons
 - site map or search tool available
- No advertising

Comments:

Adult Learning Theory

Not Included

- Design is learner centered and interactive
- Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing)
- Opportunities are provided for learner
 - § to share experiences
 - § reflect on importance
 - § connect to real world examples
 - § apply knowledge to other situation
- Learning activities support objectives
- Paraprofessionals are actively involved in the learning process
- Paraprofessional voices are heard more than trainer's during learning activities
- Materials have a positive and respectful tone

Comments:

Evaluation

Not Included

- Material Development
 - § Author or producer of material is credible source (government, university)
 - § Peer reviewed
 - § Tested with Extension nutrition paraprofessionals

Title: _____

Criteria
<ul style="list-style-type: none">§ Impact evaluation has been conducted- Evaluation tools included with materials§ Self assessment of paraprofessional§ Follow-up evaluation of paraprofessional
Comments:

Suitable for Initial training Ongoing training Both

Overall Strength: (also list on over page)

Multiple programming aspects are covered in Part 1.

Areas of Concerns or Questions:

This curriculum would benefit from learning goals and objectives being added to each section.

Title: _____

References:

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971

Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.

Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>

4-H Curriculum Review Score Sheet.

Available at: <http://www.4-hcurriculum.org/projects/visualarts/Other/Report-From-Natioanl-Jury.pdf>

Written Nutrition Education Materials Review Form. Available at: <http://www.extension.iastate.edu/Publications/SP120.pdf>

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Available at: <http://www.nal.usda.gov/fsn/Guidance/2009.1SNAP-Ed%20Guidance.pdf>

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Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> accessed April 30, 2009

Community Nutrition Paraprofessional Training Library

Please review the curriculum and/or materials prior to completing this review form.

Format (check all that apply): Subject Matter Covered (check all that apply): Core Competency Covered (check all that apply)

Title	Cent\$ible Nutrition Program – Initial Training Program Part II
Producer	University of Wyoming EFNEP and SNAP-Ed programs
Date produced	Fall 2008 (continuously updated)
Cost	Electronic files will be shared upon request
How to obtain resource: Name, Phone, Email, Address, Website	Marykay Wardlaw 307-766-5181 warlaw@uwyo.edu
General Description	Very thorough initial training program for new paraprofessional SNAP-Ed and EFNEP educators. Part II covers a variety of topics necessary to perform the job of a nutrition educator.
Overall Strength	Very strong. Complete, thorough, detailed.
Date Reviewed	October 2009
Reviewer Name	Katie Rogers from Colorado State University

- DVD
- CD-ROM
- Video
- Print material
 - Booklet
 - Fact Sheet
 - Written training module or outline
 - Curriculum
- Electronic documents
- Multi-media
 - PowerPoint Slides
 - Web Site
 - Multimedia with written materials
- Game
- Poster

Other:

Delivery Mode:

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

Estimated delivery or study time for lesson: 40 hours

- Meal Planning
- Food Resource management
- Food Preparation
- Dietary Guideline for Americans
- MyPyramid
 - Grains/Whole Grains
 - Vegetables
 - Fruits
 - Dairy
 - Meat and Beans
 - Fats and Oils
 - Physical Activity
- Macronutrients
 - Calories
 - Carbohydrates
 - Protein
 - Fat
- Micronutrients
 - Vitamins
 - Minerals
 - Sodium and Potassium
- Fiber
- Portion Sizes
- Food Safety
- Reducing fat and/or sugar and salt
- Vegetarian Diets
- Fast Foods

Other (please list)

Teaching seniors, recruitment and teaching training and techniques, Food preparation and recipes, interacting with agencies, starting new participants, paperwork, food behavior checklist, 24 hour recalls, exiting participants, program procedures

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

Other (please list)

Additional Areas:

- Cultural/ethnics/gender sensitive
- Working with Volunteers
- Ages and Stages
- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies
http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf

Supports training educators delivering programming to Youth or Adults or Both

Consider the criteria listed in each section when reviewing the materials.

Criteria
<p>Content</p> <ul style="list-style-type: none"> - Content appropriate to paraprofessional - Goals and objectives consistent with EFNEP program policies - Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach). - Information is based on current research - References and resources are included - Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid - Teaches basic nutrition for prevention of disease
<p>Comments:</p> <p>Content is very appropriate for paraprofessional. Teaches basic skills needed to perform job that they may not have otherwise been learned elsewhere. Assumes that learner doesn't know any of these skills – starts from the beginning and is very thorough. Activities to practice newly learned skills.</p> <p>EFNEP program policies are stated right at the beginning. All information is based on EFNEP program policies.</p> <p>Did not see any errors or typos.</p> <p>Information is based on latest MyPyramid and Dietary Guidelines; learner-centered.</p> <p>No references in part II.</p> <p>Basic nutrition, food safety and resource management covered by whole curriculum.</p>
<p>Format</p> <ul style="list-style-type: none"> - Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels. - Materials prepare paraprofessionals to work with diverse audiences - Learning goals and objectives clearly stated - Information is well organized, easy to understand and easy to use - Instructions for material are easy to follow - Layout makes it easy to follow the sequence of the materials - Literacy level based on reading grade level appropriate for paraprofessional - Text legible and easy to read
<p>Comments:</p>

Criteria	
<p>Culturally and ethnically sensitive. Learner is taught how to approach/deal with/interact with different types of personalities and learning styles/education level Information is very well organized. Includes a schedule and menu for all training days. Broken into different sections so its easy to navigate. Appropriate literacy level. Materials have a lot of white space and large print – easy to read.</p>	
<p>For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics:</p> <ul style="list-style-type: none"> - Web site information is current, hyperlinks work - Easy to follow sequence; layout user friendly - Readability <ul style="list-style-type: none"> Text size is adequate for viewing Good contrast between text and background - Navigation through the web site is logical <ul style="list-style-type: none"> • navigation buttons • site map or search tool available - No advertising 	
<p>Comments: One PowerPoint presentation – covers the realities of poverty. What people experience, their perceptions, etc.</p>	
<p>Adult Learning Theory</p> <ul style="list-style-type: none"> - Design is learner centered and interactive - Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing) - Opportunities are provided for learner <ul style="list-style-type: none"> ▪ to share experiences ▪ reflect on importance ▪ connect to real world examples ▪ apply knowledge to other situation - Learning activities support objectives - Paraprofessionals are actively involved in the learning process - Paraprofessional voices are heard more than trainer’s during learning activities - Materials have a positive and respectful tone 	<p><input type="checkbox"/> Not Included</p>

Criteria	
<p>Comments: Definitely learner-centered. Information is relevant and interesting for the learner. Activities to practice new skills. Hands-on.</p>	
<p>Evaluation</p> <ul style="list-style-type: none"> - Material Development <ul style="list-style-type: none"> ▪ Author or producer of material is credible source (government, university) ▪ Peer reviewed ▪ Tested with Extension nutrition paraprofessionals ▪ Impact evaluation has been conducted - Evaluation tools included with materials <ul style="list-style-type: none"> ▪ Self assessment of paraprofessional ▪ Follow-up evaluation of paraprofessional 	<p><input type="checkbox"/> Not Included</p>
<p>Comments: Produced by University of Wyoming Not sure about peer reviewed Used with nutrition paraprofessionals Not sure about impact evaluation Self assessment of paraprofessional evaluation – covers concepts learned and opinion of training activities</p>	

Suitable for Initial training Ongoing training Both

Overall Strength: (also list on over page)

This is a great initial training program for new paraprofessional nutrition educators. It covers everything they need to know in great detail to perform their jobs. Very thorough and complete. People interested in using this training program could basically pick it up and train new educators with very little preparation.

Areas of Concerns or Questions:

Is this used with groups or individuals? Has it been evaluated? How much is a facilitator used to conduct training? How much of it is self study? How does the Centible Nutrition content curriculum tie into this curriculum? How long is the entire training? Is any follow up evaluation conducted once the educator starts teaching participants? Who conducts the training? Do the trainers undergo some type of training to conduct this training?

References:

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971

Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.

Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>

4-H Curriculum Review Score Sheet.

Available at: <http://www.4-hcurriculum.org/projects/visualarts/Other/Report-From-Natioanl-Jury.pdf>

Written Nutrition Education Materials Review Form. Available at: <http://www.extension.iastate.edu/Publications/SP120.pdf>

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Available at: <http://www.nal.usda.gov/fsn/Guidance/2009.1SNAP-Ed%20Guidance.pdf>

SNE My Pyramid Catalog Materials Form. <http://www.sne.org/mypyramid/materials.php> accessed April 30, 2009

Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> accessed April 30, 2009

Post Review University of Wyoming Program Leadership Comments:

- The materials were not peer reviewed prior to this.
- The program has post course evaluations, no impact evaluation.

Community Nutrition Paraprofessional Training Library

Please review the curriculum and/or materials prior to completing this review form.

Format (check all that apply): Subject Matter Covered (check all that apply): Core Competency Covered (check all that apply)

Title	Cent\$ible Nutrition Program – Initial Training Program Part III
Producer	University of Wyoming EFNEP and SNAP-Ed programs
Date produced	Fall 2008 (continuously updated)
Cost	Electronic files will be shared upon request
How to obtain resource: Name, Phone, Email, Address, Website	Marykay Wardlaw 307-766-5181 warlaw@uwyo.edu
General Description	Very thorough initial training program for new paraprofessional SNAP-Ed and EFNEP educators. Part III contains “homework” for the paraprofessional to complete before part IV.
Overall Strength	Very strong. Complete, thorough, detailed.
Date Reviewed	November 2009
Reviewer Name	Katie Rogers from Colorado State University

- DVD
- CD-ROM
- Video
- Print material
 - Booklet
 - Fact Sheet
 - Written training module or outline
 - Curriculum
- Electronic documents
- Multi-media
 - PowerPoint Slides
 - Web Site
 - Multimedia with written materials
- Game
- Poster

Other:

Delivery Mode:

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

Estimated delivery or study time for lesson: 40 hours

- Meal Planning
- Food Resource management
- Food Preparation
- Dietary Guideline for Americans
- MyPyramid
 - Grains/Whole Grains
 - Vegetables
 - Fruits
 - Dairy
 - Meat and Beans
 - Fats and Oils
 - Physical Activity
- Macronutrients
 - Calories
 - Carbohydrates
 - Protein
 - Fat
- Micronutrients
 - Vitamins
 - Minerals
 - Sodium and Potassium
- Fiber
- Portion Sizes
- Food Safety
- Reducing fat and/or sugar and salt
- Vegetarian Diets
- Fast Foods

Other (please list)

Teaching seniors, recruitment and teaching training and techniques, Food preparation and recipes, interacting with agencies, starting new participants, paperwork, food behavior checklist, 24 hour recalls, exiting participants, program procedures

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

Other (please list)

Additional Areas:

- Cultural/ethnics/gender sensitive
- Working with Volunteers
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- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies
http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf

Supports training educators delivering programming to Youth or Adults or Both

Consider the criteria listed in each section when reviewing the materials.

Criteria
<p>Content</p> <p>Part III is homework for the paraprofessional trainee. It includes:</p> <ul style="list-style-type: none"> -Shadowing current educators while teaching and recruiting -Reviewing lessons and preparing teaching props -Locating displays that are already developed -Locating youth materials and reviewing -Visiting cooperating agencies, checking on marketing materials -Attending local community resource council meetings -Familiarizing themselves with the filing system -Locating kitchen and food preparation supplies -Recruiting new participants -Enrolling new participants
<p>Comments:</p> <p>The paraprofessional trainee is responsible for completing all of the tasks above before moving on to the next part of training.</p>
<p>Format</p> <p>A list of homework tasks</p>
<p>Comments:</p> <p>Doesn't contain a timeline for completing these tasks.</p>

Criteria	
For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics: NA	
Comments:	
Adult Learning Theory Hands-on use of newly learned information <input type="checkbox"/> Not Included	
Comments:	
Evaluation <input type="checkbox"/> Not Included NA	
Comments:	

Suitable for Initial training Ongoing training Both

Overall Strength: (also list on over page)

Very strong. Good homework tasks to get the new educator familiar with the county, system, and agencies.

Areas of Concerns or Questions:

No timeline for completing these tasks. May be determined by Trainer.

References:

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971

Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.

Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>

4-H Curriculum Review Score Sheet.

Available at: <http://www.4-hcurriculum.org/projects/visualarts/Other/Report-From-Natioanl-Jury.pdf>

Written Nutrition Education Materials Review Form. Available at: <http://www.extension.iastate.edu/Publications/SP120.pdf>

2009 Supplemental Nutrition Assistance Program Nutrition Education Plan Guidance.

Available at: <http://www.nal.usda.gov/fsn/Guidance/2009.1SNAP-Ed%20Guidance.pdf>

SNE My Pyramid Catalog Materials Form. <http://www.sne.org/mypyramid/materials.php> accessed April 30, 2009

Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> accessed April 30, 2009

Community Nutrition Paraprofessional Training Library

Please review the curriculum and/or materials prior to completing this review form.

Format (check all that apply): Subject Matter Covered (check all that apply): Core Competency Covered (check all that apply)

Title	Cent\$ible Nutrition Program Initial Training Part IV
Producer	University of Wyoming EFNEP and SNAP-Ed programs
Date produced	Originally developed in 2006. Materials are continuously updated.
Cost	Can be shared electronically at no cost
How to obtain resource: Name, Phone, Email, Address, Website	Marykay Wardlaw 307-766-5181 warlaw@uwyo.edu
General Description	Comprehensive training manual.
Overall Strength	Part 4 contains detailed material on data entry training. Has detailed outlines.
Date Reviewed	September – November, 2009
Reviewer Name	Char Byington

Title: _____

- DVD
- CD-ROM
- Video
- Print material
 - Booklet
 - Fact Sheet
 - Written training module or outline
 - Curriculum
- Electronic documents
- Multi-media
 - PowerPoint Slides
 - Web Site
 - Multimedia with written materials
- Game
- Poster

Other:

Delivery Mode:

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

Estimated delivery or study time for lesson:

Supports training educators delivering programming to Youth or Adults or Both

- Meal Planning
- Food Resource management
- Food Preparation
- Dietary Guideline for Americans
- MyPyramid
 - Grains/Whole Grains
 - Vegetables
 - Fruits
 - Dairy
 - Meat and Beans
 - Fats and Oils
 - Physical Activity
- Macronutrients
 - Calories
 - Carbohydrates
 - Protein
 - Fat
- Micronutrients
 - Vitamins
 - Minerals
 - Sodium and Potassium
- Fiber
- Portion Sizes
- Food Safety
- Reducing fat and/or sugar and salt
- Vegetarian Diets
- Fast Foods
- Other (please list)

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

Other (please list)

Additional Areas:

- Cultural/ethnics/gender sensitive
- Working with Volunteers
- Ages and Stages
- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies
http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf

Consider the criteria listed in each section when reviewing the materials.

Criteria
<p>Content</p> <ul style="list-style-type: none"> - Content appropriate to paraprofessional - Goals and objectives consistent with EFNEP program policies - Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach). - Information is based on current research - References and resources are included - Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid - Teaches basic nutrition for prevention of disease
<p>Comments:</p> <p>Goals fit within EFNEP guidelines, with the exception of in-kind match information. Part 4 provides detailed CRS5 youth group data entry and year end CRS5 report generation training. Multiple screen shots provide step-by-step instructions for report generation. This aspect would be very beneficial for programs that have paraprofessional staff enter their own data.</p>
<p>Format</p> <ul style="list-style-type: none"> - Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels. - Materials prepare paraprofessionals to work with diverse audiences - Learning goals and objectives clearly stated - Information is well organized, easy to understand and easy to use - Instructions for material are easy to follow - Layout makes it easy to follow the sequence of the materials - Literacy level based on reading grade level appropriate for paraprofessional - Text legible and easy to read
<p>Comments: Part 4 touches on importance of diversity when preparing a public display. Materials in this section are well organized, the text is legible and easy to read. Some of the materials have a high reading level – particularly the in-kind-match.</p>

Criteria

For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics:

- Web site information is current, hyperlinks work
- Easy to follow sequence; layout user friendly
- Readability
 - Text size is adequate for viewing
 - Good contrast between text and background
- Navigation through the web site is logical
 - navigation buttons
 - site map or search tool available
- No advertising

Comments:

Adult Learning Theory

Not Included

- Design is learner centered and interactive
- Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing)
- Opportunities are provided for learner
 - § to share experiences
 - § reflect on importance
 - § connect to real world examples
 - § apply knowledge to other situation
- Learning activities support objectives
- Paraprofessionals are actively involved in the learning process
- Paraprofessional voices are heard more than trainer's during learning activities
- Materials have a positive and respectful tone

Comments:

Evaluation

Not Included

- Material Development
 - § Author or producer of material is credible source (government, university)
 - § Peer reviewed
 - § Tested with Extension nutrition paraprofessionals

Criteria
<ul style="list-style-type: none"> § Impact evaluation has been conducted - Evaluation tools included with materials § Self assessment of paraprofessional § Follow-up evaluation of paraprofessional
<p>Comments:</p> <p>Part 4 does not cover paraprofessional training evaluation, but it does cover program evaluation. Youth evaluation materials for Wyoming youth curriculum, with scoring instructions, are included. Suggested evaluation questions for one-time adult classes are provided. Writing success stories is covered very well.</p> <p>Employee evaluation materials are included. These cover a teaching observation/evaluation and annual performance evaluation. New hires are given a first year layout of expectations including a map for success and first year goals.</p>

Suitable for Initial training Ongoing training Both

Overall Strength: (also list on over page)

Multiple programming aspects are covered in Parts 4. Ideas for writing good success stories are included in Part 4.

Areas of Concerns or Questions:

Part 4 contains detailed information and forms for obtaining in-kind match. This information is not suitable for EFNEP but is good for SNAP-Ed paraprofessionals who are required to obtain their own in-kind match documentation.

This curriculum would benefit from learning goals and objectives being added to each section.

Title: _____

References:

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971

Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.

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