

Discussion responses to National EFNEP PSE Committee Questions

1. What about EFNEP PSE work (sectors and settings) is now clear?

- The professional role and paraprofessional.
- The definition and purpose of PSE. Ways to implement in our community programs.
- PSE Educators job?
- How do I balance PSE and direct education by paraprofessional?
- If we have a special idea or initiative, check with the federal office to be sure.
- People are confused, it's not black and white funding.
- What is allowable and not allowable?
- We are already doing much of this work in communities through other channels.
- The concept is becoming clearer; however, the reality of delivery/implementation is also becoming more problematic, and challenging.
- Paraprofessionals can't pick up trash!
- Professionals can lead and participate in PSE related to EFNEP. Paraprofessional can be a catalyst for ideas but focus is direct education.
- Examples clarified what is and isn't PSE
- Easier if we have relationships with other Extension departments in the area.
- We are actually doing more than we realize.
- The types of activities allowable within each- Policy Systems Environment.
- Definition is clear.
- Paraprofessionals need to focus on direct ed *can only serve as a catalyst.
- More questions than answers
- Supervisor/professional staff function similar to SNAP-Ed staff now, engaging in PSE's to support goals of EFNEP and direct education done by paraprofessionals.
- EFNEP PSE work should further focus area of EFNEP, improve environments for target audience and should support.
- The role of the paraprofessionals in PSE work.
- Role of professionals and paraprofessionals.
- NEA's are not really involved.

2. What challenges do you face in this kind of work?

- The recognition of work EFNEP.
- Keeping EFNEP and SNAP-Ed separate.
- Inadequate funding to serve all populations in need.

- Lack of clear communication re: what is and is not allowable for paraprofessionals.
- Finding partnerships committed to work with us.
- Our supervisors need to focus on direct education, too.
- Up productivity
- Challenge of focus on direct education and downward trend in EFNEP numbers versus “extra” of PSE work. We feel stretched and conflicted.
- Are we “chasing” SNAP-Ed with PSE? Will PSE just make it harder to differentiate between programs?
- Can we frame this work in terms of collective impact or EFNEPs role in the SEM, Be our own program – otherwise, there is too much risk in being “just another nutrition program”.
- How do you separate *your* work out from a coalition effort or do you even need to?
- Evaluation
- Funding
- Supervisors who have multiple hats are challenged to stay engaged with so many partners doing work beyond EFNEP.
- Funding: Partners are more engaged when you have funding to bring to the table.
- Training: helping educators understand where the line is.
- We are truly overextended in our many roles and responsibilities that we play at our respective 1890 universities.
- Capacity building is the first priority to effectively move forward in this endeavor.
- The confusion between what is promoted we should be doing by other groups and what is allowed with EFNEP.
- Time to nurture relationships in multiple locations
- Takes away from supervisor’s time to develop staff and identify teaching opportunities.
- Division between what professional and paraprofessional staff is expected to do – how to handle respectfully and how to assess who has best ability to make and keep those relationships.
- Understanding how our work can be embedded with the community through our work.
- Still quite unclear for various situations. Roles for the professional vs. paraprofessional
- Entering PSE into Web NEERS needs to be carefully considered.
- Clearly defining PSE work to paraprofessionals.
- Making sure those outside EFNEP, community, University know our limits.
- What do you want us to do?
- What is appropriate?
- Getting paraprofessionals to understand their role (or lack thereof) also getting supervisor to understand their role.
- Lack of onsite supervisors/professional staff

- Even at this table, there is disagreement/misunderstanding related to what different positions can and cannot do. More clarification is needed.
- Need para to make connections, how to ask them to step back?
- So much to do, so little time & money!
- How do professionals (manager/supervisor) balance supervising with PSE work? Supervision takes A LOT of time. Often FCH agents (supervising EFNEP para's) already are doing PSE work. Is the PSE work being done counted in multiple program areas? Do you double count EFNEP?
- Buy –in from medical professionals and the lack of interest/knowledge in nutrition.
- Collaboration resistance with other agencies.
- Time and resources

3. What topics need to be addressed by training opportunities?

- Strategies to promoting program.
- Example of medium and long term goals.
- What paraprofessional “can” and “cannot do” in relation to PSE.
- More guidance on what is allowed and what is not.
- In relation to 5 year plans and Annual reports how to outline (plan), identify and report the stages of the PSE (short, medium and long term).
- Consistent and standardized training for EFNEP Area supervisors, etc. Ideally, something that will send the same message across the board.
- Training around strategic planning.
- Getting community partners on board.
- Be more clear.
- Using SNAP-Ed as a partner—not as competition.
- Professional—how to work with PSE.
- Allowable vs. non-allowable—avoiding the “grey areas”.
- How to teach paraprofessional to be a catalyst for PSE.
- What data to collect and how to report activities.
- PSE=community.
- Definitely need to be more consistent in the definitions about PSE.
- Clear guidelines as to what is allowable relative to EFNEP rules.
- Best practices in implementation and evaluation.
- Clarity in the funding limits.
- How do EFNEP and SNAP-Ed coordinate to do PSE?
- Different ways for the two programs to collaborate...
- More do's and don'ts would be helpful.
- Are we getting pretty much the same as SNAP-Ed? It seems hard to distinguish EFNEP professional role from a SNAP-Ed role?
- What does “checking a box” on Webneers mean in terms of PSE work?
- Definition of PSE are good, examples are even better.
- Better understanding of PSE and who can work with PSE.

- Webinar
- More examples of what is allowed and not!
- Reporting in webinars-PSE activities- how to actually capture these.

4. What questions do you still have?

- What is and is not allowable for EFNEP paraprofessionals? (too much grey area)
- Some seasoned paraprofessionals are already doing PSE, we would not want to limit their work.
- Still not clear how EFNEP dollars were used in this project with Oklahoma State -- what did the EFNEP dollars actually do?
- What is the litmus test to determine what is PSE or not?
- Helen said, "We want you to capture what you're already doing, as a start." If PSE work will become an expectation, small programs will be disproportionately disadvantaged. Small programs often have only 1 or 2 professionals.
- Tell us what you want.
- Still not clear on direct ed. vs. PSE
- Why use an example that is mostly unallowable as the featured presentation?
- Evaluation of PSE—questions on how much "counts" for EFNEP
- How does EFNEP align with Western Region—(now the "SNAP-Ed") framework? What future expectations are there for using this framework?
- EFNEP can buy seeds??
- In the absence of a regional oversight structure, the county-level paraprofessional is better suited to perform PSE work. Is this allowable?
- None other than the reporting issues we discussed.
- Give PSE to SNAP-Ed—let EFNEP continue to be direct education.
- What is allowable?
- Some states don't really seem to have "supervisors" to do this kind of work, there is state staff and para's – or very limited professional staff.
- Paraprofessionals are front line and have the relationships w/community partners, sometimes more so than supervisors, so it is awkward to have them sending teachers or partners to supervisors for PSE opportunities.
- In counties w/experienced paraprofessionals and no/limited professional available, can para's be more involved?
- Feels like it's taking away (the para's) responsibility & connection with community partner.
- Is physical activity initiatives alone (as in example) allowable for EFNEP? I thought we had to have a nutrition component in order to address physical activity.
- Can EFNEP professionals, who also have SNAP-Ed assignments, count their PSE work in both areas?
- How much PSE is really expected? % of time, etc.?