

The EFNEP Paraprofessional

The Essentials of the EFNEP
Paraprofessional Model:
Hiring, Training, Supporting

The EFNEP Paraprofessional Model

Comments by Linda Drake, EFNEP
Coordinator, University of Connecticut

The EFNEP Paraprofessional Model

- Why Paraprofessional Educators?
- Paraprofessionals in EFNEP today:
 - Changing Roles of Paraprofessionals
 - Supervisory Roles & Program Logistics
 - University policies and EFNEP

The EFNEP Paraprofessional Model—Variation across States

- Hiring
- Orientation & Initial Training for new Hires
- On-going Updates & Staff Training
- Motivating & Encouraging good work
- Credentialing

Core Competencies for EFNEP Paraprofessionals

Comments by:

- Susan Baker, EFNEP Coordinator, Colorado State University
- Ellen Schuster, Curriculum & Training Specialist, University of Missouri-Columbia

Core Competencies

Identify the skills, knowledge, and attitudes that competent employees demonstrate in a specific job classification

Core Competencies include:

- The products employees are expected to deliver
- The processes needed to achieve success

FSNE Core Competency Process

- Literature Review
- National web-based survey
- Identification of the expert panel
- Meeting of panel in KC to draft the list of core competencies

FSNE Core Competency Process

- Identify paraprofessionals to review the list of core competencies
- Conference calls with selected paraprofessionals
- Revision of core competencies
- Final review by the panel

FSNE Core Competencies Expert Panel Members

**Phyllis M. Dennee, MS,
CFCS**
Montana State University Extension

Terry Egan, MS, CFCS
University of Missouri Extension

Heidi LeBlanc, MS, CFCS
Utah State University

Kathy Majewski, MS, RD
Michigan State University

Mary McFerren, MS
Virginia Polytechnic Institute and State
University

Diane Murrell
University of Arkansas at Pine Bluff

**Susan Stephenson-Martin,
MS**
Rutgers University

**Donna Vandergraff, MS,
RD, CD**
Purdue University

Cami Wells, MS, RD
University of Nebraska-Lincoln

Linda Wells, BS, MA
New Mexico State University

Food Stamp Nutrition Education (FSNE) Within the Extension/Land-Grant University System 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 Program Guidelines.

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 participants 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 persons of diverse race, ethnicity, gender, age, language, education level, social orientation, and disabilities.
- Meet civil rights requirements.

Achieve Excellence in Teaching

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

- Stay current in FSNE topics.

FSNE Core Competencies – California State University Extension, January 2006
Competency: Missouri Program, University of Maryland and State College, Colorado State University
Contact: Phyllis Dennee, Extension, National Coordinator, FNS, 1702220-0000, phyllis.dennee@usda.gov

Page 1 of 1

Core Competencies

Missouri's Experience

<http://outreach.missouri.edu/fnep/corecompetencies.htm>

Core Competencies

Where do we go
from here?



Hiring EFNEP Paraprofessionals

Comments by Donna Vandergraff, EFNEP
Coordinator, Purdue University

Hiring EFNEP Paraprofessionals

- Qualities of a successful hire
- The hiring process
- Conducting successful interviews

The Hiring Process

- Write the job description
- Advertise the position
- Select persons to interview
- Conduct the interviews
 - Group/individual
 - Behavior focused questions
- Select the employee(s) to hire

The Hiring Process

Resources:

- Maximizing Paraprofessional Potential
by Joye Norris and Susan Baker
- www.efnep.org look under “Training”
- Fellow Coordinators (see handout)

Orientation and Initial Training for Newly Hired Paraprofessionals

Comments by Jamie Dollahite, EFNEP
Leader, Cornell University

Orientation & Initial Training

➤ Purpose

- Job requirements
 - Position requirements
 - Role in community
- Training approach
 - Hands-on, skill building with minimal traditional didactic
 - Modeling appropriate teaching skills
 - Activities to practice between training days

Orientation & Initial Training

➤ Purpose (continued)

- Nutrition Concepts
 - Food based
 - Dietary Guidelines for Americans
 - MyPyramid
- Teaching Skills
 - Adult learning principles and dialogue approach
 - Food preparation and demonstration skills

Orientation & Initial Training

- | | |
|----------------------------------|------------------------------|
| ➤ Getting Acquainted | ➤ Food Preparation |
| ➤ Facilitating Adult Learning | ➤ Dietary Guidelines- One |
| ➤ Culturally Responsive Teaching | ➤ Dietary Guidelines- Two |
| ➤ Food Safety | ➤ Dietary Guidelines- Three |
| ➤ Food Choice | ➤ Planning Effective Lessons |
| | ➤ Marketing & Recruiting |

Orientation & Initial Training

- Forms and CRS5
- Maternal Nutrition
- What's the Story?
- Infant and Child Nutrition
- Planning Health into Meals
- Nutrition for Seniors
- Stretching Your Food Dollar
- Teach Back Day

Orientation & Initial Training

- Supported Transition
 - Follow-up activities
 - Designed to reinforce concepts in each unit
 - Intended to be an extension of training
 - Required meetings with supervisors
 - Suggested format of discussion
 - Occurs after each unit

Orientation & Initial Training

- Training Completion
 - Participation in 17 of 19 units
 - Make up missed unit during next cycle
 - Completion of follow-up activities
 - Documentation of supervisor meetings
 - Training Certificate

On-Going Staff Training & Development

Comments by:

- Heli Roy, EFNEP Coordinator, Louisiana State University
- Ellen Schuster, Curriculum & Training Specialist, University of Missouri-Columbia

On-Going Staff Training & Development

➤ Training on Topics:

- Nutrition
- Food Safety
- Food Resource Management
- others

➤ Training on How to Teach

Training Staff using Alternative Delivery Methods

Comments by Peggy Martin, EFNEP Coordinator, Iowa State University

Training Staff using Alternative Delivery Methods

➤ Advantages of Alternative Delivery Methods:

- Available just-in-time, as needed
- Information can be applied immediately
- Local support
- Individualized training plans

Training Staff using Alternative Delivery Methods

➤ Alternatives to Face to Face Delivery Methods for Staff Training

- Remote & On-line
- Computer based
- Independent-study
- Job shadowing

Keeping Paraprofessional Staff Motivated

Comments by Wanda Lincoln, EFNEP Coordinator, University of Maine

Keeping Paraprofessional Staff Motivated

- Rewards
- Recognitions, Awards
- Thank-you's

Use of Assessments and Records to Guide Training Plans

Comments by Sue Letourneau, EFNEP
Program Leader, University of
Minnesota

Use of Assessments and Records to Guide Training Plans

- Paraprofessional Performance Reviews
- Data and Reports from NEERS5
- Use of Core Competencies Assessments

Performance Review Based on Core Competencies [An Example from Wisconsin EFNEP]

Core Competencies: Function as part of a team
Build rapport with agencies
Build rapport with participants

Beginning of Year:

Paraprofessional Goals for upcoming year, based on one or more of the Core Competencies listed above:

End of Year:

Paraprofessional Comments on Progress toward Goals:

End of Year:

Supervisor Comments on Progress toward Goals:

Performance Review Based on Core Competencies [An Example from Purdue EFNEP]

Prior to evaluation meeting:

Paraprofessional completes this Performance Appraisal as a self-evaluation tool.
Supervisor completes this Performance Appraisal of Paraprofessional's work.

During meeting:

Discuss the Performance Appraisal and Rating. Discuss and set goals for the coming year.
Plan follow-up for improvement in performance.

Core Competency: Achieve Excellence in Teaching	Above Expectations	Meets Expectations	Needs Improvement
Recruit adults and youth who are EFNEP eligible.			
Schedule lessons (with input from supervisor) to be convenient for participants.			
Assess the needs, interests, and abilities of participants.			

Core Competency Assessment by Supervisor [An Example from Oklahoma EFNEP]

Core Competency: NEA is able & willing to accept directions & suggestions from supervisors

Score Each Indicator: 1 = Never; 2 = Seldom; 3 = Half the time; 4 = Almost always; 5 = Always

INDICATOR	SCORE
Willingly participates in teaching observations conducted by supervisor.	
Willingly participates in selecting observation date. Once date is set, does not seek to change date.	
Listens openly and attentively to observation feedback or other suggestions by supervisors.	
Asks for clarification on any item that he/she does not understand.	
Observed applying suggestions.	
Seeks suggestions from supervisors to improve skills or manage program.	

+ 6 indicators =
Total score Avg. score

Core Competency Self Assessment by Paraprofessional [An Example from Wisconsin EFNEP]

Where are you now?

Check the category you think reflects your current status in each of the following duties/tasks.

Where do you want to go?

Circle three items that are the most important for you to work on this coming year.

Core Competency: Build rapport with participants	Needs work	Working On	Doing Well
Establish contact with participant			
Show genuine interest in participant: be a good listener, demonstrate a caring attitude, welcome questions, be on time, respect diversity			
Share and learn from each other—self disclosures as appropriate			
Know where personal/professional boundaries are			
Maintain confidentiality			

Paraprofessionals at the 1890 Institutions

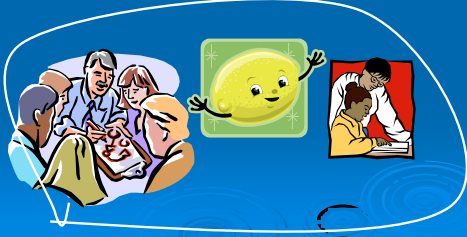
Comments by Leslie Speller-Henderson,
Tennessee State University

Credentialing for EFNEP Paraprofessionals

Comments by Robin Orr, EFNEP
Coordinator, University of Illinois—
Champaign/Urbana

Credentialing for EFNEP Paraprofessionals

How do we capture the essence of EFNEP in a credentialing process?



Credentialing for EFNEP Paraprofessionals

- How do we emphasize
 - Indigenous



- Learner Centered



Credentialing EFNEP Paraprofessionals

- Who will decide?



- Will we ever agree?



Credentialing EFNEP Paraprofessionals

- How can YOU stay involved?