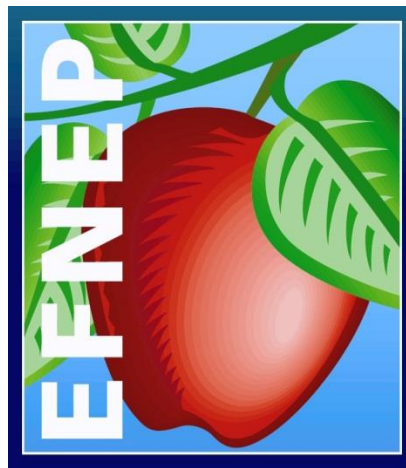


**Expanded Food and Nutrition Education Program  
Program Planning and Comprehensive Review:  
A Toolkit for EFNEP Coordinators**

**April 2014**



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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](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% |

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

|                                  | <b>County/Parish in General</b> |   | <b>EFNEP Participants</b> |   |
|----------------------------------|---------------------------------|---|---------------------------|---|
|                                  | 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/<br>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?<br>_____<br>_____  |        |                  |       |
| 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?<br>_____<br>_____<br>_____ |        |                  |       |
| 6. How can the Expanded Food and Nutrition Education Program (EFNEP) be made better?<br>_____<br>_____<br>_____  |        |                  |       |
| 7. Do you have any additional comments?<br>_____<br>_____<br>_____   |        |                  |       |

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

Submitted by:

\_\_\_\_\_  
 Extension Specialist

\_\_\_\_\_  
 Date



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."**

**Appendix H**  
**EFNEP Interview Guide**  
**District Extension Director Interview Guide**

Name: \_\_\_\_\_ Interviewer: \_\_\_\_\_

District: \_\_\_\_\_ Date: \_\_\_\_\_

Location: \_\_\_\_\_

1. Tell me how you interact with the EFNEP supervisor. Does he/she keep you informed of supervisory/administrative details?
  
2. How well is EFNEP known in your district among county/parish staff? How engaged are county/parish staff with EFNEP paraprofessionals and participants?
  
3. How well is EFNEP known in your district among agencies serving low-income families and youth? Among the general public?
  
4. Describe the hiring process for your district. What works well? What do you feel would make this process better?
  
5. In your review of EFNEP paraprofessional performance appraisals, do you see both the county/parish Extension director ratings and the EFNEP supervisor's data, observations, and comments? Is a copy of the final rating provided to the EFNEP supervisor? Do you feel the ratings match the performance? Why/why not? How would you improve this process?



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 K**  
**EFNEP Unit Review**  
**Cooperating Agency Interview Guide**

Name:\_\_\_\_\_ Interviewer:\_\_\_\_\_

County/Parish:\_\_\_\_\_ Date:\_\_\_\_\_

Location:\_\_\_\_\_

1. How does EFNEP interact with your agency's participants and staff?
  
  
  
  
  
  
  
  
  
  
  
2. What opportunities have you or your agency had to collaborate with EFNEP?
  
  
  
  
  
  
  
  
  
  
  
3. What are some accomplishments as a result of this partnership? Are there other opportunities for collaboration that you can think of that would be beneficial to your agency and especially our program participants?
  
  
  
  
  
  
  
  
  
  
  
4. How could the collaborative relationship between your agency and EFNEP be strengthened? (Note: What's going well, what's not, etc.) What would you like to see us accomplish together? With others that would benefit our joint audience while staying true to our respective missions?

**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) –

9. How do you promote your program in the county/parish?
  
10. In what ways do you connect your participants with other Cooperative Extension opportunities?
  
11. Please share your ideas and suggestions as to how EFNEP can improve our training, program promotion, curriculum, materials, and support for your work.
  
12. How do you determine if you need to teach more than the core lessons to an individual or group? How do you determine which lessons beyond the core you will teach?
  
13. Think back to your initial training when you began your career with EFNEP. Can you identify any gaps in information, training, or communication that would be helpful in providing new paraprofessionals with a good start?
  
14. Are there any other points you would like to discuss?

## **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.



- **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

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