



UNIVERSITY OF MINNESOTA | EXTENSION

## 2015 NATIONAL COORDINATOR'S CONFERENCE

EXPANDED FOOD AND NUTRITION EDUCATION PROGRAM (EFNEP)



# Rebuilding a Stronger and Bolder EFNEP Program: Minnesota's Journey

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**EFNEP**  
Expanded Food and Nutrition Education

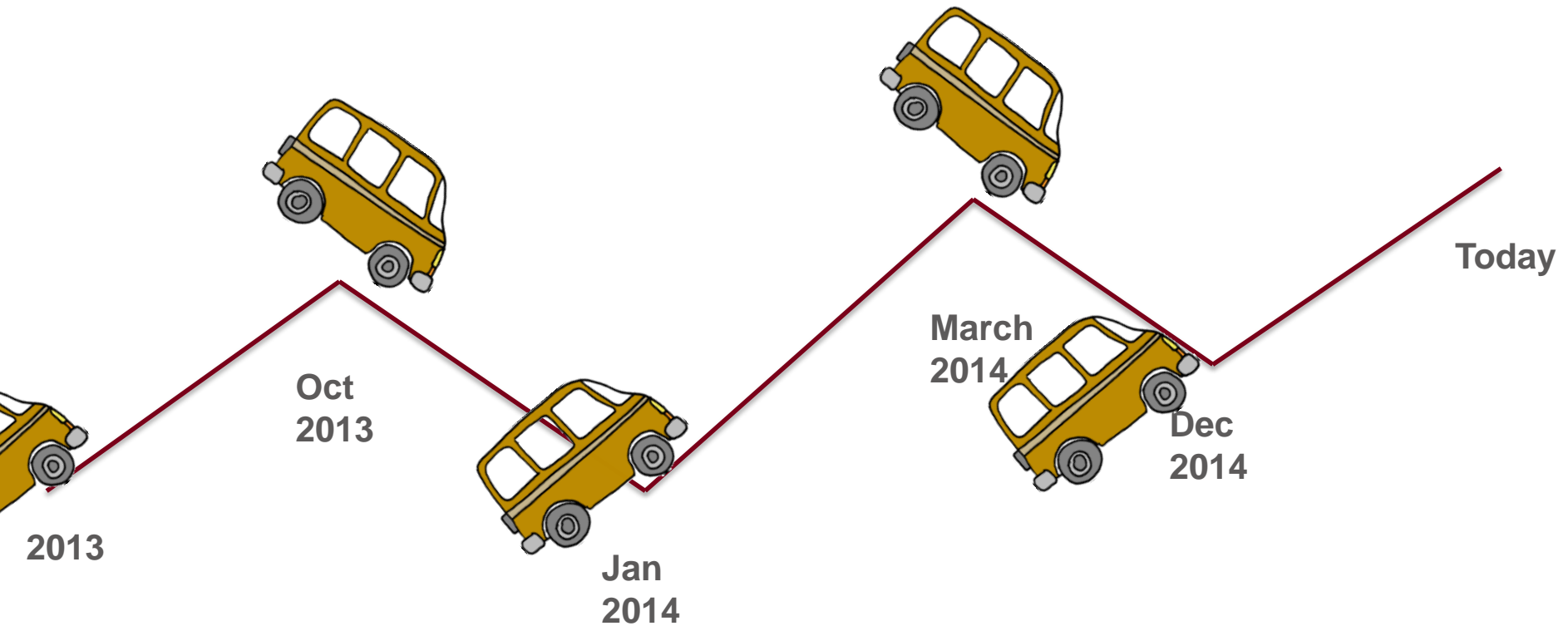
U of MN Extension

# IN THIS SESSION...

- Learn about U of MN Extension's EFNEP restructuring process
- Explore the recommendations Minnesota's EFNEP implementation study
- Engage in dialogue around the challenges and opportunities with implementing the EFNEP program.



# WHAT HAPPENED IN MINNESOTA?



# SNAP-ED & EFNEP

Spectrum of approaches

Multi-agency or multiple levels/departments in one agency

SNAP participants/eligible

Direct Education

Partnership

People with limited financial resources

Paraprofessional education model – from and for the community

Deep relationship with single agency partner

Parents and children, “poorest of the poor”

# UNPACKING EFNEP'S 2013 POLICIES DOCUMENT

*“EFNEP commits to working with the low-income population—those who are disenfranchised and who are the poorest of the poor.”*



# UNPACKING EFNEP'S 2013 POLICIES DOCUMENT

*“EFNEP’s programmatic content and methodology are evidence- and research-based. Lessons are learner-centered, which means that the needs and learning styles of participants form the basis of program content and delivery. EFNEP staffing, education methods, and results help provide a bridge between the practical application of nutrition education and science.”*



# EFNEP IMPLEMENTATION STUDY

## PHASE I

- Feb 2014: Initial meeting
- Mar-Aug 2014: Phase I
  - Interviewed staff from 5 states (CO, CA, TX, FL, NY)
  - Observed 6 EFNEP classes
  - Interviewed 7 EFNEP staff
- Aug-Dec 2014: Phase II
- Operationalizing recommendations made in Phase I
- Key informant interviews with seven staff within Extension



# RECOMMENDATIONS

1. Strengthen staff orientation & ongoing professional development
2. Institute operational infrastructure
3. Identify core functions of EFNEP staff
4. Staff EFNEP to full potential
5. Develop EFNEP guidebook
6. Identify core EFNEP community partners
7. Refine EFNEP course/class process





# EFNEP IMPLEMENTATION STUDY

## PHASE II

- Operationalizing recommendations made in Phase I
- Key informant interviews with seven staff within Extension



# RECOMMENDATIONS

1. Develop & adopt a partnership philosophy
2. Institute guidelines for partnership development
3. Integrate philosophy & guidelines into all staff development & training
4. Community mapping
5. Use staff as critical brokers between campus and community



# ONGOING ISSUES WE'RE WRESTLING WITH

- Building and sustaining strong community partnerships
- Evidence based vs. culturally relevant curriculum
- Collecting accurate, reliable data considering literacy, cultural differences (i.e., 24-hour recall)



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# SMALL GROUP DISCUSSION

- 1) Is cultural adaptation/cultural relevance on your radar with your choices of evidence-based curricula? How has it influenced your choices?
- 2) What are your guidelines around adaptation of evidence-based curricula? In other words, when can curricula be adapted and at what point is it a fundamental change in the curricula?
- 3) What kind of training and support do you provide to your EFNEP educators around adaptation for cultural relevance?





# Thank you!

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