

2010 National EFNEP Coordinators' Conference

The Beacon Hotel - March 1-3, 2010
1615 Rhode Island Ave. NW, Washington, DC 20036

CONFERENCE AGENDA

Monday, March 1st

- 5:00pm Registration
- 6-7:30pm Opening Reception with light hors d'oeuvres

Tuesday, March 2nd

- 7:00am Registration and Continental Breakfast
- 8:00 Welcome and Opening Remarks
National Institute of Food and Agriculture Update
Ralph A. Otto, PhD, Interim Deputy Director, USDA-NIFA and Dan Kugler, PhD, Interim Deputy Administrator, Families, 4-H, and Nutrition, USDA-NIFA
- 8:30 **SESSION I: EFNEP, the Big Picture:** EFNEP is an important player in nutrition education efforts across the nation. This session will focus on how EFNEP fits into the national agenda and how our work supports the nutrition, obesity and food security emphases of the current administration.
Helen Chipman, PhD, RD, National Program Leader for Food and Nutrition Education, USDA-NIFA
- 9:30 Ice Breaker
Leslie Speller-Henderson, Assistant Professor, Tennessee State University
- SESSION II: Developing and Sharing EFNEP's Public Value:** The success of publicly funded education programs requires the ability to tell public value stories to a variety of stakeholders. This workshop will help you identify existing and emerging issues of public value, how EFNEP is addressing them, and how to tell the public value story through impact statements. Participants will also take time to begin crafting their own impact stories.
Nancy K. Franz, PhD, Professor, Extension Specialist Program Development, Virginia Tech (presenter); Linda T. Drake, MS, Nutritionist and EFNEP Director, University of Connecticut (facilitator); and Debra Jones, Health Specialist, Virginia State University (facilitator)

10:45	Break
11:00	<u>SESSION II (cont'd): Developing and Sharing EFNEP's Public Value</u>
12:00pm	Lunch (provided)
1:00	Physical Activity Demonstration
	<p><u>SESSION III: Finding Qualified Paraprofessionals: Recruiting and Interviewing Techniques:</u> Finding qualified paraprofessionals is a challenge for many EFNEP coordinators. This presentation will cover the type of interviewing that would best fit EFNEP's needs, the design of an interview that focuses on core skills, common mistakes, common pitfalls, and challenges.</p> <p><i>Virginie Zoumenou, PhD, LDN, CNS, Extension Nutrition Specialist/1890 EFNEP Coordinator, University of Maryland Eastern Shore (presenter);</i> <i>Mary Kay Wardlaw, PhD, Director, Cent\$ible Nutrition Program, University of Wyoming (co-presenter/facilitator); and Jovita Lewis, Extension Specialist, Auburn University (co-presenter)</i></p>
3:00	Break
3:30	<p><u>SESSION IV: Focusing on Participants: Recruiting, Retaining and Graduating:</u> Recruiting and retaining participants is critical to a successful EFNEP program. Learn recommendations from qualitative and quantitative data from a study conducted in the state of New York. The data is the result of focus groups with participants, interviews with agency partners and program managers/educators, and a statewide survey of program managers/educators. Then learn from best practices which will be shared by EFNEP professionals in three states.</p> <p><i>Jamie Dollahite, PhD, RD, Associate Professor of Community Nutrition and Director of the Food and Nutrition Education in Communities (FNEC), Cornell University (presenter); Gail Hanula, EFNEP Coordinator, University of Georgia (panelist); Lisa Jordan, Regional EFNEP Agent, Savannah, University of Georgia (panelist); Peggy Martin, EFNEP/FNP Coordinator, Iowa State University (panelist); Easter Tucker, Associate Professor, Nutrition, University of Arkansas (panelist); and Lue Jolly, EFNEP Coordinator, Florida A&M University (facilitator)</i></p>
5:00	Adjourn / National Office Available
Evening	Regional Dinners on your own

Wednesday, March 3rd

7:00am **Continental Breakfast**

8:00 **SESSION V: Update from the National Office:** This session will allow the National EFNEP Office to provide updates on key items such as: EFNEP and SNAP-Ed, Reporting Requirements, Policy Document Revisions, Web-based Evaluation and Reporting, and Training.
***Helen Chipman**, PhD, RD, National Program Leader for Food and Nutrition Education, USDA-NIFA (presenter); **Janie L. Burney**, PhD, RD, Professor/Nutrition Specialist/EFNEP Coordinator, The University of Tennessee (co-presenter); and **Katherine L. Cason**, PhD, RD, LD, Professor, State EFNEP Coordinator, Director of the Center for Healthy Living, Clemson University (co-presenter)*

9:30 **Break**

10:00 **SESSION VI: National and Regional Updates, Research Related Efforts and University Sharing:** This session will be a fast-paced introduction to some of the work that is being done across the Land-Grant University system. Information will be presented in brief and the audience will have an opportunity to ask questions.
***Lois V. Sanders**, Assistant Director, 4-H/Family and Consumer Sciences Program/Assistant Professor, University of the Virgin Islands (facilitator)*

Part A: National and Regional Updates and Opportunities

NIFA Nutrition and Health Committee ***Sandy Procter**, EFNEP Coordinator, Extension Specialist, Human Nutrition, Kansas State University*
America on the Move, EFNEP Subcommittee ***Sandra May**, MS, RD, Extension Associate, Louisiana State University*
Dietetic Internship ***Evelyn F. Crayton**, EdD, RD, LD, Assistant Director, Family and Consumer Sciences, Professor, Foods and Nutrition, Auburn University*
EFNEP Western Region Project ***Mary Wilson**, MS, RD, Extension Nutrition Specialist, University of Nevada, Reno*

Part B: Research Related Efforts

Multi-State Research Project, NC1169: EFNEP Related Research, Program Evaluation and Outreach ***Susan Baker**, EdD, Assistant Professor, EFNEP Coordinator, Colorado State University*
Multi-State Research Project, W1005: An Integrated Approach to Prevention of Obesity in High Risk Families ***Jacqueline Wilson**, MS, LDN, EFNEP Extension Educator, University of Illinois Extension*
EFNEP Research Committee ***Barbara Sutherland**, Program Director, EFNEP, University of California - Davis*
Dissertation Research ***Mary Kay Wardlaw**, PhD, Director, Cent\$ible Nutrition Program, University of Wyoming*

Part C: University Sharing

EFNEP Success with Different Cultures **Wanda Lincoln**, *State Program Coordinator, Eat Well Nutrition Education Program, University of Maine*
Physical Activity Posters **Katie Mulligan**, *MS, RD, LDN, EFNEP Program Supervisor, University of Rhode Island*
Double Dutch Program **Marion R. Halim**, *Regional Coordinator, Lincoln University*

11:45 Lunch (provided)

12:45pm SESSION VII: Creating a Public Value for Youth Impact: This session will look at the past, present, and future of evaluating the impact of youth EFNEP. Discover the results of the EFNEP Youth Survey conducted in 2009 and explore reliability and validity issues. Work with EFNEP colleagues to determine what's next!
Beverly Phillips, *MS, Coordinator EFNEP and SNAP-Ed, University of Wisconsin (presenter)*; **Jean Anliker**, *Professor and Director, Extension Nutrition Programs, University of Massachusetts (presenter)*; and **Nancy K. Franz**, *PhD, Professor, Extension Specialist Program Development, Virginia Tech (facilitator)*; and **B. Elaine Freeney**, *EFNEP Coordinator, Prairie View A&M University (facilitator)*

2:15 Break

2:30 SESSION VIII: Teaching to Achieve Behavior Change: Relevant, focused and experiential learning practices are critical in achieving behavior change. This session will focus on 1) motivating paraprofessional behavior change through adoption of a new teaching style and 2) motivating participant behavior change through use of an innovative walking DVD.
Eunice Amenyenu Bonsi, *PhD, Associate Professor, Tuskegee University (introduction)*; **Joyce R. McDowell**, *Associate Professor, Department of Human Nutrition and Leader Community Nutrition, OSU Extension, The Ohio State University (presenter)*; **Maria Carmen Lambea**, *MD, MPH, CHES, Program Director, EFNEP, OSU Extension, The Ohio State University (presenter)*; and **Debrah M. Palmer**, *PhD, Associate Professor/Extension Specialist in Community Nutrition, Rutgers University (presenter)*

4:30 SESSION IX: Program Highlight: Louisiana EFNEP: This session will give us an opportunity to learn about EFNEP in Louisiana. The presentation will share successes related to responding to Hurricane Katrina, collaborations between the 1862 and the 1890 institutions and other successful partnerships/collaborations.
Heli Roy, *PhD, RD, Associate Professor, Louisiana State University*

5:00 Closing Remarks

5:15 Adjourn / National Office Available

CONFERENCE PLANNING COMMITTEE

(Alphabetical by First Name)

Our Appreciation

We would like to express our sincere appreciation to the 2010 Conference Planning Committee members for all of the time and energy they committed to making this conference a success!

Thank you,

Elizabeth Buckner, NEP Coordinator, University of Kentucky

Joan Doyle Paddock, Senior Extension Associate/EFNEP Coordinator, Cornell University

Joyce R. McDowell, Associate Professor, Department of Human Nutrition and Leader
Community Nutrition, OSU Extension, The Ohio State University

Karen Barale, EFNEP Coordinator, Washington State University

Mary McFerren, EdD, Project Director, EFNEP/SNAP-Ed, Virginia Tech

Mary Kay Wardlaw, PhD, Director, Cent\$ible Nutrition Program, University of Wyoming

Stephanie M. Blake, MA, Program Specialist, USDA-NIFA (co-chair)

Suzanne Stluka, EFNEP Coordinator and Family Nutrition Program Coordinator, South Dakota
State University

Sylvia Montgomery, Program Specialist, USDA-NIFA (co-chair)

Virginie Zoumenou, PhD, LDN, CNS, Assistant Professor/Extension Nutrition Specialist, 1890
EFNEP Coordinator, University of Maryland - Eastern Shore

PRESENTER AND PANELIST BIOS

(Alphabetical by First Name)

Beverly Phillips

Bev has been the state coordinator for Wisconsin EFNEP and SNAP-Ed programs at University of Wisconsin—Extension since 2003; prior to that she served as assistant state coordinator for 2 years and as a nutrition specialist for 10 years. She has worked on multi-state projects related to youth evaluation for EFNEP and SNAP-Ed for many years. She did her graduate work in nutritional sciences at Michigan State University. She enjoys her life outside of work with her husband, 3 grown children and a 2 year-old grandson.

Dan Kugler

Dr. Kugler seeks to create empowered partnerships among government, academia, and industry to identify and address current and future issues and needs, and bring about purposeful change. Dan is a member of the Senior Executive Service and provides leadership and administration to NIFA programs and issues in: water resources, soil/land and air resources; forest resources and products; global change; ecology; sustainable development; conservation; sustainable natural resource management; environmental quality; rangeland resources; and wildlife and fisheries. He also leads and oversees the NIFA programs for 4-H National Headquarters youth development, for food and nutrition education, and for family and consumer sciences. In the process of formal establishment of NIFA in USDA, he is designated as the transitional leader for the Institute of Youth, Family and Community. Education: BS in Physics, MS in Resource Development, and PhD in Agricultural Economics from Michigan State University.

Debrah Palmer

Dr. Debrah Palmer is nutrition specialist for Rutgers Cooperative Extension. She serves as the state EFNEP coordinator and the director of the New Jersey Food Stamp Nutrition Education Program and its corresponding statewide network. Her research interests surround issues related to the effective delivery and evaluation of nutrition education for limited-resource people. Her goals are to provide links to research-based information, which flows to the public through the programming efforts of county faculty; to share advances in nutrition education; and to identify opportunities for county faculty to increase their outreach efforts in their respective counties. In addition, Dr. Palmer is the Past-President of the Society for Nutrition Education.

Easter H. Tucker

Easter is currently employed as an Associate Professor - Nutrition with University of Arkansas Division of Agriculture Cooperative Extension Service. She has over 28 years of experience working with and teaching nutrition education to audiences across the state of Arkansas. Easter is responsible for coordinating the Expanded Food and Nutrition Education Program (EFNEP). Her responsibilities for EFNEP include developing and maintaining the budget, program development and implementation. Easter also coordinates the 1890 EFNEP. She trains staff at the county and state level. Easter also works on other nutrition related projects.

Eunice Bonsi

Eunice Bonsi is currently a Research Associate Professor at the Department of Foods and Nutritional Sciences and a State Extension Program Leader/Specialist, and the coordinator of EFNEP at Tuskegee University Cooperative Extension Program. Originally from Africa, and a faculty member at Tuskegee University for the past 20 plus years, she brings an array of personal deep understanding and experience in working with limited resource families, in both Africa and the US, working in Extension with limited resource families in Foods and Nutrition Education. She is involved in national and international sweet potato research for nutritional enhancement of families and children. She holds a PhD from the Pennsylvania State University, MS and BS (cum laude) from Washington State University, and BS from University of Ghana.

Gail Hanula

Gail Hanula is a faculty member in the Department of Foods and Nutrition at the University of Georgia. In her role as Extension Nutrition Specialist, she provides continuing education for County Extension Agents in Family and Consumer Sciences and 4-H. She has provided leadership for the Expanded Food and Nutrition Education Program for the past 10 years. Hanula is the lead author of "EFNEP Food Talk," an award-winning, theory-based nutrition curriculum. She holds a PhD in Health Promotion and Behavior from The University of Georgia's College of Public Health and a Master's degree in Foods and Nutrition.

Helen Chipman

For the past seven years, Dr. Chipman has provided national leadership to Land-Grant Universities that conduct low-income nutrition education. In this capacity, she has served as a liaison among universities and federal agencies and has fostered shared understanding across organizational systems and structures. Additionally, she has given leadership to the development of a socio-ecological program management and reporting system, paraprofessional core competencies, and two national reports. Prior to taking on these responsibilities, Dr. Chipman provided administrative leadership for the Expanded Food and Nutrition Education Program (EFNEP), Food Stamp Nutrition Education (FSNE) and its associated state nutrition network, and had teaching, advising, and research responsibilities as an extension specialist and professor at South Dakota State University. Dr. Chipman is a member of the American Dietetic Association, American Society for Nutrition, and the Society for Nutrition Education. She chairs the Journal Committee for the Journal of Nutrition Education and Behavior. She has given numerous refereed and invited presentations at regional and national meetings and one international meeting on topics as diverse as risk communication, community needs assessment, program management, theory, logic models, and program evaluation. Her publications focus primarily on low-income nutrition education programming and risk communication. Dr. Chipman received a PhD in Food Science and Human Nutrition from Colorado State University, Fort Collins Colorado, with an emphasis in applied nutrition education.

Heli Roy

Dr. Heli Roy received her BS degree from Syracuse University in Human Nutrition, her MS and PhD degrees from Louisiana State University in Human Ecology with a concentration in Nutrition. Her dissertation work was done at the Pennington Biomedical Research Center, internationally known obesity research center. She has taught courses in nutrition at Louisiana State University and nutrition and biochemistry at The University of Alabama. Previously, she was a researcher at Pennington Biomedical Research Center, and a public health nutritionist in Louisiana. Currently she is an associate professor at Louisiana State University. She is coordinating a statewide Expanded Food and Nutrition Education Program and she directs the Health and Nutrition Division Program of the LSU AgCenter. The Nutrition and Health Division currently has 5 state level faculty and 27 field faculty that have specialized in nutrition. In addition, she is an Outreach Coordinator for the Pennington Biomedical Research Center. Dr. Roy is a Registered Dietitian (since 1982) and is a member of Baton Rouge Dietetic Association, currently serving as president-elect, Louisiana Dietetic Association and ADA.

Jamie Dollahite

Jamie Dollahite, PhD, RD, is Associate Professor of Community Nutrition and Director of the Food and Nutrition Education in Communities (FNEC). Jamie has directed the FNEC programs, which include EFNEP and the SNAP-Ed work done through Cornell Cooperative Extension, since 1998. She has worked in the area of nutrition education for limited-resource audiences, that is designed to prevent obesity and chronic disease, for 20 years. Her work closely integrates research and extension, including studies of program management and delivery practices, the development of valid outcome measures to assess behavioral change among program participants, and access to food and to nutritional care for low-income people with chronic disease.

Janie Burney

Janie Burney is a professor at The University of Tennessee Extension in the department of Family and Consumer Sciences. She has been the state coordinator for EFNEP at UT for 20 years. She is a registered dietitian and her areas of expertise are in maternal and child nutrition, nutrition for low-income audiences and food safety for consumers. She is a member of the eXtension Community of Practice, Food, Families and Fitness and a leader in the newly formed eXtension Community of Practice, Food Safety. She is currently working on two food safety projects funded through the National Integrated Food Safety Initiative and one project funded through the Agriculture and Food Research Initiative. The Agricultural and Food Research Initiative grant examines the prevalence of over-diluting infant formula and adding cereal to formula and the relationship to infant growth. Results of the study will be used to develop nutrition messages targeted to mothers of infants.

Jean Anliker

Jean Anliker is a professor in the Department of Nutrition at the University of Massachusetts. She continues to serve as the Director of UMass Extension Nutrition Programs; a position she has held since 2001. Jean has won numerous awards for her research in the areas of obesity and food security. She holds a PhD in Human Nutrition from the University of Massachusetts, along with her RD credentials. Her most recent completed research support was titled "Tween POWER: Preventing Obesity through Wise Expenditures of Resources" where she worked with low-income Latino and White 11-14 year olds in program design, implementation, and evaluation.

Joyce McDowell

Joyce McDowell is Leader, Community Nutrition Projects, OSU Extension, The Ohio State University. In this position her leadership responsibilities include Ohio EFNEP and Ohio SNAP-Ed. She began her Extension career in a rural Appalachian Ohio county, Adams, where she trained, coached and supervised 3 EFNEP Program Assistants and provided leadership for EFNEP in that county. She began her statewide leadership of Ohio EFNEP in November 2005. She is actively engaged with connecting EFNEP to research and research to EFNEP with the goal of improving the health of low-income individuals through community nutrition education.

Jovita Lewis

Jovita Jones Lewis is employed with the Alabama Cooperative Extension System (Auburn University) as an Extension Specialist providing immediate supervision, training, and programmatic support to fourteen west central Alabama counties who participate in the Expanded Food and Nutrition Education Program (EFNEP). A 20 year Extension veteran, Jovita's interests lie in cutting-edge training and the motivation of the EFNEP paraprofessional.

Katherine Cason

Katherine Cason has worked with EFNEP for more than 20 years in South Carolina and Pennsylvania. Her current position is the Director for the Center for Healthy Living at Clemson University. She provides leadership to EFNEP, SNAP-Ed, and other nutrition education programs; conducts research in nutrition education, focusing on school-based interventions and programs for the Hispanic/Latino population; and leads two creative inquiry classes (undergraduate student research). She received her BS in Human Nutrition from Penn State, her MS in Human Nutrition from the Texas Woman's University and her PhD in Human Nutrition from Virginia Tech. She is also a Registered Dietitian.

Lisa Jordan

Lisa Jordan is a member of the Cooperative Extension faculty in Georgia, based in Savannah. In her role as a regional EFNEP Agent, she provides leadership for the program in five counties, supervising a staff of 7 paraprofessionals. She has been in this position for over nine years. Lisa holds a Master's degree in Adult Education from Armstrong State University.

Maria Carmen Lambea

Maria Carmen Lambea was trained as an MD in Mexico. As a physician she worked in the medical field for 6 years in Mexico, having contact during those years with Mexican populations of different socio-economic and educational levels, from urban and rural areas. She received a Master in Public Health degree from the Ohio State University, and during four years she worked in a nonprofit agency as a health educator and public health professional implementing health education programs in the Latino community in Columbus, Ohio. For the last four years she has been the EFNEP program coordinator in Ohio.

Mary Kay Wardlaw

Mary Kay is the Director of the Cent\$ible Nutrition Program at the University of Wyoming. She has been in this position for 5 years and with Cooperative Extension 24 years in county and state roles. She recently completed her PhD in Adult Education from the University of Wyoming and completed a research project looking at the long-term impacts of low-income nutrition education. Mary Kay enjoys quilting, reading, snowmobiling, and vacationing on the beach during Wyoming's long winter.

Nancy Franz

Nancy serves as Professor/Extension Specialist in program development for Virginia Cooperative Extension in the Department of Agricultural and Extension Education. She has served as an Extension agent, specialist, graduate student, and administrator over her life with Extension systems in Wisconsin, New York, New Hampshire, and Virginia. When she's not exercising her "extension gene" she loves to read, be outdoors doing silent sports, and consuming dark chocolate.

Peggy Martin

Peggy Martin is State Coordinator, EFNEP/FNP, at Iowa State University. She has had a connection with EFNEP throughout her 35 years of Extension. She has been a County EFNEP Supervisor, County Extension Director, Area Extension Director and now State Coordinator for Iowa. She loves finding ways to make the Peer Educators jobs less stressful and more effective.

Ralph Otto

Dr. Ralph A. Otto serves as the Interim Deputy Director of the National Institute of Food and Agriculture in USDA. In this position, he gives leadership to policy and programs that work through the university system to bring new knowledge to the American people. Dr. Otto has been with USDA since 1980 in a variety of positions that span rural development, natural resources, the environment, and international development. He has traveled to more than a dozen countries on short-term assignments on behalf of USDA, and was a Peace Corps Volunteer in Malaysia in the early 1970s. Dr. Otto is a native of New Jersey, and a current resident of northern Virginia. He is proud to have three degrees from Land-Grant Universities: a BS degree from Rutgers, an MS from Virginia Tech, and a PhD from Rutgers University, the latter two degrees with emphasis on the quantitative aspects of wildlife biology.

Virginie Zoumenou

Virginie Zoumenou is a faculty member in Human Ecology Department at The University of Maryland Eastern Shore (UMES) and Extension Nutrition Specialist for the University of Maryland Extension at UMES. She has provided leadership for the 1890 Expanded Food and Nutrition Education Program for the past three years. She enjoys spending her time developing 1890 EFNEP in the Maryland's Lower Eastern Shore Tri-county area (Wicomico, Worcester, and Somerset), hiring, and training paraprofessionals. She holds a doctorate in Biochemistry and Nutrition from Côte D'Ivoire (West Africa) and a PhD in Dietetics and Nutrition from Florida International University in Miami. She spent more than 20 years in Côte D'Ivoire and 5 years in Miami in teaching and research activities. She is a member of NIFA Nutrition and Health Planning and Guidance Committee and 1890 Task Force Consortia - Nutrition, Health, Wellness, and Obesity Initiative. She likes to spend time with her two children.





“... You know what I mean?”

... or:

Days I wish I worked in a lab...



Jean Ann Anliker, PhD, RD, LDN

EFNEP National Meeting, 2010



“... You know what I mean?”

- How often do you hear (or say) this phrase?
- What's the usual response?



“... You know what I mean?”

- **Is it valid?** Is it measuring what it's supposed to measure?
- **Is it reliable?** Will it give consistently give the same results?



Home Pregnancy Tests

- Measure human chorionic gonadotropin (hCG)
- hCG is produced by placental cells after the fertilized egg is implanted (about 6 days)
- Accurate about a week after first missed period.

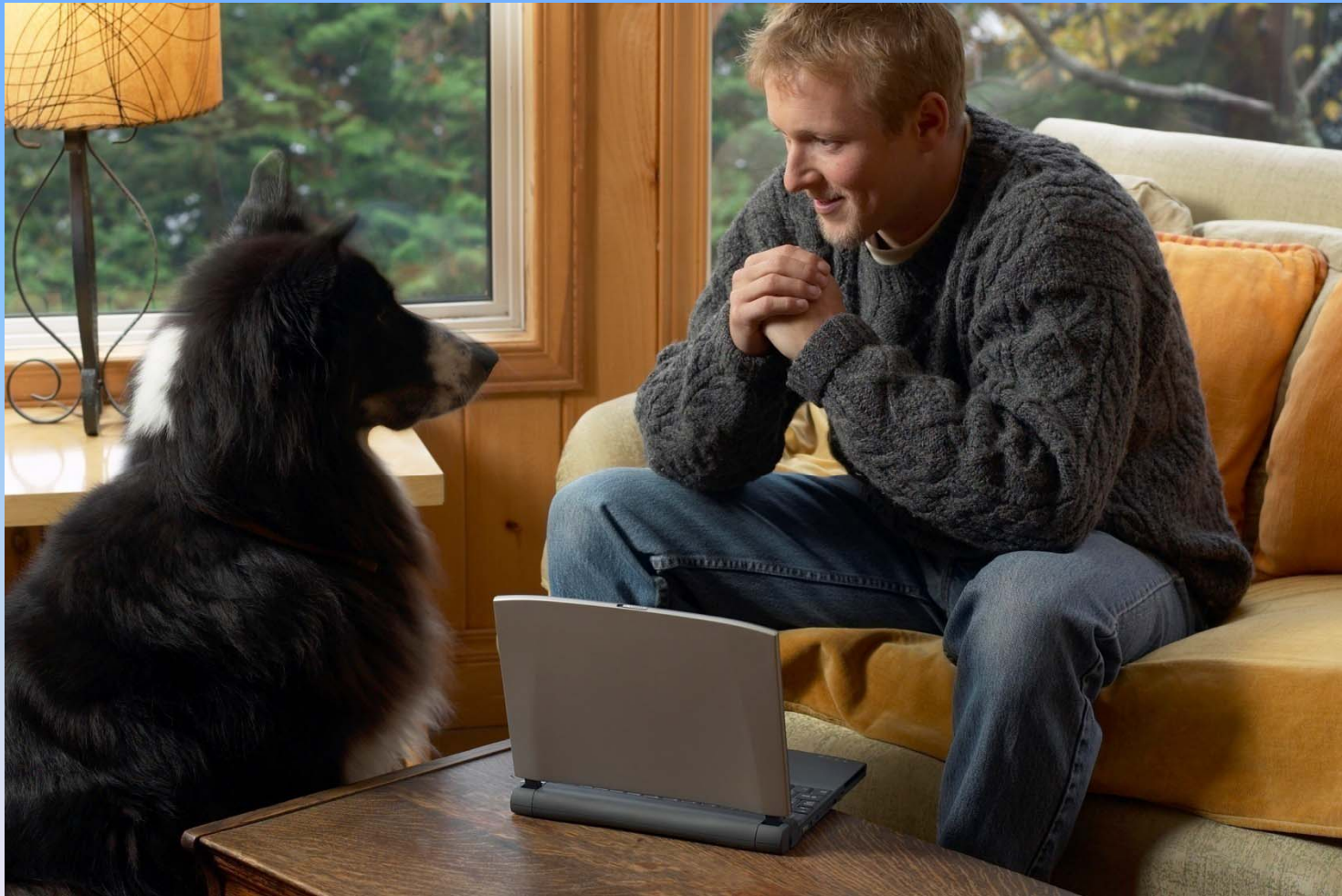


Home Pregnancy Tests

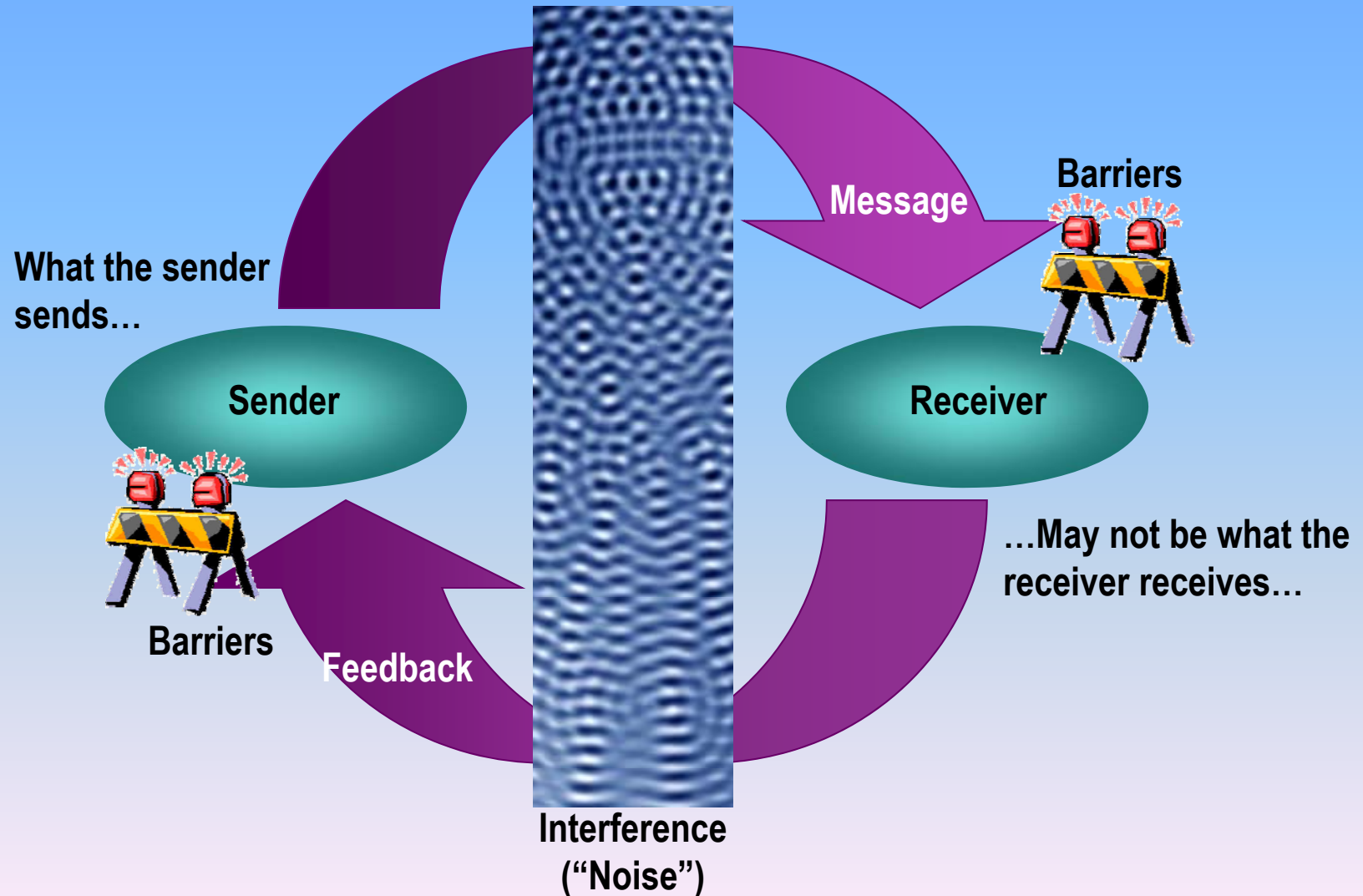
- **Validity** – Does it measure what it is supposed to measure (i.e., pregnancy via hCG)?
- **Reliability** – Can we depend on it to give the same result with repeated use? (*Would you settle for 2 out of 3?*)



Surveys are More Complicated...



Surveys of Humans are More Complicated...



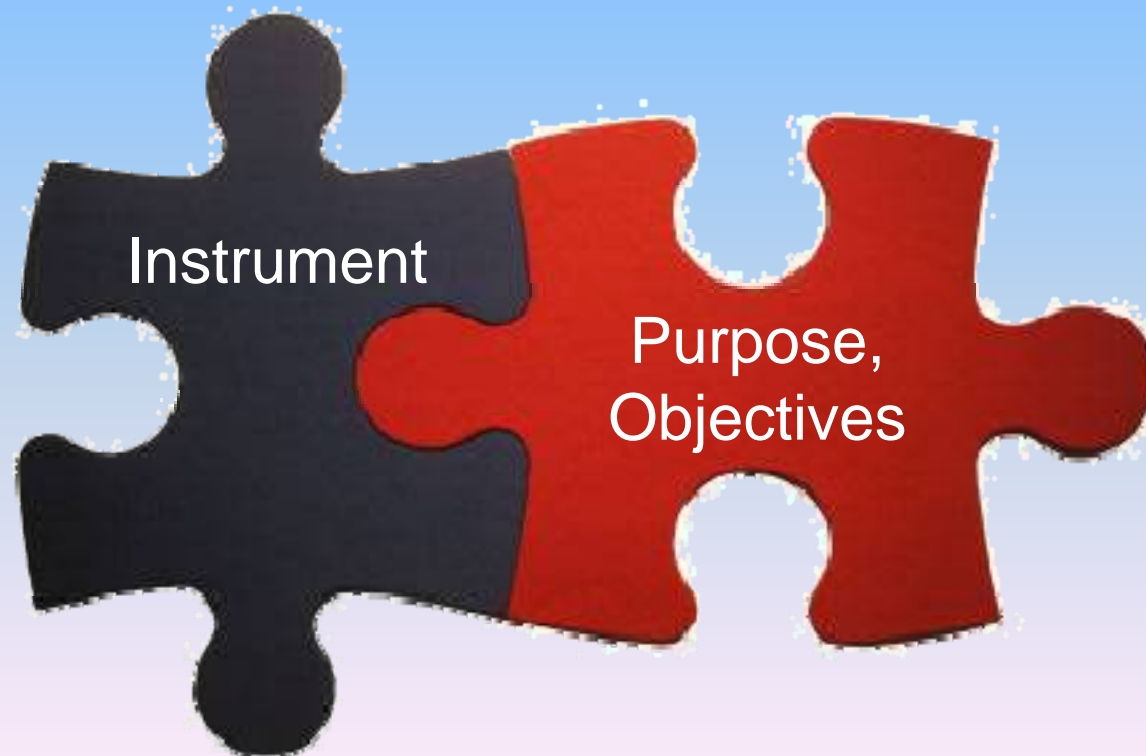
Validity

- Is the survey measuring what it says it is measuring? (Am I measuring what I really want to measure?... Am I measuring the right thing?)*



Validity

- *We talk as if the instrument were validated, but it's really the instrument in relation to the purpose of the instrument.*



Validity: Examples

- Helaine Rockett Youth/Adolescent Food Frequency Questionnaire, validated against 3 24-hour recalls with youth in 1997.¹
 - *How valid is it today?*
- Validated Nutrition Knowledge Questionnaires. Do any meet your specific objectives?



¹ ***Preventive Medicine 16(6):***
November 1997, Pages 808-816.



Types of Validity – like the three little pigs



Types of Validity: Criterion Validity

The 3 Little Pigs' Brick House

- Measures how well an instrument can estimate a behavior against a criterion (or behavior external to the instrument).
- Better for more concrete measures (e.g., dietary intakes); less good for more abstract (e.g., self-esteem).
- Can be concurrent or predictive.



Types of Validity: Criterion Validity

The 3 Little Pigs' Brick House – Examples:

- Validating a food frequency instrument or a behavior checklist against 24-hour recalls;
- Validating self-reported physical activity against an objective measure.
- Validating investigator estimates of portion sizes against measured food consumption.



Types of Validity: Construct Validity

The 3 Little Pigs' Stick House

- The extent to which one measure relates to other measures that fit theoretical hypotheses (more abstract).
- Examples:
 - Hypothesis: Students with greater self-confidence are more active in school activities.
 - Hypothesis: Teens who have higher self-esteem are more likely to eat a higher-quality diet.



Types of Validity: Construct Validity

The 3 Little Pigs' Stick House – Steps:

- Identify the theoretical relationship.
- See how well the two concept measures are related.
- Interpret how the data for this relationship support the construct validity of your test.



Types of Validity: Construct Validity

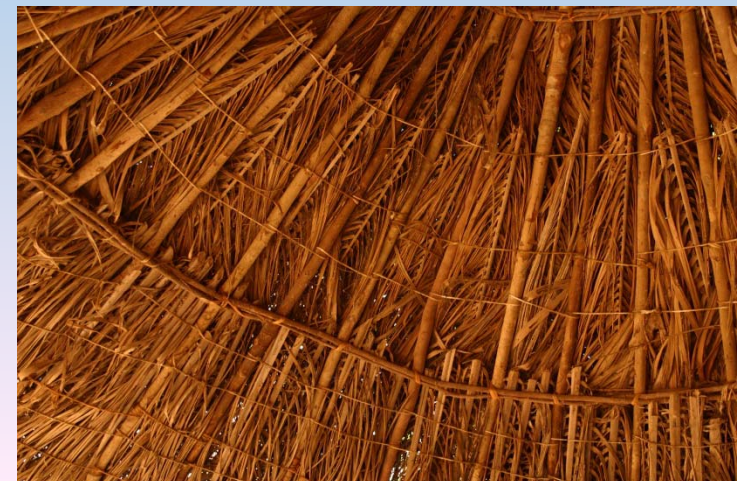
The 3 Little Pigs' Stick House – Interpretation:

Hypothesis	Interpretation
Students with greater self-confidence are more active in school activities.	Participation in school activities may <u>help</u> validate your measure of self-confidence.
Teens who have higher self-esteem are more likely to eat a higher-quality diet.	Having a high-quality diet may <u>help</u> validate your self-esteem measure.

Types of Validity: Content Validity

The 3 Little Pigs' Straw House

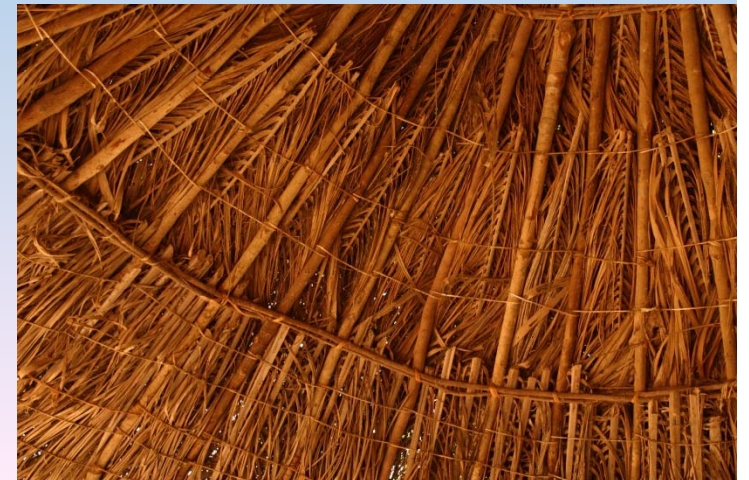
- Measures how well an instrument fits the domain of content.
- Mainly used in the development and assessment of psychological and educational tests.
- Example: Does a behavior checklist or nutrition knowledge survey cover all domains for these areas?



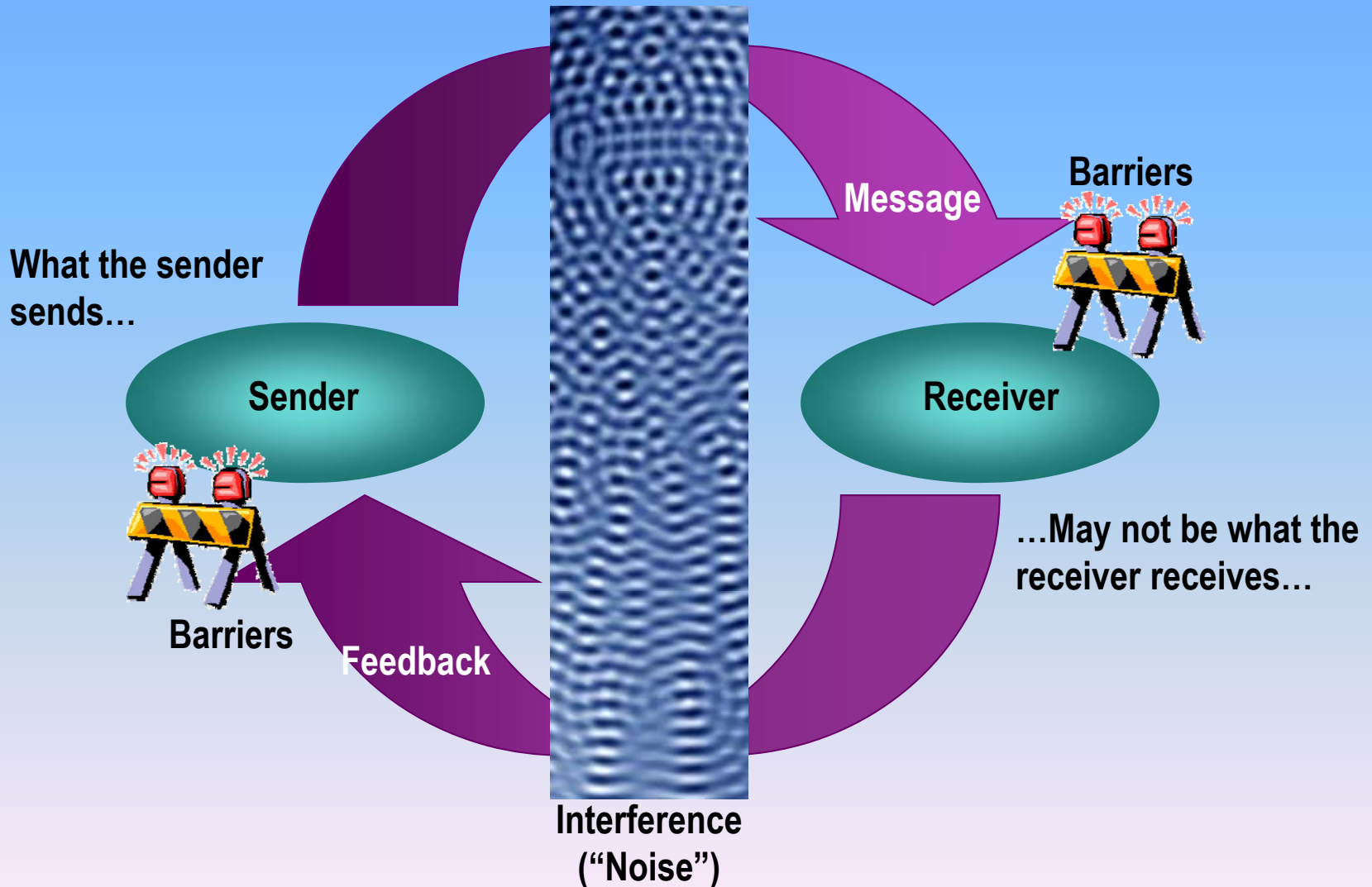
Types of Validity: Content Validity

The 3 Little Pigs' Straw House – Steps:

- Identify the domains (e.g., diet quality, food safety, etc.);
- Identify relevant questions for each domain: sampling;
- Frame the questions, and include extras so that less effective questions can later be eliminated.



Types of Validity: Cognitive Testing



Types of Validity: Cognitive Testing

- A “think-aloud” technique.
- Ensures that what you ask is what is understood.
- Takes time and requires training.



Cognitive Testing: Sample #1



- Who lives in your household? (*Please check as many as apply.*)

_____ Children

_____ Husband/Wife

_____ Mother


_____ Father

_____ Friends

_____ Boyfriend/Girlfriend

_____ Someone else (*Please specify*_____)

Sample #1 – Improved



- Who lives in your household? (*Please check as many as apply.*)

_____ **My Children**

_____ **My Husband/Wife**

_____ **My Mother**

_____ **My Father**

_____ **My Friends**

_____ **My Boyfriend/Girlfriend**

_____ **Someone else (*Please specify*_____)**

Cognitive Testing: Sample #2



- What is the highest year of school that you have finished? (*Please check one.*)

_____ Grade 8 or less

_____ Some high school

_____ High school or GED


_____ Some college

_____ College graduate

_____ Graduate school

_____ Other (*Please specify*_____)

Sample #2 – Improved



- What is the highest year of school that you have finished? (*Please check one.*)

_____ Grade 8 or less

_____ Some high school

_____ High school graduate or GED

_____ Some college

_____ College degree

_____ Other (*Please specify*_____)

Insanity

- Doing the same thing over and over but expecting a different result.

Reliability

- Doing the same thing over and over again and getting the *SAME result!*

Reliability



- *Is the survey measuring things consistently?*
- *Two basic ways to test this:*
 - **Internal reliability: Design the survey with similar questions so you can see if they provide the same results.**
 - **Test-retest**

Reliability




- Internal reliability – Cronbach's alpha (α)
- Select questions you want to cluster (full survey or subscales)
- Results tell you your α and which questions reduce reliability
- If reliability result is low, you can still use individual questions.

Summary Points...

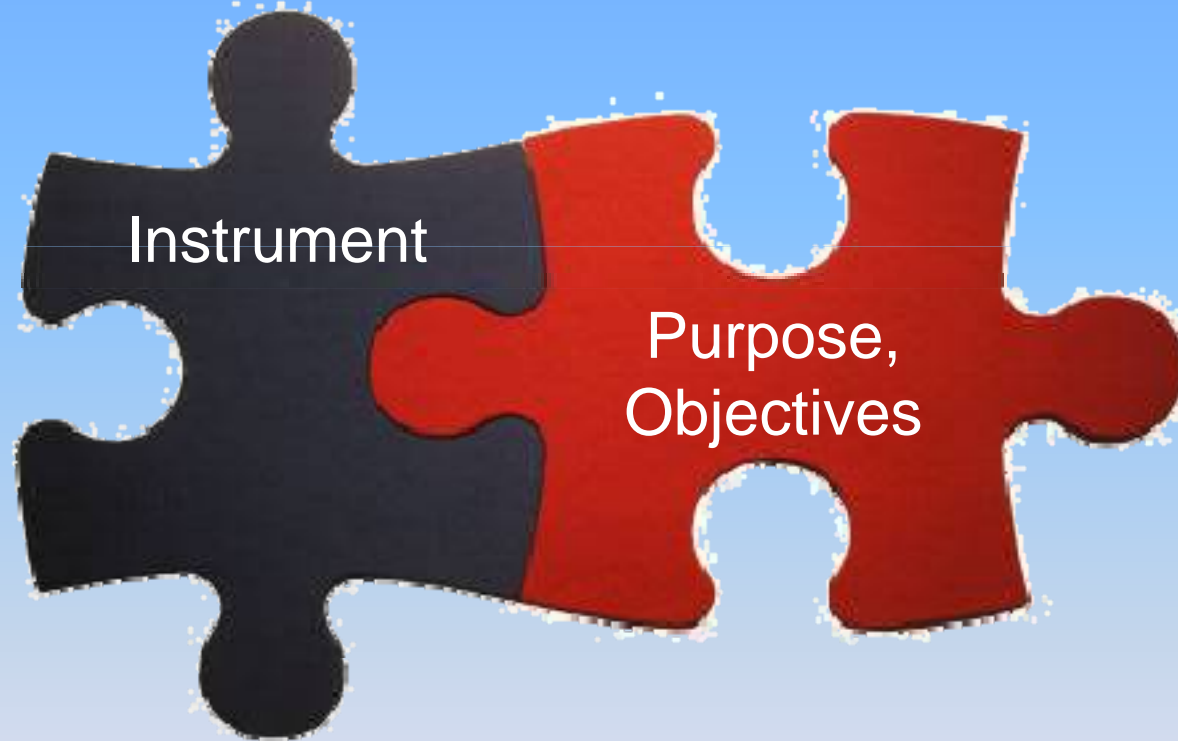


#1: Always Start with the End in Sight...
(Your Objectives)



**Think of a maze.
What do you need in order to reach your
endpoint?**

#2: If you are looking for an existing instrument, make sure it fits your objectives



Will it get you where you want to go?

#3: If you need to validate your own instrument, include cognitive testing.



#4: Choose the validation method that fits your instruments and goals.

#5: If you need to test your instrument for reliability, plan that into your design.

- **Design questions to assess internal validity (e.g., asking similar or opposite questions)**
- OR**
- **Plan test – retest validity**

Thank you, thank you!



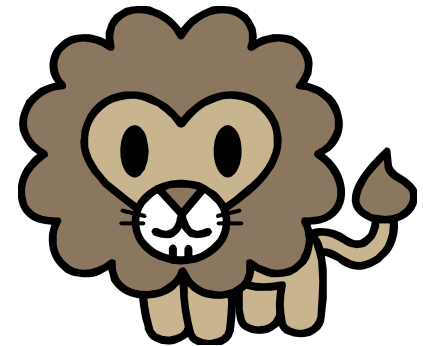
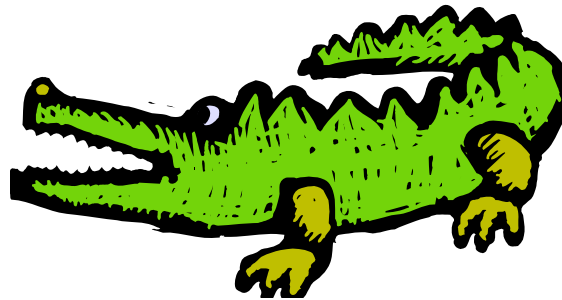
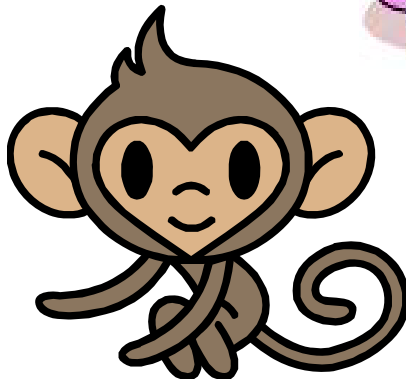
Questions?

A photograph of a woman with long dark hair, wearing a light green turtleneck sweater, leaning over a desk and smiling as she helps a young boy with his homework. The boy, with short blonde hair, is wearing a grey sweater over a blue collared shirt and a dark tie. He is sitting at the desk, looking down at a notebook and holding a red pencil. The background is a bright, out-of-focus indoor setting.

Creating a Public Value for Youth Impact

2010 National EFNEP Meeting

Animal Action!



What does EFNEP need to create public value for youth programming?

(1) What strengths does EFNEP need to build upon?

(2) What challenges keep EFNEP from moving forward in this area?

Items to consider:

1. Standards

2. Outcomes/Impacts

3. Curriculum

4. Training



**What action(s) need to be
taken in the next year to
overcome the challenges?**



Nutrition Education for Children & Youth

Results of a Survey of State EFNEP & SNAP-Ed Coordinators

Beverly K. Phillips

State EFNEP/SNAP-Ed Coordinator for Wisconsin

University of Wisconsin—Extension

March 2010

Survey conducted Dec 08/Jan 09

- 39 state EFNEP &/or SNAP-Ed Coordinators responded
- 88% of respondents were from 1862 institutions
- 10% of respondents were from 1890 institutions

Nutrition & Foods Topics

- Goals, Outcomes & Impact Indicators had been drafted years ago by the Youth Evaluation work group
- Revised in 2009 as part of the Wisconsin project to invest additional effort into the Youth Evaluation project
- See handout

Nutrition & Foods Topics

- 97% of respondents said the topics included content they were teaching
- Range of topics taught is broad; a few topics are unique to children/youth
- A few additional topics were suggested

Age Groups Taught

- Range from Pre-K to 12th grade
- Most frequently taught groups: 1st through 5th graders

Percent of EFNEP Programming Offered to Children/Youth

- One state reported no work with youth
- In many states, youth programming is 11% to 49% of their EFNEP work
- Four states reported that youth programming is 75% to 90% of their EFNEP work

Percent of SNAP-Ed Programming Offered to Children/Youth

- One state reported no work with youth
- In many states, youth programming is 25% to 74% of their EFNEP work
- Three states reported that youth programming is 75% to 100% of their EFNEP work

Number and Length of Lessons Taught to Children & Youth

- Generally, EFNEP youth participants receive more lessons/series than do youth participants in SNAP-Ed
- Generally, each lesson taught to EFNEP youth participants is longer than each lesson taught to youth participants in SNAP-Ed

Locations & Partnerships for Youth Programming in EFNEP & SNAP-Ed

- Partnerships and teaching locations were similar for EFNEP & SNAP-Ed programming
- Common partnerships include:
 - School classrooms
 - After school programs associated with public schools
 - After school programs associated with Boys & Girls Clubs and similar organizations
 - Summer school and summer recreation programs

Priorities for Youth Evaluation Work

- “Very Important”:
 - Tools that are shared are valid and reliable
 - Tools that are shared have been reviewed for face validity and there is evidence that they have been used successfully
 - Tools that are shared are easy to use and not seem like a test

Priorities for Youth Evaluation Work

- “Less Important”:
 - A wide variety of tools is shared
 - Evaluation efforts focus on a specific age range
 - Evaluation efforts focus on a specific content area

EFNEP & SNAP-Ed Youth Data in ES-237 Report

- Some respondents stated that data either wasn't included in ES-237 or they did not know for sure
- In some states the data is included at the state level
- In some states the data is included at the local level

EFNEP & SNAP-Ed Youth Data in ES-237 Report

- The category choices in ES-237 don't match easily with all EFNEP & SNAP-Ed youth programming
- Usual choices for EFNEP & SNAP-Ed youth data:
 - “4-H Special Interest/Short-term Programs”
 - “School Enrichment Programs”

Conclusions—Results of Survey

- Children & Youth programming is generally a greater part of SNAP-Ed than EFNEP
- The Goals, Outcomes and Topics as drafted seem to be on target
- Methods and tools for evaluation of outcomes and impacts remains a high priority need

Conclusions—Results of Survey

- Reporting of outputs and outcomes of youth programming could be improved
- Nutrition education programming for children & youth in EFNEP and SNAP-Ed is tremendously varied



Developing and Sharing EFNEP's Public Value

Nancy Franz
Virginia Tech

Who Me?

- Almost 30 years with Cooperative Extension
- Agent, specialist, administrator, graduate assistant
- EFNEP Iust
- Thank you for the high workshop rating in 2009

Thank You

- Facilitators Extraordinaire

- Linda Drake – CT
- Debbie Jones – VA

- Coordinators

- Delivering quality content with quality process for quality impact

- EFNEP Supporters

- Easing the path

The Washington Waddle

Let's all go down to Washington D.C.
Where they play the sweetest rag
time melody

Let's all begin with lesson number
one

Where you waddle and you waddle
till the day is done

It's the Washington Waddle get the
tune in your naddle

Let you feet have fun

Oh waddle with me my friends come
waddle with me

It's a rag time ship upon a rag time
sea

Waddle, waddle, waddle, waddle

Come on and waddle with me

Developing and Sharing EFNEP's Public Value

The success of publicly funded education programs requires the ability to tell public value stories to a variety of stakeholders. This workshop will help you identify issues of public value, how EFNEP is addressing them, and how to tell the public value story through impact statements.

What is Public Value?

The value of a program to those who do not directly benefit from the program.

Laura Kalambokidis

University of Minnesota
Extension

Examples of Public Value

- Decrease in Medicare costs
- Increase in number of jobs created
- Reduced need for public food assistance
- Decrease in use of human services
- Increased effective use of public funds
- Improved student academic scores
- Decreased job absenteeism

Public Value Experience Since Last Year

- Told others about the need to measure and share the public value of Extension work
- Wrote public value statements
- Used public value statements
- Experienced public value magic
- Other shout outs

Today's Public Value Issues

- What is emerging?
 - Define them
- What are the current issues?
 - Define them

At Each Table

- Discuss the public issue you've been assigned
- List 2-3 strategies EFNEP is using to respond to the public issue
- Select someone to report to the whole group

Compare the Issues to Last Year's List

- Decrease lost work time
- Decrease food insecurity
- Increase financial stability
- Decrease unemployment
- Improve academic scores
- Reduce poverty
- Decrease juvenile delinquency/crime

- Decreased absenteeism
- Increased effective use of public funds
- Decreased teen pregnancy
- Decreased gang activity
- Decreased health care costs
- Decrease in lower birth rate babies
- Decreased chronic disease
- Reduced need for public food assistance
- Decrease demand for human services

Compare This Year's Issues with Last Year's

- Increased economic issues
 - Affordable, healthy food
- Increased interest access to safe exercise
- Increased interest in health care
- Less interest in social issues and human development

Creating Public Value Statements – The Impact Statement

The magic formula

- Relevance - why
- Response – what, where, how
- Results – so what
- Collaborators - who
- Contact information - who

Friendly Critique of Impact Statement

- What is the public issue being addressed and why is it important?
- How was the issue addressed by EFNEP?
- What changed about the issue due to EFNEP?
- What are the strengths and weaknesses of this impact statement?

At Your Table

- Write an impact statement for the public issue you worked on earlier
- Someone volunteer to write a final copy to be shared with everyone
- Someone volunteer to read the statement for the whole group

Don't Forget...

Measure what you value and others
will value what you measure.

John Barre

Arthur M. Blank Foundation

Expanded Food and Nutrition Education Program Promotes Positive Health Behavior Change

Relevance:

Obesity has reached epidemic proportions in the United States and 30% of children bear the burden at a larger proportion than ever before. The highest rates of obesity incidence are in low-income populations. The combination of poor or compromised health status (high blood pressure, stroke, diabetes, cancers) and low income has significant emotional, physical, and spiritual impacts. It is critical that education programs operate with a health promotion/disease prevention mindset to alter this trend through positive behavior change.

Response:

In 2009, the Virginia Cooperative Extensions' Expanded Food and Nutrition Education Program (EFNEP) enrolled ____ adults and ____ youth who were up to 185% of federal poverty guidelines. Through a six nutrition lessons, participants learned to select, buy, prepare and store foods to meet the nutritional needs of their families, while operating within sound budget and gaining organizational skills.

Results:

Pre and post program measures showed that of adults participating in EFNEP:

- ____% showed improvement in food resource management practices
- ____% engaged in sound nutrition practices more often
- ____% followed food safety recommendations more often.

Youth participating in EFNEP:

- gained knowledge in eating a variety of foods
- increased their ability to select low-cost, nutritious foods
- improved practices in food preparation and safety

One thousand five hundred eighty six (1586) volunteers contributed over 3,000 hours to the EFNEP during this reporting year.

Supplemental Nutrition Assistance Program - Education Addresses Obesity and Overweight Through Nutrition Education

Relevance:

Overweight and obesity are major health and economic issues, costing Americans billions of dollars each year. Thirty percent of children and adolescents are overweight and 64% of adults are overweight or obese in the U.S. Families of low-socioeconomic status suffer disproportionately from poor health.

Response:

Virginia Cooperative Extensions' (VCE) Supplemental Nutrition Assistance Program-Education (SNAP-Ed) in contract with the Virginia Department of Social Services enrolled ____ participants who were up to 150% of federal poverty guideline. Participants

learned to select, buy, prepare, and store foods to meet the nutritional needs of their families, while operating within sound budget, and develop organizational skills.

Results:

Reportable data from pre-post tests showed:

- ____ adults (with ____ children) changed their ____ behavior
- ____% showed improvement in one or more nutrition practices
- ____% showed improvement in one or more food resource management practices
- ____% showed improvement in one or more of the food safety practices
- Over 16 Full Time (FTEs) volunteers contributed over \$600,000 in time/cost-share and VCE personnel contributed over 38 FTEs to the program.
- ____% of children enrolled in the six or more hour nutrition program ate more eat well-balanced meals, more fruits and vegetables, healthier snacks, and choose-low-fat milk more often over less healthy beverages

Qualitative data reported children were eating new and different fruits and vegetables, parents were trying new recipes, and parents were noticing an increase in their children's physical activity levels. A partnership with the Blue Ridge Food Bank resulted in an increase of ____% in program participants over last year.

Diverse Families Receive Nutrition Education through Community and Faith-Based Volunteers

Relevance:

Obesity and overweight continue to be health concerns for children, youth and adults in Virginia. In 2008, 19 percent of 2-5 years old WIC participants and 26% of adults were overweight. Reaching families of low socio-economic background with nutrition information is challenging. These individuals struggle to provide the necessities of life, often working at multiple low-wage jobs. They may have low educational levels and poor experiences in school. They may fear making changes or have a fear of failure. Other barriers to traditional group participation include lack of transportation and childcare or distrust of facilitators from other racial or ethnic groups.

RESPONSE:

Volunteers reach low socio-economic families through the Virginia Supplemental Nutrition Education Program (SNAP-Ed) Program. Volunteers with similar backgrounds, customs, and values are recruited and trained on sound adult and preschool nutrition, food preparation skills and food purchasing. These volunteers reach adults and children through programs such as Head Start, faith-based early education programs and transitional housing for adults.

RESULTS:

During 2009, ____ volunteers from ____ counties were recruited and trained to teach the Literacy, Eating and Activity for Preschoolers (LEAP) curriculum. These volunteers reached ____ limited income children with nutrition education. Post program volunteer observations indicate children who participated in LEAP were more likely to

try new foods and more often chose fruits and vegetables at lunch. Efforts of ____ volunteers from ____ counties resulted in:

- ____ adults received single session nutrition information at health fairs, in transition groups, post church services and at food pantries.
- ____ extended learners received six hours of nutrition education at transitional housing groups.

The ____ volunteers contributed \$____ in match funds to the SNAP-Ed program through their donated work hours.

(NEED TO ADD INFO ON THE CHANGES IN THE LEARNERS, NOT JUST THE NUMBER OF LEARNERS)

Extending the Reach of the Family Nutrition Program to Serve More Limited Income Families

Relevance:

Obesity in Virginia has jumped 10 percent in just the last decade – more than any other state in the nation. Medicaid expenses are escalating at an alarming rate. Furthermore, people receiving food stamps have increased from ____ to ____ recipients in less than six months. Food insecurity is increasing in Virginia.

Response:

Virginia Cooperative Extension's Family Nutrition Program (FNP) coordinates the Alliance for Healthier Virginians. The Alliance's mission is focused on improving the health and well-being of low-income youth, adults, and families. The Alliance members include ____ agencies targeting limited income populations.

Results:

The collaborative work of the Alliance for Healthier Virginians resulted in:

- A ____% increase in nutrition, exercise, and health educational programs through Head Start sites, and
- A ____ % increase in agencies referring more clients to each other to improve their resources
- The Food Banks across Virginia collectively donated over \$____ of food items used to teach FNP clients how to prepare nutrient dense foods.
- Multiple agencies donated over \$____ for FNP program assistants to purchase food items for clients to use in teaching cooking skills.
- A ____% increase in volunteers involved with FNP participant recruitment and educational activities.
- The Alliance as a whole provided a mechanism to reach further into communities by recruiting low resource families, sharing food resources with them, and teaching sound nutrition practices.

Family Nutrition Program Staff Competence Enhances Program Impact

Relevance:

Changing dietary behavior of low income audiences as well as raising the awareness of positive nutrition messages with low income audiences depends on competent nutrition educators.

Response:

The Family Nutrition Program (EFNEP/SNAP-Ed) program assistants as educators may have little training in nutrition. In 2009, FNP staff training to enhance their competence included new hire training, a state conference, district trainings, and senior program assistant training.

Results:

Staff members completing the new hire training scored at least 85% on:

- Meal planning and shopping
- General nutrition facts
- Food safety practices
- Child nutritional needs
- Physical activity needs
- Teaching methodology

As a result of well trained staff, the following impacts were documented.

- ___% of adult EFNEP participants who completed a series of at least 6 lessons showed improvement in nutrition practices.
- ___% of adult SNAP-Ed participants who completed a series of at least 6 lessons showed improvement in nutrition practices.
- ___% of adult EFNEP participants who completed a series of at least 6 lessons demonstrated acceptable food safety practices.

EFNEP/SNAP-Ed Takes the Lead in Organizational Policy Change to Enhance Wellness

RELEVANCE:

Health statistics show youth are not involved in physical activity due to safety issues and sedentary lifestyles. This has increased obesity and chronic disease among young people. Current state data shows ___% of youth are not participating in the recommended 60 minutes of physical activity each day and over 50% are overweight or obese.

RESPONSE:

EFNEP and SNAP-Ed recruit and train volunteers to conduct local situation analysis for education efforts and team teach a series of ___ lessons. The lessons include the importance of increased physical activity, reduced screen time, limiting high calorie foods and beverages. Volunteers include participants in identifying policies that can be developed or changed to increase physical activity and improve nutrition within their organization.

RESULTS:

As a result of this program:

____ Participant groups adopted policies in their communities to address physical activity and health practices that prevent chronic diseases associated with obesity during the past year

____ Participant groups adopted specified minutes of physical activity required in Bible school and vacation studies

____ Participating groups established walking trails on the facility grounds

____ Participating groups established policies for all meals, refreshments, desserts that include sugar-free desserts and beverages and water.

____ Participating groups developed community gardens within 60% of the organizational communities.

EFNEP and SNAP-Ed Help Reduce Reliance on Public Assistance**RELEVANCE:**

____% of _____ currently receive public food assistance. This percentage has increased by ____ amount over the past ____ years. Research shows that food assistance vouchers only last approximately 2 weeks of the month.

RESPONSE:

EFNEP and SNAP-Ed teaches limited resource individuals strategies to help stretch their food dollars while purchasing nutritionally dense foods. In _____, # individuals participated in these educational offerings.

RESULTS:

EFNEP and SNAP-Ed educational programs are contributing to the reduction in the number of citizens receiving public assistance in _____. Pre-program assessment indicates that ____% of EFNEP and SNAP-Ed clients are receiving food assistance through one or more government programs. In a survey completed prior to program participation, ____% indicated that they run out of food before the end of the month. Post – data gathered through behavior change questionnaires have shown that ____% of EFNEP and SNAP-Ed clients are no longer on food assistance programs and ____% of clients are able to make their food purchases last for the whole month.

The Expanded Food and Nutrition Education Program (EFNEP) and the Supplemental Nutrition Assistance Education Program (SNAP-Ed) Reduces Health Care Costs in _____**RELEVANCE:**

Chronic diseases are the leading cause of death and disability in _____. With more than _____ residents suffering from one of the seven most common chronic diseases, the state has reached a chronic disease crisis. Chronic diseases cost the state, including direct expenditures (e.g., health care costs) and indirect costs (e.g., lost productivity) amount to \$____ billion. Unhealthy eating and physical inactivity are widely recognizes as primary

contributors to the problem.

RESPONSE:

EFNEP and SNAP-Ed teaches families, youth and seniors skills necessary to promote healthy lifestyles eat more meals at home, prepare healthy and tasty meals for their families, increase fruit and vegetable consumption, control portion sizes, move more everyday, move more and watch less, and replace sugary beverages with healthy options.

RESULTS:

Participants completing the EFNEP and SNAP-ED series of ____(#) lessons improved nutrition and food behavior. Post-lesson data gathered through behavior change questionnaires have shown:

____% used food labels more often to make food choices

____% of participants increased physical activity

____% of participants improved their diet

____% increased fruit consumption

____% increased vegetable consumption

____% increased consumption of calcium-rich foods

EFNEP Combats Hunger

RELENANCE:

(spell this acronym out) FRAC reports that ____% of children are growing up in homes where food is not available to meet basic nutritional needs. As a result, children are growth impaired and do not develop to their full potential academically and physically. Particularly troubling is the impact on pregnant teenage moms and their babies that results from food insecurity.

RESPONSE:

EFNEP uses a core lesson series that includes the following menu planning, preparing meals at home, food buying, food safety and storage. Messages included in these lessons are buying locally grown foods and encouraging gardening and appropriate food preservation as well as raising awareness of community resources to meet food security needs.

RESULTS:

Of the participants in EFNEP educational programs:

____ % improved at least one food resource management practice by the completion of the lesson series.(planning meals, compares prices, does not run out of food and uses grocery list)

____% increased utilization of community resources for food (farmer's markets and food banks)

There was also a ____% decrease in families that ran out of food by the end of the month.

LET'S GET READY



1



FINDING QUALIFIED EFNEP PARAPROFESSIONALS

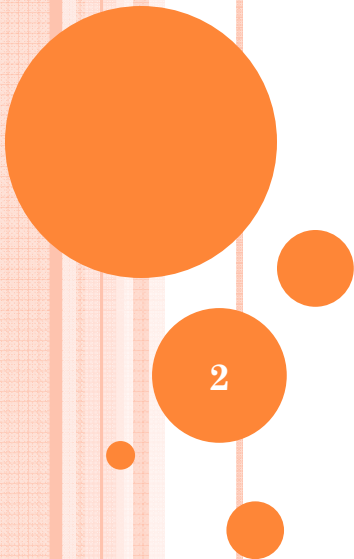
Recruitment, Interview, and Retention

Dr. Virginie Zoumenou (Presenter)

Dr. Mary Kay Wardlaw (Co-presenter/facilitator)

Jovita Lewis (Co-presenter)

EFNEP Annual Conference Washington DC 03-02-2010



FINDING QUALIFIED EFNEP PARAPROFESSIONALS

Today's objectives for this session:

- Learn recruitment strategies
- Identify the type of interviewing that would best fit our needs.
- Learn to design an interview that would focus on the *core skills* needed.
- Learn to use an evaluation tool to measure the effectiveness of an interview and to select a qualified paraprofessional
- Learn retention strategies

MOST COMMON HIRING MISTAKES

From Recruitment

- Do not take enough time to pre-screen candidates' CV (resume).
- Depend on a small pool of candidates
- Failure to prepare the candidate.
- Failure to prepare the interviewers.

To Interview

- Do nothing but talk during the interview
- Evaluate "personality" not skills and experience.
- Failure to differentiate, via testing & discussion, critical job skills

MOST COMMON PITFALLS & CHALLENGES

Recruiting Challenges you shared with us:

- Getting the word out to "seasoned" or experienced adults.
- Finding women who have life experiences. (*limitations*)
- Reaching potentially indigenous candidates.
- Recruiting people who have another job because the pay and part-time hours are not enough to live on.
- Road blocks within academia that the university systems are very computer/online based.
- Finding applicants who really understand the job.

RECRUITING

- The primary goal for recruiting should be to find the best candidate.
- To reach this goal we need to seek out options that will allow for a more diverse candidates pool to apply for the job.

POSSIBLE STRATEGIES

“Get the word out to find the right applicant/candidate”

- ❑ How to attract the right candidate?
 - The clarity of the Position Announcement is important to attract the right candidate.
- ❑ Where to post the vacancy notice?

(One response shared that newspaper ads were very successful for them)

 - Newspapers
 - Website (Maryland Workforce Exchange website or unemployment websites in your state)
 - Schools (Post the announcement at the school)

POSSIBLE STRATEGIES

○ Identify recruiting sources:

- Employee referrals – they understand the requirements of the job and may know of someone who would be a good match for the program.
- Referrals from local organizations and affiliations that you have a working partnership. They are familiar with your program and may have a good grasp of someone who could do very well in the position.
- Look for those professions or jobs that may have transferrable skills- (For example; Social Workers, Teacher Aides, Teachers, Counselors)

POSSIBLE STRATEGIES

- **Identify recruiting sources:**

- A program participant who shows the leadership qualities and willingness to learn to be an educator for the program.
- Incorporate Internships, Mentoring, or Job Shadowing into your programs to develop the new pool of EFNEP Paraprofessionals.

- *Example 1*: Summer Hiring

- *Example 2*: Partnership with unemployment office (displaced workers, layoff, department of labor funding)

POSSIBLE STRATEGIES

- Finding women who have life experiences. (have you limited your pool)
 - Reaching potentially indigenous candidates.
 - Road blocks within academia that the university systems are very computer/online based.
-
- We take into consideration:
 - both genders, young , adult, GED or more
 - Appropriate major skills for the job : minimum cooking skills, outreach experience in the community, basic math and computer skills.

Debate Question for the group

- How do we define our paraprofessionals in 2010, (Gender, Age, Degree, Experience) and how much involvement are we expecting from the indigenous candidates?

THE PURPOSE OF THE JOB INTERVIEW

- To ascertain accomplishments and existing experiences relating to the job requirements
- To obtain demonstrative information on how a candidate may have used preferred skills in past experiences to achieve results
- To identify and select individuals who best fit the team and will bring a balance of knowledge, skills and abilities to accomplish a common goal

MOST COMMON PITFALLS & CHALLENGES

- **Interview Challenges you shared with us**
 - People want to give the “right” answer when we are looking for those life experiences and their own challenges, rather than someone who is smooth and polished.
 - Identifying their cooking experience.



POSSIBLE SOLUTIONS

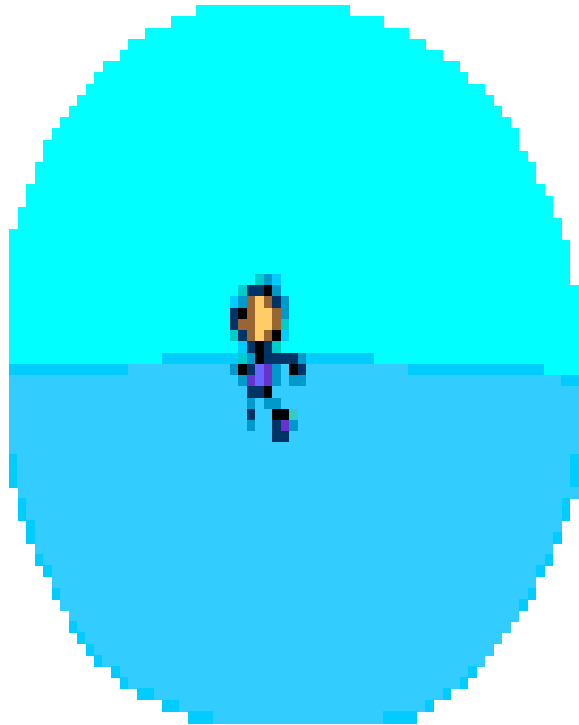
- Job readiness classes are available from the unemployment office, local libraries, employers outplacement programs and on the internet. People are learning how to answer the traditional interview questions.
- **Solution 1** Completely design and develop your interview process around the job skills, knowledge and abilities you need for the job.
- **Solution 2** Modify your interview style.

INTERVIEWING TECHNIQUES

"If it could be this easy...."



FIVE COMMON INTERVIEW STYLES?



- Traditional One-on-One Style
- Serial Style
- Panelist Style
- Situational or Performance Style
- Behavioral Style

TRADITIONAL ONE-ON-ONE INTERVIEWER

- Generally longer and focuses on specific knowledge and qualifications
- Ask questions to better understand the candidates education, experience and knowledge.
- Attempt to assess interpersonal skills, attitude, strengths and unique characteristics.
- Decision is made individually.



SERIAL STYLE INTERVIEWER

- Generally involve a series of different interviewers who meet individually with candidates.
- Interviewers then meet to compare notes and discuss the candidates.
- Hiring decision is made collectively among the interviewers.



PANEL STYLE INTERVIEWER

- Several colleagues serve on an interview panel or committee.
- Interview questions are structured. Same questions are asked of each candidate.
- Each panel member is assigned questions to ask each candidate.
- Members compare notes to make the hiring decision. May use an evaluation rating/ranking sheet to determine best candidate.



SITUATIONAL OR PERFORMANCE STYLE INTERVIEWER

- May be conducted individual or with interview panel.
- Situation or performance based questions where candidate is asked to role play essential job functions to assess specific skills.
- Candidate is given a theoretical or hypothetical situation or problem and assess their behavior in that situation.



BEHAVIORAL STYLE INTERVIEWER

- Can involve an individual or panel of interviewers.
- Focus is on specific competencies required for the position.
- Questions designed to assess past experiences and behaviors and may demonstrate particular skills needed for the job.
- Rating scale and evaluation criteria is generally used in the hiring decision.



WHAT CAN GIVE YOU THE RIGHT MATCH?

- For an EFNEP Paraprofessional, it can be beneficial to use an interviewing combination of:
 - *Panel*
 - *Situational or Performance*
 - *Behavioral*

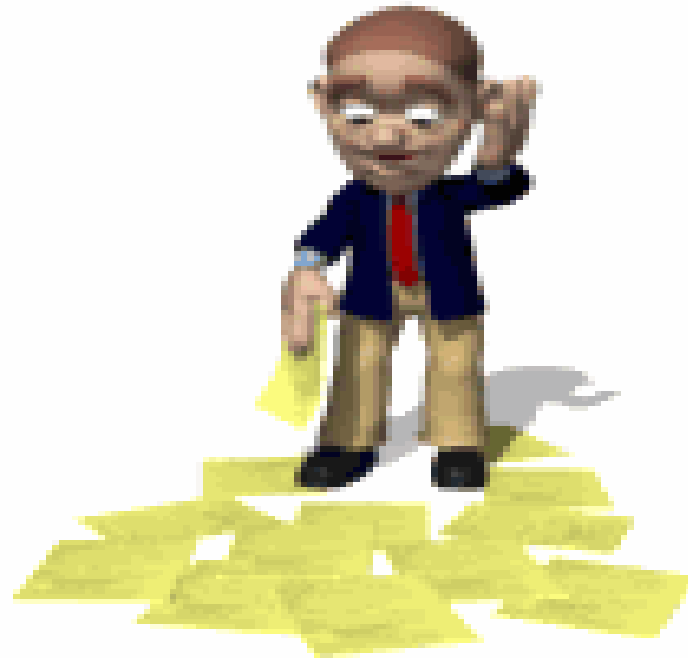
COMBINATION ADVANTAGES

- **Using a combination of these styles will. . . .**
 - Better gauge a candidate's abilities and skills in handling given situations.
 - Past performance can be the best predictor of future performance.
 - Can get a better idea of how the individual will fit within the organization and their abilities to meet the objectives of the program.

COMBINATION CHALLENGES

- Need to redesign your questions.
- Train interviewers on how to pose the situations and explain further if needed.
- Determine how to use/score the rating/evaluation criteria.
- Candidates are unfamiliar with this process.

HAVE YOU EVER FELT LIKE THIS GUY WHEN IT COMES TO PRE-SCREEN CANDIDATES' CVs



WHO TO INTERVIEW

Step 1 – Screening & Selection

- Prepare for the screening & selection phase for this process.

Screening & Selection –

- This is the critical step.
- If we select candidates offering less than what we are asking for or have overwhelmingly more than what is required for the job, this sets the pace for your success or lack thereof.
- Prepare an evaluation checklist to screen the applicants who specifically meet the requirements listed on the job description.

RESUME/APPLICATION SCREENING TOOL

Sample Rating Scale

- 3 = Exceeds requirements
- 2 = Meets requirements
- 1 = Not related but transferable skills
- 0 = Does not meet requirements

Sample Tool

Requirements	Notes	Rating
Education		
Experience		
Math Skills		
Flexible Schedule		
Worked in team environment		
Worked with community leaders		

RESUME/APPLICATION SCREENING TOOL (PASSOUT #1)

Rating Scale: 3 – Exceeds requirements, 2 - Meets requirements, 1 - No related but transferrable skills, 0 - Does not meet requirements

Requirements (Optional-You can further itemize each area)	Rating	Comments / Notes
<u>Education</u> (Review from resume or application)		
<u>Experience</u> (Do they meet the minimum requested)		
<u>Computer Skills</u>		
<u>Flexible Availability</u>		
Evidence of ability to <u>work in a team environment</u>		
Evidence of ability to <u>work with community leaders</u>		
Evidence of ability to <u>work with youth and adults in a teaching environment</u>		

PREPARING INTERVIEW QUESTIONS

Step 2 - The Interview Questions

- Does the job description align with the needs of the program?
 - Are the required knowledge, skills and abilities accurate and specific?
 - Are the core skills outlined?
 - Are the essential responsibilities clearly stated?

WHAT ARE THE CORE SKILLS?

Core skills are basic essential skills required for the job:

- **Planning**
- **Program Delivery**
- **Administrative**
- **Computer – Software Applications**
- **Outreach / Resourcefulness**

PREPARING INTERVIEW QUESTIONS

- Develop questions that will demonstrate the candidates knowledge, skills and abilities as they relate to the job.
- Design the questions so that you are able to determine the candidates experience in applying the core skill at your table .

PREPARING INTERVIEW QUESTIONS

- Also remember that the questions we develop can not be discriminatory. We can not ask about
 - Race
 - Color
 - Sex
 - Religion
 - National origin
 - Birthplace
 - Age
 - Disability
 - Marital/family status

PREPARING INTERVIEW QUESTIONS

Core Skills Exercise

CORE SKILLS EXERCISE INSTRUCTIONS

- Appoint a timekeeper, a recorder and a reporter at your table.
- Facilitate a 3 minute brainstorming session to identify the specific skills necessary for the EFNEP Paraprofessionals for the Core Skill category assigned to your table. (A postcard is placed at the center of your table)
- Then develop two questions to determine if the candidate has the level of skills essential for that Core Skill category.
- Write your two questions on the flip chart paper .
- Groups with the same Core Skill category are to come together and elect One question for the interview role play exercise.
- Write the final question on the flipchart paper and on a regular sheet of paper.
- At the end of the exercise, a reporter will share the final question for that core skill category.
- Post the Flip Chart paper on the wall and give the regular sheet of paper to the panel for the role play exercise

RATING THE INTERVIEWEE

○ Step 3 – Review and Rate

- Establish an evaluation criteria Tool to rate each candidate's ability to perform that essential function

EVALUATION CRITERIA

○ Sample Rating Scale

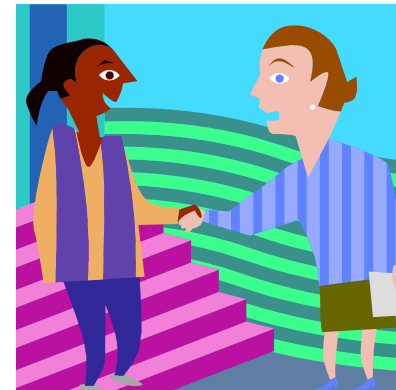
- 3 = Exceeds requirements
- 2 = Meets requirements
- 1 = Not related but transferrable skills / needs more training
- 0 = Does not meet requirements / no prior experience

SKILLS / ABILITIES	RATING	COMMENT
Planning Skills		
Program Delivery Skills		
Administrative Skills		
Computer Software Application Skills		
Outreach / Resourcefulness Abilities		

INTERVIEWING



Role Play



MOST COMMON PITFALLS & CHALLENGES

Retention Challenges you are facing today:

- Having new hires really understand what they have taken on with this new job.
- Younger hires leave and see this job as a stepping stone.
- Employees leave for higher pay and benefits.
- Martial status changes or they move.
- Recruited by partner agencies for job they have open
(this is not all bad as they become great recruiters and supporters).

RETENTION POSSIBLE SOLUTIONS

How to retain them:

- Communicate regularly on their performance and progress of the program.
- Spend time training them and doing demonstrations before you send them out into the community.
- Establish performance goals, objectives and outcomes for each EFNEP paraprofessional in your area. Don't just hire and send them out to fly alone.
- Ensure that they have the tools and resources they need.
- Do site visits to show that you are interested in what they are doing for the program.
- As for college level students, link into a related major and maybe try credit exchange as well as a paid internship.

RETENTION POSSIBLE SOLUTIONS

- The millennium generation may see these jobs as stepping stones. However, the solution is to use their skills, knowledge and abilities to the maximum while you have them. (Summer programs, one-time special projects, etc.)
- As for higher pay and benefits, it is important to know if your part-time pay is competitive with other employers in your area.

When you need to increase the pay, survey the job with your HR department to see if a reclassification may need to happen to adjust the position and its pay range.

- Partner with agencies in your community who work with displaced workers looking to start new careers and offer skills training and placement upon successful completion.

CONCLUSION

- We just shared with you some possible solutions and strategies.
- We all improve by learning from each other
- However, the best practices that work for some may not work for others.
- It is also important for us to partner with our Human Resources department on recruiting, interviewing, retention, and termination.

FINDING QUALIFIED EFNEP PARAPROFESSIONALS



Thank You



3/31/2010

Virginie Z UMES 2010 EFNEP



Q & A



Impact Statements Follow a Simple Formula:

1. Describe the issue or problem statement (relevance) in simple terms appropriate for your principal audience.
 - Why are we doing this teaching/learning, research/discovery, and extension and outreach/engagement program?
 - What needs were expressed?
 - What was the situation/problem, and why was it a problem?
 - What college initiative and/or Cooperative State Research, Education, and Extension Service (CSREES) planned program is addressed?
2. Provide an action statement (response).
 - What did you do?
 - What were the key elements?
 - Who was the target audience?
 - What resources were expended?
3. Describe the impact (results).
 - The impact of your works is in the answer to the question "What is the payoff socially, economically, and environmentally?"
 - What happened to the audience as a result of the work described?
 - What knowledge was gained?
 - What skills were increased?
 - What practices/behavior changed? How many people changed?
 - How much money was saved?
 - Were policies changed as a result?
 - What were the end results (quantitative and qualitative)
 - How was evidence collected to document the impacts (surveys, observation, etc.)?
 - What was the scope of the impact (campus, regional, statewide, etc.)
4. Who was responsible?
 - List collaborators or contributors.
5. Your name and contact information.

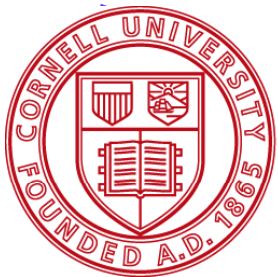


Learning Stations

"Lesson in a Box" for Nutrition Educators

Carol Parker-Duncanson

Partially channeled by Jamie Dollahite



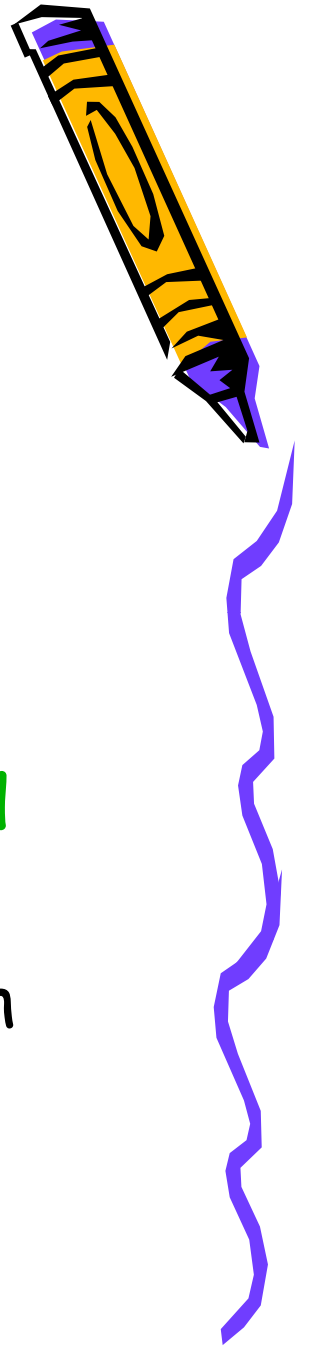
Cornell University
Cooperative Extension
New York City





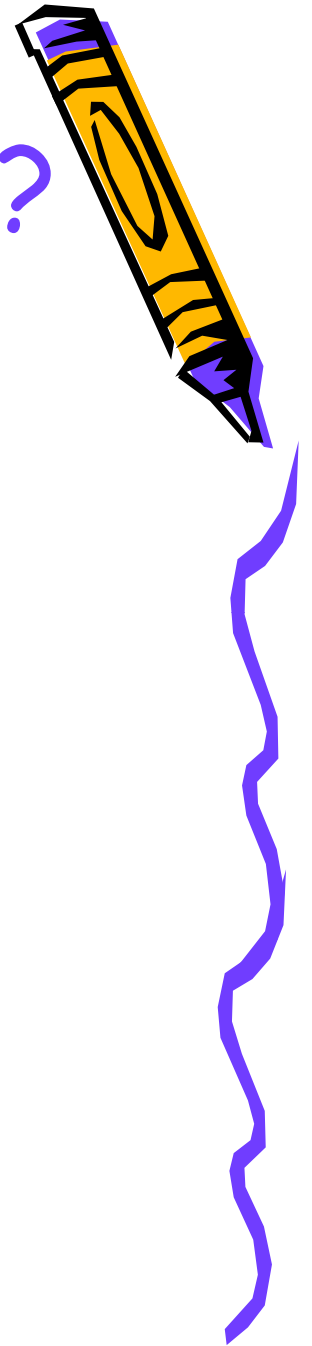
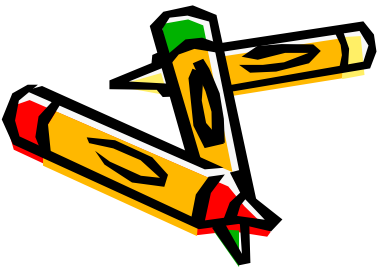
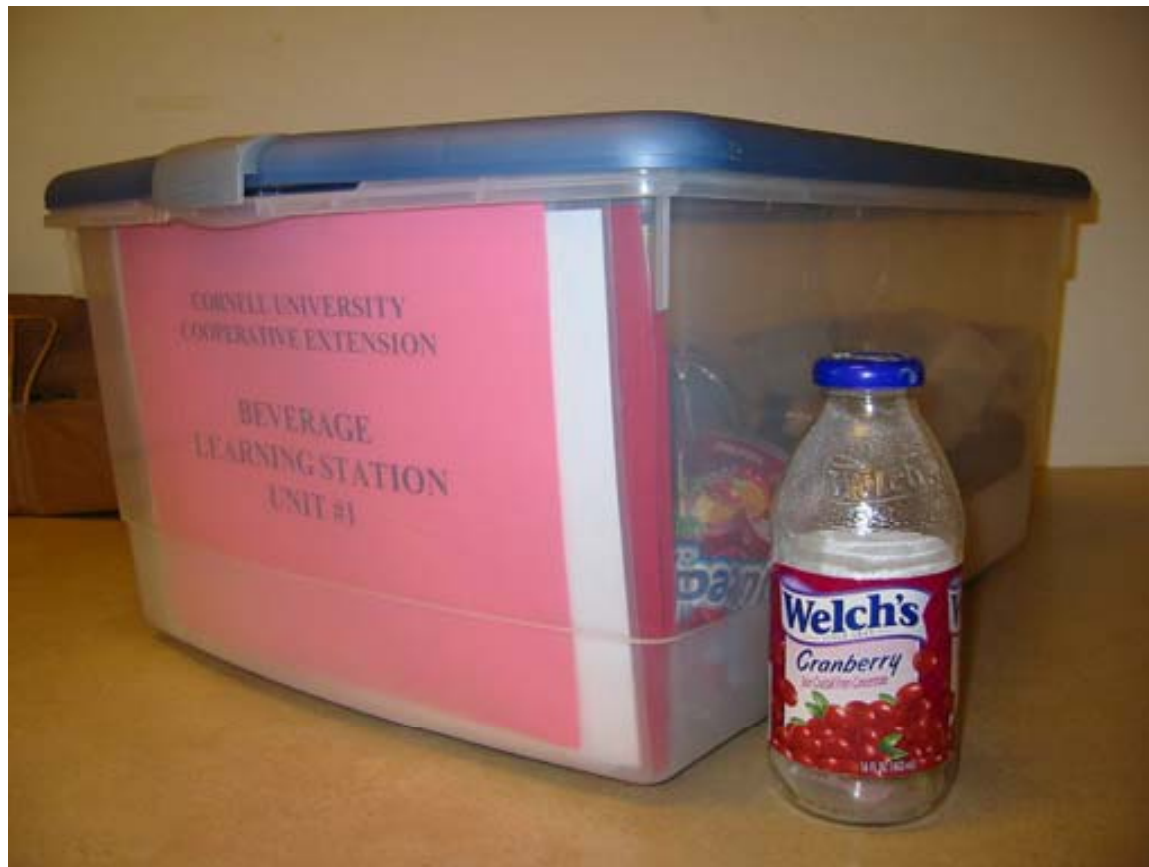
What are Learning Stations?

- Exciting, innovative, educational, recruitment and marketing tools
- Focus on a **single topic**
- Consist of many **visuals** and **open-ended questions**
- Combine **research-based concepts** with **hands-on activities**



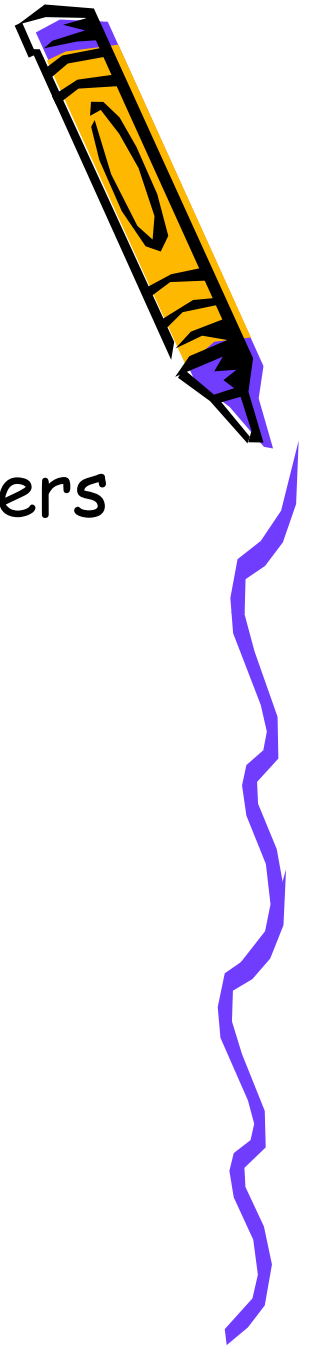
What are Learning Stations?

- Lessons in a Box....
- Wonderfully portable!



How do Learning Stations Work?

- Motivate participants and agency partners to make positive behavior changes
- Engage participants in memorable activities!
- Bring to life networking and marketing meetings



How are Learning Stations used?

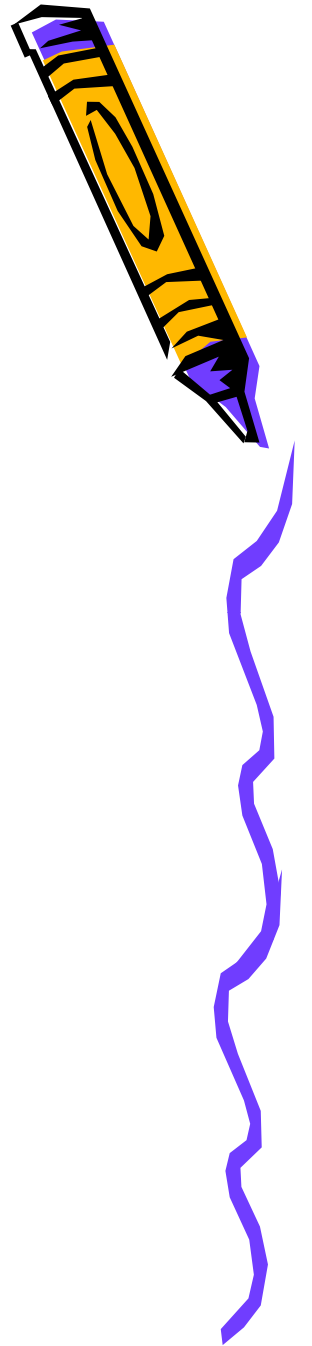
Marketing: "Show, Don't Tell"

Learning Stations help to reach all audiences...



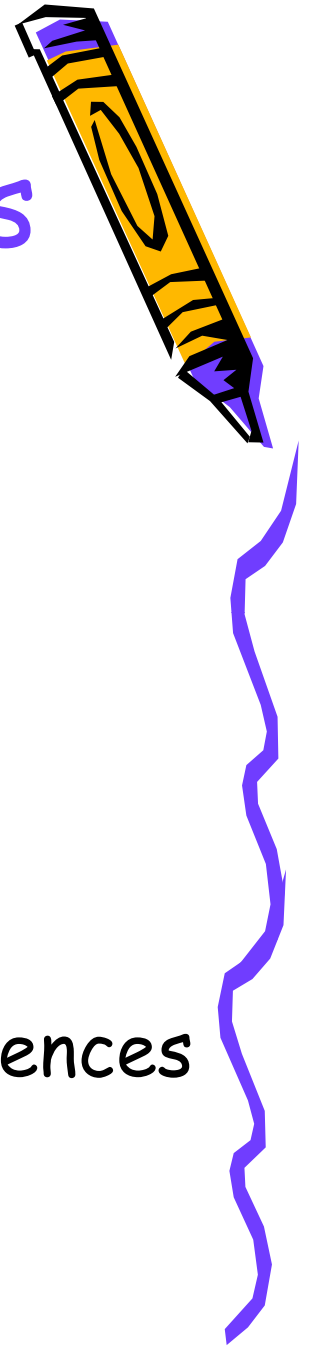
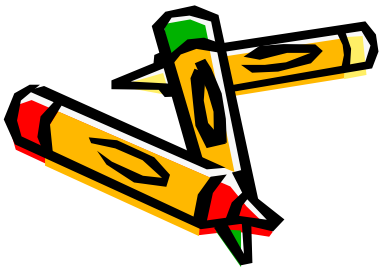
Where are Learning Stations used?

- Health Fairs or Special Events
- Professional Development and Special Workshops
- Program Marketing Presentations



Learning Station Components

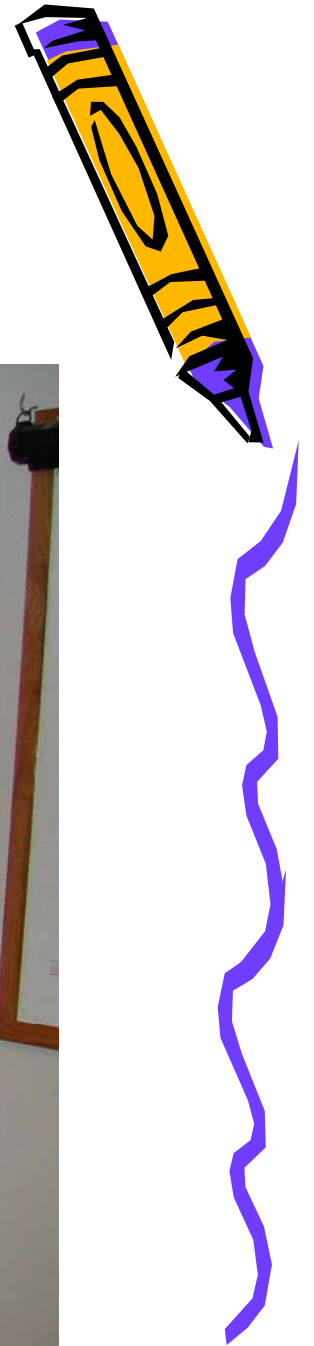
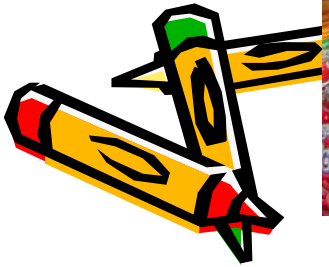
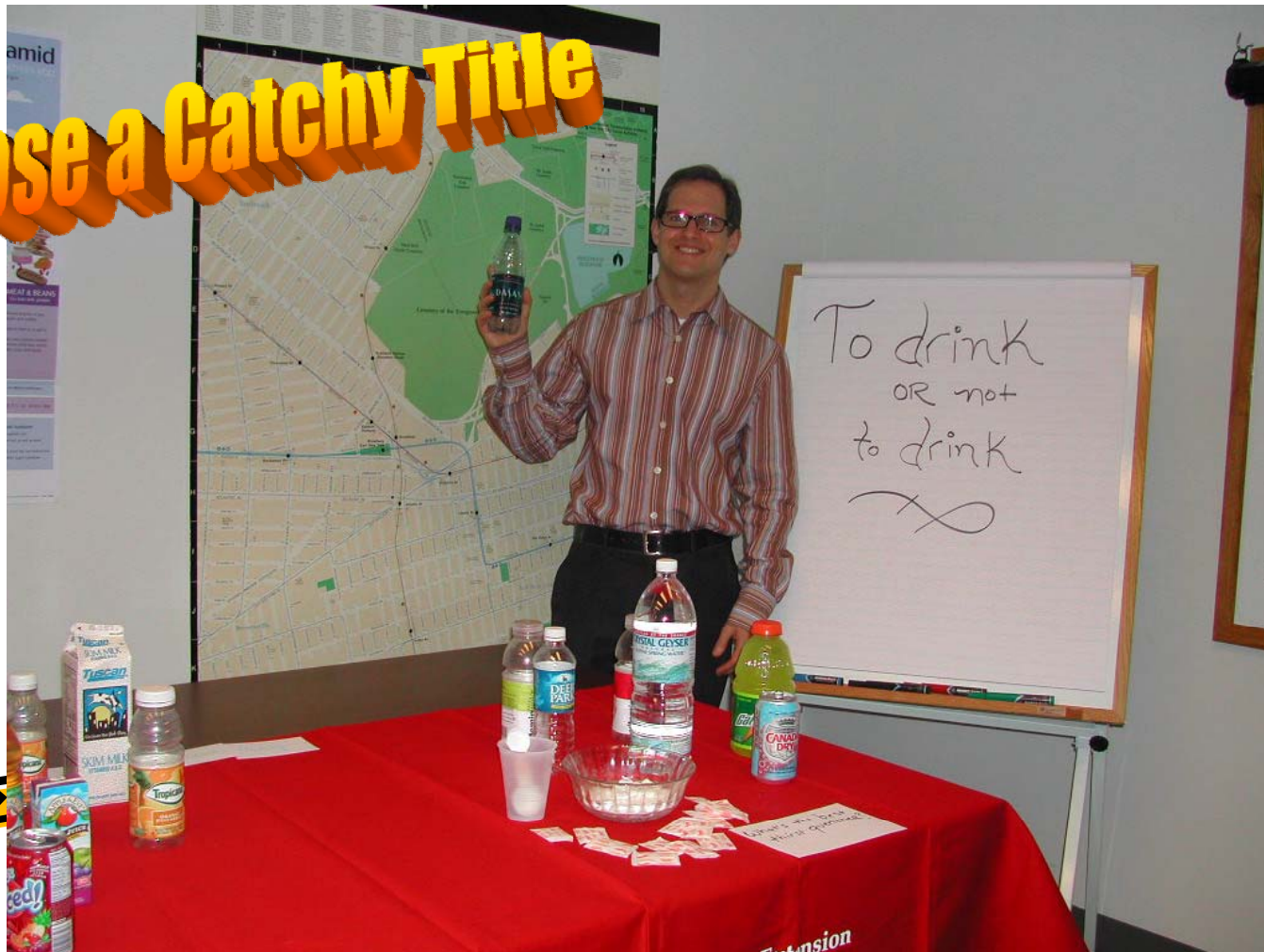
- 1) Topic and Name
- 2) Core Messages
- 3) Open-Ended Questions or Conversation Starters
- 4) Learning Activities
- 5) List of Items
- 6) Table Layout
- 7) Adaptations for Different Audiences
- 8) References and Websites
- 9) Cooperative Extension Logo



Learning Station Components

1) Topic and Name

Choose a Catchy Title



Learning Station Components

2) Core Messages:

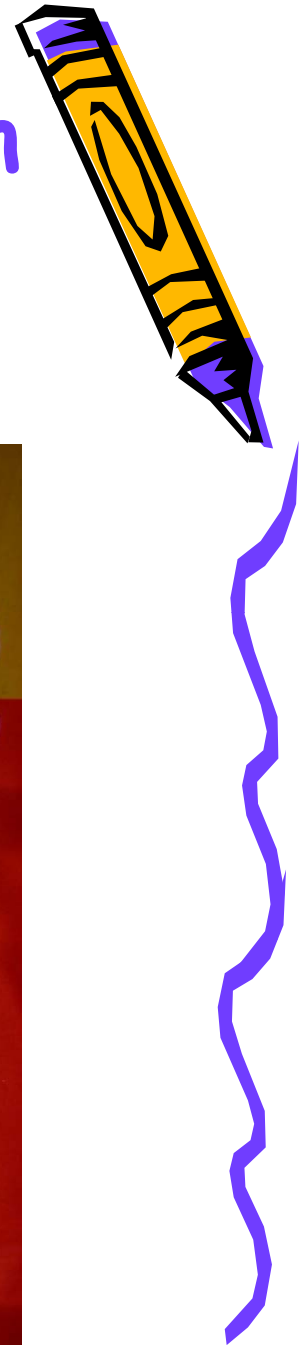
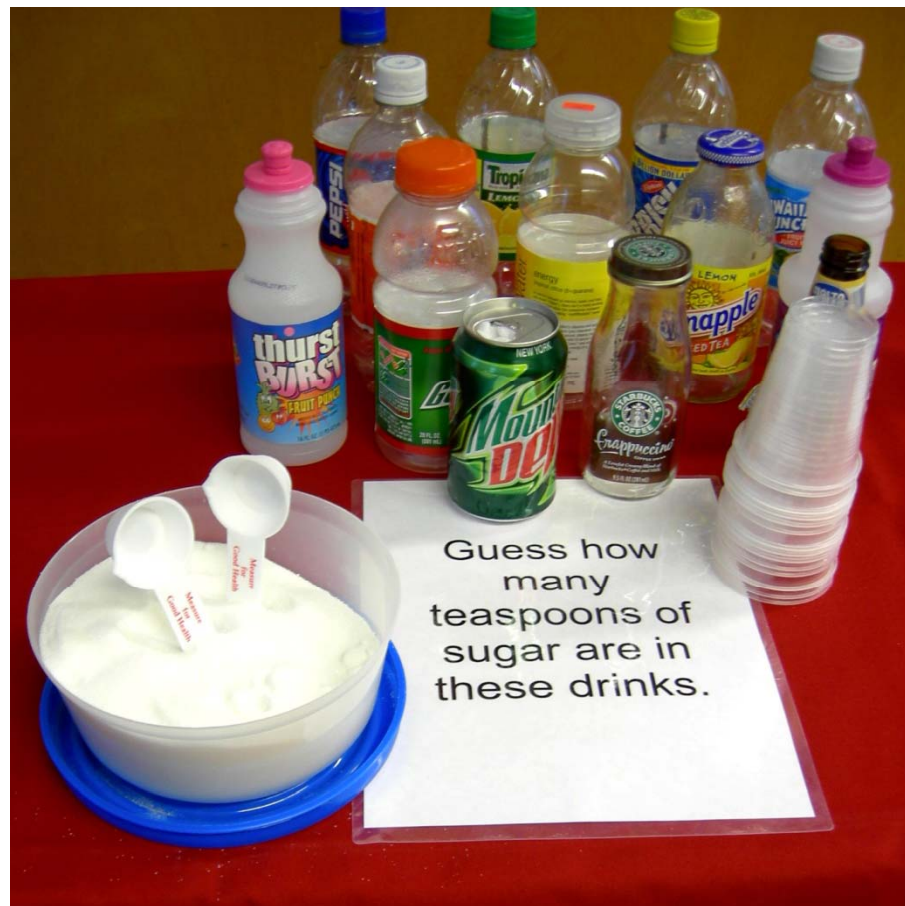
What are the key messages that you want the participants to learn and walk away with after exploring the Learning Station?

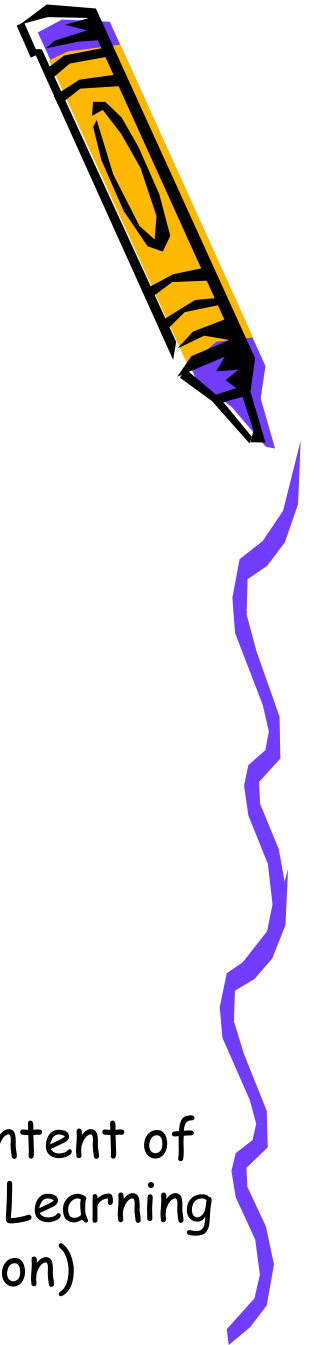


Components Learning Station

3) Open-Ended Questions or Conversation Starters

What are some open-ended questions that will invite participants to explore the Learning Station and discover the answers?



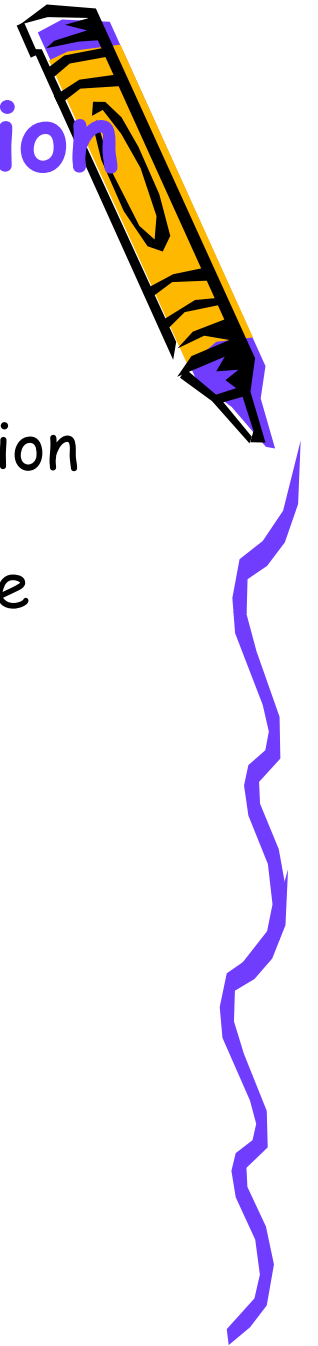


(Sugar Content of
Beverages Learning
Station)

Components of a Learning Station

4) Learning Activities

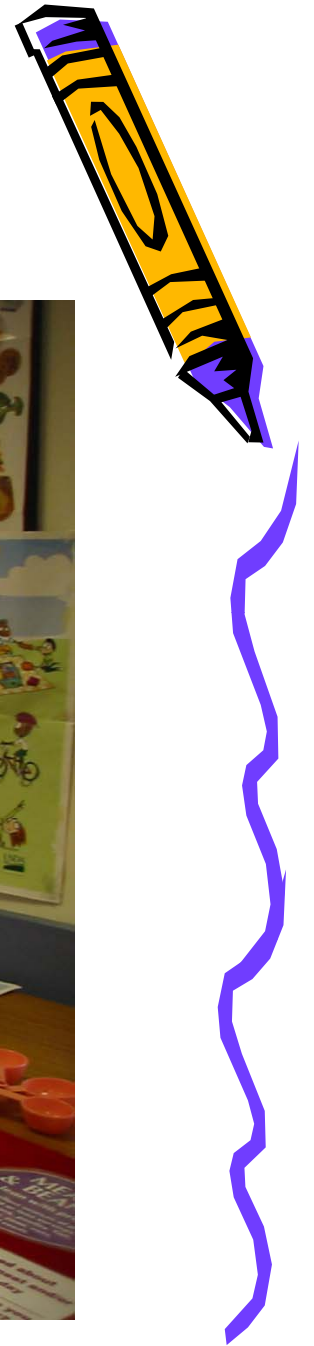
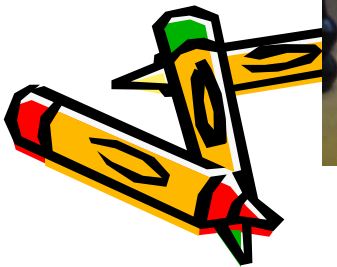
Each open-ended question will correspond to a learning activity or "mini-station." The Nutrition Educator will guide participants through the activities, while taking advantage of "teachable moments."



Sugar Content of Beverages



With Agency Partners

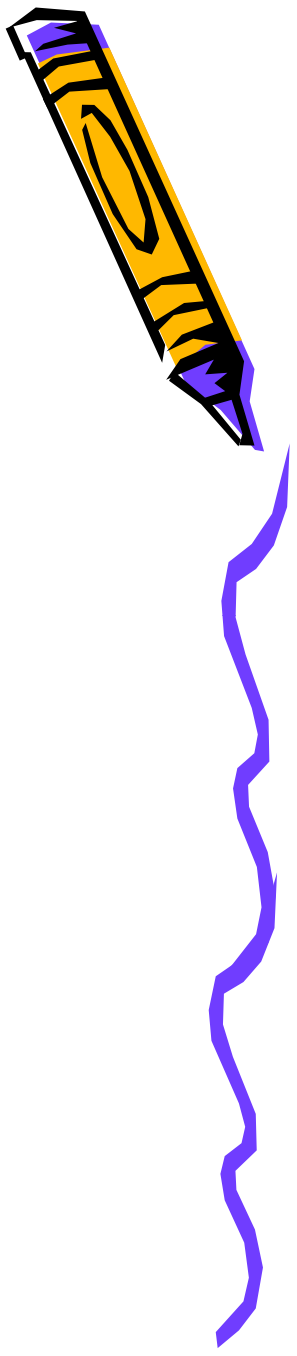
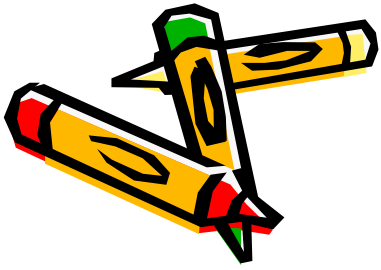


IMPORTANT!

Learning Stations are **NOT** a stand-alone education tool.

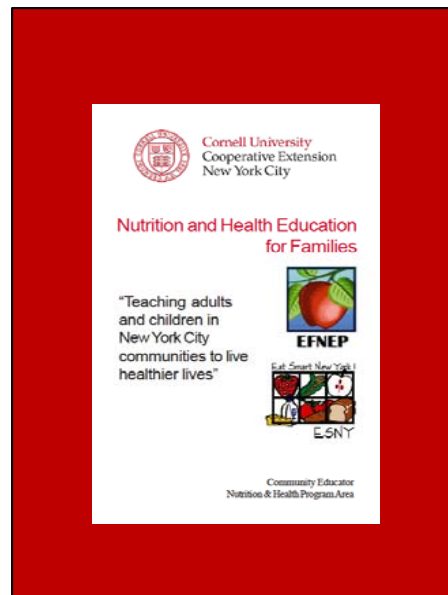
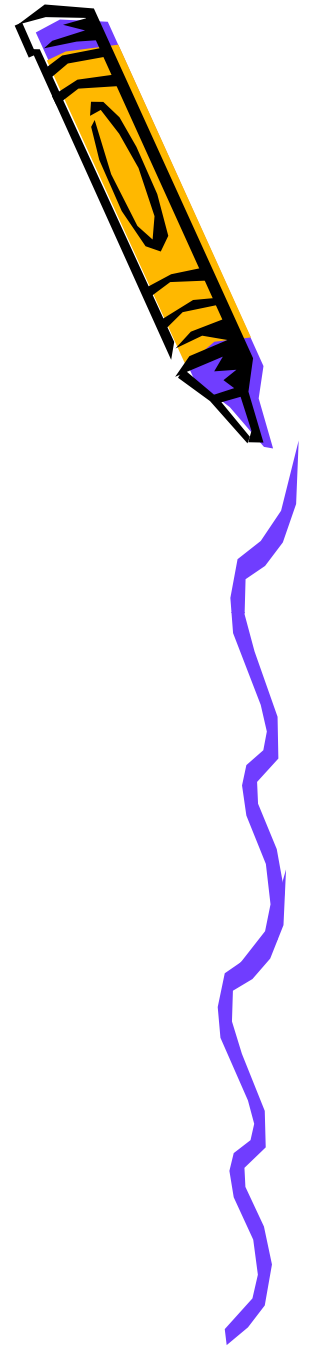
The success of a Learning Station depends upon the work of the Nutrition Educator guiding participants through the activities of the Learning Station.





Marketing Portfolios

A Visual Tool Used to
Present our Program



Community Nutrition Education

with
Cornell University Cooperative Extension



Fun, Interactive Workshops With a Personal Touch!



Hands On Putting Lessons Into Practice!



Movin' to the Beat

Dynamic Activities For All Ages!



Healthier Families

Together We can Make it Happen!



Bringing the Classroom Into the community!



Graduation

A time to Celebrate!



Interactive Learning Stations For Community Fairs, Markets And Other Events!



Prepare Healthy And Delicious Foods!

**Apple Raisin Celery Salad
(with mayo)**



**Apple Raisin Celery Salad
(with yogurt)**



**Black Bean Broccoli
Quesadilla**



Apple Sandwiches



**Microwavable Butternut Squash Apple
Casserole**



Carrot Raisin Salad



Cornell University
Cooperative Extension
New York City

Certificate of Achievement

awarded to

For participation in the
Nutrition & Health Workshop Series

Cornell University Cooperative Extension – New York City
Advancing New York City Through Research

Jennifer O'Neill

Extension Associate

Date

Community Educator

Cornell University Cooperative Extension Presents **FREE** Nutrition Workshops

Learn About:

- Basic Nutrition/MyPyramid
- Portion Size
- Food Safety
- Menu Planning
- Food Shopping & Budgeting
- Food Preparation
- Physical Activity

Date: _____

Time: _____

Place: _____

Come Join The Fun!

There are 10 workshops. Each workshop is 1 1/2 hours long.



You will prepare nutritious and delicious recipes, and taste new foods. Those who come to at least 8 sessions will receive a **certificate** from **Cornell University Cooperative Extension!**



Marketing Portfolios

Other Items Included:

Program Description

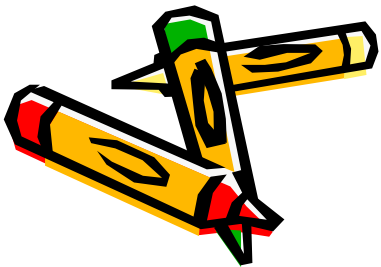
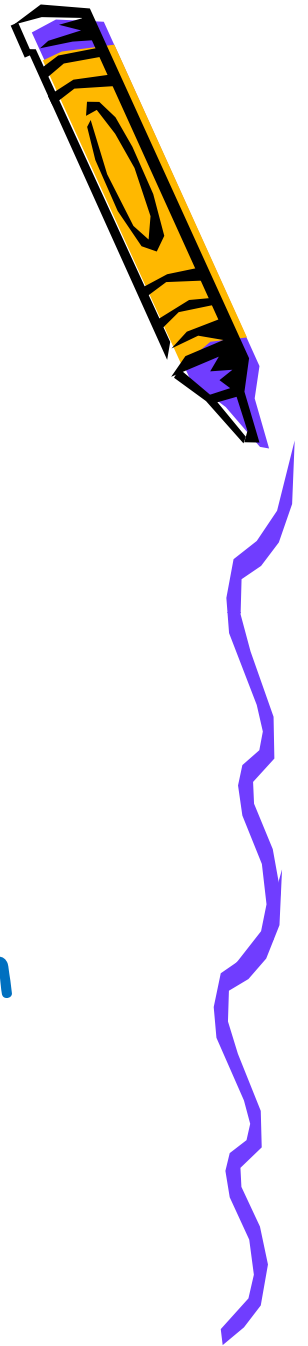
Program Information

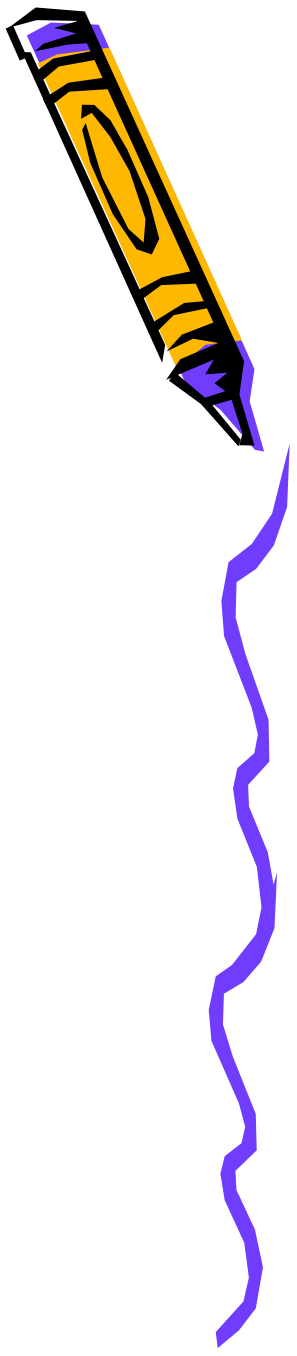
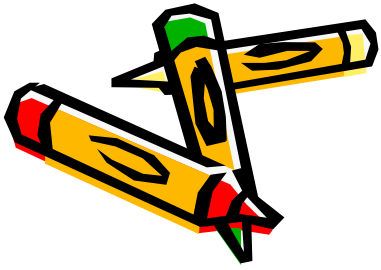
Adult Entry Form

Request Form

Adult Photo Release Form

Youth Guardian Photo Release Form





Long-term Effects of Nutrition Education on Low-income Adults in Wyoming

Mary Kay Wardlaw, PhD
Director Cent\$ible Nutrition Program
wardlaw@uwyo.edu

Presentation for EFNEP Coordinators
March 2010, Washington DC



Participants of the University of Wyoming Cent\$ible Nutrition Program

Mixed-method research

One to four years later

Changes related to food & nutrition
and other life changes



Overview

- Quantitative
 - Follow-up behavior checklist
 - Mail survey to graduates (4-part)
 - 1 to 4 years after graduation
 - 18-items
- Qualitative
 - Semi-structured interviews
 - Telephone
 - 30 minutes in length

Mixed Method Research

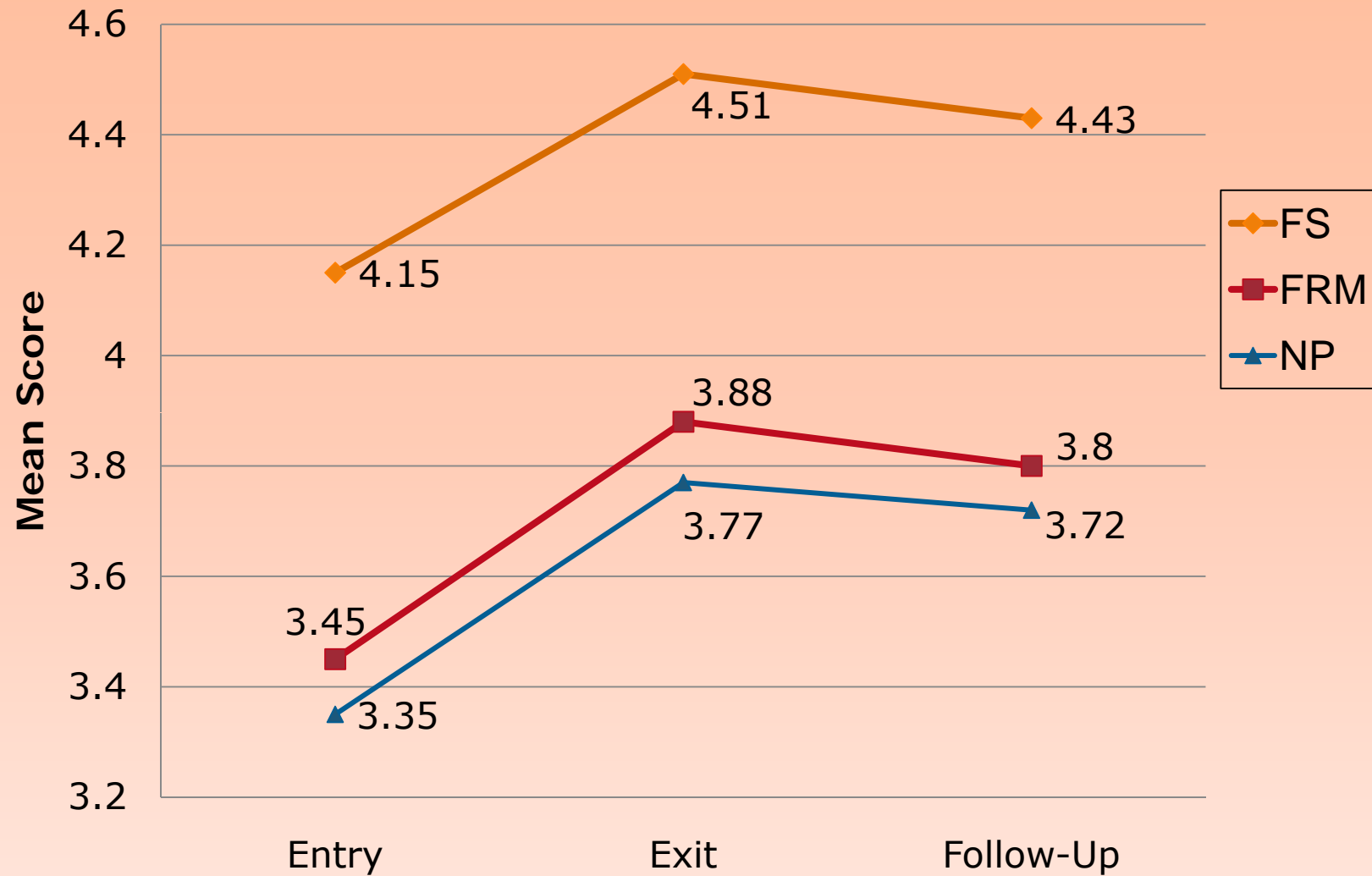
493 Surveys

- 46.4% response rate

Quantitative

- Three data points
 - Entry
 - Exit
 - Follow-up (at least one and up to four years)
- Matched for Respondents
- Three Subscales
 - Food Resource Management (FRM)
 - Food Safety (FS)
 - Nutrition Practices (NP)

Behavior Checklist



Mean Subscale Scores

Scale Pairs	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>
FRM – Food Resource Management					
Entry to follow-up	.36	.61	492	12.90**	.000
Exit to follow-up	-.08	.54	492	-3.40**	.001
FS – Food Safety					
Entry to follow-up	.27	.56	492	10.97**	.000
Exit to follow-up	-.08	.55	492	-3.20**	.001
NP – Nutrition Practices					
Entry to follow-up	.38	.58	492	14.41**	.000
Exit to follow-up	-.05	.53	492	-2.01**	.045
* <i>p</i> < .05 and ** <i>p</i> < .01, two tailed					

Paired Samples *t* Tests

- Random selection from respondents
- Less than 50 years of age
- 20 telephone interviews (1 unusable)
- 18 to 43 minutes, average 29 minutes
- Digital recordings
- Incentive = cookbook and \$20
- 234 written comments from survey

Qualitative

Behavioral Themes	Learned (# of 19)	Maintained (# of 19)
Use grocery list	9	9
Compare prices, unit pricing	7	6
Plan menus	6	7
Buy on sale	5	7
Cook from scratch, Master Mixes	4	6
Use coupons	4	4
Buy generic or store brands	4	3
Buy in bulk, stock up	2	5

Food Resource Management



I do like the Master Mixes, I really like those. I have to make a monthly list, I buy monthly. . . . When I make the menu, the menu is a big one, that helps me most for money saving. I know what I need, when I need it, and I don't buy other stuff.

Jean, Nov 12, 2008

Food Resource Mgmt Quote

Behavioral Themes	Learned (# of 19)	Maintained (# of 19)
Cool food properly (< 2 hours)	10	5
Use sanitizing solution	6	9
Clean more often and better	6	8
Avoid cross contamination	7	4
Thaw properly	6	4
Wash hands more and better	4	5
Separate cutting boards	4	4

Food Safety

I had 5th, 6th and 7th graders at that time . . .
so they could help out and I'd remind
them why you have to keep dirty meat
stuff away from fresh vegetables and fruits
and whatever else you're preparing so
they didn't get sick.

Robin, Oct 29, 2008

Food Safety Quote

Behavioral Themes	Learned (# of 19)	Maintained (# of 19)	Cooking (# of 19)
Increase fruits & veggies	6	8	6
Select & cook - less fat, sugar, salt	6	8	4
Eat healthier, balance, MyPyramid	6	5	3
Choose whole grains	6	5	3
Read labels, Label ease	5	6	
Increase knowledge of nutrients	4		

Nutrition Practices



I use it [nutrition] every day actually.
Every day and what you put into your
body. Kind of like a gas tank, what
you fill your body with depends on
how well your engine will run. We try
and eat healthier each day and get
those lessons to my kids.

Tracy, Nov 12, 2008

Nutrition Practices Quote

What about other life changes
beyond just food and nutrition?

- qualitative interviews

Other Effects?

- Improved health
- Decision-making skills
- Tracking and goal setting
- Confidence
- Parenting
- Quest for learning
- Peace
- Worthiness

Life Effects

I just got a little bit calmer and more peaceful when I did it. . . . It didn't stop when the class stopped. It bled into the rest of the day, the week, the month . . . It just gave me a sense of peace, you know. I can't explain that type of peace. But it's there and it's nice, it feels good. . . . I started trying to find that feeling in other areas of my life.

TM, Oct 29, 2008

Peace

I have more self confidence. I guess I always thought that, well, everybody treated me like I was stupid or had the plague or something. After that class, the teacher was so nice and she gave us all the information that we needed. . . . It was something that I really needed. . . . I think the best thing I got was that I felt like I was worth something.

Stacie, Nov 12, 2008

Worthiness

- Graduates improved & sustained food and nutrition behaviors and gained other positive life changes
- Resources for nutrition education are making a difference
- More than nutrition education – enhanced competence, connectedness, autonomy

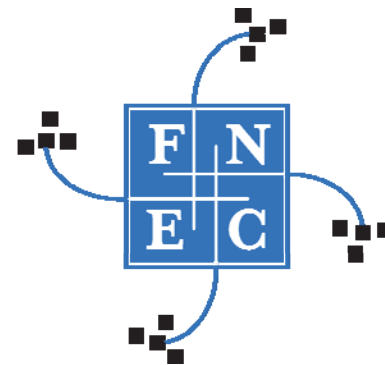
Bottom Line

MARKETING AND RECRUITMENT

Jamie Dollahite
Associate Professor and
Director, Food and Nutrition Education in Communities



Cornell University
Division of Nutritional Sciences



Marketing in EFNEP

- Circular A-421.

Section 42. *Selling and marketing.* Costs of selling and marketing any products or services of the institution [unless allowed under Section J.1.c. (allowable advertising costs) or J.34 (proposal costs)] are unallowable.

- Public value of EFNEP

“The value of EFNEP to those who do not directly benefit from EFNEP.”

- ***What do we need to do to tell the story of our programs and their impacts?***

Definitions

Marketing: sharing the public value of our program with agency partners

Recruiting: directly attracting prospective participants to enroll in our program

What do you think makes marketing and recruiting most difficult for county staff?

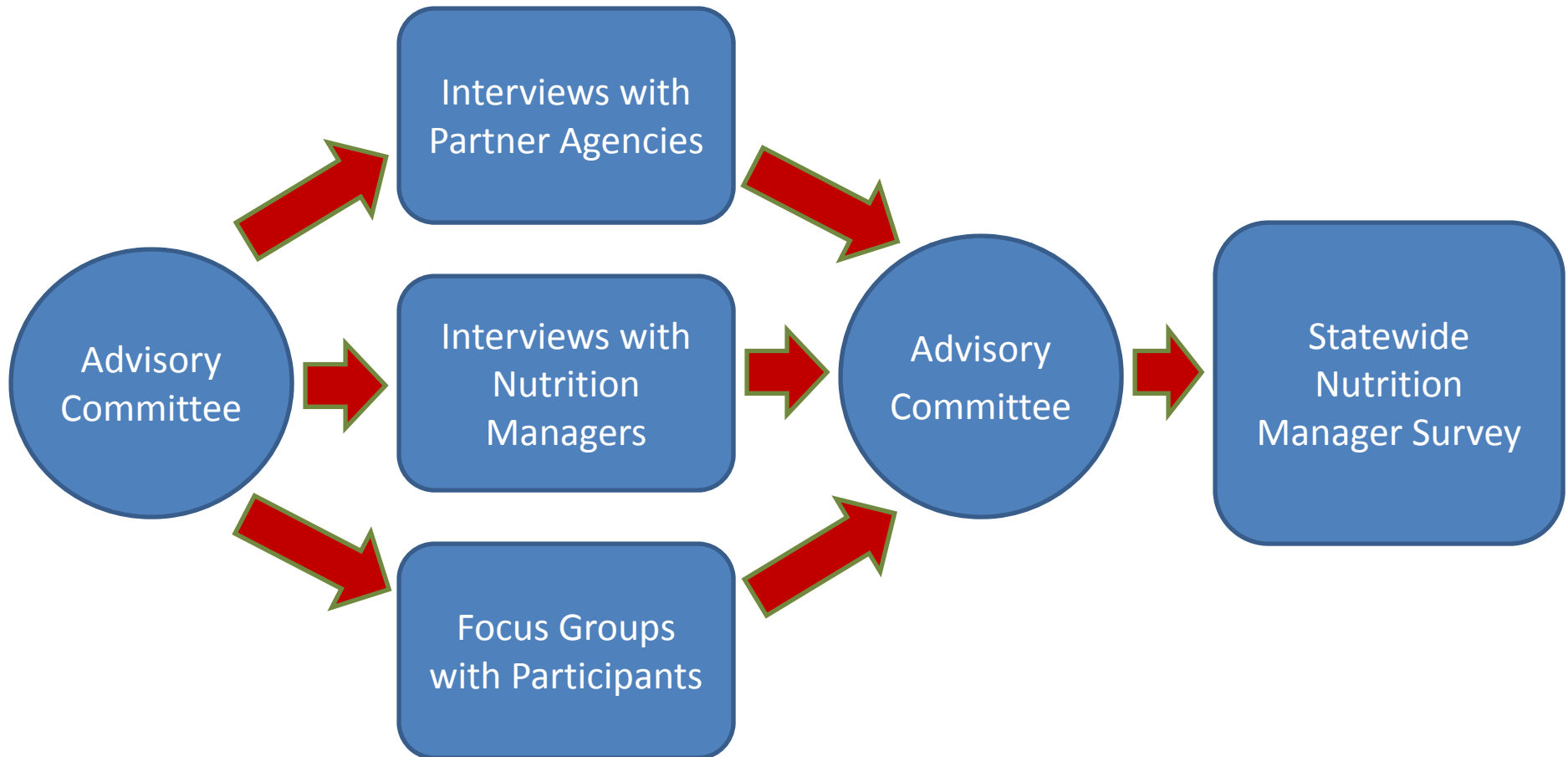
Purpose

- Support efforts of Cornell Cooperative Extension programs in marketing benefits to collaborating agencies and other stakeholders interested in nutrition programming SNAP-Ed and EFNEP target audience
- Support efforts of extension nutrition programs in recruiting and retaining eligible participants

Questions

- What are key marketing & recruitment challenges?
- How are these challenges being overcome?
- How can we do a better job of reaching our target audience?
- What training needs do we have?

Methods



Partner Agency Interviews (n = 14)

Agency	Rural	Urban	Total
WIC	2	1	3
Head Start/ Even Start	1	2	3
DSS	2	2	4
NOEP	0	2	2
Multi-service	1	1	2
Total	6	8	14

Partner Agency Interviews: Results

- General positive perception of programs
- Inconsistent marketing message
- Misperception and confusion about what the intentions of the programs
- Perception of Cooperative Extension as a collaborator varies
- Personal relationships important at all levels

Nutrition Manager Interviews (n = 6)

Region , urban/rural	Managers Interviewed
Eastern Central, mixed <i>(Capital)</i>	2
Central, mixed <i>(Finger Lakes)</i>	2
Far north, rural <i>(North Country)</i>	1
Western, mostly rural	1

Nutrition Manager Interviews: Results

- Some struggle with marketing, some with recruiting, some with both
- Many strategies are used for marketing & recruitment
- Various marketing messages are used
- Manager maintains agency relationships, frontline staff recruit (some frontline maintain relationships)
- Successful—In-person recruitment & formal agreements with agencies
- Unsuccessful—Events & cold calling names from partner agency client list

Participant Focus Groups

	Groups (n=6)	Participants (n=34)
Rural	3	11
Urban	3	23
Group Delivery		30
1 to 1 Delivery		4

Participant Focus Groups

Reasons for participating

- Help with kids meals
- Health condition
- Interest in cooking
- Something to do
- Lose weight
- Help with budgeting
- Incentives

Barriers to participation

- Childcare
- Family constraints
- Weather

Participant Focus Groups

What participants liked

Format

- Discussion-based
- Group support
- Ownership of group
- Ideas/choices
- Convenience of home delivery

Content

- Portion size
- Label reading
- Cooking techniques
- Food safety
- Workshop materials
- Preparing healthier meals
- Practical information

Participant Focus Groups

Ppt 1: "...we own the group in terms of you know, we have a say, we know we have a say and we are invested. So when we decide we want to do something...

Ppt 2: We're all in."

"...it was just very practical. Which for me sums it up because you know everything we talked about we can all use, so practical, I would say, would be a very good word."

"The easiness. Making it easy... I thought it was going to be difficult and it made it easy to consider and think about nutrition."

Participant Focus Groups

Praise for educator

- Nice and/or helpful
- Knowledgeable
- Non-judgmental
- Values and respects participants

Why others don't participate

- Too busy
- Negative connotation of "nutrition"
- Don't want to be forced to change
- Don't like classroom setting
- Focused on short term
- Need more encouragement

Participant Focus Groups

Ppt 1: "...sometimes when you take classes, especially when you are economically disadvantaged, it comes down as kind of preachy and it wasn't. It was presented with, you know...

Ppt 2: Dignity.

Ppt 1: ...she wasn't talking down to us. Which was really important."

Ppt 1: "You could see that she was excited about what she was doing."

Ppt 2: "...she wants people to be healthy!"

"...we need ten [educator]s!"

"...she didn't criticize me if my house was a little messy."

Participant Focus Groups

Participant Suggestions

Classes

- More or longer sessions
- Flexibility of times/make-up sessions
- More follow-up or encouragement
- Have option for more detail on topics of interest

Recruitment

- Partner with community outreach organizations
- Use mass media to advertise

Statewide Survey

(n=47 (>80%) managers; 44 counties)

Quantitative analysis: 2 categories created

- Counties who met cost criteria in FY2008
- Counties who did not meet cost criteria in FY2008

Qualitative analysis on open-ended questions

Statewide Survey: Agency Partners

- All or almost all are working with
 - WIC
 - Head Start
 - Department of Social Services
 - Food banks or pantries
 - Residential or day treatment centers
- Those who met cost criteria more likely ($p < 0.05$) to work with these agencies:
 - Health Centers*
 - Shelters*
 - Transitional housing*
 - NOEP
 - Schools

Statewide Survey: Agency Partners

- Would like to partner more often with:
 - WIC, DSS, Head Start, grocery stores, schools, health centers, NOEP, food pantries/soup kitchens
- Barriers to partnering with these agencies:
 - Agency staff:
 - lack time
 - don't see the program's value
 - have high staff turnover
 - Participants:
 - lack time
 - lack interest

Statewide Survey: Marketing Strategies

- All or almost all use:
 - Face to face meetings
 - Phone or email to keep in touch with partner agencies
 - Nutrition trainings or presentations for partner agency
 - Community meetings to promote nutrition programs
 - Participation on task forces or committees
 - Promotional material distributed to partner agency
 - Attending partner agencies' conferences
- Counties who met cost criteria more likely to use:
 - Advisory committees with partner agencies
 - Regular meetings with agencies to share program impact

Statewide Survey: **Comfort Level**

- Managers are most comfortable using:
 - Face to face meetings
 - Presentations and trainings for partner agency staff
- Managers are least comfortable using:
 - Impact statements
 - Hosting or joining advisory committees

Statewide Survey: **Comfort Level**

How difficult is marketing to partner agencies?

	Met Cost Criteria	Did Not Meet Cost Criteria
Easy	80%	63%
Neutral	12%	11%
Difficult	8%	25%

Statewide Survey: **Comfort Level**

- Counties who did not meet cost criteria were more likely to agree:
 - Working with community agencies to find participants is the hardest part of my job.*
- Counties who did not meet cost criteria were less likely to agree:
 - When I started this job, I thought I would spend as much time on marketing as I am currently spending.

Statewide Survey: Comfort Level

- What makes marketing easy?
 - Having a marketing plan
 - “We constantly review and reassess agencies we are not working with... we try to touch base with those agencies 1-2 times per year...”
 - Partner agencies recognizing the value of the programs
 - Long standing relationships with partner agencies
 - When partner agencies understand program goals and requirements
- What makes marketing difficult?
 - Partner agencies are too busy to be interested
 - Partner agencies feel our programs are competing for clients’ time

Statewide Survey: Marketing Messages

Hands-on

Free

Helps needy families plan healthy meals & stretch food dollars

Help families feed their families for less

Impact of behavior change is better quality of life & lower healthcare costs for taxpayers

Make healthy food choices on a limited budget

Helps families become healthier

Teach basic nutrition food safety for people receiving food stamps

Fun

Interactive

Dialogue based

Develop knowledge & skills for no cost

Knowledge to make informed decisions

Structured series

Delivered by trained nutrition educators in homes

What you can do with \$14

Practical

Cooking skills

Improve food shopping skills

Money management

Menu planning

Aligning with agency's goals for clients

Food tastings

Get kids to eat vegetables & fruits

Enhance agency's program

Physical & fiscal fitness

Be smart about your food choices

Can be tailored to specific needs

Eat healthier & spend less

Confidential

Get the most from your food dollar

Planning & preparing safe & appropriate meals

Improve health

Economical meals without wasting food

Message tailored to meet needs of agency

Statewide Survey: Features of Programs

- Counties who met cost criteria were more likely to promote these program features:
 - Dietary analysis* (agencies)
 - New recipes* (agencies)
 - Interactive education* (agencies)
 - Graduation certificate* (agencies & participants)
 - Tasting new foods* (agencies)

Statewide Survey: Recruitment Strategies

- All or almost all counties
 - Attend health fairs or events to promote programs/enroll participants
 - Offer incentives to participants for completion of series
 - Ask partner agencies to refer participants
 - Recruit pre-existing groups from partner agencies
 - Do drop-in presentations at partner agencies
 - Ask partner agency to distribute promotional material or recruitment forms
- Some counties
 - Partner with agencies to offer programs together
 - Partner with agencies that offer incentives
 - Send newsletters
 - Use self-referrals (drop-boxes, interest surveys)
- Few counties
 - Get contact list from partner agency & make cold calls
 - Use public access TV, radio, newspaper articles or videos
 - Provide childcare or transportation

Statewide Survey: Recruitment Comfort Level

- Staff are most comfortable
 - Recruiting pre-existing groups
 - Doing “one-shot deals” or food demos
 - One-on-one participant recruitment
- Staff are least comfortable
 - Using mass media
 - Recruiting in waiting rooms

Statewide Survey: Recruiting Comfort Level

- How difficult is recruiting participants?

	Met Cost Criteria	Did Not Meet Cost Criteria
Easy	36%	21%
Neutral	12%	11%
Difficult	52%	68%

Statewide Survey: Comfort with Recruiting

...what makes a difference?

- Planning and re-planning

“As a team we continue to look at our current recruitment efforts & build on them. We also look at changes in community agencies & demographics to make sure we are marketing ... in the proper places.”

- Having agency support

“If they buy into it, the participants will buy into it as well.”

- Educator experience and skill

“Recruitment is a form of selling. I think this is new for most educators.”

- Reaching the eligible population

“People are so busy- combining 2 or 3 jobs to get by.”

Summary of Themes

- Marketing savvy is essential.
- Community connections must be maximized.
- Having a marketing plan is important.
- Need to have a single, simple message that describes the program in a few words.
- Program impact should be shared.
- Educating agency partners and prospective participants about the specific features of the program works.

What have you heard that might apply in your state?

How do these ideas inform your plan to make marketing and/or recruitment easier and more productive in your state?

What is the first thing you will do when you get home to put your plan in motion?

Going “overboard on Lunches” Wellness Policies”

Provide healthier recipes for cafeteria staff

Emphasize physical activity

Allow some snacks but set boundaries

Educate students on balance

Learner how to cook

Food demonstration “hands-on”

Do not make assumption of what people know provide them with basic concepts of cooking equipment, food safety concept

Interactive, creative focus on what people want to learn about cooking (practical receipes, different culturally aspects.

Physical Activity

Use a curriculum that fully integrates PA into nutrition.

Be clear that everyday activities can be first a first step

Get buy-in from paraprofessionals: need for multiple trainings.

Games that make PA fun and involve the whole family

“Emergency Preparedness”

Planning to have enough food for emergencies

Build it slowly – a little at a time

Buy on sale – BOGO – put one in stash

Short cooking times, ready to eat – recipe books

Ideas for kits – including can openers

Current

Holistic education for kids and parents

Value added for parents

2-way communication needs to come back

Make it an assignment

Recipe contest

Relearn information from past lesson

Full circle education

Build on each lesson

Parent and child day

Motivation

Culture night

Language/cultural Barriers

Family – Centered Programming involves different groups – youth

Adults and accommodate

Different cultures

Adults separate

Youth separate

Food prep together

Current

How to engage both parents and children thru Head Start

Via interests of adults and children

Food prep

Gardening

Current

Hiring EFNEP educators who have higher education background

How to train new and existing staff to understand/empathize with target population

People who are from the community should be hired

Need to be from population

Look at volunteer experience a wealthy person can still have skills

Poverty simulations

Can you teach empathy?

Current

How to stay true to paraprofessional model

Light job description

Hire graduates of program

Don't automatically mix the degreed applicants

New Poor – Michigan

Unemployed who have never had to go for unemployment

People who want to spend more wisely

Emergency preparedness for consumers

3-Days worth of food ready

Sports team – starting to meet weights performance

Decrease in social services – having decrease what they have to offer

Closed doors

Phone use/to get information

Schools, class size, PE Time

Use of gardens – local use for food purchase increase in need and interest

Being able to speak about obesity

Adding physical activity to curriculum

Learning/knowing how to cook
Going overboard on school lunch
Policing how to get “bad” foods
Not being taught balance

Current Issues

Language barriers, cultural differences between educators and clients
Develop cultural competent curricula using paraprofessional as reviewers
Combine position between EFNEP and SNAPE so you can lure a variety of different paraprofessional with different cultural language/skills
Write curriculum in common dialect
Acknowledging relationships with key leaders of different cultures

Issues – Current

Train new EFNEP work force
Paraprofessional – values – experience
Language barriers – Spanish – norms, translation issues
Holistic education of child/parent/environment
Savvy consumerism of food

Current

Train new staff to understand target population
Who to hire?

- Stick to paraprofessional model
- Still hire from community
- Poverty simulation
- May have volunteer experience
- Hire to meet goals and values of EFNEP

Current

Emergency Prep

Food storage kits – help build slowly

Make (create list/recipe book)

How not to break into storage

University of Vermont has one

Learning how to cook

- Give basics

- Interactive

- Keep practical

- Remember culture

Issues Emerging

The new poor (need assistance)

Attention of people who need to use money wisely

Emergency preparation for consumers kit with food

Sport teams – make weigh performance

Social services – school

Interest/need local food systems

Incorporate physical activity in nutrition education

Learning to cook food preparation

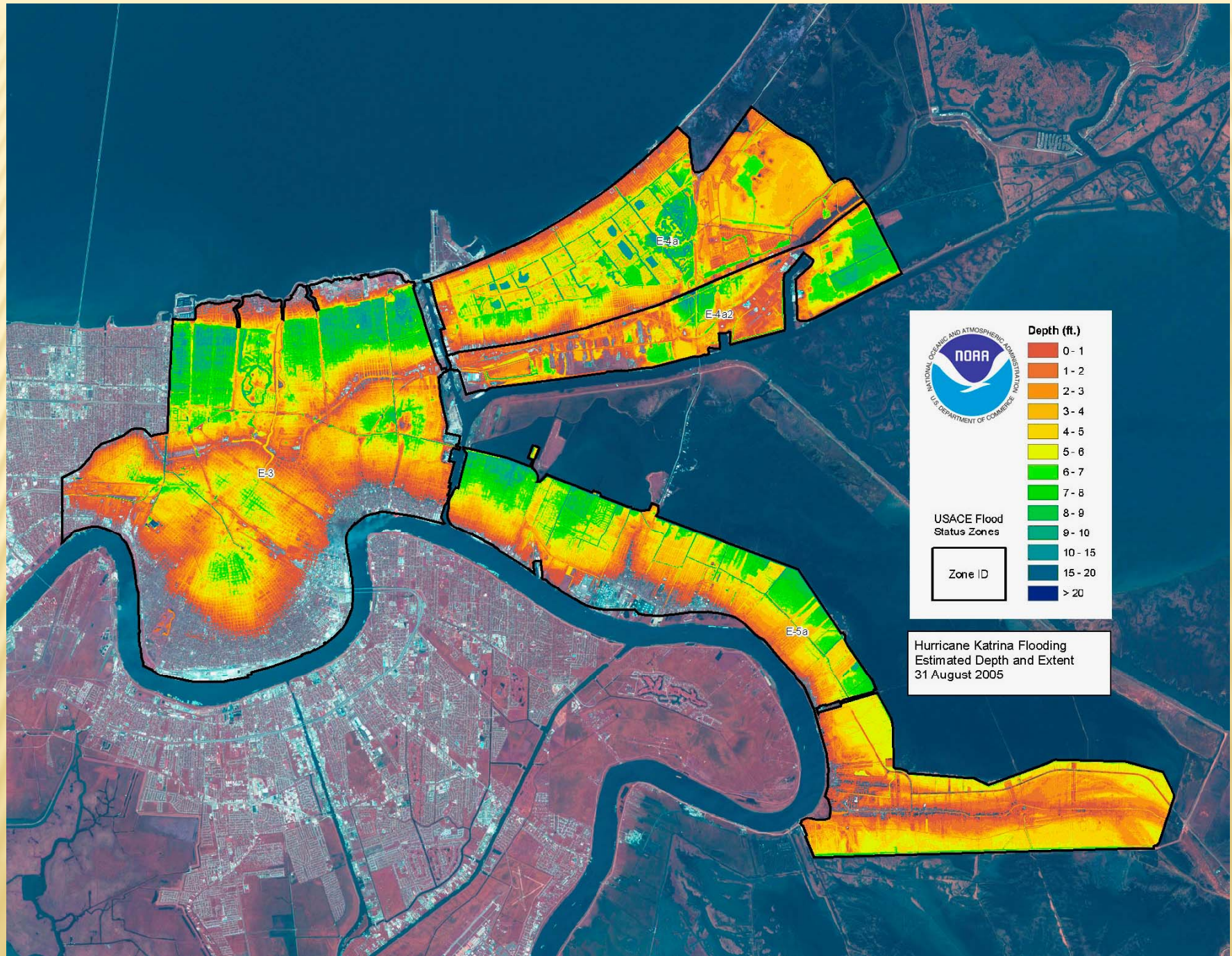
Balance in nutrition education (extremes)



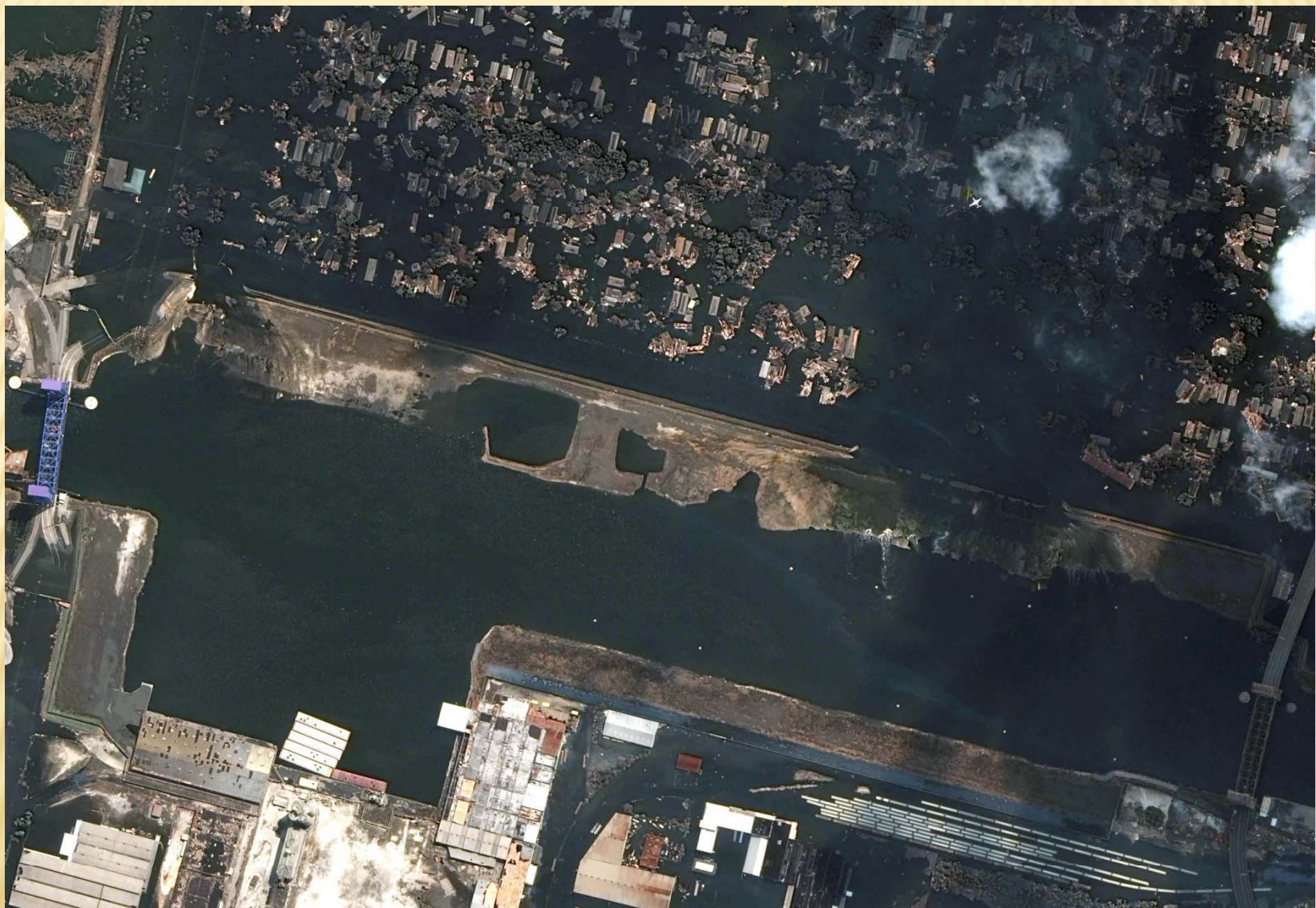
Heli J. Roy, PhD, RD, MBA

LSU AgCenter

HIGHLIGHTS OF EFNEP IN LOUISIANA























-
- ✖ Water driven by the Aug. 29, 2005, storm flooded 80 percent of the city and essentially destroyed St. Bernard and Plaquemines parishes.





911review.org

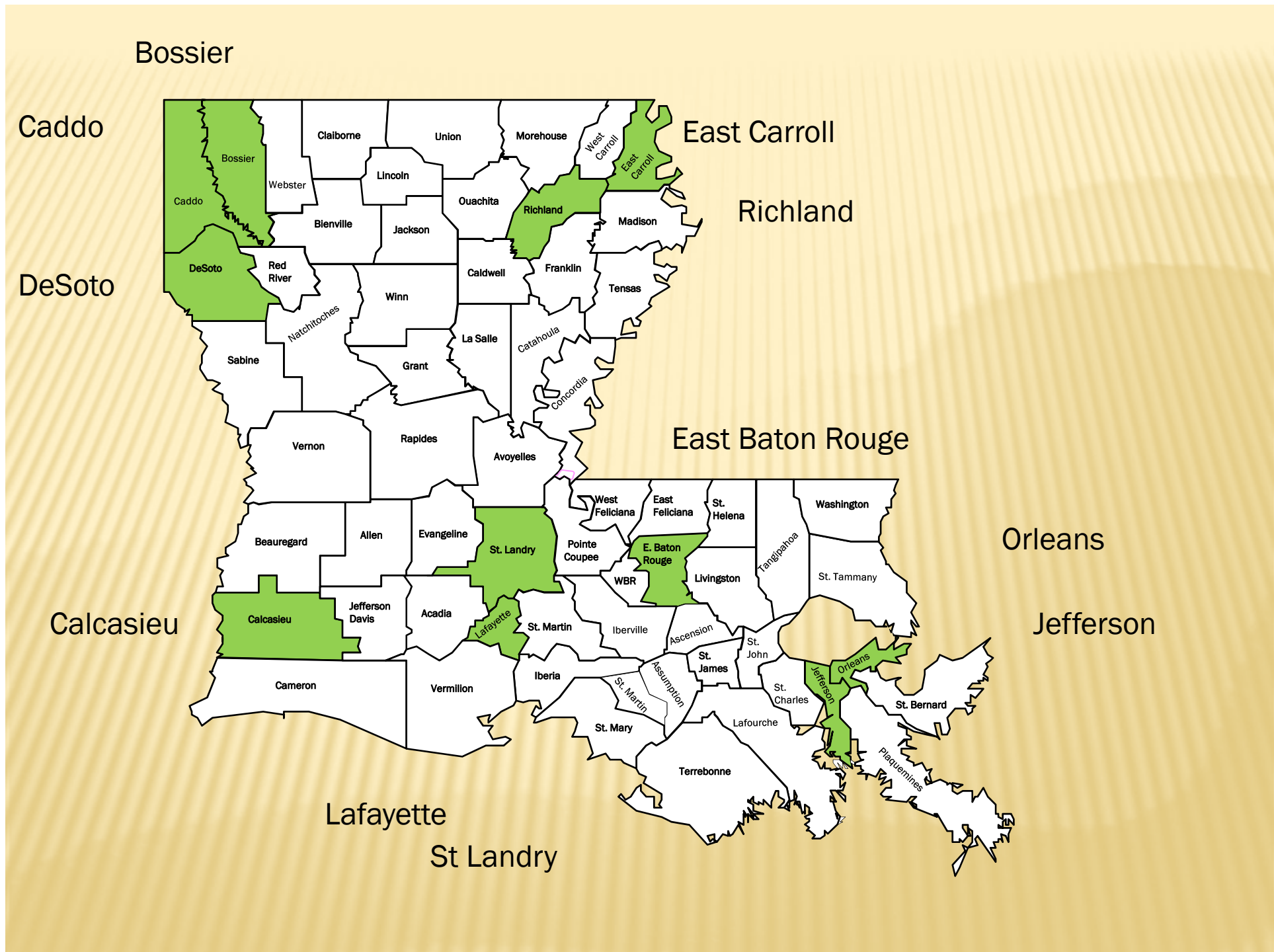


Hurricane Katrina
Chalmette La Sept 3 05

Orleans

THE PROGRAM GOAL FOR FALL 2005:

- ✘ During October 1, 2005 to December 1, 2005 - outreach activities in order to reconnect with a community totally dismantled as a result of Hurricane Katrina.
- ✘ Distribute Storm Recovery materials to Disaster Recovery Centers and networking with other agencies to reach families returning to various communities in Orleans Parish with the greatest need.
- ✘ Distributed over 50,000 Storm Recovery Booklets to residents impacted by the storm from various Disaster Recovery Centers (DRCs), retail outlets, and local government offices.



LOUISIANA EFNEP PARISHES

✖ Caddo – pop. 252,895	<i>Shreveport / Bossier</i>	+0.4%
✖ Bossier – pop. 110,250		+12%
✖ DeSoto – pop. 26,388		+3.5%
✖ Richland – pop. 20,501		-2%
✖ East Carroll – pop. 8,166		-13%
✖ Calcasieu – pop. 185,618	<i>Lake Charles</i>	+1%
✖ Lafayette – pop. 206,976	<i>Lafayette</i>	+9%
✖ St Landry – pop. 92,173		+5%
✖ East Baton Rouge – pop. 428,360	<i>Baton Rouge</i>	+ 4%
✖ Jefferson – pop. 436,181	<i>Metairie</i>	- 4%
✖ Orleans – pop. 311,853	<i>New Orleans</i>	- 35%

Orleans

THE PROGRAM GOAL FOR SPRING 2006:

- ✘ January 2, 2006 to September 30, 2006 the EFNEP staff delivered a series of 10 EFNEP lessons to 952 youth in nine schools in Jefferson and Orleans parishes that had reopened.
- ✘ Recruited, enrolled and delivered a series of EFNEP lessons to 125 EFNEP families.
- ✘ 67 Volunteers were recruited to deliver the EFNEP lessons, serve on the EFNEP advisory committee, or provide support to the EFNEP nutrition educator.

CURRENT ACTIVITIES IN ORLEANS

Orleans OFFICE IN TRAILER ON UNO CAMPUS



Orleans

OPEN SCHOOLS : 86

- ✗ Non-Charter Schools (38 total)
- ✗ Charter Schools (48 total)
- ✗ Orleans Parish School Board (OPSB) 5
- ✗ Recovery School District Charters 34
- ✗ Orleans Parish School Board Charters 12
- ✗ Independently run charter schools 2
- ✗ Recovery School District (RSD) 33



ELSEWHERE IN LOUISIANA

Caddo/ Bossier

SUMMER ACTIVITY DAY 2009: FOOD, FURS, AND FUN

- ✗ The 37th annual Summer Activity Day of the Caddo /Bossier Expanded Food and Nutrition Education Program (EFNEP) was held during the month of June 2009.
- ✗ A total of 22 camps were carried out.
- ✗ “Are You Drinking Your Sugar” lesson and “Exercise Is Fun” activity was conducted and the 4- H agents engaged the youth by introducing them to furry animals that can be found in the Shreveport region.

Caddo/ Bossier



Calcasieu

SMART CHOICES IN SCHOOLS

The Smart Choices curricula are being conducted in the Calcasieu Parish schools within the PE classrooms. Information is being delivered via presentations, hands-on activities and educational materials.

Presentations are conducted for grades 5th – 7th and as a result of the nutrition education received, out of 836 participating students 76% showed improvements in a healthy lifestyle knowledge according to the DGA 2005.



Lafayette

- ✕ EFNEP nutrition educators in Lafayette Parish meet with Special Ed students in 5 middle schools and 4 high schools each week for 12 weeks, teaching the Smart Choices curriculum to the students. Many hands on activities are incorporated into each lesson along with a taste treat.

MYPYRAMID MAN



East Baton Rouge

MAYOR

- ✖ Mayor Kip Holden comes from an EFNEP family.



**Mayor-President
Melvin "Kip" Holden**

East Baton Rouge SCHOOL PROGRAMS

- ✖ The Smart Choices Youth program is presented within physical education classes in schools.
- ✖ In 2008—2009 school year, there were over 3,400 youth that participated.



East Baton Rouge SUMMER DAY CAMPS

- ✘ Evacuee students from Renaissance Village, Elm Grove, S. Gibbens, Airport 2, Greenwell Springs, and Victoria Dr. trailer communities and traditional parish student residents attended 14 summer day camp sites throughout the parish.
- ✘ Transportation was provided by Big Buddy for the students to attend the summer camps. Students received ~1,200 contact hours of nutrition education.

N= 1,500 youth



ACROSS THE STATE: PARTNER WITH SMART BODIES



COLLABORATION WITH SOUTHERN UNIVERSITY



Nutrition News

VOLUME 8, No. 5

A COMMUNITY NUTRITION PROGRAMS NEWSLETTER

De'Shoen Friendship,
MPA, CFPP
Annrose Guarino,
PhD, RD
Celia Jackson,
B.S., RD, LDN.
Sandra May

Food Budgeting Be a Penny Pincher!

Nutrition News

VOLUME 8, No. 10

A COMMUNITY NUTRITION PROGRAMS NEWSLETTER

De'Shoen Friendship,
MPA, CFPP
Annrose Guarino,
PhD, RD
Celia Jackson,
B.S., RD, LDN.

Food Budgeting Ingredient Substitutions

Nutrition News

VOLUME 8, No. 6

A COMMUNITY NUTRITION PROGRAMS NEWSLETTER

De'Shoen Friendship,
MPA, CFPP
Annrose Guarino,
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Celia Jackson,
B.S., RD, LDN.
Sandra May
MS, RD
Heli Roy,
PhD, RD

Food Budgeting Cutting Food Costs – Planning, Shopping and Buying

Coupon Common Sense

Many of us do not get as much from our food dollars as we could. Using coupons, however, often can save several dollars a week on groceries.

To get the most from your coupons, try the following ideas:

- Use coupons for foods you normally eat, rather than for "extras."

CHANGES IN LOUISIANA

- ✗ Influx of Hispanics
- ✗ Hispanic school in Caddo
- ✗ Hiring Hispanic NE's in several parishes
- ✗ Providing educational materials in Spanish
- ✗ Continue to move EFNEP to metropolitan areas
- ✗ Meet with parish EFNEP coordinators electronically once a month
- ✗ Expand services in Orleans Crescent area

NEW ORLEANS AFTER RECOVERY



LOWER 9TH WARD



MITCH LANDRIEU WINS NEW ORLEANS MAYOR'S RACE

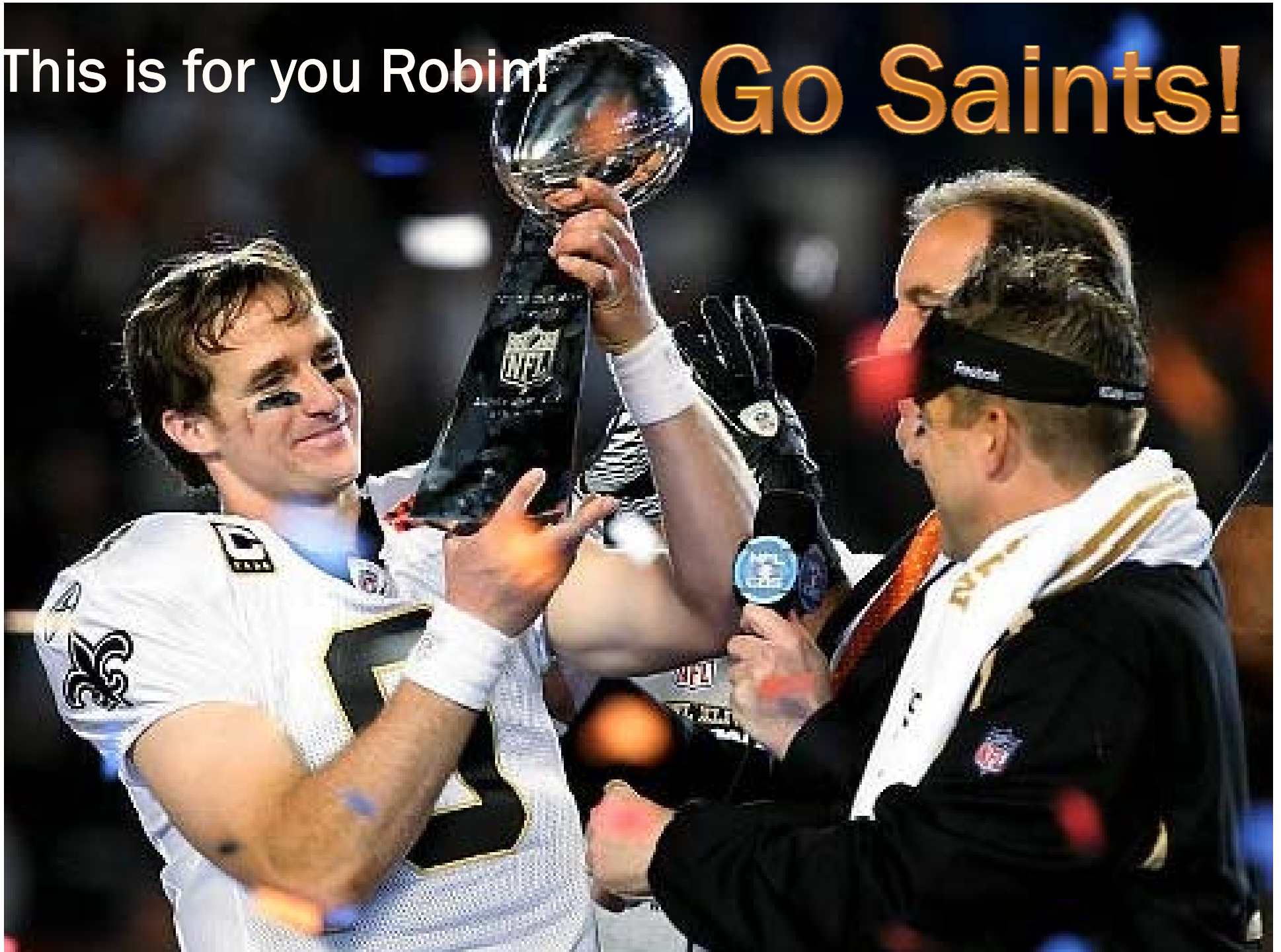


NEW ORLEANS CELEBRATES SUPER BOWL SUCCESS WITH MARDI-GRAS STYLE PARADE



This is for you Robin!

Go Saints!



PROPOSAL FOR DIETETIC INTERNSHIP OPPORTUNITY FOR EXTENSION EMPLOYEES

Evelyn F. Crayton, Ed. D., R.D., L.D.

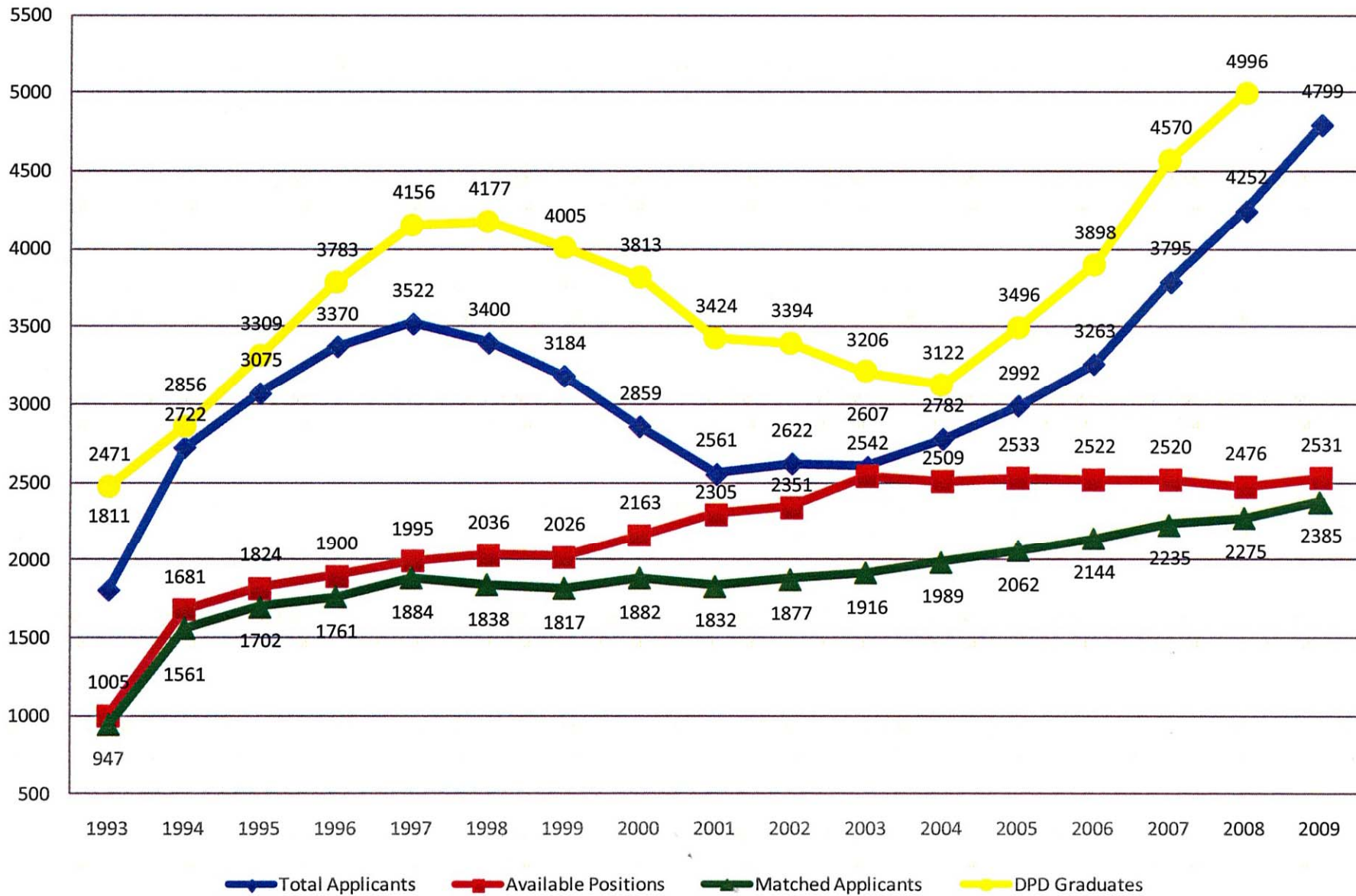
Assistant Director, ACES

Family and Consumer Science

Professor of Food and Nutrition

Revised 2/10/2010

Supply and Demand for Dietetic Internships since 1993 (Includes Preselects)



VISION:

**Provide community access to
RD's through
Cooperative Extension System**

MISSION:

**Optimize and empower Extension
Foods and Nutrition
Agents/Specialists by providing
an opportunity to become RD's,
thereby supplying an alternate
route for students' needs**

MISSION:

CONTINUED

- Meet competencies through the approval of CADE (Commission on Accreditation for Dietetics Education)
- Twelve hundred (1200) supervised practice hours under an RD
- Collaborative arrangement in a clinical setting, i.e., hospital, nursing home, to meet competencies
- May obtain experience through cyberspace or an acute-care facility, such as a kidney dialysis, cancer center

BENEFITS TO EXTENSION:

MULTIPLIERS EFFECT:

- Provide a pool of Extension staff with evidence-based knowledge through research and training with access to ADA's Evidence Analysis Library (EAL)
- Enhance their opportunity to serve as preceptors, for future practices, thus enlarging the pool of students' awareness of Extension employment opportunities in community nutrition

EXTENSION:

CONTINUED

- **Supervised experience in the community setting, i.e., the Nutrition Care Process, Head Start students, Homemakers in the EFNEP program, SNAP-ED, WIC, or partners/collaborators on grants:**
 - ❖ Obesity
 - ❖ Care Givers Grant
 - ❖ Rural Health
 - ❖ Physical Activity/Health
 - ❖ Food Safety
- **Increases credibility of the organization's ability to provide evidence-based scientific information as a part of the patient-centered health care team**

BENEFITS TO EXTENSION: CONTINUED

- **Help with grant writing by having additional credentials for participating researchers**
- **Improve image as a major player as a result of the health care reform**
- **Problem solving in the nutrition care process...particularly in the community setting**
- **Proposed a Health and Wellness Community of Practice by the Extension Directors from the Southern Region**

BENEFITS TO EXTENSION: CONTINUED

- **There is an increase in the national interest in healthcare/nutrition education**
- **Increase in chronic diseases and obesity**
- **Help in recruitment of well qualified individuals**
- **Provide a career ladder for agents**
- **Help to improve CES image**

CHALLENGE:

Obtaining clinical experience to meet the 600 hours requirement

- Cyberspace and/or acute-care facility, kidney dialysis, cancer center
- Collaborative arrangements in a clinical setting, i.e., hospital, nursing home
- Simulated certificate programs
- Obtain CADE approval for direct Extension internship, not by computer selection (match)

CHALLENGE:

CONTINUED

Develop self-study document for CADE

- FNCE Session in Denver on “How to write a self-study.” Need volunteer to attend.

Establish rotation sites

Decide on length of internship - 9 months, 12 months, 18 months

Option 1. Decide on whether to use on-line internship as model (students must select their own clinical rotation sites and work out details).

CHALLENGE:

CONTINUED

Option 2 – Students must be on location to do the internship.

Advantage is that it is easier to manage.

Disadvantage: Student may have to relocate for short periods of time. Added expense. Contract must be obtained for each agency/person serving as preceptor.

Develop lesson plans/modules for students

On-line examples (46)

COST:

Each state would be responsible for the cost of their employee to become an intern.

Full-time employee:

- One-half salary (work full time)
- One-half professional development – community nutrition work experience to meet the competency
- Complete Commission on Dietetic Registration (CDR) courses, if needed, beyond degree to supplement course work to sit for the RD exam

COST:

CONTINUED

Students must keep internship log of hours worked

Study course – preparation for exam, if needed

Internship Director: A state leader/RD must be designated. Explore teaming with State Child Nutrition Programs or other state agency, i.e., WIC, to form a joint internship

INTERNSHIP ELIGIBILITY:

Masters and doctorate degrees in Nutrition, Foods and/or Health, or a closely related field

Bachelor's degrees on a case-by-case basis

Note: We need to have students pass RD exam at an 80% rate.

NEXT STEPS:

Organize an Advisory Board

- State FCS Leader
- Hospital/VA
- Universities
- Grocery Store Administrators
- Council on Aging
- Long-term Care Facilities
- School lunch programs
- Home Health Agencies
- Food Service Companies
- Insurance Commissioners
- WIC
- State Department of Public Health
- State Department of Human Resources
- Medicare/Medicaid

NEXT STEPS:

CONTINUED

Identify Possible Sites

- Hospitals
- Home Health Agencies
- Community Health Centers
- Nursing Homes

NIFA (CSREES)/USDA STAFF

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QUESTIONS & ANSWERS

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 - ? Thompson, Rutgers
 - Susan Welch, Washington, D.C.
 - Shirley Gerrior
 - Jan Singleton, USDA
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Recruiting and Retaining EFNEP Clients: Best Practices 2010



GAIL M. HANULA AND LISA D. JORDAN
THE UNIVERSITY OF GEORGIA

NATIONAL EFNEP COORDINATORS' CONFERENCE
WASHINGTON, DC
MARCH, 2010

Recruiting Participants: Promoting EFNEP to Agencies



- Brochure for agency personnel
- Information packet
- Posters to advertise program time & date
- Curriculum outline
- Cookbook and certificate of completion

Agency Partners

- GED programs
- Child care center staff serving low-income clients
- Substance abuse recovery programs
- Housing authority community programs
- Community service “volunteers”
- Catholic Charities/nonprofits/food banks

88% of our work is with groups.





1. Set a warm, non-threatening tone so participants want to come back.

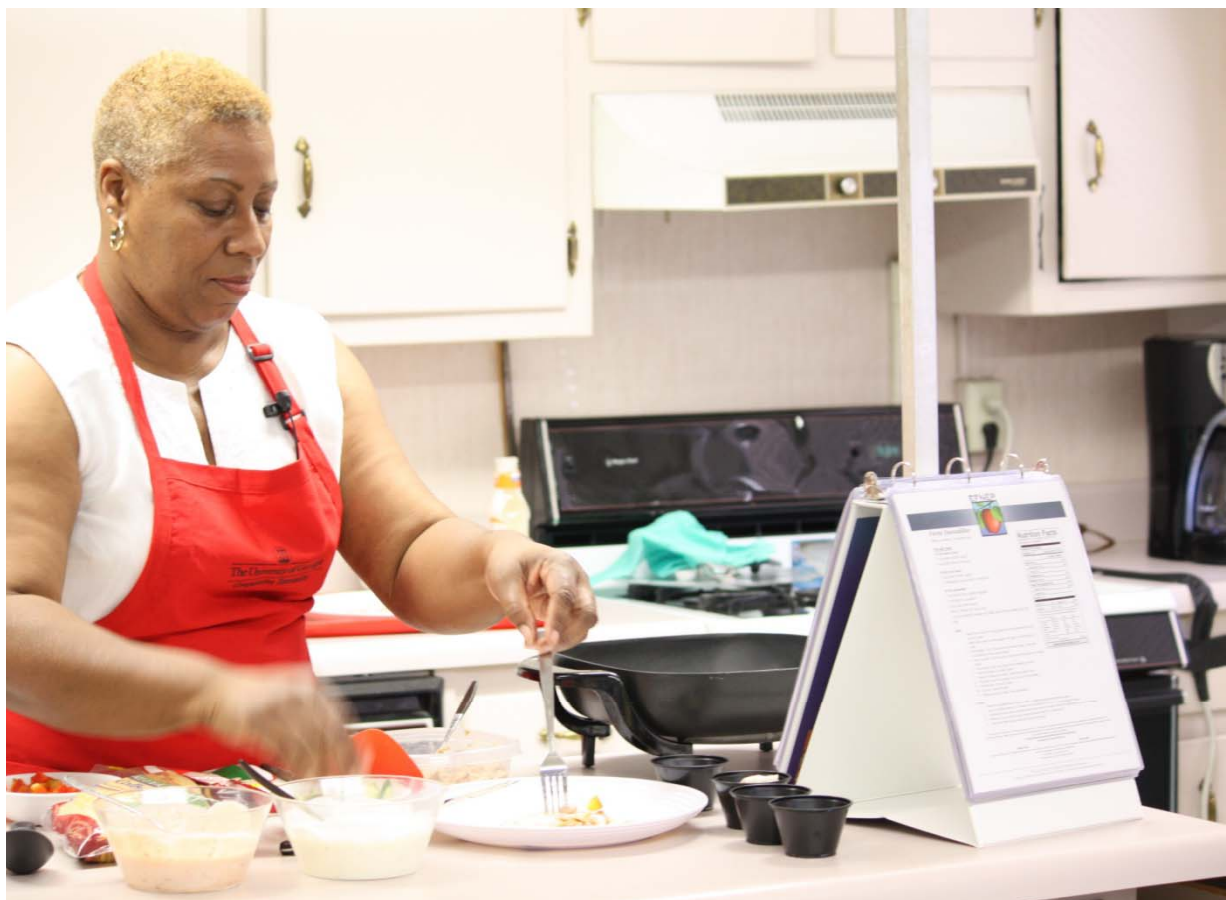
The first session makes a difference!
Activity and recipe demonstration before initial paperwork.

Calendars to write future session dates.

2. At the end of each session, give a preview of the next session's topic.

Make it fun!

Laugh a lot!



**Retaining Participants:
Beffie Morse has over 30 years of
practice!**



Recipe demonstrations help clients increase their self-efficacy for preparing a healthy, inexpensive, quick meal.

Chicken Divan:

- *Increase vegetables
- *Increase low-fat dairy
- *1 skillet, 15 minutes!

Quote from a young EFNEP client at graduation:



“I’m not much of a cook, but I actually make these recipes at home!”



Graduation ceremonies recognize participants who complete the series of 6 EFNEP sessions.



Congratulations!

Recruiting, Retaining or Graduating

IOWA STATE UNIVERSITY
University Extension

Healthy People. Healthy Environments. Healthy Economies.

Hire staff that can sell

Application and interview

- *Have you ever sold anything?*
 - Door to door, telephone, parties
- *Have you ever had to recruit people to do something? Were you successful? Did you enjoy it?*
- *Get them out recruiting in the first month*

Make peer educators and their supervisors accountable

Adult

- Graduate* per year twice the number of hours worked per week

i.e. 20 hours per week = 40 families graduated per year

i.e. 30 hours per week = 60 families graduated per year

**8 or more lessons + entry and exit recall and food behavior checklist*

Youth



- For every 10 hours worked per week, teach 36 groups

i.e. 30 hours per week = 108 groups per year

Evaluate 25% of groups

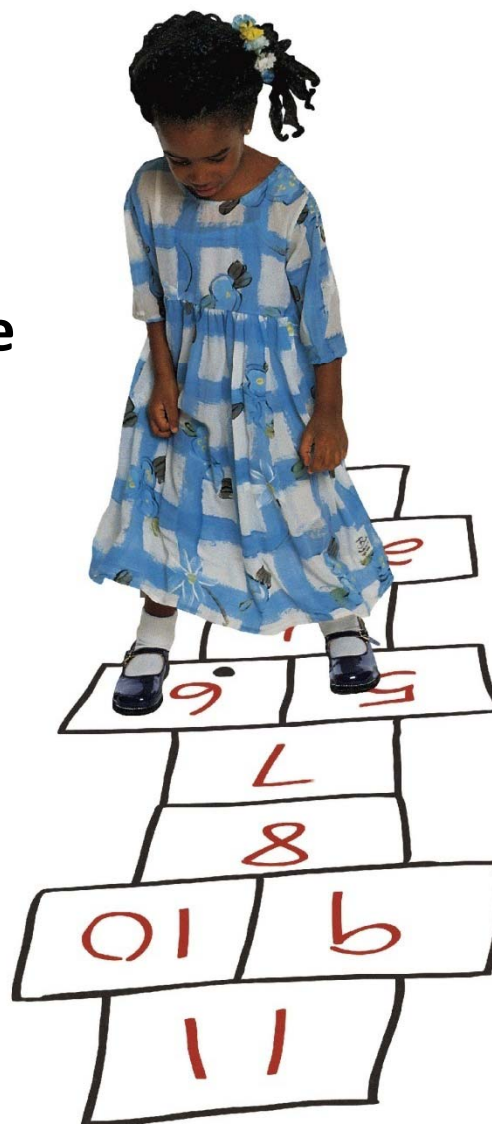
Use data available for program management (we also set behavior change goals)

Adult Units and Individual Educators

- Number of families graduated compared to goal for each individual**
- Families per FTE graduated over last 5 years**
- Percentage graduated and terminated over last 5 years**
- Percentage group vs. individual over last 5 years**

Youth

- Number of groups and percentage of groups evaluated last 5 years



Set goals with the unit and individuals

- Post state goals (fall)
- Create spreadsheets of unit numbers and post on web (fall)
- Individual data shared just with individual and supervisor
- Teleconference with units to review stats and set goals (November)
- Pull stats and review—February; discuss when a problem exists
- Review progress and report to stakeholders

Problems—work with supervisors: coach, then discipline

Too few families—look at data. Are they recruiting enough and then terminating, or not recruiting enough?

— If not enrolling enough

- *Where are they recruiting?—supervisor helps by contacting agencies*
- *Look at weekly report, how much time is spent in office on computer, reports, web, preparation?*

- *When are they working?*
Try late afternoon, evening, Saturday, etc.
- *Do they need training in how to recruit?*
- *Are they using the SNAP list?*
- *Are their lessons taking too long?*



IOWA STATE UNIVERSITY
University Extension

Healthy People. Healthy Environments. Healthy Economies.

Too few youth groups

- *Are they efficient in scheduling groups, or running from school to school?*
- *Time in preparation?*



Provide rewards and recognition

- Professional development opportunities, subscriptions to cooking, nutrition or fitness magazines
- Recognition on web site, in newsletter, at conference



Do your part

- Provide colorful, fun, relevant materials
- Make sure the lessons solve problems the families are facing
- Recruitment materials for individuals and partners
- Calendar and video
- Lesson reinforcements



Questions...

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IOWA STATE UNIVERSITY
University Extension

Healthy People. Healthy Environments. Healthy Economies.



2010 EFNEP Coordinators' Conference

Maria Carmen Lambea, MD, MPH
Director, Ohio EFNEP

Joyce R McDowell, MS
Associate Professor and Leader, Community Nutrition Programs

EMPOWERMENT THROUGH EDUCATION





Situation: Ohio in FY2006

- **Retirement resulted in personnel changes to Ohio EFNEP leadership team.**
 - **Leader, Community Nutrition Programs**
 - **Director**
- **Centralized fiscal, human resources, and program decisions.**
- **Implemented NEERS5.**
- **OSU increased its expectations for accountability and impact.**



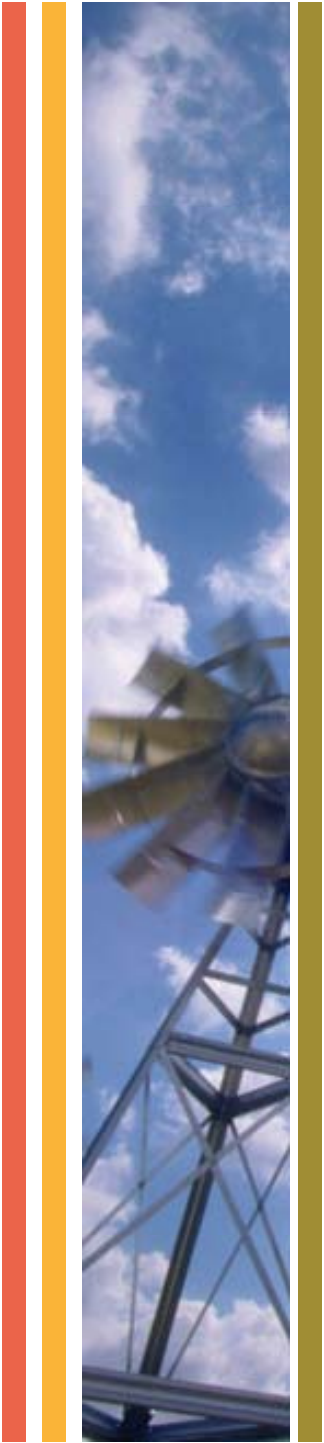
Input: Planning Process

- **Gathered data – quantitative & qualitative**
 - Completed 3 focus group interviews with EFNEP staff.
 - Gathered feedback from EFNEP staff during county visits.
 - Reviewed, summarized, and charted previous year's ERS data.
 - Asked questions of experienced state EFNEP coordinators.
 - Referred to research/science-base for information to make decisions.



What We Learned: Challenges of Programming

- **Delivered EFNEP in different ways**
 - No consistency in # lessons, # contacts, length of lessons, curriculum/teaching messages
- **Program Assistants would like:**
 - Small class sizes
 - Less paperwork
 - Incentives for participants (ex: thermometers, measuring cups/spoons)
 - Funds to purchase food for cooking demonstrations
 - Ability to record changes participants plan to make in their nutrition behaviors



What We Learned: FY 2006 ERS Data

- Missing data
- Huge length of time between participant entry/exit dates and data entry date.
- Many participants were still “active” without contact for several months
- Data were not used to provide feedback for teaching, planning, training, promoting EFNEP, or performance reviews.



Activities: Team Building and Training Supervising Educators

- **Incorporated supervising educators into EFNEP leadership team.**
- **Better defined supervising Educator roles and expectations through:**
 - **Monthly telephone conference calls.**
 - **Minimum of an annual face-to-face meeting.**
- **Allocated unit budgets based upon FTE/unit.**
- **Trained about allowable purchases and to monitor and reconcile the budget.**



Program Changes in Consultation with Supervising Educators

- Defined programming expectations for Program Assistants.
- Took steps to standardize program delivery.
 - Defined length and frequency of lessons.
- Provided opportunities for bulk purchases of educational enhancements.
- Encouraged food preparation to be included in EFNEP programming. .



Activities: Training Frontline Staff

- **Before:**
 - One initial training when hired.
 - Some unit ongoing training.
 - Annual Conference where they enjoyed sharing ideas.
 - New PA's wanted more training, experienced PA's said they had enough.
 - Program Assistants learned mostly by shadowing/observing others

“My training---- I find is with the other program assistants. Just watching the different methods of teaching.” Quote: Ohio EFNEP PA



Activities: Training Frontline Staff in FY2007

- *Taking the Helm*
- *Navigating for Success (NFS)*
- MidYear EFNEP Conference
- Added 8 new counties in Appalachia region.
 - *Eating Smart. Being Active. (ESBA)*
 - Operated as a unit and with a quasi-research design (same curriculum, 8 lessons delivered between 8 and 12 weeks, and a minimum of 60 minutes each).
- Annual Conference



What We Learned: Challenges of Evaluation Process

- **Length of time between entry and exit surveys may not be enough to capture true effect of program:**

“If I just taught you yesterday and today is the next day, like the group I did, there is not going to be no change from when you went home and that was it and you come right back the next day and you see me again. What changes have you made?”

Quote from EFNEP PA during FGI



What We Learned: Challenges of Evaluation Process

- No way to record changes participants *plan* to make, only those they have already made:

“Are you thinking of eating more fruits and vegetables? And I say yes. But then you have me write down, ‘do you eat fruit daily’, and the first thing I am thinking, no I don’t, but I am going to but I don’t.”

Quote from EFNEP PA during FGI



What We Learned: Challenges of Evaluation Process

- **PAs said the amount of paperwork required for the program was:**
 - too much
 - confusing for some participants.
- **PAs wanted to gain the trust of participants.**
 - Perceived that income and food security questions sparked skepticism and were confusing.



Activities: Evaluation

- **Reduced the number of additional questions on Behavior Check List (BCL) from 23 to 19.**
 - **Eliminated 4 Food Security questions**
- **Changed the format of participant demographics and entry/exit surveys (with PA input) to make them easier for EFNEP participants to understand.**



Activities: Evaluation

- Encouraged opportunities to work with other agencies or groups that would allow greater EFNEP participant contact time.
- Found ways to demonstrate smaller changes and provide other, more qualitative results.
 - Participant's end of program evaluation form.
 - PA stories that highlight other participant changes.



Activities: Evaluation

- *Navigating for Success* includes data collection training.
 - Opportunity for PAs to describe the type of information EFNEP needs and barriers for obtaining the information.
 - Discuss together ways to improve chances of participants providing accurate and truthful information.
 - Allows time to practice and role play
- Revised script for the enrollment form, the BCL and the 24 HFR.
 - Thank you Amanda Scott, TX EFNEP



What We Learned: Other Challenges Perceived by Staff

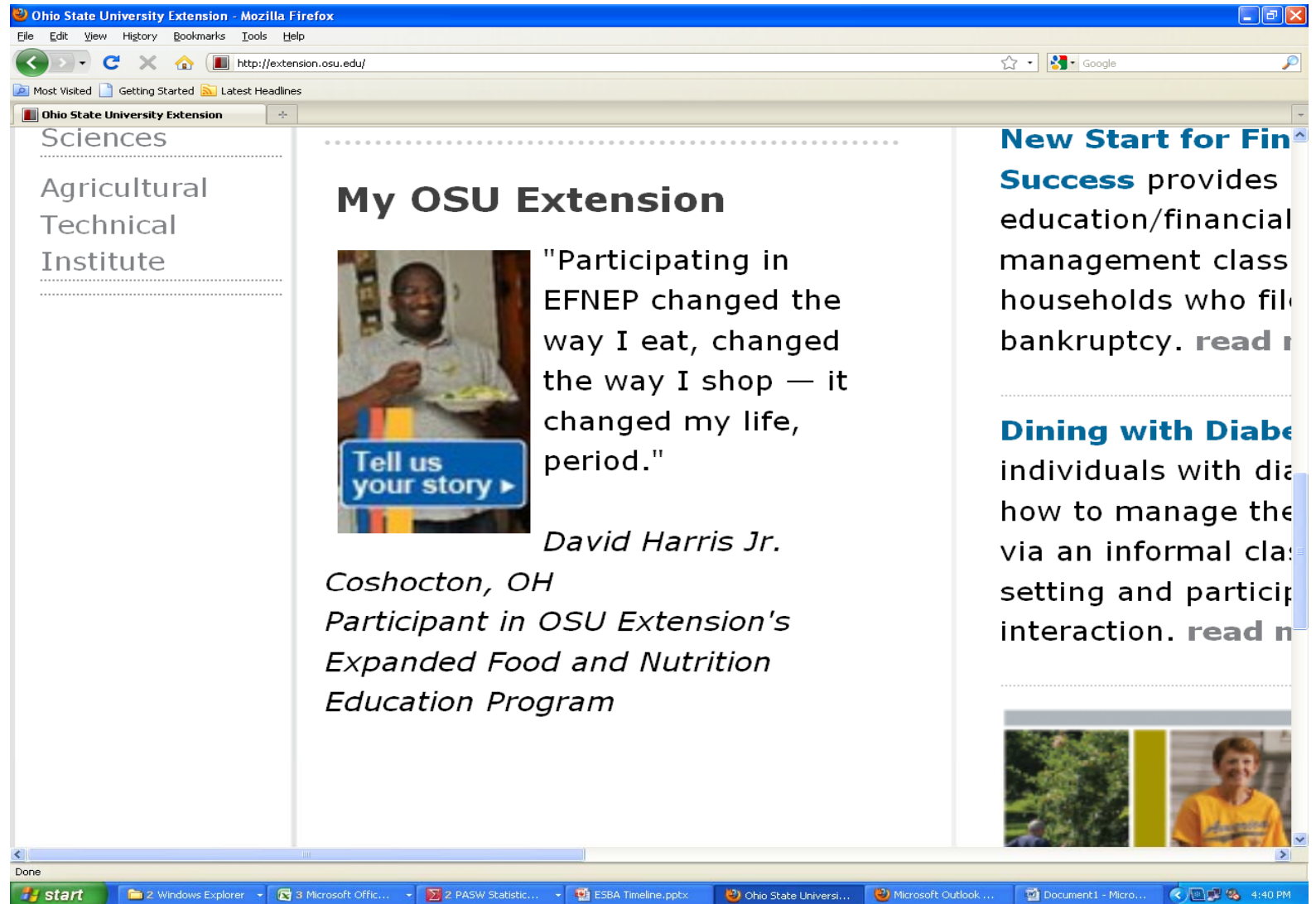
- **EFNEP program and staff:**
 - **Isolated from other programs within the county unit**
 - **Competed with and not valued as much as SNAP-Ed**
 - **Wanted variety or additional options for teaching**



Relationships & Team Building

- Enhanced status of EFNEP by “telling our story”
 - To EFNEP participants, local leaders, OSU Extension organization, community, county Extension funders, State Legislators, Federal Legislative Assistants, Federal Legislators
 - Example: 40th Anniversary Celebration

Activities: Program Promotion



Ohio State University Extension - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://extension.osu.edu/


Most Visited Getting Started Latest Headlines

Ohio State University Extension

Sciences

Agricultural Technical Institute

My OSU Extension



Tell us your story ▶

"Participating in EFNEP changed the way I eat, changed the way I shop — it changed my life, period."

David Harris Jr.
Coshocton, OH
Participant in OSU Extension's Expanded Food and Nutrition Education Program

New Start for Financial Success

provides education/financial management class households who file bankruptcy. [read more](#)

Dining with Diabetes

individuals with diabetes how to manage the diet via an informal class setting and participant interaction. [read more](#)

start

2 Windows Explorer 3 Microsoft Office 2 PASW Statistics ESBA Timeline.pptx Ohio State University Microsoft Outlook Document1 - Micro...

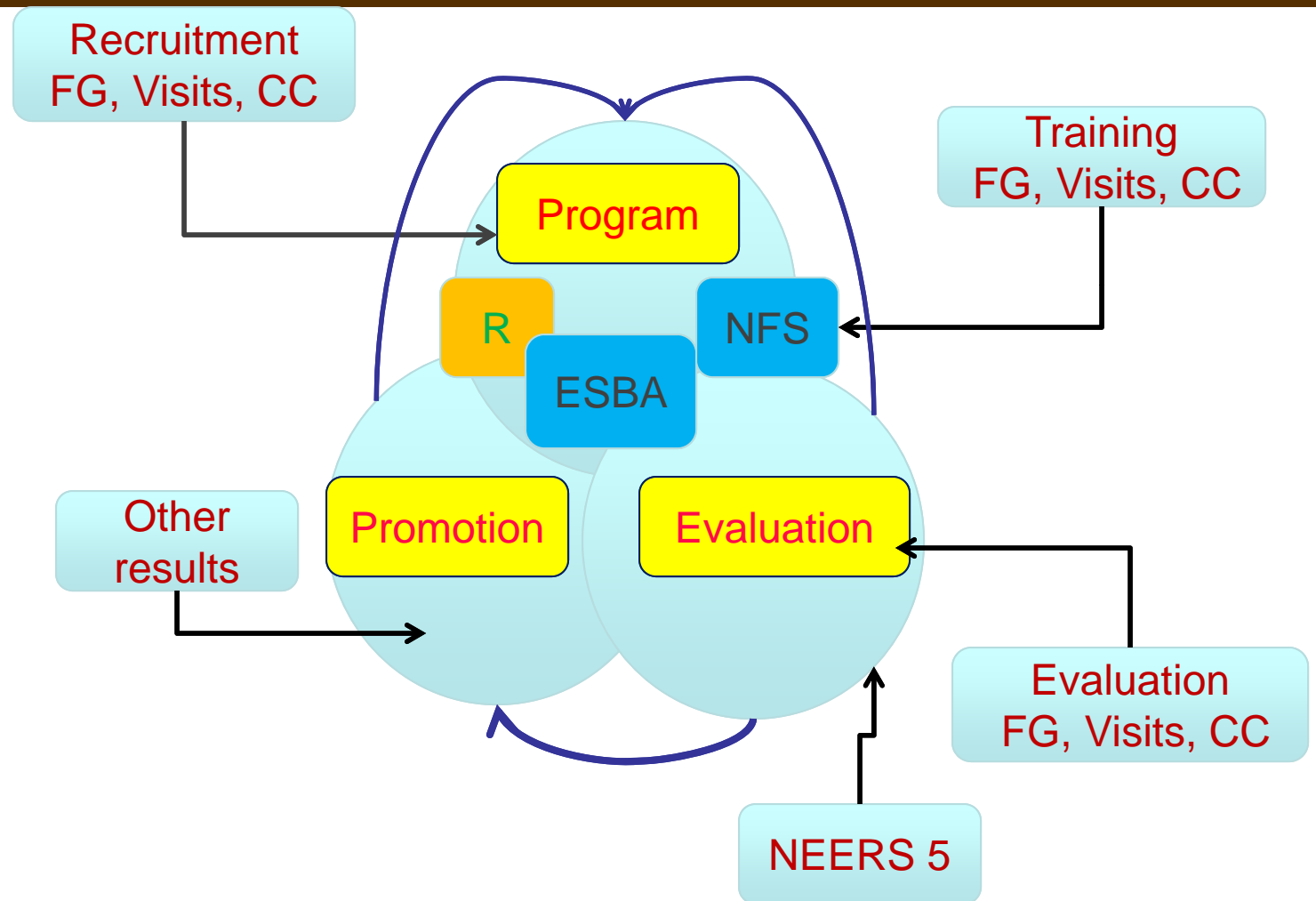
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Data & Its Use

- Have worked on increasing the completeness and accuracy of data collection.
 - Developed script for data collection.
- Used the data for program planning, program evaluation, and program promotion.
 - Provided feedback to EFNEP Staff using data results.
 - Program Assistants have learned the value of data
 - How data can tell a story about participants and about EFNEP.

EFNEP Program Planning





Conclusions

- Program changes have produced over time **increases in the proportion of participants that improve behavior** in 7 out of the 10 survey questions.
- Participants showed a **6% to 7% improvement in 2009 over 2006 in each practice area.**
- A greater proportion of participants have **achieved acceptable practices** in each of the areas in 2009 as compared to 2006.
- The change achieved by participants is not yet significantly different from 2006



Conclusions

- Other variables which may have influenced the FY08/FY09 results:
 - Many new frontline staff (almost 50% of program assistants started in 2008).
 - Big time commitment to the NFS training.
 - Change-resistant attitudes in seasoned staff.
 - OSU Extension reorganization.



Acknowledgements

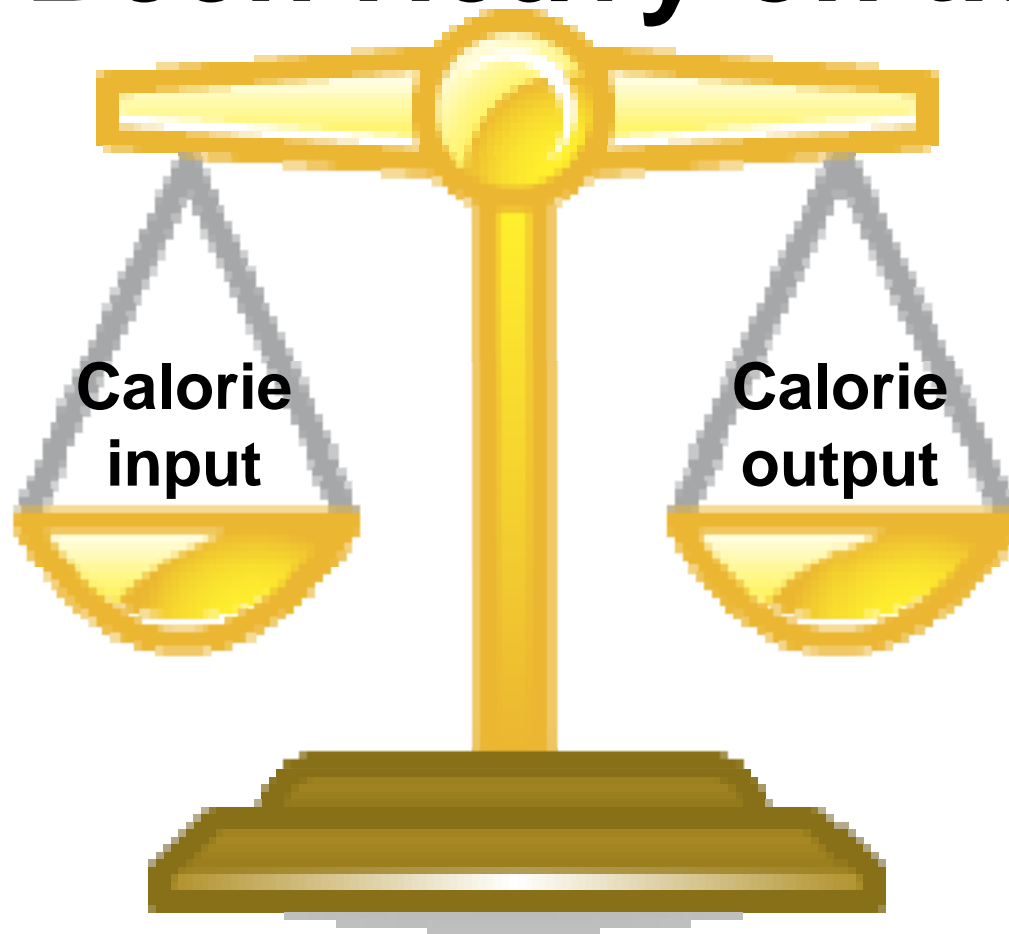
- Valerie White, Research Associate
- Ohio EFNEP Supervising Educators and Program Assistants
- Jamie Dollahite and Joan Paddock, NY EFNEP
- Susan Baker and Barbara Sutherland, authors of *Eating Smart. Being Active.*
- NCR EFNEP Coordinators
- Amanda Scott, TX EFNEP
- Robin Orr, Illinois EFNEP
- Planners and participants at USDA EFNEP Coordinators' Conference

Aerobic Exercise DVDs as a Mechanism for EFNEP Behavior Change

Debrah M. Palmer PhD

Rutgers, The State University of New Jersey

Energy Balance – Our Energies Have Been Heavy on the Left



Barriers to Exercise

- **Time constraints**
- **No accessibility to exercise equip**
- **Lack of space**
- **Childcare issues**
- **Climate issues**
- **Unsafe neighborhoods**
- **Weight**

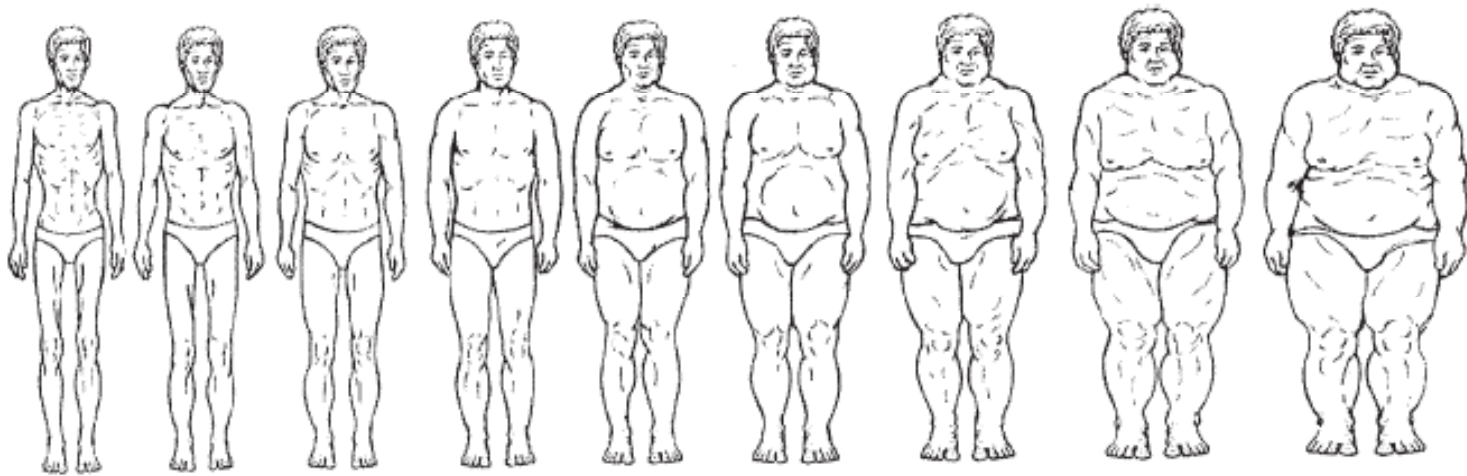
**Might Aerobic
Exercise DVDs**



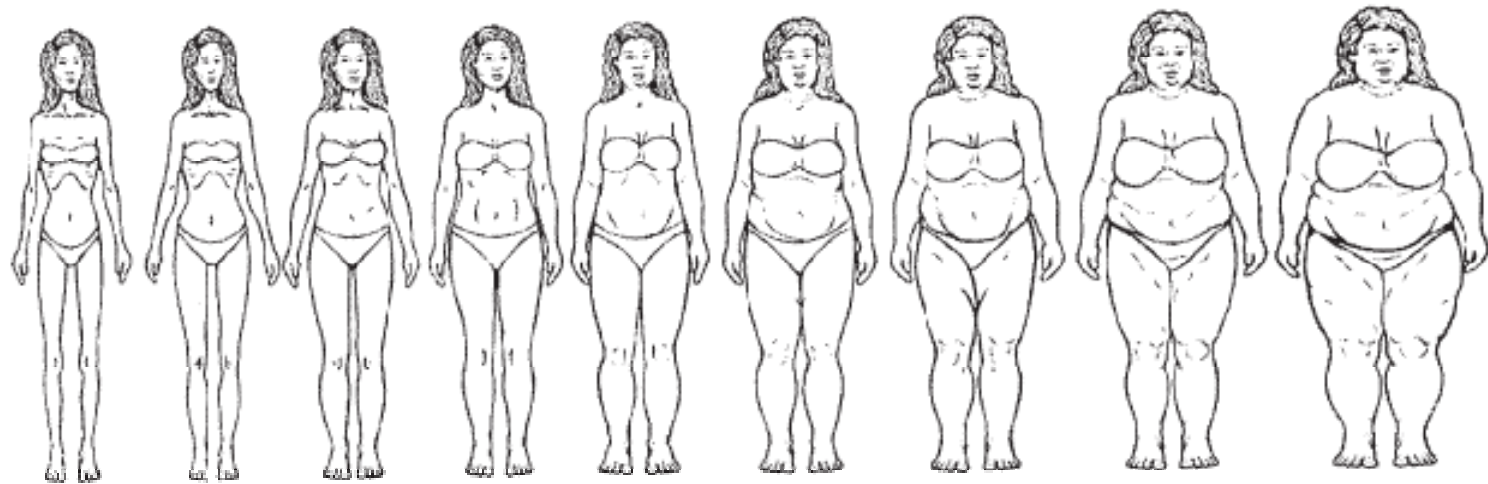
Be One Answer to Our Problems?

Examined 124 DVDs to assess:

- **cast members' demographics**
- **levels of intensity & complexity**
- **adherence to safety guidelines and exercise recommendations**
- **space and equipment needs**



2% 7% 7% 1% 2%



18% 43% 17% 4% .05% .05%

Also, of the 515 cast members:

- 400 (78%) were White**
- 72 (14%) were Black**
- 24 (4%) were Hispanic**
- 15 (3%) were Asian**
- none were judged as being from India**
- 4 (1%) were too difficult to discern**

In terms of:

- Intensity - Complexity**
- Safety**

**Consensus was
Walking DVDs=best**

Television

The Today Show



- Leslie has been featured multiple times
- Today has about 5.5 million viewers per week



QVC



- Leslie's Walk Slim is a QVC top rated product
- Leslie and QVC have been partners for 20 years
- 95% of customers recommend this system
- QVC reaches more than 166 million homes worldwide

The Big Idea with Donny Deutsch



- Walk at Home program was featured
- CNBC reaches more than 95 million households in US and Canada



Let's Walk!

EBBS Preliminary Testing

No change expected	Change expected	Inappropriate
My family member do not encourage me to exercise	There are too few places to exercise ($P < .05$)	Exercise facilities do not have convenient schedules for me
Takes too much time away from family relationships	Places for me to exercise are too far away	My spouse/ significant other doesn't encourage exercising
Takes too much time from my family responsibilities	Costs too much money	I am too embarrassed to exercise
Takes too much of my time		People in exercise clothes look funny
Fatigues me		
Is hard work for me		
Tires me		

We Learn as We Go		% Worsened	% No Change	% Improved
There are too few places to exercise	Experimental	11	67	22
	Control	22	66	12
Costs too much money	Experimental	12	67	21
	Control	16	67	17
Places for me to exercise= far away	Experimental	10	74	16
	Control	16	67	17

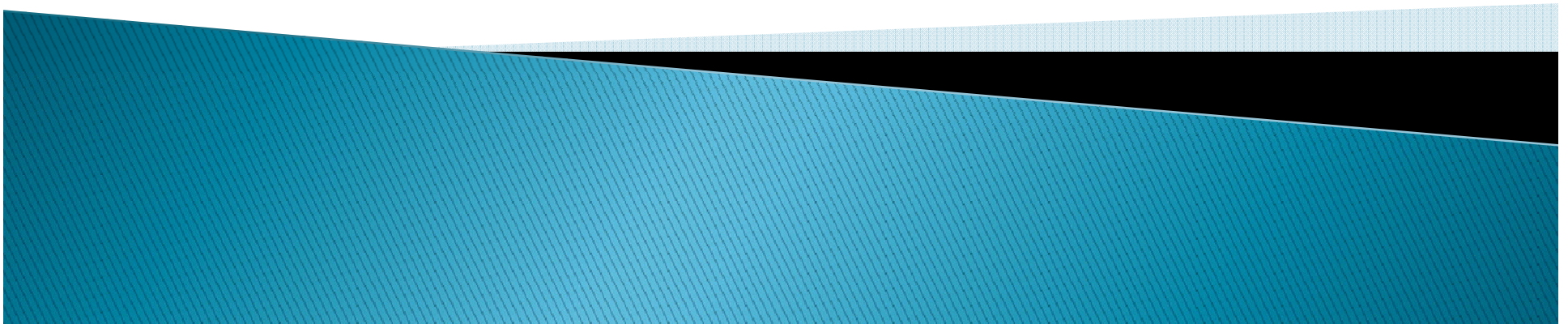


What Do We Want To Do?
CHANGE THE
WORLD!!!



Western Region EFNEP Coordinators Project

Training for
Community Nutrition Education
Paraprofessionals



Community Nutrition Educator Training – An Important Topic

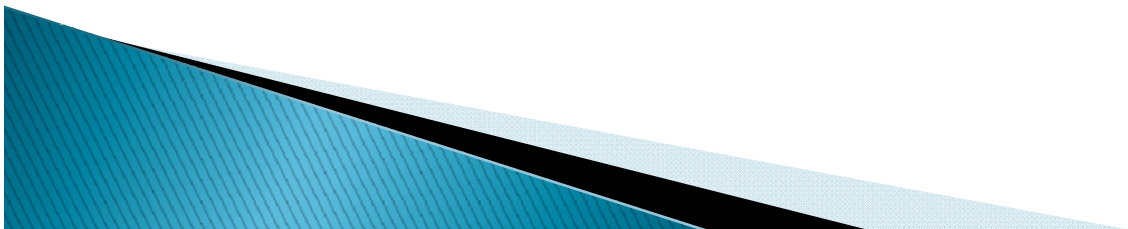
Effective training is strongly correlated with paraprofessional success

Western Region Coordinators:

- ▶ Have little assistance with training
- ▶ Have little time to prepare
- ▶ Have few new paraprofessionals – small programs
- ▶ Paraprofessionals not located in close proximity



- ▶ Training is time consuming
- ▶ Desire not to reinvent “the wheel”
- ▶ Have full plates and limited time to develop training materials

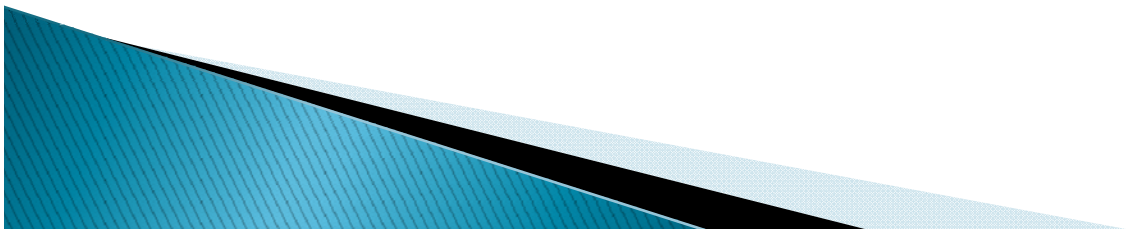


Online survey with EFNEP and SNAP–Ed Coordinators

Developed/conducted 35–question online
survey

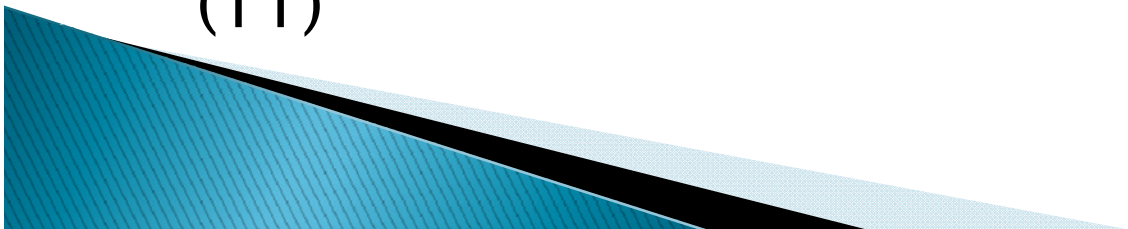
Inquired about:

- ▶ Training materials
- ▶ Training practices
- ▶ Training methods
- ▶ Core competencies for paraprofessionals



Survey Results

- ▶ 55 respondents – 19 EFNEP only, 9 SNAP–Ed only, 31 both.
- ▶ Training Frequency
 - Annually (7)
 - Twice a year (9)
 - Monthly (9)
- ▶ Paraprofessionals trained
 - 1–5 (39)
 - 6–10 (9)
 - 11–15 (3)
 - 16–20 (3)
- ▶ Most train for 4 weeks (17) or 6 weeks or more (11)



- ▶ Top three training formats
 - Face-to-face (53)
 - Computer programs (31)
 - Online (23)
- ▶ Training methods used
 - Observe experienced staff (51)
 - Cooking activities/demonstrations (39)
 - Skill practice (37)
 - Guest trainers (35)
 - Role playing (33)
 - Videos (32)

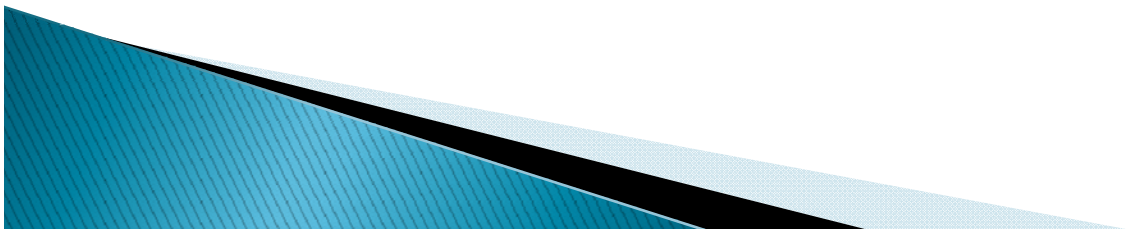


▶ Training challenges

- Scheduling, time, logistics, distance (13)
- A lot of material to cover/don't want to overwhelm (6)
- Paperwork and recruiting (6)

▶ Requested training materials – received from:

- Maine, Wisconsin, New Jersey, New York, Indiana, Illinois, North Dakota, Oklahoma, Oregon, Virginia, West Virginia, Hawaii, Wyoming, Utah, Louisiana



Community Nutrition Paraprofessional Training Library

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

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

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

Format (check all that apply):

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

Other:

Delivery Mode:

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

Estimated delivery or study time for lesson: Unit 13 = 6 hour day

Subject Matter Covered (check all that apply):

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

Core Competency Covered (check all that apply)

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

Other (please list)

Facilitation Skills
Adult Learning Principles

Additional Areas:

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

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies

http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf

Supports training educators delivering programming to Youth ☐ or ☒ Adults or ☐ Both

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

Criteria
<p>Content</p> <ul style="list-style-type: none"> - Content appropriate to paraprofessional - Goals and objectives consistent with EFNEP program policies - Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach). - Information is based on current research - References and resources are included - Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid - Teaches basic nutrition for prevention of disease
<p>Comments:</p> <p>Materials are error free, references are included in the overall curriculum materials. This lesson includes the lesson plans for Finding a Balance (MyPyramid), Food Safety, Fruits and Vegetables, Portion Sizes, and Whole Grains as tools to practice creating and asking open-ended questions. The lesson focuses on the in-between steps and individual makes toward behavior change and helps the learners understand and identify those specific to a lesson being taught. It has learners practice writing questions to determine what steps their participants are making. The lesson also dissects elements of a good success story. The learners analyze some stories and are sent away with the task of writing one and reviewing it with their supervisor later.</p>
<p>Format</p> <ul style="list-style-type: none"> - Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels. - Materials prepare paraprofessionals to work with diverse audiences - Learning goals and objectives clearly stated - Information is well organized, easy to understand and easy to use - Instructions for material are easy to follow - Layout makes it easy to follow the sequence of the materials - Literacy level based on reading grade level appropriate for paraprofessional - Text legible and easy to read

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

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

Suitable for ☐ Initial training ☐ Ongoing training ☒ Both

Overall Strength: (also list on over page)

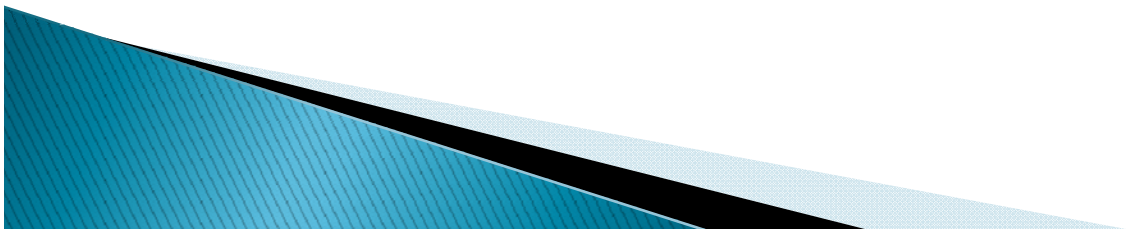
This is a great initial training program for new paraprofessional nutrition educators. It covers everything they need to know in great detail to perform their jobs. Very thorough and complete. People interested in using this training program could basically pick it up and train new educators with very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

Areas of Concerns or Questions:

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

Training Materials Reviewed

- ▶ Eat Smart – Louisiana State University
- ▶ Cen\$ible Nutrition – University of Wyoming
- ▶ University of Hawaii curriculum
- ▶ Navigating for Success – Cornell University
- ▶ The 24-hour recall – Oklahoma State University
- ▶ Training Manual – Utah State University



Where are we today?

- ▶ PLEASE SHARE YOUR TRAINING MATERIALS!
- ▶ Will you join us in the review process?
- ▶ Ideas about how to share the reviews
 - Want to make review accessible and usable
 - Online – what format?

SEND MATERIALS, IDEAS, OR INTEREST IN
PARTICIPATING TO MARY WILSON

