



Leaping into the Future with Web-NEERS

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EFNEP Behavior Checklist Review Committee



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CO-CHAIRS



Committee Members



- Audrey Adler, Rutgers, Co-Chair Nutrition & Physical Activity
- Lorelei Jones, North Carolina State, Co-Chair Nutrition & Physical Activity
- Beverly Phillips, University of Wisconsin, Chair, Food Resource Mgt.
- Janie Burney, University of Tennessee, Co-Chair, Food Safety
- Sue Snider, University of Delaware, Co-Chair, Food Safety
- Jung Sun Lee, University of Georgia, Co-Chair, Food Security
- Tarana Kahn, Clemson University
- Virginie Zoumenou, University of Maryland Eastern Shore
- Linda Gossett, University of Idaho
- Kathy Orchen, Rutgers
- Kate Dicken, Cornell
- Justine Hoover, Iowa State
- Peggy Martin, Iowa State
- Susan Baker, Colorado State University
- Katie McGirr, Colorado State University
- Sandra May, Louisiana State University

Food Resource Management



- 1. How often do you plan meals ahead of time?
- 2. How often do you compare prices before you buy food?
- 3. How often do you run out of food before the end of the month?
- 4. How often do you shop with a grocery list?
- Beverly Phillips, Chair
Susan Baker, Katie McGirr, Sandra May



Food Security



- How often do you run out of food before the end of the month?



- Jung Sun Lee and Gail Hanula, Co-Chairs

Food Safety



- 5. This question is about meat and dairy foods. How often do you let these foods sit out for more than two hours?
- 6. How often do you thaw frozen foods at room temperature?



Janie Burney and Sue Snider, Co-Chairs

Nutrition & Physical Activity



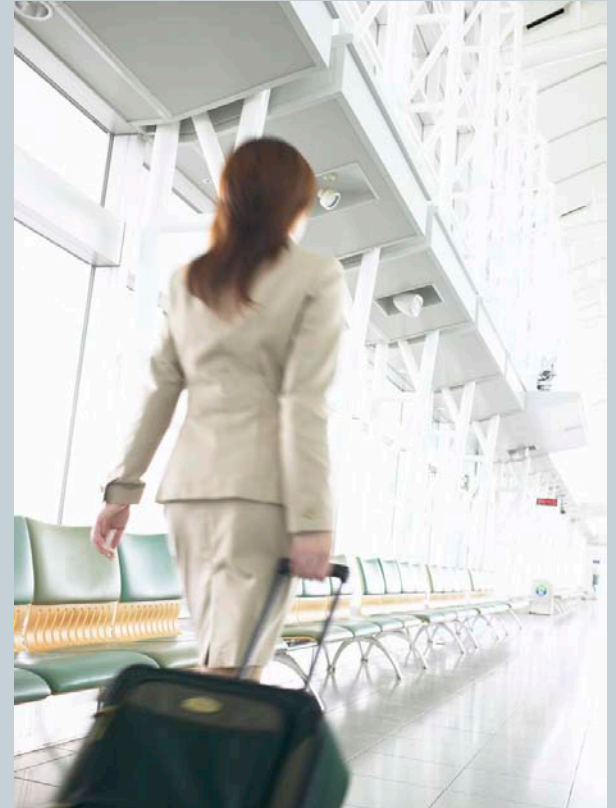
- 7. When deciding what to feed your family, how often do you think about healthy food choices?
 - 8. How often have you prepared foods without adding salt?
 - 9. How often do you use the “Nutrition Facts” on the food label to make food choices?
 - 10. How often do your children eat something in the morning within two hours of waking up?
-
- Audrey Adler and Lorelei Jones, Co-Chairs
 - Tarana Kahn, Kathy Orchen, Kate Dicken, Virginie Zoumenou, Justine Hoover



Physical Activity



- **Activity Level:**
 - Less than 30 minutes
 - 30-60 minutes
 - More than 60 minutes



Timeline



- **June 1, 2011**
 - Identified subcommittees
 - Identified subcommittee members
 - Identified subcommittee chairs
 - Held initial meeting to review objectives



Timeline, continued

- **December 1, 2011:**
 - Subcommittees will complete literature review
 - Subcommittees will identify critical components of each domain
 - Use of existing optional questions will be reviewed



Timeline, continued

- May 1, 2012:
 - Committee will make recommendations to USDA NIFA for a new potential core set of questions
 - Validity and reliability testing were not part of the charge to this committee – NC1169 research potential





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Comments, Suggestions, Questions?

SUMMARY

SESSION VI: A: 2 Clients: How to Get them & How to Keep Them

EFNEP – Annual Conference – Feb. 2012

This session was divided into 3 parts:

- (1) Power Point Presentation by Linda Melcher
- (2) Panel discussion
- (3) Open discussion by participants of the session

PART I

Key points:

- (1) Learning the selling process can be used in the recruitment of EFNEP clients
 - (a) Professional seeing is a natural process between two people – this was a **KEY POINT**
 - (2) Method of communication
 - (a) Get the information from the customer (client) is very important - What does our client need – this is a key point – not what we have to offer
 - (b) We must develop a trust between the nutrition educator and the EFNEP client
 - (c) We need to create a safe environment
 - (d) Build rapport with EFNEP client – how can we help them to reach their goals, etc.
 - (3) Two skills nutrition educators need
 - (a) Ask good question
 - (b) Listen
 - (4) Develop Active Listening Skills
 - (a) Start with the client – what are their needs and then address the benefits of our program to meet their needs
 - (5) Work with other agencies – we sometimes have to neutralize resistance of the clients or other agencies with whom we are working with
 - (a) When working with our nutrition educators ask them why clients are not coming to the EFNEP workshops, meetings, etc.
 - (b) We have to train our nutrition educators in active listening skills
- Skill Set

#1. Train nutrition educators to ask the right questions – ask clients – When it comes to feeding your family what is important to you? What kind of nutritional help would you like/or need?

#2 Work on listening skills – Active listening skills requires action – demonstrate you are interested in the client

#3 Give benefits of our program and how it will benefit our clients-

- a. Reduced health care costs by improving family nutrition and exercise
 - b. Save money on food bills; save time at the grocery store
 - c. Learn skills – preparation of healthy food, etc.
 - d. Feel more in control by planning healthy meals – when they can take control of one aspect of their lives it will help in other areas of their life.
 - e. If the client can identify their needs then we can take a benefit of our program and match their need/s.
- (6) When working with another agency – many times they are over worked with the number of clients they have – in the Western Region a survey was conducted and people responded electronically – reasons people enrolled in the program:
- (a) To improve health of family
 - (b) To get help with shopping
 - (c) To meet people
 - (d) To acquire job skills
- (7) To neutralize resistance of clients or agencies – listen, offer help
- (a) Why people do not join EFNEP
 - (1) Lack of time
 - (2) Lack of transportation
 - (3) Lack of child care
 - (4) Class last too long
 - (5) Fear of personal information being shared with other agencies
- (8) When working with nutrition educators – find out why their clients do not join – then help them with active listening skills
-

REVIEW OF THE POWER POINT

- 1) Build rapport with clients
 - 2) Use open probes to uncover client's needs
 - 3) Use active listening techniques
 - 4) Match benefits of our program with the needs of the client
 - 5) Identify objectives and skepticisms
-

PART II

Panel Discussion - one representative from each region

TOPIC

How to deal with retention and keep them coming back?

QUESTION: What are your best ways to recruit?

ANSWER: Develop good personal relationships – What do the clients need

QUESTION: How do you keep clients coming back?

ANSWER: Give clients certificates;

Share with clients success stories

Next week we are going to do this.....

Use a learner center approach to your classes

At end of session give clients a cookbook

Nutrition educators need to connect & relate to clients – willingness to reach

Out to others – respect clients

Make classes fun – humor and laughter in all classes

QUESTION: What teaching methods work for clients?

ANSWER: Food demonstrations – let participants choose foods to be prepared & served

Let clients get to know you – have interactive discussion

Be positive, friendly

Make lessons fun; do not lecture; make lessons simple; show you care

QUESTION: How do we market classes?

ANSWER: Market classes as cooking class and not nutrition classes

Note: the biggest draw is food and letting people know you care

Offer \$10 gift certificates from grocery store if they come to so many

Sessions

Have a raffle at the end of the lessons for those who attend all the classes

Do a video project – like New Mexico State University has done - EFNEP

The following are notes that Wanda L Lincoln from Main took of the panel discussion that she sent in an email.

Panelist: Karen Barale WA kbarale@wsu.edu

- (1) Have a personal relationship
- (2) Certificate keeps them coming back

- (3) Tell/share success stories
- (4) Entice about next class “hook”
- (5) Give cookbook upon completion

Panelist: Joyce McDowell OH Mcdowell.1@osu.edu

- (1) Speed networking results
 - a. Incentives
 - b. Food
 - c. Food next time
 - d. Teaser for next time
- (2) Survey monkey
 - a. Classes enjoyable and useful
 - b. Positive attitude
 - c. Certificates
 - d. Make 1st class fun
- (3) Navigating for success (Cornell)
 - a. Learner centered approach
- (4) Give time to participant
- (5) Know local agencies
- (6) Educational enhancements – measuring cups, etc.
- (7) Let participant choose foods to include in lessons (1-3 recipes)

Panelist: Linda Drake CT Linda.drake@uconn.edu

- (1) Connect with other agencies activities
- (2) Be involved in communities
- (3) Show participant you care
- (4) Have a good time
- (5) Keep things practical & useful
- (6) Share yourself
- (7) Market as “cooking” classes not “nutrition” classes
- (8) Incentives: rewards for coming to a number of classes - \$10.00 certificate
- (9) Raffle at end of lessons
- (10) Video projects on YouTube
- (11) Food and warm relationships is biggest draw

Panelist: Eunice Bonsi AL ebonsi@mytu.tuskegee.edu

- (1) “Connect and release”
 - a. Look for connections with participants – see at grocery store and say “hi”
 - b. Mutual respect

- c. Include humor in all classes and demos
- d. Real connection because education comes from community
- e. Coordinator participates in lesson and demos

PART III

OPEN DISCUSSION AMONG ALL WORKSHOP PARTICIPANTS

QUESTION: What has worked well for you?

ANSWERS:

- (1) Work with parents and kids together – might be fathers & children; mothers & children; or both parents and children
- (2) Head Start – has an after school child care program – parents come and take nutrition education classes – at the end of the lesson both children and parents come together and have something to eat
- (3) The first class has to be exciting – redesign the pre-post test and 24 hour food survey – add color; could make it into a power point – watching a power point they may get excited
- (4) Families come together – eat & exercise together – works in the Latino community – working with families; educators may have to work on weekends – works well with retention

Recruiting in EFNEP: What Works and What Doesn't

**Presented by
Linda Melcher, MS, RD
EFNEP National Meeting
February 22, 2012**

Creating Meaningful Conversations



a Recruiting Workshop for Nutrition Educators

Developed by Howard Armstrong and Linda Melcher
Revised by Linda Melcher, MS, RD

Participants will

- ★ **Learn how the selling process can be used to recruit EFNEP participants**

Recruiting vs. Selling

- ★ **Recruiting is an informal selling endeavor**
- ★ **Professional selling is a natural process between two people**
 - One has a problem or need
 - One has a solution
 - Combined equals a win-win situation

Creating Need- Satisfying Conversations

Going from amateur to professional sales requires that we stop making sales presentations and start conducting need-satisfying conversations!



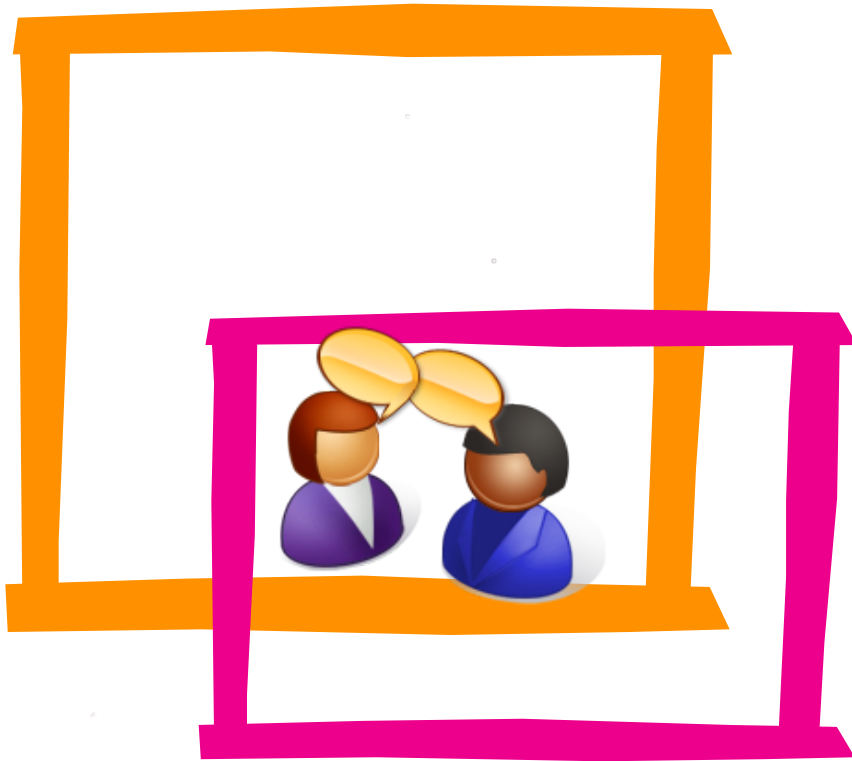
Definition



**Conversation is
a method of
communication**

Definitions

**Communication
is giving and
getting
information**



Build Rapport

- ★ **Create a safe environment**
- ★ **Use open body language**
- ★ **Create a comfortable setting**
- ★ **Show an interest in her**
- ★ **Begin developing trust**

Make a new friend!

Building Rapport with Agencies

- ★ Know their mission
 - Google them
 - Read articles and brochures
- ★ Know how their mission connects with yours
- ★ Know how you can help them meet their mission
- ★ Respect their time
- ★ Be prepared

Getting Information to Uncover Customer's Needs

★ Requires two skill sets

- Asking good questions
- Listening

Use Open Probes to Uncover Customers Needs

What's wrong with these questions?

- **Would you like to join nutrition classes?**
- **Will your agency provide referrals to our program?**

Compare the difference

★ Would you like to join nutrition classes?

★ Will your agency provide referrals to our program?

★ When it comes to feeding your family, what is important to you?

★ What kind of nutritional help do you see your clients needing?

Listening Skills

*“There is no greater respect we
can give a person than listening
to him.”*

The Road Less Traveled

M. Scott Peck

Active Listening

- ★ **Requires action!**
- ★ **Demonstrates you heard and understand what was said**
- ★ **Allows clarification**
- ★ **Demonstrates genuine interest in the other person**

Giving Information

Amateurs almost always talk about features while professionals talk about benefits.

A feature describes the service or product.

A benefit tells how the service helps customers.

It is benefits that give customers a reason to enroll.

Features of Nutrition Education

★ **Classes**

- nutrition
- meal planning
- food preparation
- food resource management
- food safety


★ **Newsletters**

★ **Recipes**

★ **Reinforcements**

“Data Dumping”



- 
- ★ **People do not buy products, they buy solutions to problems.**
 - ★ **Benefits give customers a reason to enroll.**

Benefits of Nutrition Education

- ★ **Improved health**
- ★ **Money saved on food bill**
- ★ **Reduced health care costs**
- ★ **Skills learned**
- ★ **Confidence gained**
- ★ **Healthy weights achieved**
- ★ **Time saved**

Example

Feature – EFNEP teaches menu planning

Benefits

Save time

- at the store
- during the rest of the week by not having to go to the store for forgotten items and knowing what you are going to have for meals

Save money

Improve nutrition

Feel more in control

**The Cent\$ible Nutrition Program
helped Wyoming families save
\$633,150 last year on groceries –
an average of \$43.75 monthly
for 1,206 graduates!**



Getting Benefits into the Conversation

- ★ Start with an identified need
- ★ Match a benefit with the need



Individual Example:

A young mom revealed to you that she has trouble making her food resources last all month.

Individual Example

“You’re not alone. Making food resources last all month is one of the biggest challenges facing moms today (need). You’ll be interested to know that, on average, participants of our program saved \$43.75 a month of their food bill. That’s over \$500 a year. We share many cost saving tips, and learn shopping strategies to get the most from our food resources. Best of all, we have so much fun (benefits). I would love for you to be among those successes!”

Agency Example:

An office manager for a local SNAP office revealed to you that the case load at their office often overwhelmed benefit specialists. People have to wait for appointments, and both are often frustrated. She did not feel she could ask workers to do one more thing.

Agency Example:

Large caseloads for workers is a concern expressed by other agencies that help low-income families (need).

Our program has helped them by providing workers with a “gift” that they can give to applicants at the end of the interview. This gift, which helps us promote our program, helps the interviews end on a positive note and helps relieve some of the stress your workers and applicants experience (benefit).

Survey Results: Reasons People Join Nutrition Classes

- ★ **To improve health of kids, family, self**
- ★ **To save money**
- ★ **To learn to cook**
- ★ **To get help with picky eaters**
- ★ **To lose weight**
- ★ **To get help with meal management**
 - **menus, reading labels, food safety**

Survey Results: Reasons People Join Nutrition Classes

- ★ **To get help with shopping**
- ★ **To get incentives**
- ★ **To get help from other services**
- ★ **To get credit for something**
- ★ **To meet people and make friends**
- ★ **To gain job skills and build
resume**



Neutralizing Resistance

**Objections: drawbacks to keep you
from moving ahead**

**Skepticism: ideas sound too good
to be true**



Good News!

Both are statements of interest

- Need help
- Tell how they need help

Neutralizing Resistance

- ★ **Restate the objection using an active listening technique**
- ★ **Ask them to tell you more (if needed)**
- ★ **Offer help or**
- ★ **Offer proof**

Individual Example:

“I don’t know, I’m so busy, I don’t think I have time for classes.”

“Too busy for classes? Tell me more about your situation.” (Demonstrates you heard the need)

“I go to school on Monday, Wednesday, and Friday. Then on Tuesday and Thursday I work from 9 to 4. In the evening I have to study and on the weekends I have to shop and clean house. I don’t ever feel like I have time for fun with my kids.” (Clarifies the situation)

Individual Example:

“Wow, you do have a full load (**need**). Our *Busy Moms* class that starts after this semester ends may be just the thing you need. We share many time saving ideas for shopping and meal preparation. One mom told me that she not only saves two to three hours a week now in grocery shopping and meal preparation, she spends time with her children by including them in meal preparation. Best of all she feels more in control of her situation and even has a few minutes each day for herself. Our classes are so much fun that most moms don’t want them to end” (**benefits**).

Agency Example:

“WIC already provides nutrition education for our clients.”

“WIC does a great job of providing nutrition education (restated objection). Our program actually builds on the information you provide and helps your clients put your information into action in their daily lives. Our cooking classes provide “hands-on” experiences with many of the foods in your food package (offers help). One WIC mom told us she had learned a lot from WIC about what she should be doing, and we had actually helped her do it. ”(proof)

Survey Results: Objections to Joining Classes

- ★ **Lack of time (30 responses)**
- ★ **Lack of transportation (12 responses)**
- ★ **Lack of child care (7 responses)**
- ★ **Classes lasting too long (8 classes) (3 responses)**
- ★ **Already know about nutrition**
- ★ **Schedule of classes doesn't fit with personal schedule**

Survey Results: Objections to Joining Classes

- ★ **Fear of personal information being shared with other agencies**
- ★ **Not familiar with program**
- ★ **No interest**
- ★ **Moving**
- ★ **Sick kids**
- ★ **Kids poor behavior**



Identify Objections

Once the major objections have been identified, create statements to use to neutralize them.

Practice these in staff meetings

Closing the Deal (Getting a Commitment)

- ★ **When do you try to get a commitment?**
- ★ **When you get a “buying signal”**
 - Becoming more talkative
 - Asking questions
 - Picking up a prop or looking at your brochure

Buying Signals

- ★ Indicate the customer likes what she sees, but needs help or needs more information.
- ★ Provide additional information
- ★ Repeat benefits in different words
- ★ Ask for a commitment

Putting It All Together

- 1. Build rapport**
- 2. Use open probes to uncover needs**
- 3. Use active listening techniques to demonstrate we heard the need**
- 4. Match benefits of program with identified needs of customer**
- 5. Identify objections and skepticism, and neutralize them**
- 6. Get a commitment when we see buying signals!**

Thank you!

For More Information

Linda Melcher, MS, RD

lindamelcher1211@gmail.com

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

Note: These core competencies should be used within the context of the State FSNE program guidelines and the Federal Food Stamp Plan Guidance.

Downloaded from http://www.nifa.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf, 03/05/2013 – Note name change from FSNE to SNAP-Ed. Competencies are also designed for paraprofessionals in EFNEP. For use at the 2013 EFNEP Conference, please substitute appropriate program names.

Understand the Organization

- Understand the mission of Extension within the Land Grant University System.
- Understand and adopt the mission and goals of FSNE.
- Understand the relationship of FSNE to Extension; the University; the Food and Nutrition Service (FNS); and the United States Department of Agriculture (USDA).
- Understand the eligibility requirements for participation in the Food Stamp Program.
- Understand the importance of the paraprofessional role in achieving program goals.
- Follow State FSNE guidelines.

Understand and Respect Diversity

- Respect and value people's differences.
- Remain objective and avoid imposing one's own values on others.
- Meet the nutrition education needs of food stamp eligible learners of diverse race, ethnicity, gender, age, language, education level, sexual orientation, and disabilities.
- Meet civil rights requirements.

Achieve Excellence in Teaching

- Recruit adults and youth who are Food Stamp eligible.
- Schedule programs (with input from supervisor) to be convenient for participants.
- Assess the needs, interests, and abilities of participants.
- Understand the factors that influence an individual's food behavior.
- Limit program content to FSNE topics as defined in State program guidelines.
- Use research-based, State-approved educational materials.
- Stay current in FSNE topics.
- Plan and prepare lesson plans, activities, and materials based on participants' needs, interests, age, and abilities.
- Engage participants in hands-on learning to achieve program outcomes.
- Use creative teaching techniques that build on participants' learning styles (ways of learning), strengths, prior knowledge, and skills.
- Create respectful learning environments in which learners feel comfortable to participate.
- Help participants set goals using new information and skills.
- Encourage participants to increase food and nutrition-related skills and become more independent.
- Acknowledge participants' success.
- Use evaluation results to focus programming and improve teaching skills/techniques.

Conduct Program Evaluation

- Use State-approved evaluation forms and methods for collecting participant and program outcome information.
- Meet expected goals for participation/caseload as designated by supervisor.
- Provide constructive feedback to supervisors/State leaders on program effectiveness.

Maintain Accurate Records and Reports

- Submit records and reports neatly, accurately, completely, and on time. Document time and travel regularly on appropriate forms.
- Secure and/or document match.
- Secure and submit participant signatures indicating consent for photographs, and/or other personal information that may be used to improve programming.

Maintain Effective Internal and External Partnerships

- Know community demographics, resources, needs, and issues.
- Build and maintain effective partnerships with other Extension programs and community agencies.
- Respect the missions of partnering agencies.
- Understand and follow program memoranda of understanding and/or collaborative agreements.

- Communicate regularly with partnering agencies to coordinate services.
- Respond to agency referrals in a timely manner and report follow-up with the person/agency that made the referral.
- Refer participants to the Food Stamp Program, Extension programs, and other appropriate community resources.
- Strengthen programming by involving volunteers.
- Participate in the research mission of the University as approved by supervisor.

Communicate Program Value

- Serve as a good representative of the University.
- Include required logos, Food Stamp Program message, and FSNE funding statement on all print materials.
- Share program outcomes and successes with stakeholders, media, and the public.

Ensure Productive Interpersonal Relationships

- Maintain positive working relationships with support staff, co-workers, and supervisors.
- Share program materials and ideas with co-workers. Be open to new ideas, concepts, and information.
- Mentor new co-workers as directed by supervisor.
- Use effective verbal, writing, and listening skills.
- Volunteer and/or accept additional responsibilities when appropriate and with supervisor approval.
- Accept constructive criticism and suggestions.

Demonstrate Technology Literacy

- Demonstrate basic computer skills including e-mail and accessing the Internet.
- Use basic office equipment including the telephone system, fax, and copier.
- Use websites approved by supervisor.
- Use audio visual equipment and materials appropriately in teaching.
- Enter data accurately and print reports.

Demonstrate Personal Accountability

- Balance multiple responsibilities including teaching, recruiting, recordkeeping, and reporting.
- Communicate concerns and issues to supervisor in a timely manner (sickness, leave requests, change of schedules, accidents, and conflicts with agencies, participants, co-workers).
- Practice positive work ethics (loyalty, honesty, integrity, perseverance).
- Demonstrate an understanding of job responsibilities and boundaries.
- Use good judgment about health and personal safety at work.
- Dress appropriately (as defined by State FSNE guidelines) and practice good hygiene.
- Meet scheduled commitments; arrive prepared and on time; cancel appointments only when absolutely necessary.
- Model positive nutrition, health, and food safety behaviors.
- Maintain reliable transportation.
- Organize and maintain teaching materials, supplies, and equipment.
- Use time and travel resources wisely.
- Participate actively in staff development/training.
- Develop a personal staff development plan including setting goals to improve work performance in conjunction with supervisor.
- Use technology and program equipment/materials appropriately and for work purposes only.
- Work independently with confidence.
- Maintain confidentiality of participant and program information (appropriately file, transport, and store records).
- Comply with State laws regarding reporting criminal activity (copyright laws, reporting child abuse, and issues related to court cases).

Paraprofessional competencies were developed through a research process involving state program coordinators, local supervisors, and paraprofessional staff. These competencies were created to reflect the full range of responsibilities, i.e. to consider the full position, not just content knowledge and teaching skills. Supporting skills specific to each competency area vary depending on the paraprofessional's experience and expertise in the position.

Baker, S., Pearson, M., & Chipman, H. (2009). Development of Core Competencies for Paraprofessional Nutrition Educators Who Deliver Food Stamp Nutrition Education. *Journal of Nutrition Education and Behavior* 41,138-143.

For more information on the Western EFNEP paraprofessional training project contact: Mary Wilson, University of Nevada, wilsonm@unce.unr.edu, (702) 257.5507 OR Mary Kay Wardlaw, University of Wyoming, wardlaw@uwyo.edu, (307) 766.5181.

Come West and Round Up the Core Competencies

Two breakout sessions Wednesday, March 13, 2013

This session was facilitated by the Western Region EFNEP Coordinators from the states of Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming, and the territories of Guam, Micronesia, American Samoa, and Northern Marianas.

The core competencies identify skill sets needed to be a successful paraprofessional nutrition educator. These competencies were developed to guide state coordinators and program supervisors in hiring, training, and performance management decisions. Paraprofessional competencies were developed through a research process involving state program coordinators, local supervisors, and paraprofessional staff. These competencies were created to reflect the full range of responsibilities, i.e. to consider the full position, not just content knowledge and teaching skills. Supporting skills specific to each competency area vary depending on the paraprofessional's experience and expertise in the position. Some skills can be quickly achieved by new employees; others require more experience.

For this session, the core competencies were downloaded from http://www.nifa.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf. For this session it was noted that the name had changed from FSNE to SNAP-Ed. Competencies are also designed for paraprofessionals in EFNEP. For use at the 2013 EFNEP Conference, participants were asked to substitute appropriate program names.

For this session, 10 stations were set up, each with one core competency. A person from WEFNEP facilitated and recorded their small groups. Session attendees rotated through three or four stations at 7 minute intervals. Each group addressed two questions:

“How should we in EFNEP be addressing this competency?”

“What are the challenges to addressing this competency?”

At each station there were dots and if participants have materials, techniques or ideas as to how to address a competency, they were asked to write their name and state on the dot and place it on the competency table tent so they could be contacted later.

EFNEP Meeting – Core Competencies – Combined Sessions March 13, 2013

Understand the Organization

- Address the competency
 - Involve district director, county director
 - Adobe lesson – webinars
 - Very important – revisit in training
 - Value what people do
 - Take them to WIC office, low-income housing
 - Socio-ecological model, Ruby Paine training on poverty
 - We are extension
 - Training local and state levels
 - Purdue does a 2-week online training using Adobe connect
 - 1-hour adobe connect, no evaluation or follow up
 - Survey monkey
 - Focus made from survey
 - Initial overview
 - Annual in-service/university comes to talk about program
 - Partnerships outside of extension
 - Training is key – initial and on-going
 - Para-professionals “shadow” other extension staff (4-H, Ag) to learn about the extension programs (2 weeks) so they know what extension has to offer
 - Initial training that specifies what roles of all extensions faculty/staff/prof. does
 - Use national EFNEP website – training manual
 - Have organizational chart to help paraprofessionals understand – USDA, State, County, Univ., FCS, etc
 - Be connected to another part of extension like 4-H
- Challenges to address competency
 - Places
 - What do we care? Doesn't affect work
 - Know EFNEP not Extension
 - Organization is a step child
 - How do they fit
 - Funding stream
 - Too much info
 - Pull them in as distance
 - Understanding the value
 - Access knowledge and apply
 - Hard to reconnect SNAP-Ed & EFNEP back to extension as a whole; a disconnect
 - Funding roles is a barrier to including para-professionals into extension
 - Para-professionals knowing what they can and cannot do

- People to help:
 - Director does training in Alaska
 - Administrative Handbook - California
 - New employee training – Jeff Olsen has tool – budget person at WV
 - Candy Gabel – Diversity education
 - Candy Gabel- Extension Powerpoint explaining the organization
 - Julie Gray – Indiana
 - Purdue Adobe trainings

Understand and Respect Diversity

- Address the competency
 - One para (white) was asked by African American what she meant by healthy weight. African men feel they aren't taking care of their wives if they are thin. So don't focus on weight, just on healthy food choices.
 - Run a Bafa Bafa simulation with Paras and supervisors
 - Do a hunger banquet with paras and supervisors
 - Paras need cultural competency to meet participant needs
 - We need to collect demographic info but people aren't comfortable giving this info. Paras need to be trained on how to do this
 - Paras need to both understand and accept their participants
 - Supervisor provides census data (& from Stephanie) to help paras know their communities
 - SC has just now hired a bilingual Para, MD Eastern shore too; this helps other paras understand diversity
 - How to work with people who speak a different language
 - Do an "international day" training where each para picks a country
 - Identify assumptions of paras – don't assume results will be the same as in the past
 - With huge influx of immigrants at the food pantries, people don't know what the give-away foods are
 - Urban/rural differences in support for different populations
 - Start with your own food preferences, then cultural differences with food
 - Deep down we're all the same, but all different
 - Individual differences within cultures
 - What you see at first isn't the whole culture
 - More diversity in some parts of state
 - What are the different aspects of diversity?
 - Mark Sammuelson PBS's special on food
 - Edith: unique situation at Alcorn State. Mostly black population w/ a few immigrants. Some Mexicans came to class and she didn't know what to do b/c they didn't speak English. Had one try to translate, challenging
 - Teach with pictures
 - Have a diverse staff (Purdue) with informal dialogue, each staff's heritage, including one whose parents are deaf
 - Michigan has a 2-day multicultural retreat. Every employee must attend it in their first year (all extension)

- Share experiences when you meet PAs from other countries
- Navigating for Success out of New York is used for teaching how to value participants' experiences
- Need specific curricula for Spanish speaking participants in Michigan
- Have counties reach the % of participants who are of particular backgrounds
- translations are inaccurate
- Latina bilingual paras get hired away quickly
- Have bilingual and bicultural staff
- Michigan is creating a food recall in Spanish and is testing on target audience
- First generation isn't the problem with obesity
- Challenge to be globally culturally competent
- African American soul food was celebration food – fried chicken once a week, not every day. Same with Mex. Americans.
- Understand your history and don't be ashamed of it.
- Respect elders – healthy eating and phys. Activity
- Cognitive impaired: Olga created a committee for how to work with this group. Need to have very simple objectives. Pictorial checklist.
- What pictorial curricula could be developed to do Nutrition education in multicultural groups?
- Hiring people (civil rights) don't discriminate/ should be a factor (race, gender should be on qualifications
- Respect & value – staff meeting, write something nice/positive about a person on the staff/ getting people looking at each other positively (finding something positive)
- Cultural food bingo different foods from different cultures
- Disable people w/ dealing needing help, special accommodations
- Older teens – mixed groups. Need younger staff person to relate to the audience. Age gaps
- Tools in place to engage audience in the beginning
- When training have training on cultural foods; traditional/religious - look at cultural differences
- Training “Bridges out of Poverty”
- Language barriers with new referrals
- Place notes for special dietary needs or accommodations
- Provide award for diversity for those who work on diversity
- Campus has training office
- Extension diversity
- Challenges to address competency
 - Different language and values
 - Not really knowing the audience when you have someone teaching who is not aware
 - Understand and respect where they are
 - Work within the frame work of the set recipes but might need to alter recipes for differences
 - Check with community partner on the group you're working with

- Not qualified to deliver trainings on diversity
- People to help:
 - SC: Yenory
 - TN: Lesslie
 - MD: Manitza Diversity Institute in DC – does week long training
 - CT: Linda
 - MD: Virginie
 - MO: Candy (diversity training with ADA World Food Book, Alejandra Medina created program to ID biases using Shrek and onion analogy)
 - WI: Bev trains her coordinators next week on civil rights. Can get her handout
 - CT: Linda - food attitudes lesson plan

Achieve Excellence in Teaching

- Address the competency
 - Role model
 - Need to see good teaching
 - Use existing paras to do demos for new paras
 - From Telling to teaching and 4 A's of Joye Norris
 - Shadow experienced paras
 - Ongoing
 - Montly meeting w/ regional supervisor, NY Navigating for Success
 - Have to encourage participation
 - Have to consider cultural differences
 - Constituent training – on going, monthly, quarterly
 - Using evidence based research training material, “navigating for success”, “NNCP Utah modules”, “Telling to Teaching”,
 - Regional Training
 - Peer Training, educator picks topic research, send to state for approval, teach it
 - “Likeability” – personality how each person relates to others
 - Daily communication with educators
- Challenges to address competency
 - EFNEP leaders are often not confident in teaching how to teach
 - Distance to travel for training
 - Peer training – educator getting their lesson topic approved
 - Time for training
 - Help educators to understand they need to listen to participants and their needs
- People to help:
 - SC: Yenory
 - Bonnie Dunn, WV State – Teaching Skill, set of modules
 - Modules developed at Ohio State for vocational education
 - Wisconsin: has an outline to use when teaching *From Telling to Teaching*
 - VA: requirements for learning environments

- CO: Training modules for using *From Telling to Teaching*

Conduct Program Evaluation

- Address the competency
 - Learning environment
 - Goals for numbers of lessons
 - Using Oklahoma DVD
 - Train and retrain
 - Portable food recall kit
 - Using volunteers
 - Keep group size down
 - Examine population base
 - Programing includes: travel, prep, committee meetings
 - 5-year plan committee – address the issue
 - Group training; group teaching
- Challenges to address competency
 - Expected case load and grad rates raising the bar
 - Performance evals – different ones for urban vs. rural
 - TX: minimum graduation rates
 - Caseload assigned at State level
 - 24hr recall difficult
 - Understanding value of evaluation
 - Getting a good recall
 - Spanish speakers
 - Caseload and supervision – population density
 - Programming vs paperwork
 - Consistency or lack there of
 - Making data more useful
 - Use core intake required accuracy or 24-hr intake
 - Input, literacy and accuracy
 - Accuracy of measurements
 - Collecting accurate info
 - Comfort level at 24-hr recall
 - “stuff” to do program evaluation. too massive to carry-around
 - Summary of above: accuracy of 24-hr recall (difficulty); keep materials/program simple (suggestion)
 - Suggestions: regular whole staff training (quarterly, semi-annual, annually (budget constraints and limitations); role-playing of competencies; on-line training for basics; keep “stuff” simple; regular follow up (group and individual) after trainings
 - Training realistic, complicated
 - Training kit needs to be simple
 - On-line training; core challenge, feedback not there

- Prefer quarterly follow up; 2x a year full staff meeting
- Relate to participants
- Struggle for accuracy comfort of educators
- Orientation manual
- People to help:
 - SC: Yenory
 - Bev Phillips, WI – Minimum Expectations and Goals
 - AZ: SNAP-Ed, developed for 4-5 core questions
 - EFNEP: Core Intake
 - SC: Compliance Person
 - FL: Ten core & 24hr recall
 - ND: Food recall and challenge; 2x/ year
 - Tuskegee: input literacy
 - Virgin Islands: measuring
 - TN: paras collect, region admin, accuracy, Role playing, intake accuracy, individual computers, Individual reinforcement after general training
 - Jovita Lewis – Alabama
 - Karen Franck – Univ. of Tennessee

Maintain Accurate Records and Reports

- Address the competency
 - TN: Enter their own
 - MO: Regional support/training
 - Retrain, regular support
 - MS: Director does entry
 - TN: ongoing maintenance
 - TX: 10 counties, supervisor checks, coordinator audits one para each month, select groups for each para and check for compliance
 - Attendance verification for youth groups; each county has own data entry person, trained by state person
 - Need paras to understand importance of records
 - VA: Training, follow up, reviews. Area level person does entry, quarterly audits
 - AL: Paras enter themselves, monthly reports, continuous checking
 - DE: Tier Report to determine
 - MI: prepare list of required documents; agreement with each para annually (expectations and required docs)
 - Electronic/ maintain records technology
 - Files
 - Schedule calendar on upcoming events
 - Daily drop-box (scanning documents/manual)
 - Drop box to share, access files
 - Shared folders and files
 - Tennessee (regional) Emphasize importance of maintaining records.
 - Face to face interaction
 - Online training for youth reports

- Training staff how to maintain accurate records
- More interaction between staff
- Person in interaction entering the data
- Challenges to address competency
 - Trial and error
 - MD: own data entry, flexible schedule is challenge, use outlook calendar
 - WV: online time clock problems
 - All inclusive log
 - MD: Want to see how much time spent entering data on NEERS
 - Staff accountability
 - Time constraints, rushed and incomplete
 - Will not remember
 - Want to be professional
 - Balance with teaching
 - Each county, own supervisor
 - Input needed daily – not to forget
- People to help:
 - Elise Gurgevich, PA - “QAC”
 - Karen Franck – Univ. of Tennessee

Maintain Effective Internal and External Partnerships

- Address the competency
 - Identify resources avail. Systematic needs assessment
 - Agencies that focus on for example, Refugee services
 - Mechanism for discussing what those missions are
 - Look for partnering agencies with similar goals and missions
 - Develop elevator speeches for different groups – language to explain what they do, needs to be taught to PP
 - Partnership agreement shown to PP
 - Electronic newsletter to agency to see if employees are still there
 - Have PP work cooperatively on lists
 - Identify who is better at interfacing, people
 - Pair PP with agencies they want to work with
 - Integrate EFNEP into service offerings of other agencies
 - Meeting with collaborators to share goals and objectives
 - External partners understand what EFNEP does to EFNEP being established early on
 - Program Manager helps PP get into agency if there is trouble getting in
 - Integral part of county office – physical presence in county office (PP)
 - Partners invite agencies
 - Partner and volunteer recognition
 - State-level partnerships to facilitate county-level partnerships
 - Count and state partner recognition
 - Establish MOAs & MOUs

- EFNEP will continue to be here
- Responsible for Coordinators to build
- Coordinator has primary responsibility
- Local people organized to maintain specific liaisons by geography. Assigned to Agencies and families
- Take referral forms for agencies to hand out
- County agents have primary responsibility to build relationships w agencies offices, communities
- Escort NAs to centers to recruit
- Requires centralized “deal making”
- On the job training is what we’re doing; scripted meetings where successive discussions involve PA more and more
- Award/recognition for successful recruiters and for good partners who recruit and sponsor
- Encourage instructors to go to new
- Should train about agency missions
- Demographic training could include using technology for research
- Some have innate skills
- Supervisors need to monitor progress to reach agencies and partners
- Largely done (trained) through mentoring
- “Focus on partners” needs/mission
- Challenges to address competency
 - Changing demographics, changing needs (refugee communities)
 - EFNEP expected to accommodate agencies since its seen as service provider (inversely, external agencies)
 - Internal partners with extension and the university respecting what EFNEP does
 - PP understand that they need to go back to identify person to with
 - Turnover
 - Internal relationships – some do not know about extension
 - Need to establish a presence
 - Lots of agencies, people doing nutrition education
 - Need to not keep working in silos
 - Need to think of innovative ways
 - Need to be protective of programs – fighting to keep presence in schools, ie. Because other programs want to get in
 - Not a primary focus
 - Distance for 1 person to maintain, spread thin
 - Problem because recruitment is important part of job but agency people transfer
 - New agents in a new county
 - Not trained to establish partnerships – has become more competitive and complicated
 - Reduced budgets in partner agencies for new partners
 - Some new partners are after our resources
 - Sometimes supervisor is needed to coax agency partners
 - People get comfortable with existing partners

- People to help:
 - PA: Elise Gurgevich, E-Blast
 - NY: Joan Paddock, elevator speeches for various stakeholders encountered
 - TX: Amanda Scott, recognition and acknowledging partners and volunteers
 - Maria Lambia – Ohio State University

Communicate Program Value

- Address the competency
 - Pay the travel for coming to the university
 - Make sure the participant knows what to say
 - Taking time to visit them at university
 - Enter and exit interview
 - Didn't have time to do this work
 - Local
 - How to communicate state level
 - Allow individual program (grant)
 - Explain the papa what they are doing
 - Participating agencies
 - Paras dress code
 - HR need to address an issue of responsibility
 - Help our program – sharing outcome
 - Legislative support
 - People are benefits
 - Teaching nutrition
 - New hire training covers (breadth of university)
 - Ensuring educators are aware of program value and resources
 - Hiring – orientation
 - State level prepared for educators
 - As part of performance evaluation, must write 2
 - Advertise in local media
 - Training w/ release of webNEERS – show impact
 - Packet for agency – logo, univ.
 - Personnel binder – per educator
- Challenges to address competency
 - Distance and time
 - Changing materials
 - Develop messages
 - Time to process
 - Assume educators are aware
 - Educators are responsible (for orientation), supervisors responsible
 - Improved website
 - Get educators to recognize success
 - EFNEP/Univ. not mentioned

- People to help:
 - Karen Franck – Univ. of Tennessee
 - Susan Keating – Purdue (video clips for orientation)
 - Carol Ball – Mississippi (dress code and handbook)
 - Mary Lou Kiel – Penn State, County Assessment Tool
 - Marie Carmen Lambia, Ohio – personnel binders

Ensure Productive Interpersonal Relationships

- Address the competency
 - TX: May not be addressing
 - MD: No training
 - KY: Speed networking, chose topics, advising, feedback
 - Districts come together – share retention/recruitment
 - CT: Share on topics, learning about each other to build relationships
 - OK: 3 week intensive, Utah State, Certification
 - Internal
 - Role and responsibilities, partnerships to train
 - Virginia: 6 week training, 3 phases, internal
 - Main office, 3 month, week trainings
 - MD (Linda): Use form for constructive criticism/feedback
 - Sharing too much about oneself
 - Return to observer promptly
 - Create team idea, share with each other
 - DE (Donna): regular communication, equipment, materials
 - Being available, providing support
 - Cooking expert
 - Building strength
 - Team work is important
 - Cohesive
 - Personality conflicts
 - Monthly trainings – share materials/mentor
 - Navigating toward success training – Cornell (19 trainings, 6 hours)
 - Mentoring – more experienced NEA work with less experienced. Work together, teach together
 - Make some NEA have more leadership roles – give trainings, conduct trainings in area they are skilled
 - Seasoned employees
 - Make new NEAs feel important
 - Support from administrators
 - Let them know they are part of what is going on
 - Train para-professionals
 - Mentor new NEAs
 - Internal Audit, visit each area of state
 - Build relationships with NEAs
 - Build relationships at all levels

- 2-3 months visit all of staff across state. Spend entire day with each staff, time commitment but work with
- Emails
- Sharing info from Nat'l and State level, talk about what is going on
- Anything to do with organization, being part of total pie
- Have NEAs go to different areas across (state expensive) – size of state has a lot to do with how you can do this
- Money for resources a problem
- Mentoring
- Skype, Facetime, IM – technology
- Live meetings
- Challenges to address competency
 - Working in a vacuum
 - unable to get individuals to work together
 - Cultures are not working together, unable to resolve
 - Difficult people spread poison
 - Difficult personality
 - Professionals / paraprofessional
 - New hires vs. seasoned employees
 - Young vs. old
- People to help:
 - West Virginia: Beverly Glaze

Demonstrate Technology Literacy

- Address the competency
 - In general, technology use creates us an issue, distrust of computers among clients. Have some staff that don't read email, they do not even turn on their computers
 - The older employees have more trouble with technology
 - Must know how to input in web-NEERS
 - Some refuse to put in their data
 - For some, they will refuse one-on-one training
 - May have para's teach others about computers to strengthen their skills
 - Must know how to use computers – maybe try to find something that interests them
 - Need to know how to use clickers to gather data from youth
 - Must know how to input their contacts, mileage in system, very tech
 - Adobe Connect for training
 - Wide range of experience between paras
 - Because some are in counties under agents, often hard to know if paras are getting training
 - Offices are equipped differently
 - Utilize computer & DVD & powerpoint so paras need to know how to use this equipment

- Need specific training because they know how to use even email. Maybe now when hiring will need to require technology literacy.
- Tough since levels of knowledge of tech.
- Libraries provide
- Online calendars are required
- Coordinators don't feel they're the right people to train
- Smart boards
- youth want to see us use technology
- using Web-NEERS
- Challenges to address competency
 - Have educators enter their own data
 - Must walk older para's through every step
 - Supervisor actually "captures" their computer and watch para enter data
 - Want to sit at computer – some don't want to even turn on their computer, some use the computer too much
 - Smart boards in classrooms – how do we train on smart boards
 - WV: enter all their own data in NEERS, very enthusiastic
 - OK: Use power point in teaching, use laptops w paras for teaching long time; did a lot of smaller trainings on how to use laptop
 - WI: Dean bought everyone small mini Nexus but some offices do not have wi-fi
 - Some have real trouble with grasping tech.
 - Include technology training at annual conference
 - Must apply got positions
 - Staff help clients with computers
- People to help:
 - Abby Dunbar, WVU, logmeinrescue.com for computer access

Demonstrate Personal Accountability

- Address the competency
 - Relative to situation and location
 - Need to be careful
 - Role model professionalism – define – no flip flops
 - Specific shirts
 - Different categories within the competency – policy vs. sensitive
 - CT: has state EFNEP policies
 - Time management issues
 - Monthly in-service – model good choices at monthly training – supply healthy lunch and office models
 - Cultural training – diff area, needs coaching and implementing
 - Employee persist
 - Mentor
 - Clear expectations
 - Quarterly reviews w/ supervisors caseload management w/ evaluation
 - Mentor supervisors to watch the staff

- Performance reviews w goal setting to increase level of competency
 - How to give feedback to paras
 - OK: Personal safety training
 - IRB Training for NEA in OK
 - HIPPA
 - Dress for respect
 - Audit – show discrepancies in reporting
 - Balance teaching, reporting w documentation
 - Provide information – then teach skills
 - Sometimes paraprofessionals come with skills, sometimes they don't
 - Some paraprofessionals come to the job with “built-in” accountability. But others don't. You need articulate the work ethic you expect and also help paraprofessionals learn that they are part of something bigger (i.e., accountable to others in the county, to the University, to federal EFNEP).
 - Provide initial statewide training and then follow-up with supervisors in the counties, based on what is not working
 - Some states offer intensive statewide training (2 days to begin with; 2 days a month later), followed by county training and then webinars on different topics
 - Help paraprofessionals develop personal goals in this area.
 - Develop a model for paraprofessionals to use re: organizing their work time (i.e., weekly schedule – Monday, prep for classes; Tuesday-Thursday, teaching; Friday – paperwork). Also helpful to provide structure concerning daily check in, number of participants to reach daily, etc. – built-in accountability, particularly for those who work from home.
 - Work ethics – role play scenarios with paraprofessionals and dialogue proper ways to address situations
 - Teach skills on how to resolve conflicts quickly
 - Dress appropriately – some states do not have written guidelines. Suggestions – make sure paraprofessionals know guidelines exist (written expectations in an orientation manual), then “put out fires” with individuals. Some states stress what is expected in their initial training. There was general agreement that this topic is way too big to cover in just an initial training. Regular reminders of expectations related to topics were suggested. One idea – during monthly trainings, highlight a topic of the month. Involve paraprofessionals in dialogue about the topic and have each set goals related to the topic.
 - These competencies can be covered in a handbook written for paraprofessionals
 - These competencies should be reviewed each time a paraprofessional's performance is evaluated.
- Challenges to address competency
 - Diverse population
 - HR issues
 - Mentoring
 - Supervisor mindset
 - Don't revisit often enough
 - Dress code issue

- There always seems to be the one paraprofessional who will not comply with guidelines and it doesn't make any difference how much training that person receives. So much time gets spent on this person!!!
 - You can teach paraprofessionals about expectations, but you will always have procrastinators (i.e., paperwork)
 - Personal habits (i.e., being a smoker) can be problematic when working in the community
 - "Dress appropriately" may mean different things to different people. Sometimes paraprofessionals can overdress and make participants feel uncomfortable. Low cut tops and sandals seem to be two areas of concern.
- People to help:
 - Oklahoma State University: Debra Gerrard – personal safety
 - Ruth Jackson – Arizona Account
 - Katie at University of Rhode Island Orientation Manual



2012 National Coordinators' Conference

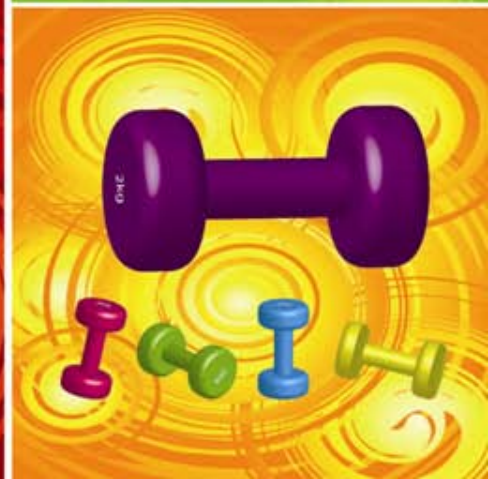
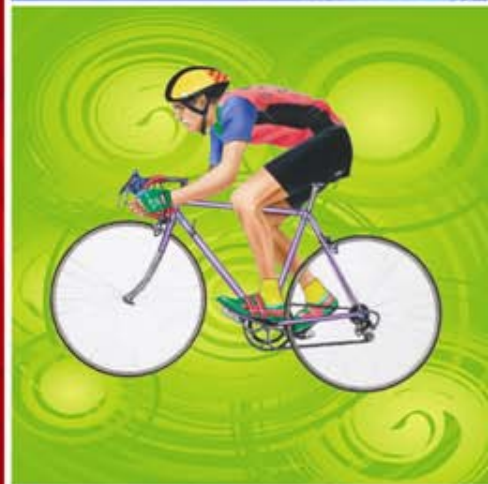
EFNEP: FACING NEW FRONTIERS

A collage of various food items including a hot dog, coffee, pumpkin, peppers, apple, strawberry, salmon, meat, fish, cheese, egg, and drinks, arranged on a blue background with concentric circles.



ENFEP On The Move...

- **Social Media & Technology**
- **New Audiences**
- **Physical Activity**
- **Innovative Teaching**
- **New Partnerships**



Social Media and Technology

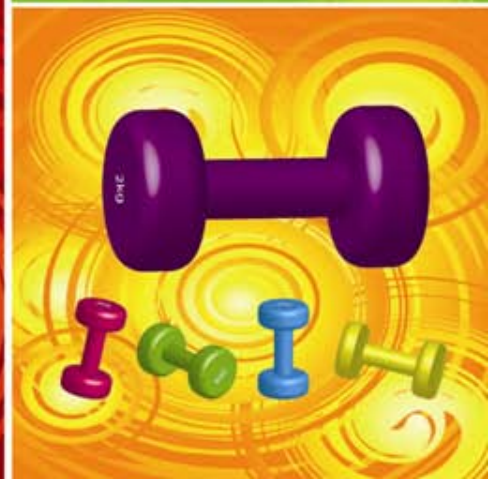


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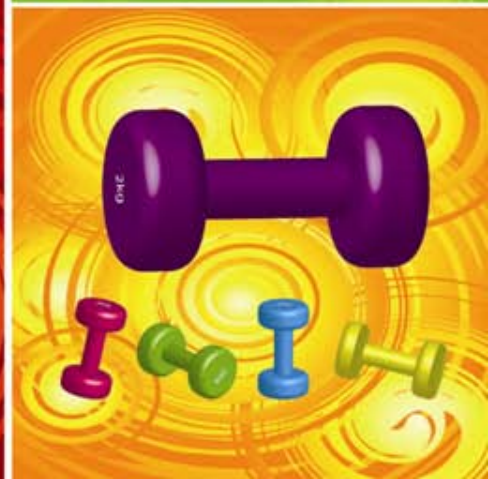
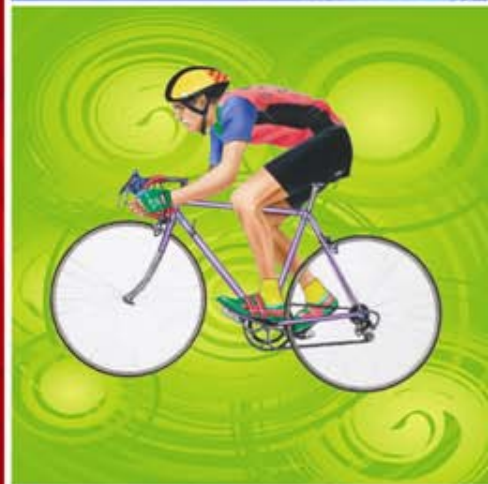
You Tube



LU Langston University
Expanded Food & Nutrition Program



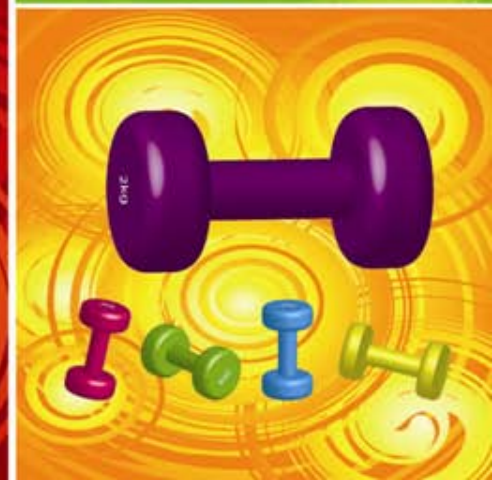
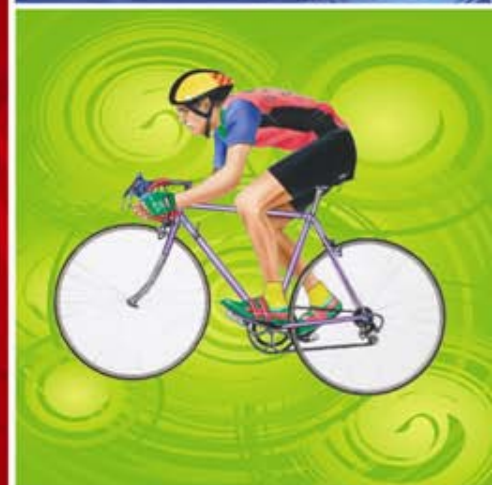
Social Media & Technology



New Audiences



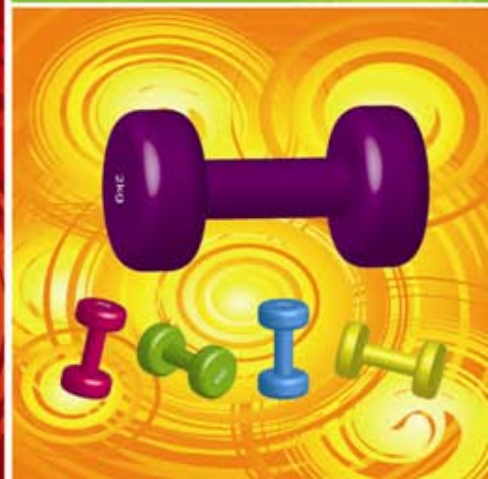
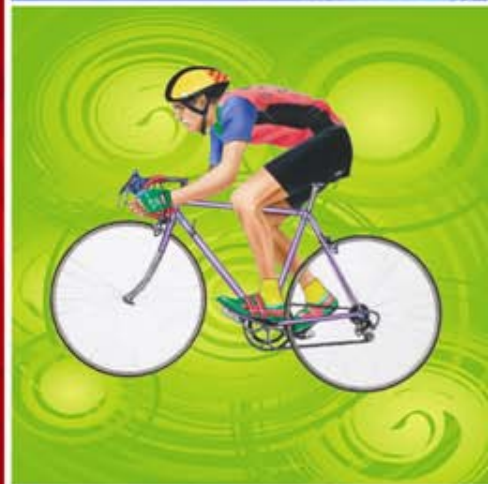
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New Audiences



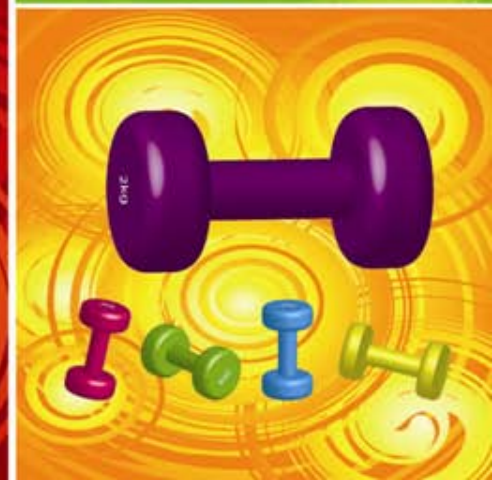
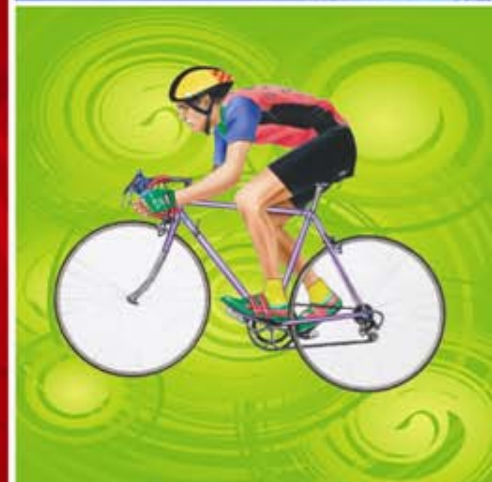
Prairie View A&M
Univerisity



New Audiences



Military Families

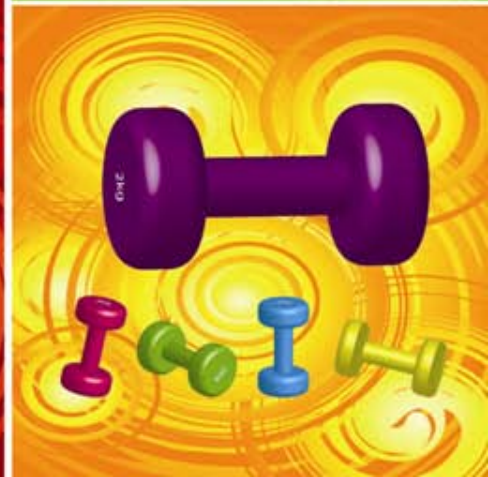
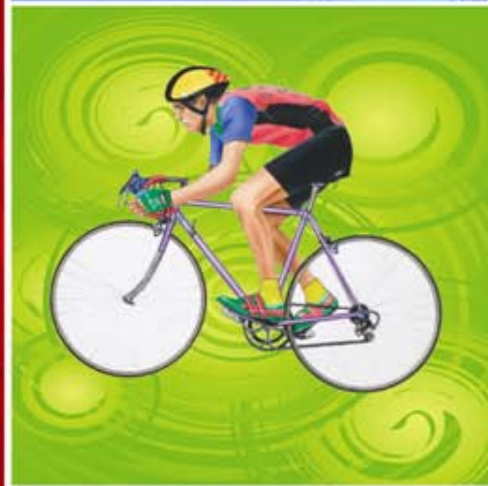


New Audiences

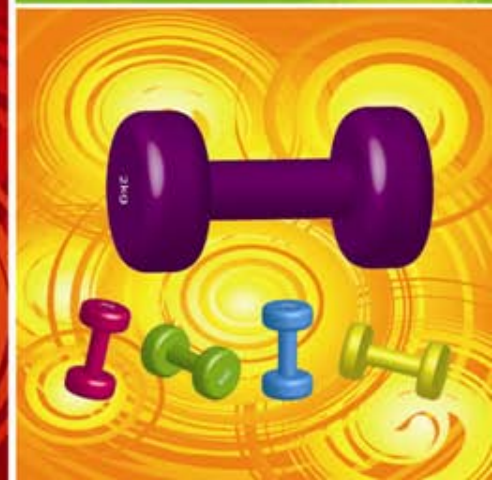
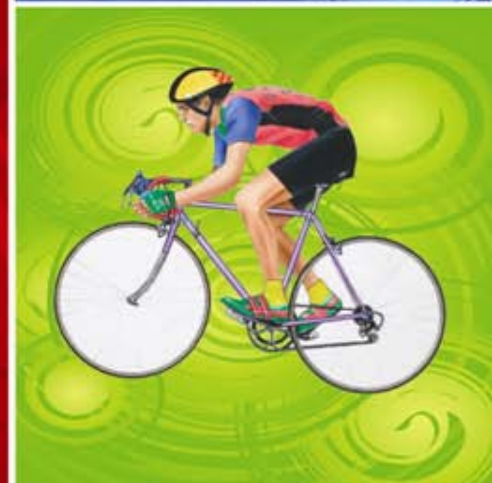
- Community Centers
- Urban Churches
- Non-traditional College Students

“Ms. Sherry, is that Nutrition Guy coming today to talk about food? What’s he teaching about today?”

-Chris, a 9th grade library student



A young girl with dark hair, wearing a denim jacket, smiles broadly at the camera. To her right, a small child is riding a dark-colored horse. In the background, several other children are standing in a line, some holding hands, in what appears to be an outdoor or semi-outdoor setting.



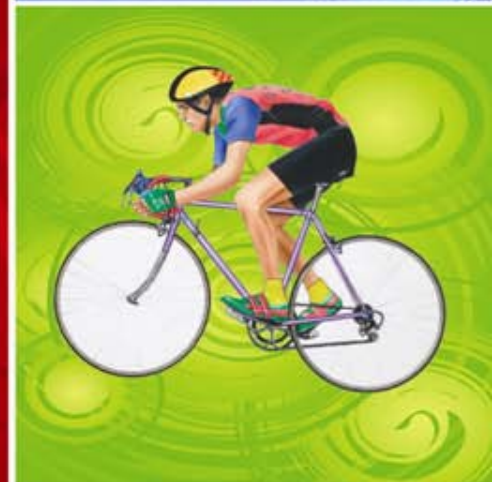
Langston University
Expanded Food & Nutrition Program



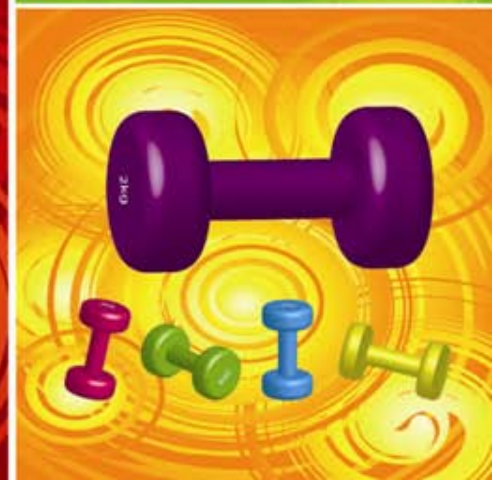
UNIVERSITY of MARYLAND
EASTERN SHORE



UNIVERSITY OF
MARYLAND
EXTENSION
Solutions in your community



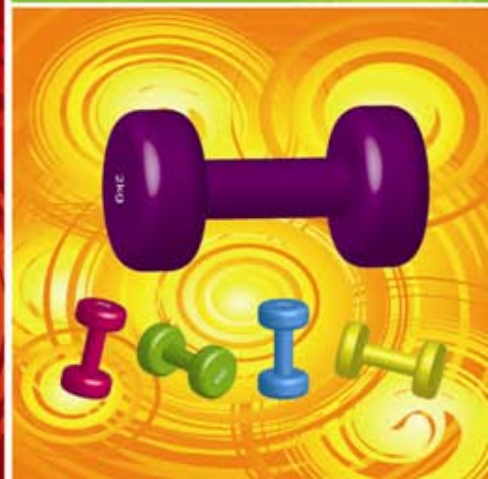
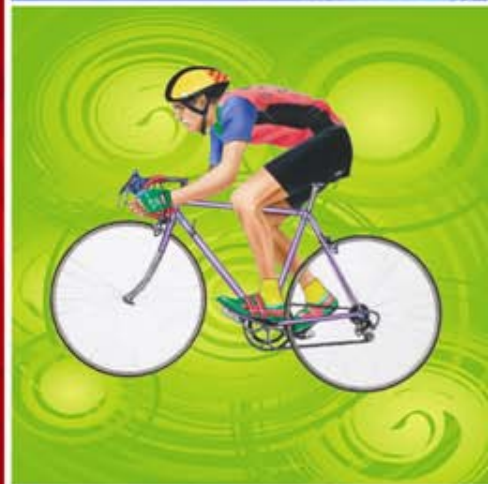
- Fun Physical Activity
- Zumba lessons



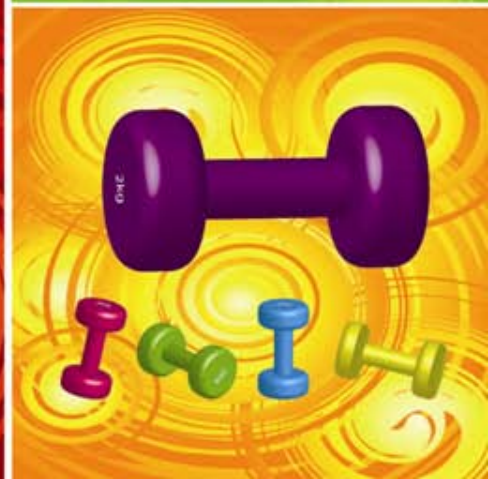
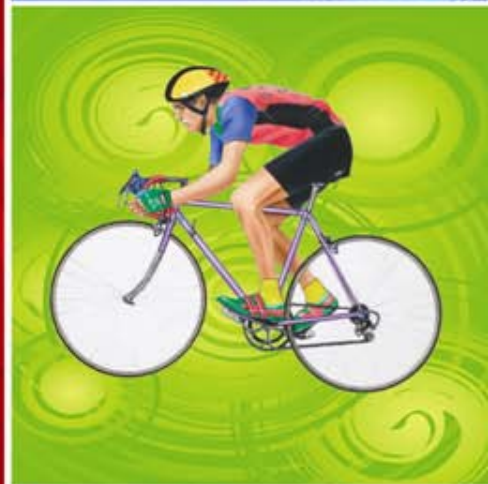
Physical Activity



Delaware State



Delaware State



Innovative Teaching



“The class was great. The teacher convinced me to cut back on soda. I didn't think I could do it but I haven't had soda for one week and I feel great!”

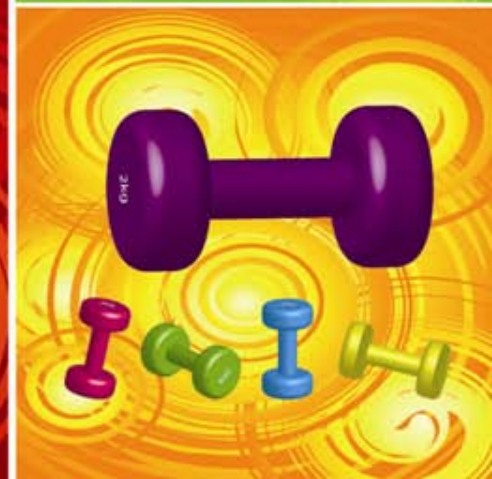
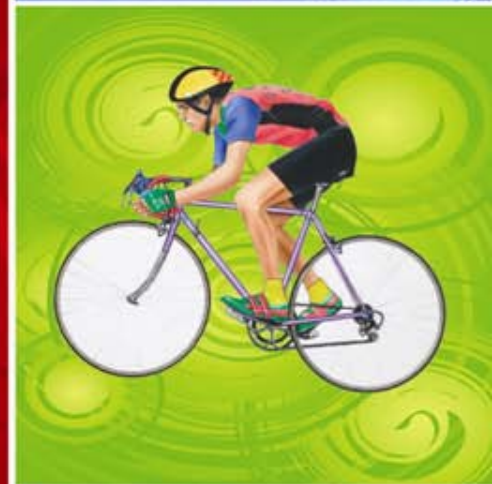
~Ashley






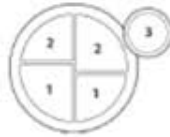
“I liked the smoothie so much that this past weekend I went out and bought a blender so I could make smoothies for my kids.”

~Michael

UMES



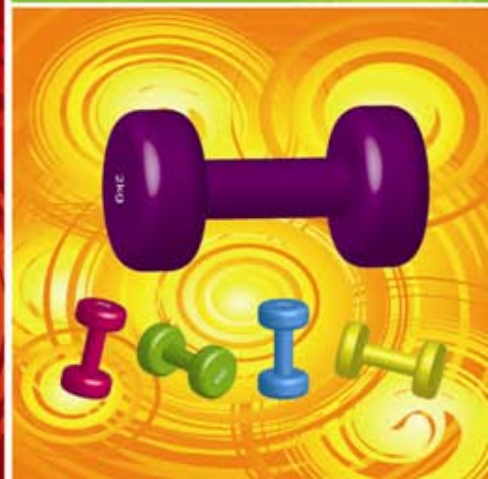
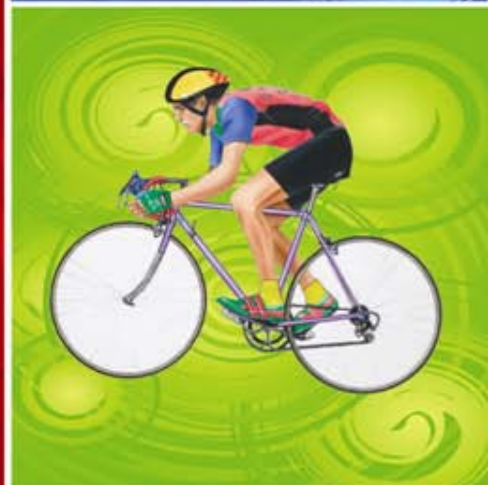
FOOD TRACKER

	BREAKFAST	SNACK	LUNCH	SNACK	DINNER	SNACK	AMOUNT OF SERVINGS
EXAMPLE MONDAY		Popcorn		Cheese		Cookie	
TUESDAY							
WEDNESDAY							
THURSDAY							
FRIDAY							
SATURDAY							
SUNDAY							
GRAINS	FRUIT	VEGETABLES		PROTEINS		DAIRY	

Innovative Teaching

“the *Show Me Nutrition* Programs at West Virginia State University teaches middle school students about nutrition and healthy lifestyles to encourage good food choices, physical activity, and chronic disease prevention and management. By the close of the 2009-2010 academic year, nearly 400 youth had participated in the program. Results indicated that 75 percent of participants increased fruit consumption and overall knowledge about healthy food choices. Physical activity increased by 20 percent, time spent watching television decreased by 50 percent, and 45 percent reported reading food labels to make better food selections.”

**West Virginia State
University**



Innovative Teaching

































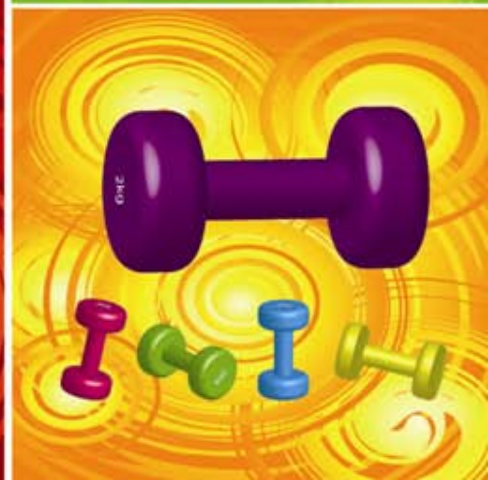
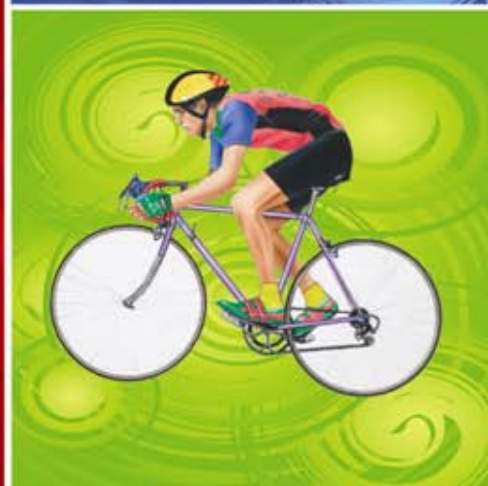
Center for Family
Nutrition and Wellness
Education
Kentucky State University Land Grant Program

Did You Remember To:

- Vary your veggies & greens?
- Look for healthy snacks?
- Choose 100% juices?
- Buy baked & roasted foods?
- Find lean meats & nuts?
- Select reduced fat dairy?
- Make room for water?
- STICK TO THIS LIST?

www.cfnwe@kysu.edu • (502) 597-5070

FOOD	TYPE	#
Grains	    	
Veggies	     	
Fruits	        	
Oils	 	
Milk	  	
Meat & Beans	    	

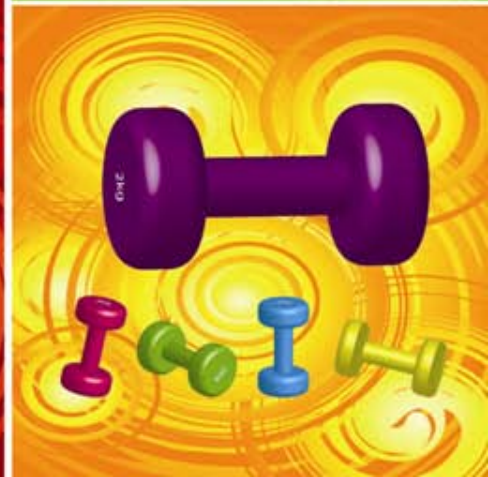
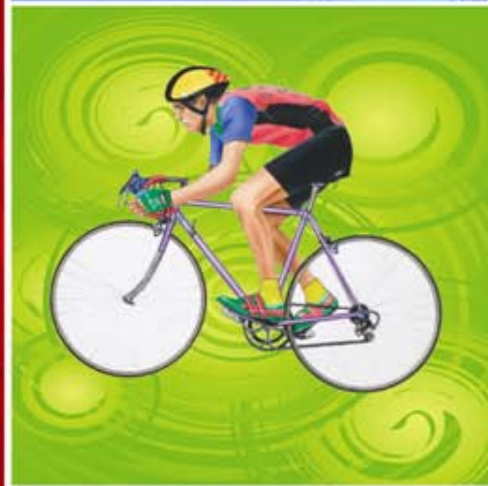


Strong Partnerships

- EFNEP in Fort Bend County established a partnership with the Pregnancy Resource Center of Rosenberg, TX in 2008.
- The center was established by local churches in the community to provide support and offer alternatives to pregnant women and teens who are contemplating abortion and for mothers with infants and toddlers.
- The center is a full service facility which offers counseling, medical and educational assistance to an audience that is 99% minority (Hispanic and Black).

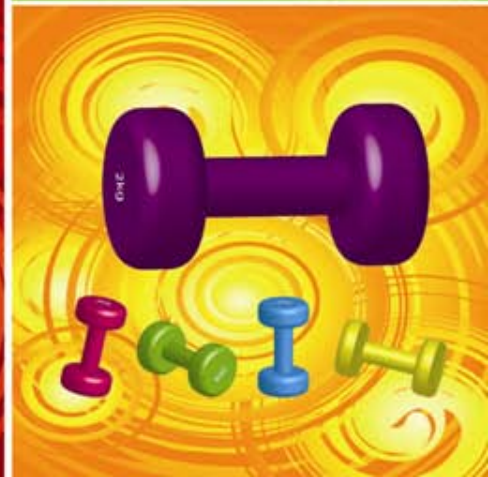
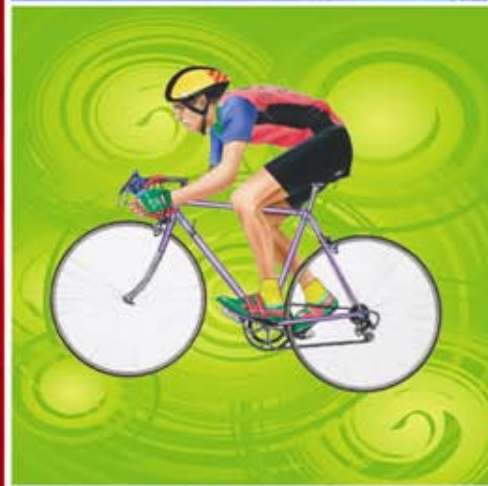
“All information presented in the classes was very clear and easy to understand clients really enjoy the recipe ideas and really like that they are low cost one pot meals. One mother told me she was able to get her husband to eat vegetables by hiding them in the spaghetti sauce like Krystal did. I often call Krystal from the grocery store for ingredients to a recipe she has prepared in class that day so I can go home and make it!”

Prairie View A&M Univerisity



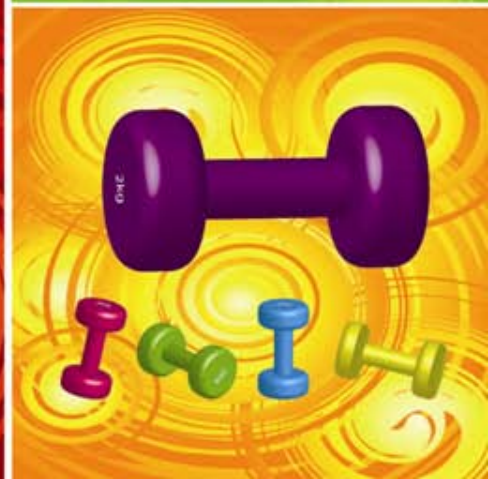
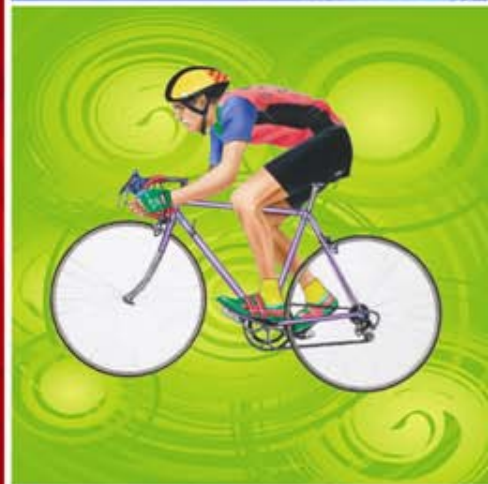
Strong Partnerships

- 1862 Institutions
- Small Farm Programs
- Rural Development Projects
- Community Centers
- Churches
- Libraries
- School Systems
- Businesses
- Parenting Classes



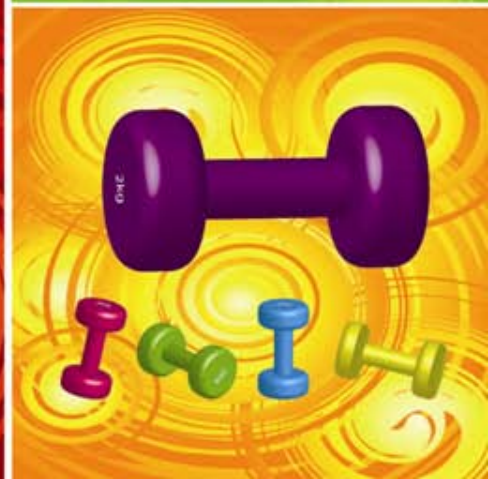
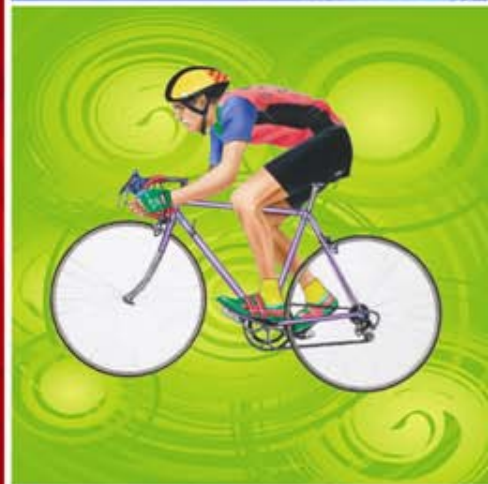
The Need Is Great...

- Phillips County is located in Eastern Arkansas along the Delta. It is the 2nd poorest county in the state. It ranked 75th in the overall quality of health as reported by the Arkansas Department of Health 2009 survey. Phillips County has a high rate of nutrition related diseases such as: diabetes, hypertension, and high cholesterol.



... And Lives Are Changed

- The University of Arkansas at Pine Bluff Expanded Food Nutrition Education Program (EFNEP) graduated 178 individuals and reached 1301 persons in program families. The combined programs had an average of 97% of participants with a positive change in any of the food groups at program exit. Through the lesson Plan, Shop, & Save participants reported coupon savings of \$ 20,185.
- Success stories include weight-loss, increases in physical activity, and in 2 cases complete elimination of prescribed medications for nutrition related diseases. Participants showed significant increases in RDAs for the following nutrients: Protein, Iron, Calcium, Vitamins A, C, and B6.

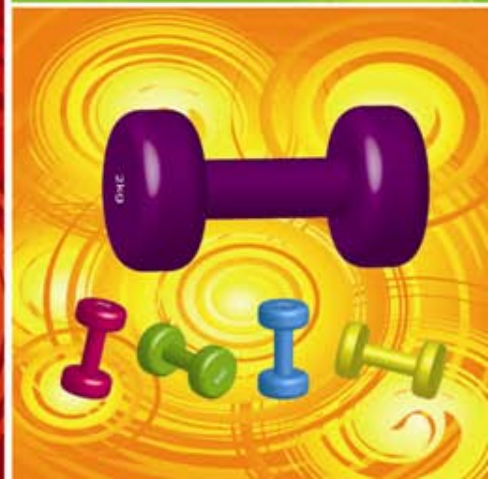
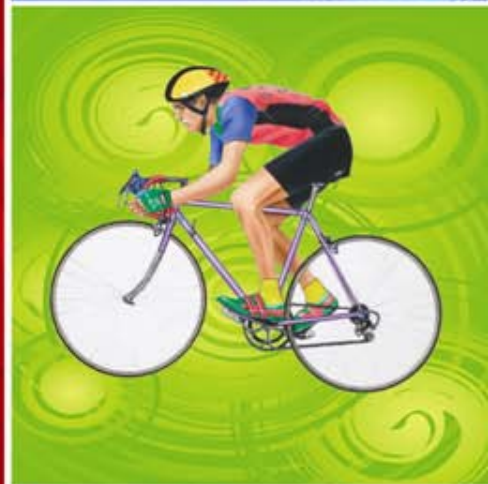


Changed Lives



Thank You!

“We completed the
program!!”



Expectation	EFNEP	SNAP-ED
Low Income audience	Poorest of poor, income level	SNAP - eligible
Reach vs. Outcomes	Balance of reach & outcome	Varies
Evaluation Expectations	HEI, FBC, & SMART Objectives	Outcomes - Impacts
Adult Qualifiers	Families with young children	Any - SNAP/eligible
Youth Qualifiers	5-19 yrs low-income	Low-income
Adult Series	Minimum of 6 to graduate and need FBC pre-post	Series: number of lessons varies; single workshops allowed
Adult workshops	Demonstration/recruitment only	May focus on one topic area/key message
Youth Lessons	Minimum of 6 hrs	Varies
Planning	5 – year w/ goals	Annual
Staff qualifications	Peer educator para-prof	Determined by state
Community presence	At the table – professionals Interagency partnership	At the table – professionals & staff
TV, radio, print PR	x	x
Social Media education	Cannot be the entire series	Varies

Expectation	EFNEP	SNAP-ED (based on older guidelines)
Core Content Emphasis	Diet Quality/Physical Activity	Choose fruits/veg, whole grains, fat-free or low-fat milk products
	Food Resource Mgt	Calorie balance
	Food Safety	Increased physical activity
	Food Security	
Secondary Areas	Family/Interpersonal Relationships	Putting healthy food within reach for low-income
	Institution, Organization, Community	Interventions/activities to promote healthy weight
	Social Structure, Policy, Practice	Partnerships and collaborations w/ other FNS programs
	Management/Leadership	Activities in a SNAP office



2012 National Coordinators' Conference

EFNEP: FACING NEW FRONTIERS

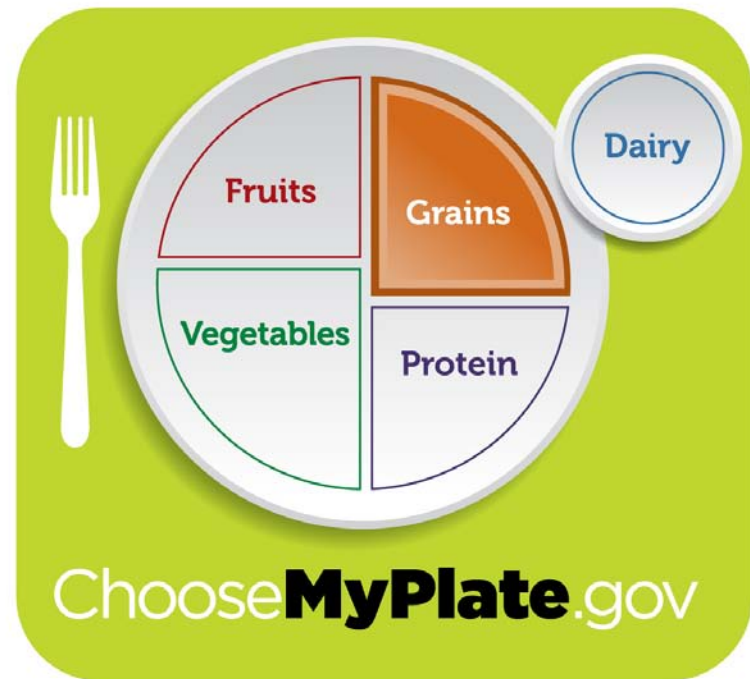


Energizers for Simply Good Eating Physical Activity for Nutrition Education

EFNEP National Coordinators Conference
February 22, 2012

BETSY JOHNSON, MPH

EXTENSION EDUCATOR IN HEALTH & NUTRITION



ENERGIZE!



UNIVERSITY OF MINNESOTA | EXTENSION

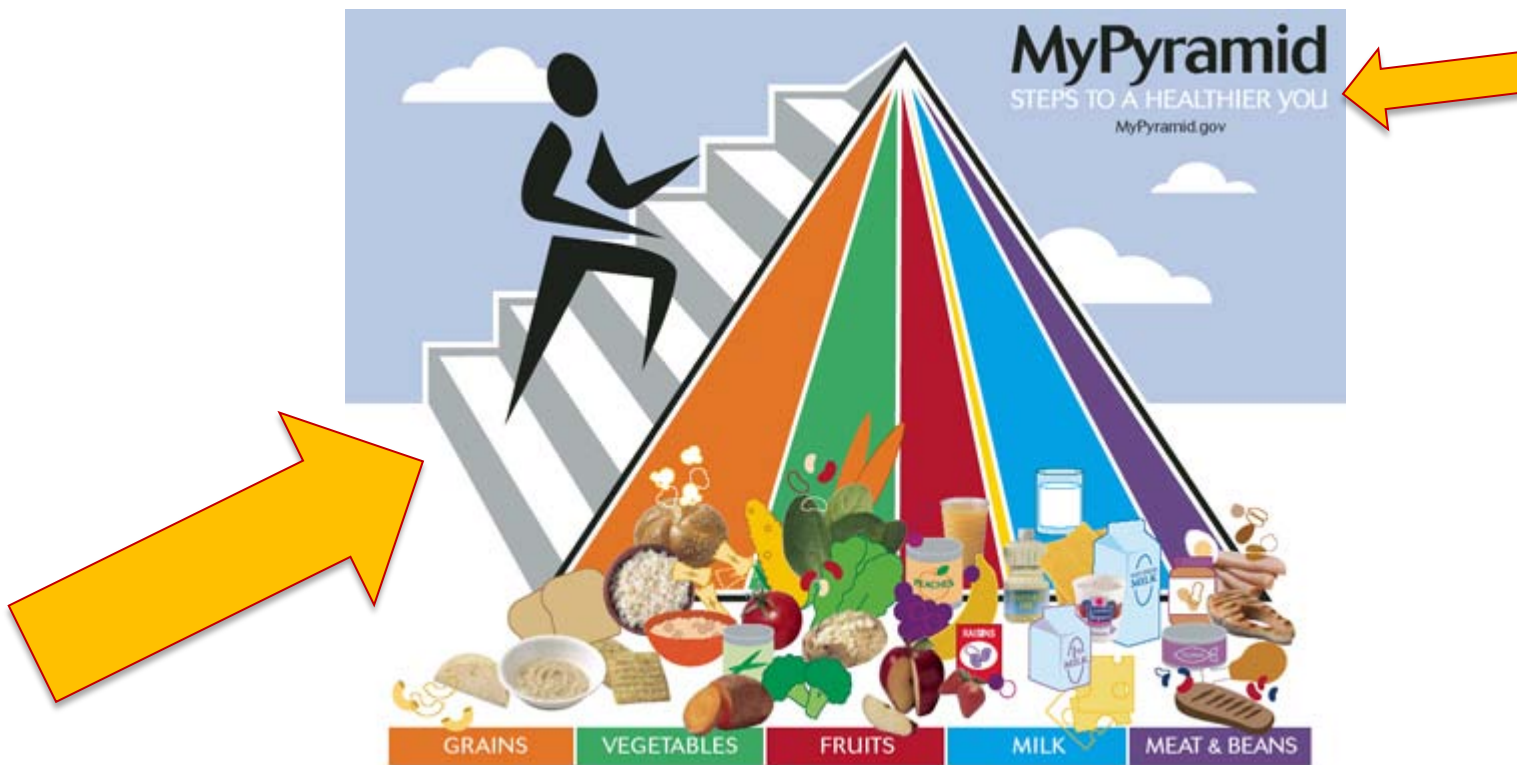
SESSION OBJECTIVES

- Learn how to incorporate physical activity into nutrition education lessons
- Practice short physical activities to enhance learning
- Gain access to Energizers for Simply Good Eating
 - More than 50 activities
 - Requires little training, equipment or experience



BACKGROUND

- 2005 MyPyramid & Dietary Guidelines



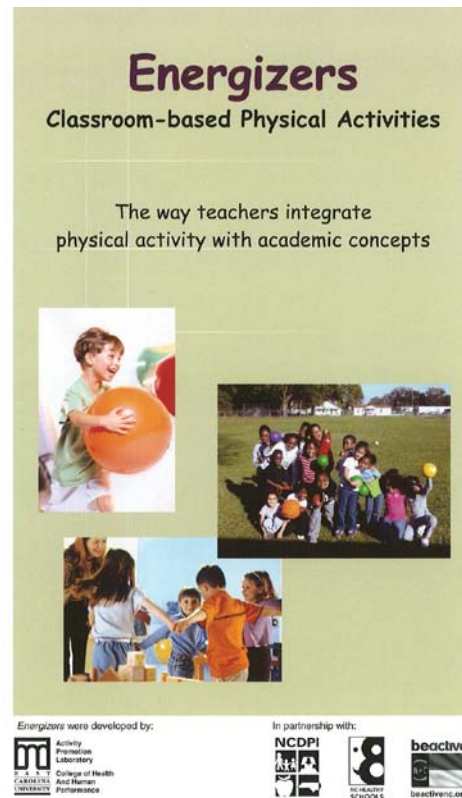
BACKGROUND

- Staff development
 - Components of fitness
- Worksite wellness
 - Portable travel kit with tip cards



BACKGROUND

- Moving from knowledge to action
- Energizers



ENERGIZERS ADAPTATION

- 48 classroom Energizers
- 12 regions in Minnesota
- Assigned 4 Energizers per region
 - 2 nutrition educators adapt all 4 for youth
 - 2 nutrition educators adapt for adults/elders

TIMELINE

- December
 - Introductory/instructional webinar & assignments
- End of January
 - all adaptations due back
- February/March
 - Format and bind
- March/April
 - Regional trainings



TIMELINE

- April – June
 - Pilot testing and feedback
- June-August
 - Finalize and publish
- September
 - Statewide rollout
- March
 - 6 month evaluation



REGIONAL TRAININGS

- 2 Extension Educators
- 12 Regions
 - 10 additional Extension Educators
 - 14 program coordinators
 - 115 community nutrition educators (CNE)
- 7 trainings
 - 1 ½ hours each
 - Distribute an Energizer book to each CNE



REGIONAL TRAININGS

- Introduction to the project
- PowerPoint:
 - obesity, physical activity and learning
- Materials review & feedback process
- How to use the Energizers
- Equipment



REGIONAL TRAININGS

- Obesity
- Brain Science
- Physical Activity



RESEARCH BASED

- Obesity
 - Statistics on childhood obesity
 - CDC slides on adult obesity rates 1985-2010



RESEARCH BASED

- Brain science
 - Regions of the brain
 - Crossing the midline
 - Brain chemicals & their effects
 - Serotonin, endorphins & cortisol



KNOWLEDGE TO ACTION

- CSR Activity

- C = Criss Cross – like scissors (legs or arms)
- S – Slide – side to side steps or arm swings
- R – Run in place or “raise the roof” with arms



1	2	3	4	5
C	R	S	R	C
6	7	8	9	10
R	S	C	R	S
11	12	13	14	15
R	C	R	S	C



RESEARCH BASED

- Physical activity & physical education
 - PE – curricular activity
 - PA – behavior
 - Kinesthetic learners
 - Adaptations for ability



REGIONAL TRAININGS

- Materials review
- Pilot project





Energizers FOR SIMPLY GOOD EATING



UNIVERSITY OF MINNESOTA
EXTENSION



MyPlate Pokey

AGE/GRADE LEVEL: Youth, Grades Pre-K-2

FORMATION: Standing in a circle

EQUIPMENT: None; optional: music

RULES/DIRECTIONS:

1. Teacher reviews the traditional hokey pokey song with movements. Students form a circle around the perimeter of the room; teacher leads hokey pokey actions while singing the "MyPlate Pokey" (lyrics by Dianne David Kenning):

Movement Verse

Right Arm	You put your grain group in, you put your grain group out, you put your grain group in and you shake it all about. You eat the whole grain and you help your insides out; that's what it's all about!
Left Arm	You put your dairy group in, you put your dairy group out, you put your dairy group in and you shake it all about. You drink a glass of milk and you build some strong bones; that's what it's all about!
Right Leg	You put your fruit group in, you put your fruit group out, you put your fruit group in and you shake it all about. You eat a grape or two and you eat a couple more; that's what it's all about!
Left Leg	You put your vegetable group in, you put your vegetable group out, you put your vegetable group in and you shake it all about. You crunch on a carrot and you peel a sweet potato; that's what it's all about!
Head	You put your protein group in, you put your protein group out, you put your protein group in and you shake it all about. You throw in meat and beans and you make a pot of chili; that's what it's all about!
Whole Self	You put all your food groups in, you put all your food groups out, you put all your food groups in and you shake it all about. You do the MyPlate Pokey and you turn yourself around; that's what it's all about!

VARIATION: Students hold a food model, picture, or food package during the song and perform in the center of the circle when their food matches the corresponding group verse.

NUTRITION NOTE: Use with food group lesson.

"Energizers for Simply Good Eating" was developed by Simply Good Eating staff from the University of Minnesota Extension in July 2011. It was adapted with permission from the "Energize Classroom-based Physical Activities" program developed by East Carolina University's Activity Promotion Laboratory, North Carolina Department of Public Instruction, North Carolina Healthy Schools, and the Active North Carolina. University of Minnesota Extension is an equal opportunity educator and employer. In accordance with the Americans with Disabilities Act, this resource is available in alternative formats upon request. Direct requests to 1-888-241-4591. For more information on Simply Good Eating, visit www.extension.umn.edu/SGE/hokey.





SIMPLY GOOD EATING

Lesson Planning Form

Lesson Location: _____

Length of time: _____

Key Messages

- _____
- _____

Objectives:

- _____
- _____

Evaluation? ☐ Yes ☐ No If yes, ☐ Evaluation Questions Selected, Forms Printed

Activities Planned:

Introductory Activity: _____

Other Activities: _____

Energizer Activity: _____

Handouts/Recipes Needed: _____

Other Materials Needed: _____

Curriculum Used: _____

Food Bank/Shelf Foods Used: _____

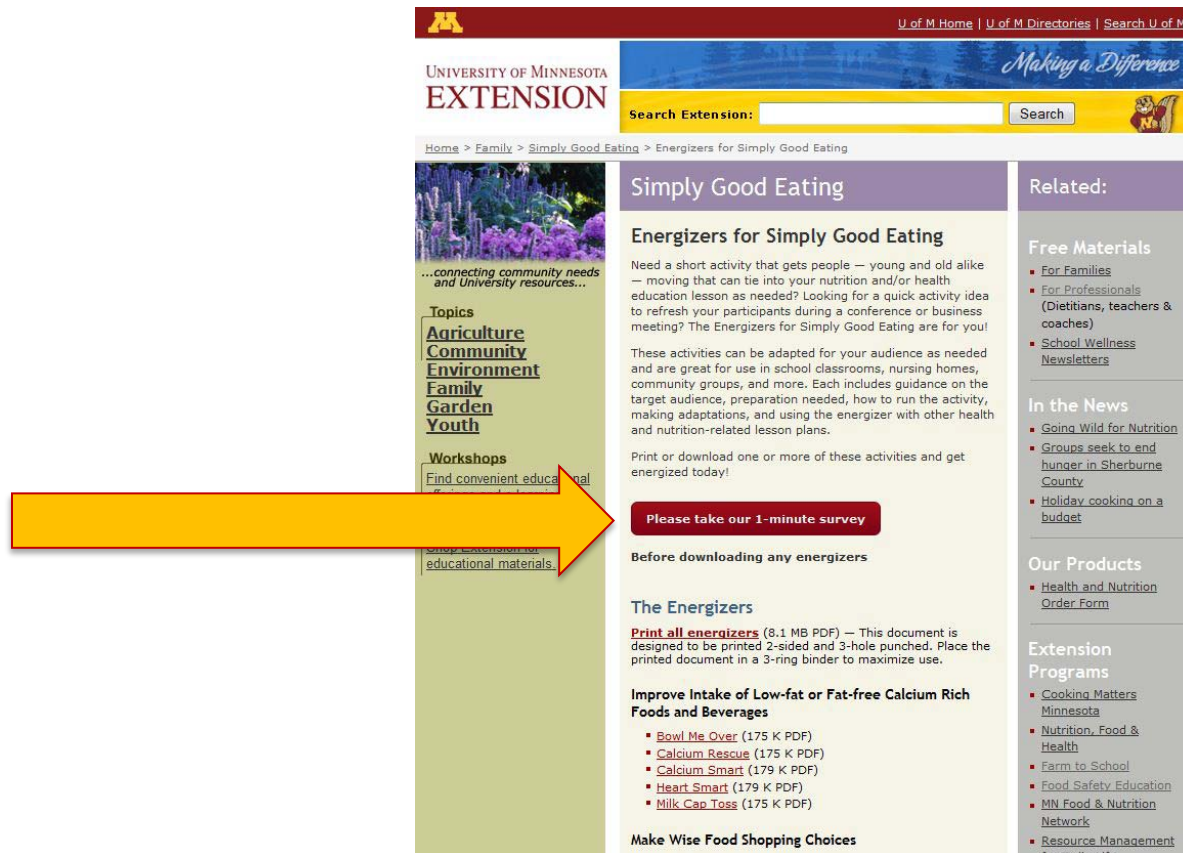
CNE: _____ **County:** _____

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♻️ Printed on recycled and recyclable paper with at least 10 percent postconsumer waste material.



ENERGIZERS FOR SGE

<http://www.extension.umn.edu/Nutrition/energizers-for-simply-good-eating.html>



The screenshot shows the University of Minnesota Extension website. The header includes the U of M logo, navigation links (U of M Home | U of M Directories | Search U of M), and the text 'Making a Difference'. Below the header is a search bar labeled 'Search Extension:'. The breadcrumb trail reads: Home > Family > Simply Good Eating > Energizers for Simply Good Eating.

Left Sidebar:

- ...connecting community needs and University resources...
- Topics**
 - [Agriculture](#)
 - [Community](#)
 - [Environment](#)
 - [Family](#)
 - [Garden](#)
 - [Youth](#)
- Workshops**
 - [Find convenient educational materials](#)

Main Content Area:

Simply Good Eating

Energizers for Simply Good Eating

Need a short activity that gets people — young and old alike — moving that can tie into your nutrition and/or health education lesson as needed? Looking for a quick activity idea to refresh your participants during a conference or business meeting? The Energizers for Simply Good Eating are for you!

These activities can be adapted for your audience as needed and are great for use in school classrooms, nursing homes, community groups, and more. Each includes guidance on the target audience, preparation needed, how to run the activity, making adaptations, and using the energizer with other health and nutrition-related lesson plans.

Print or download one or more of these activities and get energized today!

Please take our 1-minute survey

Before downloading any energizers

The Energizers

Print all energizers (8.1 MB PDF) — This document is designed to be printed 2-sided and 3-hole punched. Place the printed document in a 3-ring binder to maximize use.

Improve Intake of Low-fat or Fat-free Calcium Rich Foods and Beverages

- [Bowl Me Over](#) (175 K PDF)
- [Calcium Rescue](#) (175 K PDF)
- [Calcium Smart](#) (179 K PDF)
- [Heart Smart](#) (179 K PDF)
- [Milk Cap Toss](#) (175 K PDF)

Make Wise Food Shopping Choices

Right Sidebar:

Related:

Free Materials

- [For Families](#)
- [For Professionals](#) (Dietitians, teachers & coaches)
- [School Wellness Newsletters](#)

In the News

- [Going Wild for Nutrition](#)
- [Groups seek to end hunger in Sherburne County](#)
- [Holiday cooking on a budget](#)

Our Products

- [Health and Nutrition Order Form](#)

Extension Programs

- [Cooking Matters Minnesota](#)
- [Nutrition, Food & Health](#)
- [Farm to School](#)
- [Food Safety Education](#)
- [MN Food & Nutrition Network](#)
- [Resource Management for Daily Life](#)



PASS THE SALMONELLA, PLEASE

- My personal favorite



PRELIMINARY RESULTS

- 2011 Evaluation data:
 - 67% of adults increased physical activity
 - 55% of youth increased physical activity



ENERGIZE YOUR CLASSES

- Equipment & supplies
 - 18 Energizers use none
 - 17 Energizers use common nutrition props
 - Rubber chickens!
 - Food models, Food pictures
 - Nutrition labels
 - MyPlate poster
 - 18 Energizers call for physical-activity type



ENERGIZE YOUR CLASSES

- Inexpensive:
 - Balls, pom poms, beanbags
 - Repurposed plastic jugs
 - UNO or standard cards
 - Pictures
 - Cardboard boxes
- “Specialty”
 - Ribbon sticks
 - Pedometers
 - Resistance bands



ENERGIZE YOUR STATE

- Share the website
- Download the whole set
- Download just what you need
- Print the set with a commercial printer



QUESTIONS?

- Betsy Johnson
john3064@umn.edu



Summary of *Energizers: Physical Activity for Nutrition Education*

This session was presented by Betsy Johnson, Extension Educator, from University of Minnesota Extension. Betsy serves as a physical activity content expert for the University of Minnesota Extension's *Simply Good Eating* nutrition education program.

Betsy discussed ways to be successful incorporating physical activity and nutrition messages into a single activity. The *Energizers for Simply Good Eating* activities can be adapted for any audience including school classrooms, nursing homes, community groups, and more. Each activity includes guidance on the target audience, preparation needed, how to run the activity, making adaptations, and using the energizer with other health and nutrition-related lesson plans.

Betsy involved the group in activities such as the "Food Group Wiggles" and "Pass the Salmonella."

All the *Energizers for Simply Good Eating* activities can be found at the following website:

<http://www.extension.umn.edu/Nutrition/energizers-for-simply-good-eating.html>

2012 EFNEP Conference

Flip Chart Notes

February 22, 2012 – Session VI Breakout Session A2 “Clients: How to Get Them and How to Keep Them”

Wanda L. Lincoln ME wanda.lincoln@maine.edu

These are the notes I took as the panelists shared successful techniques that have worked in their states related to the retention of clients:

Karen Barale WA kbarale@wsu.edu

- Have a personal relationship
- Certificate keeps them coming back
- Tell/share success stories
- Entice about next class “hook”
- Give cookbook upon completion

Joyce McDowell OH mcdowell.1@osu.edu

- Speed networking results
 - Incentives
 - Food
 - Food next time
 - Teaser for next
- Survey monkey
 - Classes enjoyable and useful
 - Positive attitude
 - Certificates
 - Make 1st class fun
- Navigating for success (Cornell)
 - Learner centered approach
- Give time to participant
- Know local agencies
- Educational enhancements
 - Measuring cups, etc.
- Let participant choose foods to include in lessons (1-3 recipes)

Linda Drake CT Linda.drake@uconn.edu

- Connect with other agencies activities
- Be involved in communities
- Show participant you care
- Have a good time

- Keep things practical and useful
- Share yourself
- Market as “cooking” classes not “nutrition” classes
- Incentives: rewards for coming to a number of classes- \$10.00 certificate
- Raffle at end of lessons
- Video projects on YouTube
- Food and warm relationships is biggest draw

Eunice Bonsi AL ebonsi@mytu.tuskegee.edu

- “Connect and release”
 - Look for connections with participants
 - See at grocery store and say “hi”
 - Mutual respect
 - Include humor in all classes and demos
 - Real connection because education comes from community
 - Coordinator participates in lesson and demos

Other – input from participants in session:

- Work with parents and kids together
- Head start- parents with educator and kids getting message too, then share food together
- Q: How to make 1st grade class fun, recall, etc?
 - Redesigned and use as PP/Comp
- Family centered programs working in MD- i.e., Latino community (not available days/evenings)
 - Educators/paraprofessionals may have to work on weekends

Cultural - Food Substitution Project

Objective: Achieve consistency with ethnic foods reported in 24 hr recall for nutrient analysis.

Situation: EFNEP is in all 50 states and US Territories. The EFNEP computer system, NEERS, does not have a good cultural food base. Each state is doing something different.

- Determine popular cultural foods by ethnic group addressing Hispanic ethnicities first, followed by Asian and then other ethnic groups.
- Using single food items first (rather than combination dishes) see if the food is available in the NEERS food data base.
- For foods not available in the NEERS data base, locate nutrient analysis. USDA Nutrient Data Base and ESHA were used.
- The nutrients were then entered on spreadsheets.

Comparable food items to substitute ethnic foods were found in NEERS.

Calories (within +/- 5 calories from the original foods calorie content) were selected.

Macronutrients reviewed first (tried to match saturated fat the best, then total fat, then carbohydrates, and lastly protein); focus included sugars, saturated fats

Micronutrients - reviewed to match calcium the best, then iron, then vitamin A/vitamin C
Sodium content has the greatest variance.

- If not all of the nutrients were a close match, an additional substitute food was added to the original food item was sought, then recorded.
- Combination foods have choices to demonstrate improvement (for example breakfast taco/burrito filling and then add tortilla (choice of flour, corn, wheat).
- California EFNEP Nutrition Educators requested tools to increase accuracy of the 24 hour recall. The following tools were developed by the California EFNEP to accommodate for literacy level and easier group administration.
 - 24 hour recall "Food Tracker, what I ate yesterday" developed to help educators keep the group of participants together while completing the form and increase accuracy (Color coded; translated in Spanish, Chinese, Vietnamese and Hmong).
 - Food Tracker Instruction Guide – review of 5-pass method with scripts for staff to increase consistency.
 - Food Descriptions Guide – to accompany Food Tracker and assist educators on step 4 with the food details. Food examples for food groups and mixed foods for mainstream "American-type" of foods, Hispanic, Chinese, Vietnamese and Hmong.

Assistance needed in helping with recipes in Hispanic and Asian foods that are common to 24 hour recalls, specifically exit recalls that demonstrate improvement in mixed dishes. Reason: If the same food is entered entry and exit improvements may not be demonstrated.

Conference participants provided input on additional foods to include and the desire to learn more about the educator tools developed.

Contact: Connie Schneider; Youth, Families and Communities Director; University of California
cschneider@ucdavis.edu



EFNEP: FACING NEW FRONTIERS

Navigating the EFNEP – SNAP Ed Relationship

February 22, 2012; 3:00-4:00 PM

Session Agenda

1. Session Overview & Panel Introduction:
Moderator- Leslie Speller-Henderson, TN State
2. Coordinating SNAP Ed:
Roxie Dinstel, University AK
3. Coordinating EFNEP:
Maria Carmen Lambea, OH State
4. Coordinating both Programs:
Lisa Sullivan-Werner, University MA
5. Group Strategy Time: Everyone!
6. Summary: Leslie Speller-Henderson

Session Purpose

- Examine the programs' similarities, differences, and pros/cons of having one or two coordinators. Through interacting with session colleagues, strategies for synergy, advocacy, and compliance will be developed

Navigating the EFNEP - SNAP-Ed Relationship



Break-Out Think Tank

Step 1 (30)

- Panel presentation
- Attendees noted biggest challenge on pre-conference survey.
- Will address many concerns.

Step 2 (15 min)

In Groups:

- If attendee's biggest challenge not addressed, pick one or two Challenges.
- Strategy on sticky.
- Blue coordinate/work both programs.
- Pink coordinate only EFNEP
- Post sticky under category on paper paper.

Step 3 (8 min)

- Panel members assist with summary for Moderator.
- Summary & Closing

Introduction

The Leading Nutrition Education Programs:

- EFNEP – Expanded Food and Nutrition Education Program
- SNAP-Ed – Supplemental Nutrition Assistance Program Education

Chance of nutrition education changing behaviors increases when repeated messages are delivered through channels using many approaches

Expectation	EFNEP	SNAP-ED
Low Income audience	Poorest of poor, income level	SNAP - eligible
Reach vs. Outcomes	Balance of reach & outcome	Varies
Evaluation Expectations	HEI, FBC, & SMART Objectives	Outcomes - Impacts
Adult Qualifiers	Families with young children	Any - SNAP/eligible
Youth Qualifiers	5-19 yrs low-income	Low-income
Adult Series	Minimum of 6 to graduate and need FBC pre-post	Minimum of 4 Series Workshops
Adult workshops	Demonstration/recruitment only	May focus on one topic area/key message
Youth Lessons	Minimum of 6 hrs	Varies
Planning	5 – year w/ goals	Annual
Staff qualifications	Peer educator para-prof	Determined by state
Community presence	At the table – professionals Interagency partnership	At the table – professionals & staff
TV, radio, print PR	x	x
Social Media education	Cannot be the entire series	Varies

Expectation	EFNEP	SNAP-ED (based on older guidelines)
Core Content Emphasis	Diet Quality/Physical Activity	Choose fruits/veg, whole grains, fat-free or low-fat milk products
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Secondary Areas	Family/Interpersonal Relationships	Putting healthy food within reach for low-income
	Institution, Organization, Community	Interventions/activities to promote healthy weight
	Social Structure, Policy, Practice	Partnerships and collaborations w/ other FNS programs
	Management/Leadership	Activities in a SNAP office

HOW I NAVIGATE THE RELATIONSHIP AS A SNAP ED COORDINATOR

Roxie Dinstel, University of Alaska, Fairbanks



Program Management and Coordination

- Communications is key both internal and external
- Everyone must know their programs and the requirements
- Who owns the curriculum? Shared or specific to a program?

Staff Training and Agency/client recruitment

- Train together. Nutrition and money management is the same no matter which program you are working with.
- Cold calls need an person on the other end of the line.
- SNAP-Ed clients are sometimes more difficult to find than EFNEP clients

Strategies Used for Challenges Navigating the EFNEP – SNAP-Ed Relationship

- Central location for clients and agencies to go to for referral to “right” program
- Training together allows educators to know one another and their program requirements

Opportunities Found when Navigating the EFNEP – SNAP-Ed Relationship

- Enough clients to go around
- Don't compete! Everyone loses!
- Because we offer two different programs and the Extension Agents, we can be a one stop shop for any agency needing nutrition education.

Challenges for both programs

- 20 hour weeks. Pay not always competitive
- Other agencies wait for us to train educators, then they hire them.
- Lack of trust for “professional” people

HOW I NAVIGATE THE RELATIONSHIP AS AN EFNEP COORDINATOR

Maria Carmen Lambea, Ohio State University



Program Management & Coordination

- Two programs: EFNEP and SNAP-Ed; Some counties have both programs.
- Each program (planning and funding) is handled separately. Job classification same.
- Supervisors: Different. Only two supervise both programs.
- Coordination: local and state level.

Staff Training & Agency/Client Recruitment

- Trainings:
 - Joint
 - Program specific
- Recruitment: separate. Local referrals if audience is more appropriate for other program. If both programs in the same county:
 - EFNEP: families with children.
 - SNAP-Ed: SNAP recipients that don't have children or are older adults.
 - If unable to do a series of 6-8 lessons because of agency needs, refer to SNAP-Ed.

Program Delivery:

Curricula, # of lessons and evaluation

Different administrative guidelines, curricula, number of lessons and evaluation.

Curricula

- SNAP-Ed for adults
 - Variable number of lessons depending on program
- Eating Smart Being Active- (ESBA) (series of 8 lessons)

Evaluation

- EFNEP reporting system, NEERS 5, 24 HFR and BCL
- Pre-post retrospective SNAP-Ed (no 24 HFR or BCL)

Strategies Used for Challenges Navigating the EFNEP – SNAP-Ed Relationship

- Clear defined program expectations, target audience and referral process. County director's help is key. Staff and agencies benefit.
 - Maintains program integrity while not confusing community partners
 - Avoids duplicating efforts
 - Helps resolve differences and facilitates programs being complimentary

Strategies Used for Challenges Navigating the EFNEP – SNAP-Ed Relationship

- Planned communication between leaders of both programs at state level.
- Open communication at county level:
 - Staff meetings. Address concerns quickly.
 - Outreach for both programs, referral between programs happen.
 - Meeting with community partners.
 - Work as a Community Nutrition Team.

Opportunities Found when Navigating the EFNEP – SNAP-Ed Relationship

- Variety of programs and opportunities for more partnerships.
- More ideas and network opportunities.
- Opportunity to work together on common goals (training, conferences, program promotion and networking).
- **COMMUNICATION and TEAM WORK.** Need to happen at the state and county level.

Challenges for both programs

- Low pay rate
- Lack of a professional development pathway
- Isolation in small counties
- Paraprofessionals
- Many challenges in low income audiences
- Recruitment and retention
- OSU Extension restructuring

HOW I NAVIGATE THE RELATIONSHIP AS COORDINATOR FOR BOTH EFNEP AND SNAP - ED

Lisa Sullivan-Werner, University of Massachusetts



Program Management & Coordination

- The big merge
 - Moving from two to two (but different)
- Leadership partners
 - Yours, mine, and ours
- Administrative structure
 - People, places, and dollars

Staff Training & Agency/Client Recruitment

- Training

- Flexibility within structure
- Minimal new hires – local training

Recruitment

- The legacy of SNAP-Ed match
- EFNEP pre-formed groups
- Two heads (or programs) are better than one

Program Delivery:

Curricula, # of lessons and evaluation

Curricula

- *Choices – Steps Toward Health* for adults
 - Variable number of lessons depending on program
- 4-H and other materials for youth
- Parent newsletters

Evaluation

- EFNEP reporting system
- SNAP-Ed 3 year cycles of new initiatives

Strategies Used for Challenges Navigating the EFNEP – SNAP-Ed Relationship

Keeping SNAP-Ed in check

- Focus on EFNEP through 5 Year Plan Priorities
- Devote time to EFNEP as a team

Job Classifications – promotion paths

Educate administration about leadership roles

Leadership partners – work marriage

Opportunities Found when Navigating the EFNEP – SNAP-Ed Relationship

- Everyone is on the same page
- No territory issues
- Supervisory lines are clear
- Budgets and staffing are coordinated and more flexible
- More effectively reach target audience
- Sharing educational materials

Break-Out Think Tank

Step 1 (30)

- Panel presentation
- Attendees noted biggest challenge on pre-conference survey.
- Will address many concerns.

Step 2 (15 min)

In Groups:

- If attendee's biggest challenge not addressed, pick one or two Challenges.
- Strategy on sticky.
- Blue coordinate/work both programs.
- Pink coordinate only EFNEP
- Post sticky under category on paper paper.

Step 3 (8 min)

- Panel members assist with summary for Moderator.
- Summary & Closing

Group Work 15 Minutes

- **Continue to discuss strategies** in navigating the EFNEP SNAP-ED Relationship **to achieve** positive extension relationships, outcomes and value for both programs.
- **Write strategies** you would use on sticky notes,
 - Pink for EFNEP only Coordinator
 - Blue for EFNEP-SNAP-ED Coordinator
- **Prioritize the 3 most important strategies**
- **Post all strategies under one of the topics; number your table's top three!**
 - Program Management & Coordination
 - Staff Training & Agency/Client Recruitment
 - Program Delivery: Curricula, # of lessons and evaluation
 - Strategies Used for Challenges
 - Opportunities

Summary & Closing



Thank You!



Navigating the EFNEP-SNAP-Ed Relationship Session Summary

The purpose of this session was to hear how panel members who coordinate both EFNEP and SNAP-Ed or only have one of these programs conduct their operational procedures in order to achieve positive extension relationships, outcomes and maintain value for respective funders. A pre-survey and discussion with LGU Nutrition Coordinators found that there were common areas of interest for this session that was addressed by panel members: Program Management and Coordination, Staff Training and Agency/Clientele Recruitment Techniques, and Program Delivery. In addition strategies for challenges and opportunities when navigating the relationship were discussed.

Session participants' further discussed these topic areas providing additional strategies and suggestions including relationships with other community partners.

Leadership at and between federal, state and local levels were believed needed, along with clear expectations. Although it was noted by many that often at the local level relationships may be easier to achieve.

ASNNA is broadening their membership and EFNEP Coordinators are encouraged to attend if possible to show a greater LGU presence.

The matrix used as a handout was thought to be a good starting place for training staff and focusing on complementary and synergistic strategies. Updates will be needed as policies change.

The following pages are summaries of the table talk during this break-out session.

It was recommended that a webinar be conducted as policies are announced.

Program Management & Coordination

EFNEP/SNAP-ED Coordinators

1. Program Management - Split time and monies between paraprofessional
Ex: Paraprofessional is ½ EFNEP & ½ FTE SNAP-Ed. Foods, etc...
2. Staff are treated the same in both programs as much as possible
 - All paraprofessionals
 - Same training
 - Same materials & curriculum when possible
 - Same evaluation of staff
 - Same pay
 - Joint annual conferences
3. - Treat each program the same
 - Curric committee- Communicate with other orgs that are similar to avoid duplication
- Have an umbrella name, keep details that are unimportant of the conversation
4. Have an umbrella name for both EFNEP & SNAP-Ed (eg. ICAN, INEP)
5. Map the two programs' activities and then discuss to decide who will do what. Revisit this each year! (at least that often)
6. At the federal level why not have the MOU with FNS and NIFA to use SNAP-Ed \$ for EFNEP-like models in land grants, so that portion of SNAP-Ed funding could become EFNEP to work to SNAP recipients with youth children.

Other educational models and implementing agencies (social marketing, non-series educational workshops, networks) OR audience (eg. single adults, older adults, pre-schoolers) would then get SNAP-Ed funds from FNS.

*Need a paradigm shift and breaking down funding silos at USDA

7. Program management - NJ – all admin staff work for both programs
8. Staff for both programs – goal is honor paraprofessional model, however not always possible for SNAP-Ed staff
9. Managing people keep job expectations clear & not include feelings – building the team that works well together

EFNEP Coordinators

1. Challenges: Other agencies offering nutrition education with less stringent guidelines

Staff Training & Agency/Client Recruitment

EFNEP/SNAP-ED Coordinators

1. Combining training subject matter reporting EFNEP separate trainings
2. Training
VA Tech – Similar trainings led to confused PAs
U. FL – One day FNP, one day both, one day EFNEP for training

Program Delivery: Curricula, Number of Lessons; Evaluation

EFNEP/SNAP-Ed Coordinators

1. Evaluation
VA Tech – challenging to have 2 different evaluation systems
U.FL – EFNEP youth and FNP youth can benefit from shared evaluation
VA Tech – different timelines for admin changes can be challenging
2. Program Delivery/Number of Lessons
Examples: 5 lessons/ 2 hrs each for both EFNEP & SNAP-Ed series for Adults

6 1-hour lessons for EFNEP adults in series

1-4 lessons for SNAP-Ed (single events or short series)
3. Understand the differences between requirements
 - Be clear on expectations with staff
 - Require open and & constant communication

EFNEP Coordinators

1. State leadership for both programs work closely to identify curricula and audience

Strategies for Challenges Navigating the Relationship

EFNEP/SNAP-Ed Coordinators

1. Challenge – Duplication & Competition between programs
→ Strategy – build complementary relationships between programs to improve communication when joint program administration isn't possible
2. Joint meeting (open house) with partnering agencies
3. How do we not duplicate efforts with other implementing agencies?
CHAOS =
EFNEP/SNAP-Ed land grant +
SNAP-Ed non-land grant

EFNEP Coordinators

1. Let SNAP-Ed do the social marketing/social media/public health approaches for us (EFNEP)
→ Have good communication to make sure the messages are complimentary
2. Program duplication is a challenge
3. Talk together often
Have open conversation re: issues
4. EFNEP and SNAP-Ed are not in same counties

Opportunities Found When Navigating the Relationship

EFNEP/SNAP-Ed Coordinators

1. Map to represent reach of both programs with combined program impact

EFNEP Coordinators

1. Joint monthly meeting of staff for identification of program sites
2.
 - Strengthen leadership and better coordination between both programs
 - More clear definition of “target audience” (separate?)
 - Build respect and advocacy for different models of nutrition education
 - Google mapping in order to avoid overlap
 - Strong leadership at the state level

2 separate directions, same audiences, same curriculum (at least some of the time), different evaluation, different models paraprofessional EFNEP, professional SNAP-Ed
3. Can you spend EFNEP or SNAP-Ed money on each other?

Break-out Discussion Highlights

- Map defined EFNEP/SNAP-Ed counties – WA
- EFNEP paraprofessional model: earn ½ as much as the professional
- Need strong leadership with both programs
- Joint meetings with EFNEP, SNAP-Ed & third partner agencies
- Lack of communication between the two programs
- SNAP-Ed professional model
- When SNAP-Ed models EFNEP, switch funding source to EFNEP at federal level

Common themes from discussion and topic areas notes posted presented

1. More communication between staff, programs, and agencies
2. Leadership at state, federal, and local levels
3. Clear expectations
4. Joint training for subject matter
5. Treat programs the same
6. Common (umbrella) name that includes both programs
7. Know program differences

Submission Form for NCRA Impact Statements

EFNEP Related Research, Program Evaluation and Outreach (NC1169)

Impact Nugget:

Development of simpler, more accurate and cost-effective measures will evaluate dietary behavior change among EFNEP clientele which will, in turn, promote continual program improvement. Research documented that those who participate in and graduate from EFNEP self-report positive behavior changes that include an improved quality of life (QOL).

Issue:

Those who care include public policy decision makers, legislators, program sponsors, limited-resource participants, State EFNEP coordinators, EFNEP Supervising Educators, EFNEP paraprofessionals, federal legislators; local, state, and federal stakeholders; and others who provide nutrition education to low-income audiences and taxpayers. The evaluation instruments measure QOL and document that the financial and program investment into EFNEP positively change participants' nutrition behaviors, nutrition, food safety, and food resource management behaviors as well as QOL. Findings can be generalized to similar populations (i.e. SNAP-Ed). In addition, community stakeholders have shown an interest in the work on QOL and how it can be applied to their respective programs.

What has the project done so far:

1. Completed a survey of EFNEP directors examining the challenges of conducting dietary assessments.
2. Completed a pilot study to determine the feasibility of using a self-administered dietary assessment tool with EFNEP clientele with data analysis underway.
3. Drafted the literature review (objective 1) which will form the basis of an NIH grant proposal and identified gaps in research addressing dietary assessment of low income audiences.
4. Established a searchable data-base of EFNEP literature and published a paper about the data base.
5. Successfully recruited graduate students to conduct research.
6. QOL Pilot
 - a. Completed data collection on the QOL Pilot.
 - b. EFNEP participant on the QOL was primarily in "being" category and paraprofessionals were in "belonging" but both demonstrated significance in the "social belonging".
 - c. Publication to be prepared for submission by Fall 2011.
 - d. Master Student graduated in December, 2010.
7. Finished QOL on Success Stories
 - a. Thesis results presented at NC1169 annual meeting and shared with the National Office and administrative advisor.
 - b. Masters student graduated December 2010
 - c. Presented Qualitative Stories QOL research at the National EFNEP Coordinators meeting in Washington, DC, March, 2011.
 - d. Publication submitted, November, 2011 to the *American Journal of Public Health*.
8. Data from projects were shared with the National office and will be provided for use in the web-based EFNEP reporting system.
9. Project update (NC1169) presented at the March 2011 EFNEP Coordinators Meeting in Washington DC to federal and state EFNEP leaders.
10. Presented a concurrent session at the Society of Nutrition Education Annual Meeting in Kansas City, MO on Quality of Life in July, 2011.
11. Completed 57 phone interviews with agency partners, paraprofessionals, and EFNEP state coordinators. This research focused on the impact of EFNEP on the quality of life of participants and paraprofessionals.
12. The three initial phases of research planned for this project have been completed as scheduled (pilot, qualitative stories, and interviews).

Impact Statements:

- Improved methods of determining dietary intake of low income adults through examination of dietary intake assessments will provide practitioners with a better understanding of impacts of the program.
- More accurate and reliable measures of dietary intake and behavior will improve nutrition education delivery through the EFNEP program.
- The data base will allow program directors and researchers to build upon existing knowledge to improve the delivery of EFNEP programs.
- Used multiple methods (qualitative and quantitative) to assess and document the impact of EFNEP on participants and paraprofessionals QOL which will lead to valid outcome measures of additional EFNEP impacts.
- Expanded research team to embrace interdisciplinary aspects of Quality of Life research.

Research Needs for Future Impacts:

- Develop and test enhanced Behavior Checklist in the nutrition domain.
- Compare the current dietary assessment methods with the enhanced method.
- Conduct focus groups with clientele to determine which assessment method is more representative of their dietary intake so that we can more accurately measure dietary behavior change due to the program.
- Validate protocol for collecting EFNEP participant experiences from diverse geographic areas, cultures, races, and ethnicities so the tool/instrument and the process can be replicated by all states and territories participating in EFNEP. Our team now benefits from the expertise of an agricultural economist, who will be working with us to determine the cost-benefit of EFNEP, and a psychologist who is directing the development of the protocol for validation of our Quality of Life tool.

NC 1169 Co-Chairs:

Wanda M. Koszewski, PhD, RD
Mary Kay Wardlaw, PhD

wkoszewski1@unl.edu
wardlaw@uwyo.edu

Dietary and Behavior Assessment Workgroup

Chair:

Nancy Betts, PhD, RD nancy.betts@okstate.edu

This workgroup is attempting to find more time efficient, user-friendly, valid and reliable methods for measuring dietary intake and food-related behaviors among EFNEP clientele. Their goal is to be able to more accurately measure improvements resulting from participation in the program.

Quality of Life Workgroup

Co-Chairs:

Garry Auld, PhD, RD Garry.Auld@ColoState.edu
Sandy Procter, PhD, RD procter@ksu.edu

The Quality of Life group is working to identify and quantify factors which positively affect the quality of life of EFNEP participants and nutrition educators in order that the program may better evaluate its impact. Future research includes conducting focus groups and developing a new quality of life survey.

Want to get Involved

If you would like to help in any of this research or interested in joining a workgroup please contact one of the Co-Chairs or Workgroup Co--Chairs.

Nutrition and Health Committee for Planning and Guidance

Focus • Mission • Support

The *Nutrition and Health Committee for Planning and Guidance* formed in 2008 to work with National Institute of Food and Agriculture (NIFA) national program leaders to strategically position extension programs for the future. Committee members represent all regions of the country, including 1862 and 1890 institutions.

Two objectives in the *2009 Strategic Opportunities for Cooperative Extension, Executive Summary* help **focus** the committee's efforts:

- Ensure an abundant and safe food supply for all
- Help families, youth, and individuals to become physically, mentally, and emotionally healthy

Mission: *Provide expert opinion to NIFA national program leaders regarding future national health and nutrition policies and programs to strategically position the Cooperative Extension System for the future.*





Five subcommittees provide **support** to national program leaders in the following focal areas:

- **Evaluation indicators:** Identify and develop measures to capture the outcome of interventions to improve nutrition, health, and physical activity.
- **Curriculum oversight:** Recommend a process and format for a national review and dissemination system of Cooperative Extension Service nutrition and health curriculum resources.
- **Nutrition and physical activity policies and programs:** Identify needs, appropriate partnerships, current resources, and shared experiences related to nutrition and physical activity educational materials and training for extension program leaders.
- **Professional training:** Assist health and nutrition state specialists, county agents, and staff in the use of new technologies as tools for professional development.
- **Communication and linkage to resources:** Foster dialogue and sharing of resources nationwide.

The committee is a resource and voice for national program leaders inviting new members, soliciting ideas, seeking support for subcommittee activities, and encouraging you to share this information with others. Look for an email in early summer soliciting new members, or contact:

Ellen Schuster, MS, RD, Committee Chair

schusterer@missouri.edu

Andy Crocker, MS, Committee Chair-Elect

abcrocker@ag.tamu.edu

www.nifa.usda.gov/nea/food/in_focus/health_if_committee.html

[http://collaborate.extension.org/wiki/USDA-NIFA Nutrition and Health Committee for Program Planning and Guidance](http://collaborate.extension.org/wiki/USDA-NIFA_Nutrition_and_Health_Committee_for_Program_Planning_and_Guidance)



United States
Department of
Agriculture

National Institute
of Food and
Agriculture



2012 EFNEP Conference

Flip Chart Notes

February 22, 2012 – Session VI Breakout Session A1 “Using Social Media to Reinforce EFNEP Concepts”

Debra Garrard-Foster OK debra.greene_garrard@okstate.edu

These are the notes I took from Ellen Shuster and Ashley Fondren as they described how to implement social media to reinforce teaching concepts.

Ellen Shuster, MO- Moderator

- EFNEP is facing new frontiers
- The environment is changing for learners
- Mobile growth is 8X that of desk top
- Social has over taken pornography over the internet

Ashley Fondren, MS- anp44@fsnhp.msstate.edu

- Social media is to **reinforce** EFNEP concepts and not intended to provide EFNEP content.
- Helen refers to EFNEP as a pioneer and a catalyst – So we can see EFNEP in this pioneer woman’s face – helping families eat better for less this day in time is pioneer! Examples of successful social media include Ree Drummond (Pioneer Woman) very successful blog. Nationally famous and now has a cooking show on network.
- Need to keep in mind the question of what is EFNEP’s purpose?
 - Reach & teach the poorest of the poor families
 - Help families eat better for less
 - Improve knowledge skills, attitudes, and behaviors
 - Improve total family diet and nutrition welfare
- Social media will keep us current with participants
- Questions to consider:
 - 1) Can social media assist in EFNEP’s purpose, reaching the target audience, and helping participants acquire expected outcomes?
 - 2) How can we use social media to enhance our programming?
 - 3) Is there a way to make EFNEP more engaging? More relevant/ accessible to a changing population?
 - 4) Could we use social media as an awareness tool for other future partners/collaborators and legislators.
- eXtension “Families, Food and Fitness” CoP – a website contributed to by health and nutrition professionals from the land-grant University system and examples of how it has used social media
Example of a way to use You Tube as a marketing piece at www.eXtension.org/families_food_fitness part of communities of practice within Extension.
Families, Food, and Fitness is an online website.

- Social Media STATISTICS!
 - 93% of people use social media
 - 1 in 5 couples meet online
 - If Face book was a country it would be the 3rd largest
 - You Tube is the second largest search engine
 - It would take someone 123 years to read Wikipedia
- 3 Major Social Media tools (Facebook, Twitter, and You Tube)
- Face Book
 - Average user spends 23 minutes on each visit
 - In most states, 50% have a Facebook account
- What Can Facebook Do?
 - Build Community
 - Share Content
 - Poll users to generate opinions/empower change (Example poll: Where do you struggle with food?)
 - Interact & Converse (Can create an event and invite others such as a webinar on low-calorie sweeteners)
 - Create loyalty
 - Offer support (We need to think business like there are many people are out teaching nutrition on a much larger budget than EFNEP)
- Twitter
 - In 2010, 75M user accounts
 - In 2011, 175 user accounts
- What can TWITTER Do?
 - Interact with others in your fields
 - Engage your clients
 - Magnify a message
 - Reach a larger audience
 - Create a movement (clients can receive tweets on cell phone)
- You Tube
 - Search to see HOW to do something
 - Entertaining! Learning
- What Can YOU TUBE Do?
 - Market your program
 - Reinforce concepts taught in a face-to-face meeting (Show how to dice an onion)
 - Versatile and can apply to different audiences

- Other social media opportunities-Blogs (Example Quick & Healthy recipes- rate, share and save recipes)
- What's new in social media?
 - 1) Facebook (FB Events)
 - 2) Twitter (daily lit review; ability for people to follow you on Twitter with a cell phone, not a smart phone)
 - 3) YouTube (Examples: learned to play guitar, how to make wine, and where the best fishing spots are from YouTube)
 - Example: Healthy Cooking Class conducted at Viking Cooking School in Greenwood, MS. MSU-ES recorded food demos and we posted on YouTube to offer an archive of those skills taught.
 - 4) Other social media opportunities (Quick and Healthy Recipes from Families, Food and Fitness – <http://quickhealthyrecipes.msstate.edu>)
 - 5) What's new in social media? [Pinterest](#), QR QR Codes on Handouts
 - 6) Does social media make a difference? Tools to help measure reach; measure impact with [FFF survey](#)
 - 7) Importance of interaction – puts FFF in the mix with other leaders in health/nutrition/obesity prevention; if WE don't do it, someone else will!
- New generation doesn't prefer to use social media they require it! Sam Feist
- What's Next? Look at what preschoolers have – [Sproutonline.com](#), [Sesamestreet.org](#)
- Before you start social media, ask yourself:
 - Are you willing to be open about 2-way dialogue?
 - Are you willing to experiment? And be patient?
 - Are you able to put in time dedication and commitment?
 - Are you willing to mix a little of your personal life to humanize your brand?
- Most of all remain teachable!!!

AUDIENCE COMMENTS:

- Is social media needed? If so, how far do you go before becoming unsafe?
- Recipes & cooking needs to be done on You Tube for all of us. (Example: How Sweet It Is? Measure spoons of sugar for soda)
- Rural states- Audience does not have internet or mobile devices. Be strategic on our efforts.
- Need to pool our resources together to make a series of videos on basic skills
- Develop marketing pieces for our program
- How do you find out who you are reaching? (Survey & Facebook info)
- How do you address social media with children?

Entire presentation by **Ashley Fondren** may be viewed at the link below

<http://prezi.com/3-tfn88a0npz/the-social-media-frontier-using-social-media-to-reinforce-efnep-concepts/>

Tips for Educational Visits

Before You Come to DC:

- Discuss with your supervisor/director/administrator to determine if you have permission to visit with your Congressional delegation. Once this is determined, see if they have any additional knowledge or advice to share with you.
- Do some basic research on the Member(s) through their websites to help you determine what they really care about.
- Determine what “success story” is most appropriate for each Member.
- Prepare a small packet of materials showing impacts and outcomes from your program. Use pictures, graphs, and include web links, plus your business card. Don’t forget to ask someone else to proof read it.
- Plan and rehearse your remarks in both a short (2 minutes) and longer (15 minutes) version that includes both national and local information. Be careful to put everything in layman’s terms, not “insider” jargon.
- Make an appointment with the Member’s scheduler prior to your visit. Be sure to note the name of the Legislative Assistant you will be meeting with.
- Be sensitive to the time that has been allotted for your visit.

Once in DC and headed to the “Hill”:

- Call to confirm your appointment as schedules change on a daily basis.
- Wear your name tag and comfortable shoes, but business attire.
- Make sure you know how to get to each office. All the Senate offices are on one side of the Capitol and the House of Representatives on the other side.
- **Plan on long lines to get through security...at least 15 minutes.**
- Be a few minutes early for your scheduled time; check in with the receptionist.
- Don’t be surprised if you have to wait and/or meet in the hallway, especially on the House side.
- Be sensitive to the time the staff member has available. Use your time wisely.
- Don’t be surprised if you have to explain who you are and what your program is.
- Review the packet of educational information that you have brought with the staff/Member, touching on national data but focusing on the local data...and be prepared to share the outcomes of your program efforts and the difference the funding makes on the clients that you reach. Remember, all politics is local.
- Leave time for the staff to ask questions.
- Thank them for their time and invite them to visit when they are “back home.”
- Ask for a business card from everyone you meet with.

After your educational visits:

- Share the results of your meeting with your supervisor/director/administrator.
- Send a thank you (email) to all those that were a part of the meeting. Answer any questions that you received. Address the thank you to the Member and copy the staff you met with.
- Provide some dates and time that you have special events happening that will make “photo ops” for the Member
- Share the results within your region and others as well.

Source: EFNEP Toolkit (revised 2-2011)

NATIONAL LANGUAGE SUGGESTIONS**EFNEP FY2010 Outcomes**

The Expanded Food and Nutrition Education Program (EFNEP) operates through the 1862 and 1890 Land-Grant Universities in every state, the District of Columbia and the six U.S. territories. Using a research-based, interactive approach, peer educators from the communities they support reach over ½ million new limited-resource families and youth each year. In FY10, EFNEP served 137,737 adults and 463,560 youth. More than 87% of EFNEP families report living at or below 100% of poverty, and nearly 70% indicate being of minority status. This is important because traditionally, poor health has disproportionately affected minority and limited-resource audiences.

Overwhelmingly program participants report improvements. Annual data from the past five years show consistent results. This is noteworthy because EFNEP is able to achieve consistent results across the nation, for people of all races and ethnicities, year in and year out. Data confirms graduates:

- Improve their diets - 93% report more closely following MyPyramid recommendations including consuming an additional cup of fruits and vegetables;
- Improve their nutrition practices - 89% improve nutrition practices such as making healthier food choices and reading nutrition labels;
- Stretch their food dollars farther - 84% improve food resource management practices such as planning meals and shopping with a grocery list; and
- Handle food more safely - 67% improve food safety practices such as storing and thawing food properly.

Although poor nutrition and health continue to be major concerns across the nation, EFNEP is making a difference. EFNEP is a successful program because it is constantly evolving to meet the needs of limited-resource audiences. For more information visit: www.nifa.usda.gov/efnep.



Leaping into the Future with Web-NEERS

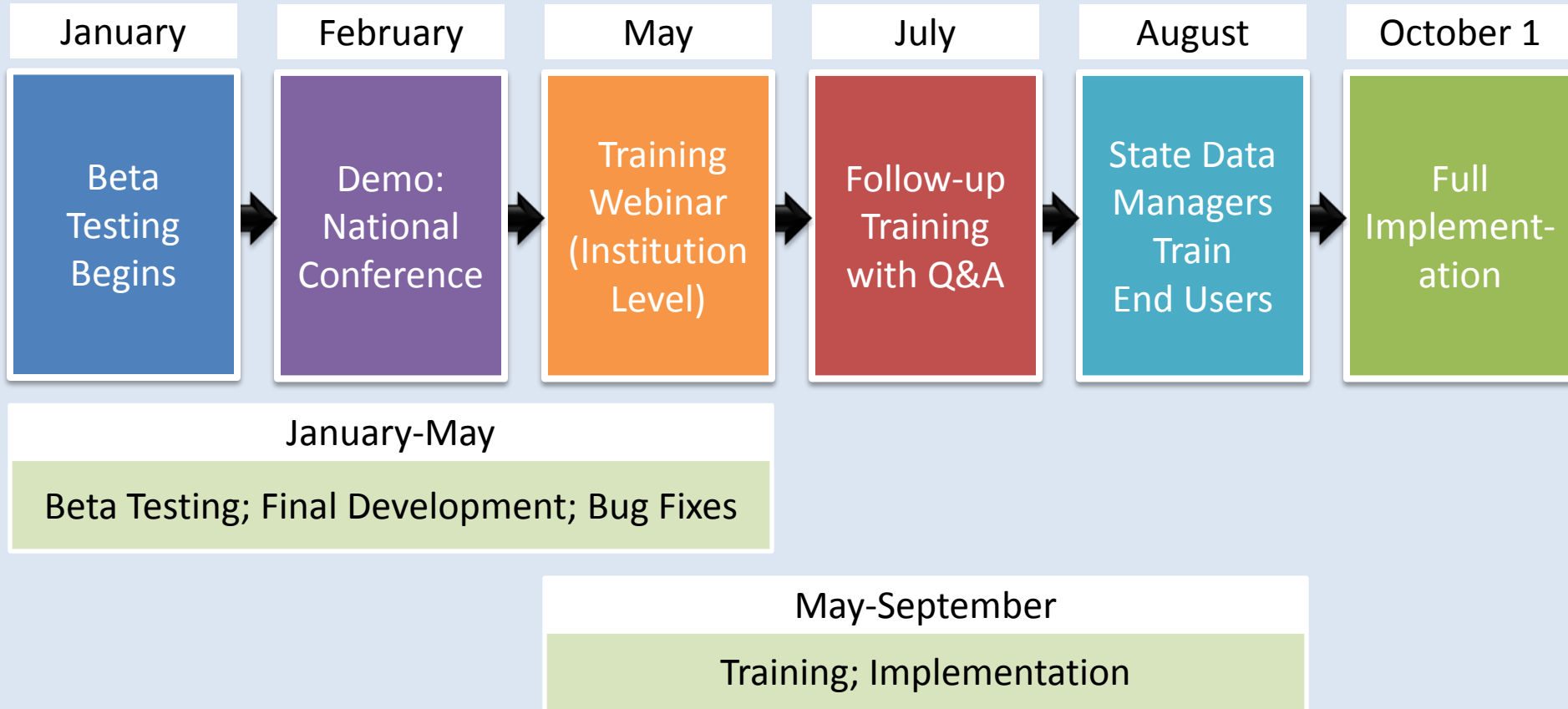
Stephanie Blake, USDA-NIFA

Gail Hanula, University of Georgia

Jason Eichelberger, Clemson University

Projected Timeline

(subject to change)





2012 National Coordinators' Conference

EFNEP: FACING NEW FRONTIERS



National EFNEP Youth Evaluation Project

Question Set Selection Process

Presentation at 2012 National EFNEP Conference

Washington D.C.

Wednesday, February 22, 2012

Presenters:

Heli Roy, PhD., MBA., RD.

Ben Chamberlain, MSW

Olga Santiago, PhD

Yenory Hernandez , PhD

Maria Carmen Lambea

Louisiana State University

Michigan State University

Michigan State University

Clemson University

The Ohio State University



National EFNEP Youth Evaluation Project

- On August 17, 2011 two EFNEP Coordinators were asked to Co-Chair this effort.
- Volunteers were sought out to join the project.
- We thought we had until December 1st to get something to the developers!
- Very quickly we were told the developers had to have something by September 15, 2011



National EFNEP Youth Evaluation Project

- 4 Grade level groups were assembled from volunteer EFNEP Coordinators and Staff
 - Kindergarten – 2nd Grade
 - 3rd Grade – 5th Grade
 - 6th Grade – 8th Grade
 - 9th Grade – 12th Grade



National EFNEP Youth Evaluation Project

Kindergarten – 2nd Grade Work Group

Heli Roy, Chair	Louisiana State University
Virginie Zoumenou	University of Maryland – Eastern Shore
Lillie Monroe-Lord	University of the District of Columbia
Justine Hoover	Iowa State University



National EFNEP Youth Evaluation Project

3rd – 5th Grade Work Group

Heli Roy, Chair	Louisiana State University
Scottie Misner	Arizona State University
Donnie Love Cook	Alabama A&M University
Shelley Swenson	University of Florida
Yenory Hernandez	Clemson University
Maria Carmen Lambea	The Ohio State University



National EFNEP Youth Evaluation Project

6th-8th Grade Work Group

Ben Chamberlain, Chair Michigan State University

Olga Santiago Michigan State University

Wendy Wolfe Cornell University

Audrey Adler Rutgers, the State University
of New Jersey

Marion Halim Lincoln University

Lois V Sanders University of the Virgin Islands



National EFNEP Youth Evaluation Project

9th-12th Grade Work Group

Ben Chamberlain, Chair Michigan State University

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The Process went something like this...

- Select questions for review
- Select the best questions for each grade level
- Finalize the questions sets



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- Dr. Olga Santiago and Larissa True, Research Assistant from MSUE surveyed many different sources to generate a master list of questions.
- The questions were selected based upon a number of criteria.
- Individual group members also contributed questions.



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Some of the selection criteria included:

- EFNEP/SNAP-Ed Goals, Outcomes & Impact Indicators – 2009
- Were age appropriate
- Useable in group settings
- Easy to understand
- The questions assessed only one concept
- Could be used to measure changes (pre and post) in behavior or knowledge
- Had face validity and content validity; and
- Psychometric properties (reliability and/or validity) information were available and reported in a peer review journal
- Were directed to the child (not parent or caregiver)



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Some of the sources that provided questions included:

- *EFNEP/SNAP-Ed Children & Youth Evaluation Tools Project*
 - Wisconsin Nutrition Education Program
- *Washington State Department of Health Supplemental Nutrition Assistance Program Education*
- Clemson University, Dr. Katherine Cason
- MSUE. *Jump Into Foods and Fitness (JIFF)* evaluation tool
- MSUE Youth Survey
- University of Minnesota Extension, Dr. Teri L. Burgess-Champoux
- NHANES. National Health and Nutrition Examination
- YRBSS. The Youth Risk Behavior Surveillance System
- Google Scholar, Google, ProQuest and others search sources
- Recognized scholars in the field
- Work group members



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Selection and categorization of questions:

Knowledge

Behavior

Attitudes

Self-efficacy

Skills (preparation)

Preferences

Goals achievement

Social support

EFNEP Core areas:

**Dietary quality—fruits,
vegetables, milk, grains and
meat/beans**

Physical activity

Food resource management

Food security

Food safety



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Issues the groups faced:

- Too few questions in some categories or there were none
- Certain questions were worded in a manner that didn't quite fit EFNEP nutrition education
- Certain questions seemed to target adults rather than the youth.
- Certain questions seemed too sensitive to ask
 - food security questions
- Selection from a groups of similar questions.
 - Selected the clearest, simplest questions when possible



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The groups question sets had 25 questions, with the exception of Kindergarten-2nd that had 11 questions.

These questions sets were then presented to the EFNEP National Office on September 12th .



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The EFNEP National Office reviewed the questions for:

- Flow - the need to ask certain types of questions in a similar way
- Concepts – what needs to be taught; what needs to be measured
- Action – especially beyond K-2 grades; do the questions reflect actions taken
- Response – what does the response mean to participants; what will it tell us
- Meaning – does the question make sense; could it be better stated
- Food Security Questions – we determined that such questions should only be asked of the oldest grade grouping
- Food Resource Management Questions – we found that most of these were actually Diet Quality questions so we relabeled those.



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The Final distribution:

	Total	DQ	PA	FS	FRM	SEC
K-2	10	8	1	1	0	0
3-5	14	8	3	3	0	0
6-8	14	6	3	3	2	0
9-12	14	6	3	4	0	1



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Expert Reviews:

Began in late November 2011

- South Carolina: K-2; 3-5
- New York: 3-5; 6-8
- New Jersey: K-2(Spanish Speaking), 6-8(Spanish Speaking), 9-12
- Ohio: 3-5, 6-8
- Michigan: K-2, 3-5; 6-8; 9-12
- Penn State: K-2, 3-5



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Expert Reviews:

- 3-5 Experts completed surveys per tool
- Data was compiled and analyzed
- Changes to question order, wording, response format, and sometimes the entire questions were modified
- Final question set finished 12-29-11



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Cognitive Testing:

- The same states all began the IRB process
- Used a modified version of Clemson's Cognitive Testing Protocol
- Began Cognitive Testing in late January



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Next steps:

- Use the Cognitive Testing results to address identified weaknesses in the instruments
- Professionally design a template for each grade level
- Begin validity and reliability testing of the instruments
- Begin Phase 3....



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Phase 3:

- Next update opportunity 2013
- Re-start the work groups
 - K-2, 3-5, 6-8, 9-12
- Revisit the Literature Review
- Revisit EFNEP Outcomes and Indicators
- Use data coming from multi-state work team
- Analyze the data from current set of questions
- Develop a more robust question set



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Questions??

Volunteers???



Discussion Session 10:30 – 11:00

Impact of youth evaluation

- Direction for EFNEP
- IRB issues
- Training of field staff
 - Technology – new NEERS
 - Pre-Post testing, implications at county level to collect data on each child
 - More paperwork, more accounting of individual youth



Round table discussions 11:15 – 11:35

Launch of the current question set

- Mode of data collection
- Use of technology with data collection
- Data entry time, who is responsible
 - Nutrition educator
 - Secretary
 - Agent
 - Field/State office