Western Region EFNEP Coordinators Project

Training for Community Nutrition Education Paraprofessionals
Community Nutrition Educator Training – An Important Topic

Effective training is strongly correlated with paraprofessional success

Western Region Coordinators:
- Have little assistance with training
- Have little time to prepare
- Have few new paraprofessionals – small programs
- Paraprofessionals not located in close proximity
- Training is time consuming
- Desire not to reinvent “the wheel”
- Have full plates and limited time to develop training materials
Online survey with EFNEP and SNAP–Ed Coordinators

Developed/conducted 35–question online survey

Inquired about:

- Training materials
- Training practices
- Training methods
- Core competencies for paraprofessionals
Survey Results

- 55 respondents – 19 EFNEP only, 9 SNAP–Ed only, 31 both.
- Training Frequency
  - Annually (7)
  - Twice a year (9)
  - Monthly (9)
- Paraprofessionals trained
  - 1–5 (39)
  - 6–10 (9)
  - 11–15 (3)
  - 16–20 (3)
- Most train for 4 weeks (17) or 6 weeks or more (11)
Top three training formats
- Face-to-face (53)
- Computer programs (31)
- Online (23)

Training methods used
- Observe experienced staff (51)
- Cooking activities/demonstrations (39)
- Skill practice (37)
- Guest trainers (35)
- Role playing (33)
- Videos (32)
Training challenges
- Scheduling, time, logistics, distance (13)
- A lot of material to cover/don’t want to overwhelm (6)
- Paperwork and recruiting (6)

Requested training materials – received from:
Community Nutrition Paraprofessional Training Library

Please review the curriculum and/or materials prior to completing this review form.
Format (check all that apply):  Subject Matter Covered (check all that apply):  Core Competency Covered (check all that apply)

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

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

Other:

Subject Matter Covered (check all that apply):

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

Other (please list)

Core Competency Covered (check all that apply):

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

Other (please list)

- Facilitation Skills
- Adult Learning Principles

Additional Areas:

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

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

Supports training educators delivering programming to Youth □ or □ Adults or □ Both

Developed June 2009, Western Region EFNEP
2/23/2010 8:59:40 AM
Consider the criteria listed in each section when reviewing the materials.

<table>
<thead>
<tr>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
</tr>
<tr>
<td>- Content appropriate to paraprofessional</td>
</tr>
<tr>
<td>- Goals and objectives consistent with EFNEP program policies</td>
</tr>
<tr>
<td>- Materials are error free (Typo’s, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach).</td>
</tr>
<tr>
<td>- Information is based on current research</td>
</tr>
<tr>
<td>- References and resources are included</td>
</tr>
<tr>
<td>- Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid</td>
</tr>
<tr>
<td>- Teaches basic nutrition for prevention of disease</td>
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</tbody>
</table>

Comments:

Materials are error free, references are included in the overall curriculum materials. This lesson includes the lesson plans for Finding a Balance (MyPyramid), Food Safety, Fruits and Vegetables, Portion Sizes, and Whole Grains as tools to practice creating and asking open-ended questions. The lesson focuses on the in-between steps and individual makes toward behavior change and helps the learners understand and identify those specific to a lesson being taught. It has learners practice writing questions to determine what steps their participants are making. The lesson also dissects elements of a good success story. The learners analyze some stories and are sent away with the task of writing one and reviewing it with their supervisor later.

<table>
<thead>
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<tbody>
<tr>
<td>- Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels.</td>
</tr>
<tr>
<td>- Materials prepare paraprofessionals to work with diverse audiences</td>
</tr>
<tr>
<td>- Learning goals and objectives clearly stated</td>
</tr>
<tr>
<td>- Information is well organized, easy to understand and easy to use</td>
</tr>
<tr>
<td>- Instructions for material are easy to follow</td>
</tr>
<tr>
<td>- Layout makes it easy to follow the sequence of the materials</td>
</tr>
<tr>
<td>- Literacy level based on reading grade level appropriate for paraprofessional</td>
</tr>
<tr>
<td>- Text legible and easy to read</td>
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Developed June 2009, Western Region EFNEP
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### Criteria

- Culturally and ethnically sensitive.
- Learner is taught how to approach/deal with/interact with different types of personalities and learning styles/education level.
- Information is very well organized. Includes a schedule and menu for all training days.
- Broken into different sections so it's easy to navigate.
- Appropriate literacy level.
- Materials have a lot of white space and large print – easy to read.

### For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics:
- Web site information is current, hyperlinks work
- Easy to follow sequence; layout user friendly
- Readability
  - Text size is adequate for viewing
  - Good contrast between text and background
- Navigation through the web site is logical
  - navigation buttons
  - site map or search tool available
- No advertising

### Comments:
One PowerPoint presentation – covers the realities of poverty. What people experience, their perceptions, etc.

### Adult Learning Theory

- Design is learner centered and interactive
- Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing)
- Opportunities are provided for learner
  - to share experiences
  - reflect on importance
  - connect to real world examples
  - apply knowledge to other situation
- Learning activities support objectives
- Paraprofessionals are actively involved in the learning process
- Paraprofessional voices are heard more than trainer's during learning activities
- Materials have a positive and respectful tone
<table>
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<tr>
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<tbody>
<tr>
<td>Comments:</td>
</tr>
<tr>
<td>Definitely learner-centered. Information is relevant and interesting for the learner. Activities to practice new skills. Hands-on.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Not Included</th>
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<tbody>
<tr>
<td>Material Development</td>
<td></td>
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<tr>
<td>- Author or producer of material is credible source (government, university)</td>
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<tr>
<td>- Peer reviewed</td>
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<tr>
<td>- Tested with Extension nutrition paraprofessionals</td>
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<tr>
<td>- Impact evaluation has been conducted</td>
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<tr>
<td>Evaluation tools included with materials</td>
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<tr>
<td>- Self assessment of paraprofessional</td>
<td></td>
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<tr>
<td>- Follow-up evaluation of paraprofessional</td>
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</table>

| Comments: |
| Produced by University of Wyoming |
| Not sure about peer reviewed |
| Used with nutrition paraprofessionals |
| Not sure about impact evaluation |
| Self assessment of paraprofessional evaluation – covers concepts learned and opinion of training activities |

Suitable for
- Initial training
- Ongoing training
- Both

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

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

Developed June 2009, Western Region EFNEP
Training Materials Reviewed

- Eat Smart – Louisiana State University
- Cen$ible Nutrition – University of Wyoming
- University of Hawaii curriculum
- Navigating for Success – Cornell University
- The 24-hour recall – Oklahoma State University
- Training Manual – Utah State University
Where are we today?

- PLEASE SHARE YOUR TRAINING MATERIALS!

- Will you join us in the review process?
- Ideas about how to share the reviews
  - Want to make review accessible and usable
    - Online – what format?

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