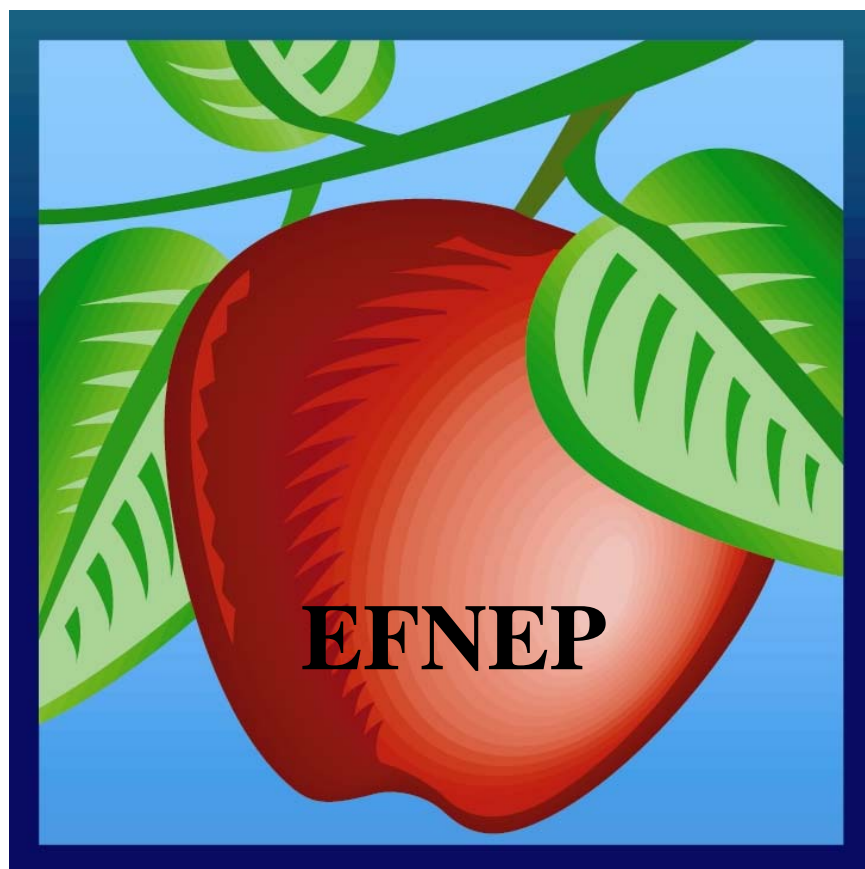


Expanded Food and Nutrition Education Program Training Manual for Supervising Agents



UofA UNIVERSITY OF ARKANSAS
DIVISION OF AGRICULTURE
Cooperative Extension Service

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The Expanded Food and Nutrition Education Program

The Expanded Food and Nutrition Education Program (EFNEP) is an integral part of the Cooperative Extension Service. EFNEP is funded by the United States Department of Agriculture (USDA) and the Cooperative Extension Service. The EFNEP is a significant community-based nutrition education program that was initiated in 1968-1969 as one USDA response to hunger in the United States with a goal to help families with low income to improve the nutritional quality of their diets. For more than 30 years, EFNEP has helped Arkansas youth and families with young children develop healthy eating and lifestyle practices. This Arkansas Cooperative Extension Service program (in cooperation with Family and Consumer Sciences) delivers research-based information and education in community group settings, the home and classroom to help Arkansans with limited resources make better nutrition and health decisions. The results are strong, nurturing families, healthy children, positive youth development, and savings in food and healthcare costs. Refer to the Appendix for a map illustrating the Arkansas counties that are implementing the EFNEP.

The adult component of EFNEP focuses on educational programs to enhance the quality of the families' diet. Once graduated from EFNEP, families should have opportunities to participate in other extension programs.

The youth component of EFNEP focuses on providing food and nutrition education to contribute to personal development of youth from families with low income, primarily in both urban and rural areas. The long-range goal is to encourage EFNEP youth to pursue other opportunities in 4-H.

What are the objectives of EFNEP?

- To improve the nutritional quality of diets for the total family.
- To increase knowledge of the essentials of human nutrition.
- To increase the ability to select and buy food that satisfies nutritional needs.
- To improve practices in food production, storage, preparation, safety and sanitation.
- To increase the ability to manage food budgets and related resources, such as food stamps.

Is EFNEP cost effective?

Studies have shown an estimated savings of over \$10.00 in future health care cost for every \$1.00 spent in the EFNEP program. Other research has demonstrated that for every one dollar spent to implement EFNEP, participants have saved two dollars in food costs.

EFNEP Target Audience

Audience Defined

The general definition of the EFNEP audience is people whose income falls under the federal poverty guidelines. The level of income used to determine EFNEP eligibility changes annually as a result of fluctuations in the cost of living, as measured by the Consumer Price Index. The Department of Health and Human Services information on the Federal Poverty Income Guidelines is an appropriate source to use in identifying the low-income audience (<http://aspe.hhs.gov/poverty/02poverty.htm>). The two primary audiences are adults and youth with low incomes.

Adult Audiences

Adult EFNEP audiences are participants who:

- are pregnant or have children,
- are responsible for planning and preparing the family's food and
- have low income.

When determining whether or not a potential participant qualifies for enrollment in EFNEP, the person's income must be considered. A person qualifies for participation in the EFNEP if their income is 185% or less of the federal poverty guidelines. For example, a three-member family meets the income criteria for participation in EFNEP if their annual household income is less than \$27,787. Potential EFNEP participants are asked their yearly household income within a certain dollar range in item number 18 on the *EFNEP Adult Enrollment Form* (see appendix). As long as the potential participant checks an income range that is at or below the 185% federal poverty guideline for their family size, they meet the EFNEP income eligibility requirement. Furthermore, potential participants are asked in item number 22 of the *EFNEP Adult Enrollment Form* if they participate in any federal assistance programs. If the answer is "yes" to any of those listed (including "other"), the person automatically qualifies for EFNEP. This is due to the fact that all the federal assistance programs listed on the *EFNEP Adult Enrollment Form* also use the Federal Poverty Guidelines to determine enrollment.

If the answer to item number 22 is "no" to all the possibilities, be sure to check if their income meets the income eligibility criteria. If they meet the income eligibility criteria, be sure to inform participants of federal nutrition assistance programs for which they may qualify. If a potential participant is not enrolled in any federal nutrition assistance programs and does not meet the income eligibility criteria, it may be appropriate for them to remain in the class. They should not, however, be enrolled in the program, but may benefit from the education with the other class members. **Note: A group should have more participants who meet EFNEP eligibility requirements than those who do not.**

Youth Audiences

Potential EFNEP youth participants may be defined by the following characteristics:

- Youth of 4-H age (5-19 years of age) from EFNEP families.
- Youth living in “low-income” geographic areas (for example, housing developments, low-income areas of cities or low-income rural areas).
- Youth receiving free or reduced-price lunch.
- Youth from families receiving Transitional Employment Assistance (TEA).
- Youth from families enrolled in other low-income programs.

Training Objectives

Sufficient time should be scheduled to train new program assistants on their role at the University of Arkansas Cooperative Extension Service (UACES). A broad overview of the organization should be provided to assist the program assistant in understanding the purpose and goals of the Expanded Food and Nutrition Education Program (EFNEP) and to help them understand what their responsibilities are in educating low-income Arkansans.

The objectives of training a new program assistant include:

1. Introducing the program assistant to their co-workers and getting them acquainted with their workspace.
2. Explaining the program assistant's role and the policies, rules, standards and ethics by which they are expected to operate.
3. Teaching or reinforcing basic homemaking and management skills so they can adequately teach others.
4. Introducing the program assistant to area agencies and community resources for future collaborative efforts.

Pre-Service Training

Prior to the program assistant's starting date, the supervising agent should:

1. Prepare a workspace for the program assistant,
2. Gather basic office supplies, such as paper, pencils, pens, paper clips, a calendar, etc.,
3. Gather EFNEP curricula the program assistant will use for conducting programs, and
4. Set up appointments with agencies and organizations the program assistant will be collaborating with to conduct programs. Two or three appointments should be scheduled for each day of training.

The length of training may vary from 3 days to 16 weeks. A short pre-service training means more intensive on-the-job training and supervision. The length of the pre-service training will depend on:

1. The background of the program assistant.
2. How much time you have before the program goes into effect.

Guidelines for Training Program Assistants

The supervising agent's role in this program will be to plan, program, guide, and train. This means the actual "doing" will be in the hands of the program assistant because:

1. They are closer to the audience involved.
2. They are part of the community.
3. They influence people in their own ways and by their own language.
4. They are enthusiastic and responsive.
5. They serve as role models.

The UACES and the EFNEP program policies should be clearly defined for the program assistant. These must be clear and put into writing for easy reference. All program assistants must know:

1. when families should be referred to other agencies by the trainer agent,
2. ethics in working with families, and
3. how to report what they do.

If such policies are vague and unwritten, misunderstandings will probably occur. Such clarification will be part of defining the job.

Program assistants should also be informed that:

1. They teach general nutrition information and are not able to prescribe or advise participants on specific health issues.
2. Participant information is strictly confidential.
3. Only research based information and curricula approved by the UACES should be used for EFNEP programs.

Good training will give the learner time to try new ideas and skills. A wise trainer will use examples generously in discussion. "Presenting" ideas and facts will not be enough to properly train a new program assistant. "Doing" will be essential and will offer situations in which principles can be pointed out. Be sure to stop often to listen to what program assistants are saying. This will indicate to you how much they understand.

All trainees need help in understanding:

1. how to interest people;
2. how people learn;
3. how to build helpful relationships;
4. what to teach;
5. what community resources families can call on; and
6. the policies and ethics of the job.

Program assistants should start their jobs when psychologically ready. Many trainers believe a long training period creates anxiety about the job and dulls enthusiasm. Space further training regularly between periods of practice on the job. For example, the program assistants might have an orientation period of 1 week to 10 days and then make contacts. After this, they would have a session to appraise what they learned. They would continue regular sessions in subject matter and methods while working on the job.

Sample Agenda

Day 1

- Introduce the program assistant to the office staff and explain the duties performed by each. If there is more than one secretary in the office, let the program assistant know who will do her reports (if they are done by the secretary).
- The staff chair and supervising agent should go over office procedures along with UACES policies, fringe benefits, holidays, etc.
- Allow time for the program assistant to set up their workspace.
- Allow time for the program assistant to review the curricula they will use for programs.
- Lunch each day can be used to demonstrate how to do a food demonstration. Food demonstrations during lunch are a good time to:
 1. Demonstrate and discuss safe food handling practices,
 2. Show how to plan and prepare for a food demonstration, and
 3. Observe food preparation skills and techniques.

Allow the program assistant to help you during the food demonstration.

This will give them practice for when they have to do one for their programs.

Day 2

- Review and answer the program assistant's questions.
- Familiarize the program assistant with the area of the county they will be working.
- Arrange contact visits with directors or contact persons with organizations and agencies whose clientele also meet the EFNEP guidelines. (Arrange for a few visits each day so you and the program assistant can schedule possible meetings.)
- Discuss resources that are available to the participants in the community such as WIC, Head Start, Health Department, Workforce, Food Pantries, etc.
- Make contact visits with agencies and organizations.

- Discuss methods of teaching such as food demonstrations, games and activities, and facilitated discussion. Review curricula to show and demonstrate these methods of teaching.
- Discuss ways of making meetings meet the needs of the clientele.
- Plan the first group meeting with the program assistant and show how to plan meetings. Gather materials and supplies that are needed for the meeting.

Day 3

- Allow time for questions and discussion.
- Discuss characteristics of the audience and ways to approach them for enrolling in EFNEP.
- Practice through role-playing how to approach clientele, filling out enrollment forms and setting up participant files with the necessary information in the files.
- Discuss, demonstrate, and practice entering data in the ERS program (unless entered by secretary).
- Go on some contact visits with agencies and organizations whose clients meet the criteria for EFNEP.
- Supervising agent will role-play the first group lesson that was planned the previous day and inform the program assistant that she will present the lesson the following day to the agent. This will allow the program assistant to practice before doing a group meeting.

Day 4

- Give program assistant time to ask questions about what has been covered in training.
- Have the program assistant present the first group lesson to the supervising agent as practice.
- Have the program assistant observe you or another family program assistant conduct a group meeting.
- Review entering data in the ERS program.
- Discuss ways of recruiting, motivating and encouraging participants to remain in the group.
- Contact visits with agencies and organizations that meet the EFNEP criteria.
- Help the program assistant plan and gather supplies for a food demonstration that they will do the next day.
- Help the program assistant make a plan of action for the next six months.

Day 5

- Give the program assistant time to ask questions about what has been covered in training. Ask if they need more assistance in anything such as food demonstrations.
- Help the program assistant complete an itinerary and report of accomplishment for the next week. (Hopefully several group meetings have been set up from the contact visits with other agencies and organizations.)
- Help the program assistant plan, organize and gather materials and supplies for meetings the following week.
- Review areas the program assistant is not confident in doing at meetings. This can be done through role-playing, demonstration or just practicing with the supervising agent.

Continuous Training

The sample agenda provided has not allowed much time for looking at curricula, program planning, collecting materials for programming, or practice presenting a program. Therefore, you may want to schedule more time for the family program assistant to plan, gather supplies and practice his/her presentation in front of you or other family program assistants before he/she does it for a group.

Much of the training of the program assistant is on going, but basic nutrition knowledge, safe food handling techniques and program planning must be covered before the program assistant is expected to perform on their own. It is important for all program assistants to attend district cluster training each month so they have the opportunity to learn new information that will add to their knowledge base.

As the family program assistant begins to do programming on his/her own, he/she will need lots of support and encouragement. If you, as the supervising agent, feel the program assistant does not have the confidence or is lacking the experience needed to do a good job, work with them to build the confidence and allow them to develop the experience necessary to do a good job. It is worth more of your time spent in training to send out a competent program assistant than to send out one who does a poor job.

The family program assistant may need to practice more on food demonstrations. It is better to spend time in food demonstration training with the use of good food handling practices than to have food demonstrations with poor food handling practices. It takes time to develop good food handling practices and especially when one is doing them in front of others. Have family program assistants practice food demonstrations often.

It is important to train a program assistant with knowledge that is accurate and research based. It is the supervising agent's responsibility to train and provide such information to the program assistant. The supervising agent should frequently observe the program assistant to make sure they are using accurate research based information that the UACES supports.

Appendix A: Giving a Demonstration

A demonstration is a teaching method used with both large and small groups. Demonstrations become more effective when verbalization accompanies them. For example, in a half demonstration-half lecture, an explanation accompanies the actions performed. It is a generally accepted learning theory that the greater the degree of active participation and sensory involvement by the learner, the more effective learning will be.

Advantages

Demonstrations...

- Utilize several senses; students can see, hear and possibly experience an actual event
- Stimulate interest
- Present ideas and concepts more clearly
- Provide direct experiences
- Reinforce learning

Disadvantages

Demonstrations...

- May fail
- May limit participation
- May limit audience/client input
- Require pre-preparation

Tips:

1. Know your audience

How much experience or knowledge do they have?

Are you teaching them a new technique or sharing basic information?

2. Set your objectives

Review your lesson plan for your objectives.

What do you expect the learner to be able to do following your demonstration?

3. Plan your preparation time

Plan for the time it takes to shop for groceries and to prepare props.
Make a list of ingredients, utensils or props needed.
Test equipment, recipes, methods, etc ahead of time.

4. Plan your recipes/activities

Choose uncomplicated recipes with few ingredients.
Consider the amount of pre-preparation required.
Be aware of the cost of ingredients.
Do you need a full recipe? How long does it take?

Do you need to prepare a recipe in advance?

Practice recipe or activity.

5. Involve your audience/client

Ask for a volunteer to stir, chop and assist with other preparation.
Involve audience in activities or demonstrations where possible.

6. Be prepared for various room arrangements

Do you need an electric skillet? Burner? Extension Cord?
You may need to be flexible, go prepared for a variety of settings.
Exclude distractions (close the door, turn off the radio/tv).

7. Help your audience/client to see what you are doing

Use trays and clear containers.

Arrange the room so everyone can see (If a large group, they may need to be

in a semi-circle).

Face your audience as much as possible.

8. Provide handouts to support what you say

Typed copies of recipes used.
Review the key points of the demonstration.

9. Be organized

Have everything for one recipe on a single tray.
Place ingredients in a logical order and label (name; quantity).
Work in one direction.
Combine various tasks.
Plan for serving procedure and clean up (serving utensils, dish cloths, waste containers, etc.)

10. Follow food safety precautions

Remind participants to wash hands before handling food.

Keep foods out of the Danger Zone.

Demonstrations are an effective method for teaching concepts and problem-solving procedures. A good demonstration should lead to increased attentiveness, learning and performance.

References:

Chernoff, Ronni. (1994) Communicating as Professionals (pp. 17-20). The American Dietetics Association.

Kozma, Robert B., Belle, Lawrence., and Williams, George W. (1978). Methods of Teaching. Schooling, Teaching and Learning American Educations. (pp. 210-211). St. Louis, Missouri: C.V. Mosby Co.

Newby, Timothy J., Stephich, Donald A., Lehman, James D., Russell, James D., (1996). Introduction to Instructional Technology, Instructional Technology for Teaching and Learning (pp.48). Englewood Cliffs, New Jersey: Educational Technology Publications.

Appendix B: Working with Groups – Facilitated Discussion Group Guidelines

Teaching in a lecture style is one of the oldest and most widely used methods to transfer information from the teacher to the learner. However, this method is also one of the most boring and least effective in holding the learner's interest, which does not create the best learning environment.

Studies have shown that lecturing is not an effective way to help learners retain information. Instead, learners have a more meaningful education experience when the teaching is interactive, like in facilitated discussion groups. In this type of learning, participants take on an active role in their education by letting the teacher know what information they need at this stage of their life and by sharing their experiences with the group.

Learning becomes more effective when participants learn from each other as well as from the information the teacher presents to them, especially when that information meets their needs. Sessions will vary in content and style depending on the session objective(s), the specific topics that the participants bring up, and the personalities of the participants involved.

In facilitated discussion, participants learn from each other. To help make the environment comfortable for everyone, chairs should be arranged around a table or in a big circle so everyone faces each other. This will help to promote group discussion.

Below are some guidelines and steps to help facilitate a discussion group.

Icebreaker

Icebreakers are important to help people feel comfortable, especially when the group of people may not know one another. Icebreakers usually are not related to the topic of discussion. They allow people the opportunity to get to know each other. Using an icebreaker lets participants know that the class is not just another 'lecture' or 'just sit and listen' class, but a class in which they will play an active role.

Establish Ground Rules

Establish rules on confidentiality. Emphasize the importance of listening to others and respecting ideas or comments of others. Set the time, agenda and length of session.

Deliver the Opening Question

Facilitated discussions center around questions about the lesson topic. The participants may be hesitant and quiet at the beginning, which is normal in the early stages of discussion. The facilitator should allow participants a few moments to think of their response before delivering the opening question. If the group remains silent for very

long after asking the opening question, the facilitator can ask someone specifically or begin a discussion about what their silence may mean.

“Openers” are similar to icebreakers, but they are activities related to the session topic. For example, if the discussion is on food safety have participants interview each other about their opinions on food safety after the icebreaker. After they have interviewed each other, ask them to share their opinions while someone lists them on the blackboard. Then use the list to begin talking about the importance of food safety.

Ask Open-Ended Questions

An open-ended question cannot be answered by a “yes” or “no,” or a question that will only give a minimum amount of information and close the conversation. The goal is to get participants involved in describing their experiences as they relate to the session objective(s). A conversation should then develop that flows naturally and spontaneously.

It is also important that the questions are worded so the participants don’t feel they are being tested. Care should be taken not to ask too many questions in a sequence because it can make participants feel like they are being interrogated. Finally, balance the use of open-ended questions with other facilitating skills, such as clarifying or focusing, which will be discussed later.

Guide the Discussion and Encourage Participation

To facilitate means to allow discussion to happen with ease. The facilitator allows others to speak and then gently brings topics to a conclusion. At the same time, the facilitator must stay in control of the discussion and avoid it from becoming a “free-for-all.” If that happens, the quieter participants will not have the chance to be heard and one or two people will dominate the discussion.

Here are some tips to help:

- Guide the discussion by suggesting topics so that the discussion doesn’t lose momentum. Keep participants focused on the session topic and objective(s).
- Encourage participants to give more information, such as describing their situation in more details and focusing on specific concerns.
- Recognize fears, prejudices, and disagreements and bring them into the open.
- Keep the discussion focused on the issues at hand. Statements to get participants back on track may be: “Your points are really interesting, but we also need to discuss some other issues. Why don’t you catch me after class, or call me tomorrow and we can talk some more.” Choose words carefully so as not to embarrass the participant.
- Focus on the person who is speaking.

- Repeat questions/comments to the group before replying, especially for soft spoken participants.
- Give positive feedback to every participant who speaks, such as a nod of the head or word of praise. This will help encourage the participant and others to speak again.
- Watch for non-verbal signs that may indicate that someone wants to respond or ask a question.
- Use words that everyone is familiar with, avoid technical terms.
- Be sure every participant is included in the group, such as having everyone sitting in a chair around the table or in the circle.

Focus on Topics

Emphasize a particular topic that participants make obvious they want to discuss. Often, a specific topic continues to come up in the flow of discussion. This shows a need for further discussion and clarification. Focusing on the topic helps everyone better understand and express their feelings about the topic. When the conversation has become confusing to the participants, it is time to clarify and to get the discussion back in focus.

Practice Active Listening

Listening is critical to the success of discussions. Listen carefully to the participants and avoid any temptation to intervene with personal thoughts and interests. Provide full attention to participants. Encourage group members to listen and understand what other group members are saying. Do not allow other participants to interrupt someone who is speaking.

Clarify

To clarify means to make a point clear. Use listening skills to follow what a participant is saying. Restate the participant's point to be sure it is clearly understood.

Dealing with Incorrect Information

When a participant gives incorrect information in a group discussion, make a statement that emphasizes the worth of their experience and shows respect for their decision.

Examples of possible responses include:

"I'm glad that worked for you. Other people have found that _____ worked for them."

"I'm glad that worked for you, but all the references I've seen do not recommend it because _____."

“I’m glad you brought that up. That used to be what was generally recommended, but now new research has found out that _____.”

“You’ve brought up a really interesting issue. Let’s look it up in a (reference) and see what it says.”

Summarize the Discussion

As much as possible, bring ideas together, highlight certain conversations or repeat important information, and complete one topic before going on to another. The facilitator may need to take brief notes during the discussion to help remember points to summarize. It may help to end the session with each participant sharing what the session has meant to them and what they learned during the session. This allows the group to see that their input and experience has helped everyone learn. The facilitator can also share what was learned from the participants.

Provide Resources

Provide participants with additional sources of information such as handouts and pamphlets, or refer them to another organization.

HAVE FUN!!

Remember that it may take a little time for a group to grow and develop trust. Be patient and never define success by the number of people attending the session.

Adapted from the *Facilitator’s Guide for Nutrition Education: Listen, Share and Support*. New Mexico WIC Program.

Appendix C: Effective Program Delivery for Audiences with Limited Resources

Audiences with limited resources have been defined in numerous ways. The United States Department of Agriculture, however, defines it as those families and individuals struggling to maintain supportive environments with limited or insufficient resources. Teaching audiences with limited resources is much like teaching all learners. Below are some strategies you can use. Note: The characteristics are generalizations only and can be used to help guide your behavior when working with audiences with limited resources. These are not meant to be stereotypes and thus, resistance to change is based on individual experiences.

1. Low educational level, poor experiences in school

Adults with limited resources typically avoid participation in educational programs because it represents another potential for failure. Individuals who view themselves as academic failures as children often continue to believe they cannot succeed as adult learners. In working with adults with limited resources try to:

- Use simply written materials.
- Insert fun into your teaching.
- Limit lecturing to the learners.
- Avoid using paper and pen “tests.”
- Have learners make choices.

2. Low self-esteem

Individuals living in poverty may feel caught in a vicious cycle of failure from which they feel unable to escape. They may blame themselves or others for their situations. Individuals with limited resources tend to avoid participation in educational activities since education is not viewed as a step to improving one’s situation in life. Therefore, when planning programs and activities keep the following in mind:

- Make activities achievable and doable.
- Notice and praise what learners do right.
- Reinforce that learners have skills and knowledge to share with others.

3. Fear of change/fear of failure

Dealing with erratic change is an on-going dilemma for individuals with limited resources. Due to instability and feelings of powerlessness, individuals with limited resources often are fearful of change. To ease their discomfort and to make them less fearful of failure, programs and activities should:

- Set specific, achievable, and realistic goals.
- Address barriers.
- Deliver programs that address learners’ needs and interests.
- Use recipes that work.

4. Want practical “need-to-know” information

It is important to know the audience and involve them in the program planning. Find those key leaders in the community and involve them in the program planning and participant recruitment. Many times the program will not be a success if participants and key leaders are overlooked or excluded in this process.

Plan programs that are important to the audience. Participants do not want to spend their time participating in programs that are of little worth to them. Remember that they are busy and tired, too.

- Make programs hands-on and involve the participants, such as games and cooking demonstrations.
- Focus on foods, not nutrients. For example, “drink more milk,” rather than, “consume more calcium.” Another example, “eat less fried foods,” rather than, “reduce the fat in you diet.”
- Use visuals and actual products to demonstrate teaching points.
- Focus on immediate application of knowledge, attitude and behaviors. For example, ask participants how they plan to apply what they learned from the program to their every day lives.

5. Wary and distrustful

- Treat participants with respect.
- Don’t judge participants’ values, etc. In other words, try not to let participants’ questionable lifestyle choices affect your attitude.
- Honor participants’ knowledge. In other words, recognize that everyone has some talents, skills and life experiences to share.
- “Walk the talk.” In other words, “practice what you preach.”
- Use participants’ names when speaking.

6. Barriers to program participation and learning

Individuals with limited resources may encounter many different types of barriers to participation and learning. Many of these barriers can impact the educational programming; however, some can be avoided by understanding the audience. Some of these barriers include:

- Child care or adult care responsibilities.
- No transportation.
- Family values and restrictions against learning.
- Poverty.
- No social support for learning.
- Survival needs that take priority over learning.

7. Plan Convenient and Relevant Programs

Flexibility is essential when working with audiences with limited resources. There are times when an audience will demonstrate specific needs that have to be addressed before planned programs can be delivered. Therefore, be sensitive to learner needs in order to deliver effective programs.

Plan programs that are sensitive to the culture of the audience. Become informed of and sensitive to cultural values and behavior patterns and add them to the program. Adapt the program to fit the cultural diversity of that community.

Adapted from material originally developed by Ellen Schuster, Nutrition and Foods Specialist, Oregon State University Extension Home Economics, 2/98.

Appendix D: Ten Keys to Success: What Works with Hard-to-Reach Audiences

1. Present practical information.

People are busy, people are tired. They do not want to sit through and deal with things that are important to you but not to them. Make your comments personal and relevant to the audience.

2. Focus on the positive.

Avoid the word “avoid.” It is much better to say, for example, “for good health, most of us need to eat more fruits and vegetables” rather than “you can’t have...” or “don’t eat...” Negatives are turn-offs.

3. Keep it possible.

Listen first before offering advice and solutions that are not possible. Be realistic. There is not much point in explaining to someone how to bake a meal in the oven when he or she may be using nothing more than an electric skillet because there is no working oven available.

4. Use the “KISS” principle.

“Keep it simple, sweetie.” Teach one or two concepts, not ten all at one time. People aren’t stupid, but they may be unfamiliar with the material you are presenting. It is important to build their trust and rapport and help them increase their comfort level.

5. Make it visual.

The more examples and actual products you can show, the better people follow the information. For food and nutrition topics, use comparison cards, Washington Dairy Council food models, actual cans, jars and boxes. Set the stage, if possible, by hanging posters, charts and other visual aids in the room. Grocery bags with two types of choices are wonderful teaching tools and are kind of fun because everyone wants to know what you have in the bags.

6. Be interactive...get learners involved.

Get people involved in preparing a snack or special recipe.

7. Use modern, up-to-date materials.

We are part of the age of information, where television and advertising portray slick, jazzy messages. We have to compete. Poor people do not deserve poor quality materials.

8. Know enough about what motivates participants and use it to your advantage.

Many women will not do much for themselves, but will make an effort to choose more nutritious food for the sake of their children. Once you know this, you know how to word information.

9. Be accepting and non-judgmental.

Acceptance is simply seeing something the way it is and saying, “that’s the way it is.” It is not approval or consent or sympathy or agreement, just acceptance. It is not our business to judge or criticize. Nobody likes a “do-gooder” or a “know-it-all.” At-risk audiences have dealt with so many of these sorts of people they often can automatically tune out everything that person says. Don’t try to con them; they have seen it all and the word FAKE screams out.

In all programs, it is extremely important that the participant’s world be recognized and considered. Ignoring the participant’s life experiences is dehumanizing and creates shame, guilt and confusion. Ultimately, the challenge is to truly meet each person where he or she is, accepting that individual in the context of his or her own life, and offering whatever information and support the participant desires and is willing to accept. In other words, the challenge is to understand first and teach second.

Adapted from remarks by Karen L. Konzelmann, currently National Program Leader, Maternal and Child Health, CREES/USDA to Indiana Dietetic Association, November 1992.

Programming for Limited Resource Families
<http://oregonstate.edu/dept/ehe/pdf/mf2029.pdf>

Developmentally Appropriate Nutrition Education for Youth Ages 6-11
<http://www.uaex.edu/ces/wnep/pdfs/03resyth.pdf>

Appendix E: Recruiting Program Participants

Recruitment – An Important First Step

Recruitment is one of the important first steps in beginning the Expanded Food and Nutrition Education Program (EFNEP). Without recruiting EFNEP participants, there would be no audience to teach our programs and very little need for the EFNEP family program assistants. It is critical that the EFNEP family program assistants learn how to recruit potential participants and also where to recruit them.

There are several different ways to recruit potential participants and it should be clearly understood that one method will not work all the time. Different people respond to and are motivated by different approaches; therefore, the family program assistant needs to become good in several techniques. Some suggested methods are as follows:

- Referrals from other agencies (for example, The Department of Human Services, County Health Unit or WIC, community action groups or Head Start, etc.).
- Word of mouth from former and current participants.
- Cold calls, such as knocking on doors of residents of a housing development to see if interested.

The places a family program assistant needs to go in order to be successful in recruiting also varies. The audience should be considered first and foremost when determining recruitment sites. The family program assistant must seek out those places frequented by the target audience. Some suggested sites for recruitment are as follows:

- Other agencies that have a connection with the target audience such as:
 - Department of Human Services
 - Health Department
 - Community Action Agencies
- Local organized civic groups
- Parent Teacher Association (PTA) or Parent Teacher Organization (PTO)
- Schools
- Boys and Girls Clubs
- Laundromats
- 4-H Clubs
- Grocery Stores
- Churches
- Day Care Providers
- Commodities Office and Distribution Sites
- Nutrition Sites, such as Summer Feeding Program
- Public Housing

It is not appropriate to use the EFNEP funds to carry out the objectives of another agency. Therefore, be sure to check with the district supervisor or program coordinator if a request is made from any agency regarding staff training.

Cooperation with other service programs is encouraged. Examples include:

- Encourage eligible individuals/families to enroll for appropriate services such as food stamp program and WIC.
- Take referrals from other agencies for individuals who may be potential EFNEP participants.

Appendix F: Reinforcing the Program Assistant's Morale

Helping program assistants gain satisfaction from their work is important. A program assistant who considers her work important and enjoys it can perform better, will be more apt to stay on and thus use the training invested in her.

Program assistants may be motivated by these rewards:

1. Pay for work is a great motivator for some; service is just as rewarding to others.
2. A sense of "motherliness" inherent in the work by being able to watch others "grow."
3. Certificates for their training and service given at achievement programs or community gatherings.
4. Slides of their work shown to community organizations with the assistants' role explained.
5. Newspaper pictures and articles about their work with homemakers (not mentioning low-income audience as such).
6. A special pin or symbol awarded to wear as a badge of honor.

Appendix G: Role-Playing

What is Role-Playing?

Role-playing is when participants act out a situation or problem that occurs in everyday life. Role-playing can be used to introduce or summarize a lesson or to discuss the principles of the lesson.

General Guidelines for Role-Playing

- Participation in role-playing should be voluntary. Do not force anyone to participate.
- Use role-play situations that relate to the lesson.
- As the teacher, be sensitive to the learner's feelings and attitudes.
- Accept mistakes. Appreciate each other's point of view.
- Do not permit criticism of the participants.
- Simple props such as food models or nametags may add interest to role-playing, especially if you teach children.

Components of Role-Playing

- A clearly defined and simple "situation" appropriate to the topic.
- Goals to be accomplished during the session.
- A trained small group.
- An overall time limit for the session.
- An evaluation period.

How to Use Role-Playing

1. Prepare yourself and those you teach for role-playing by briefly explaining the problem or situation. Give them enough information so they will be able to act out their roles thoughtfully. Emphasize that they are to play a role and not act as themselves.
2. Select the participants or ask for volunteers. Indicate who will play each specific part. Arrange for as many participants as possible, since allowing several people to role-play a situation often tends to be more successful than having just one person act out what might happen. (Role-playing could be repeated to help more people participate and to discover other solutions).
3. Give yourself and the participants a few minutes to plan what they are going to do.
4. Involve all those present; invite those not participating to watch.
5. After role-playing, discuss and evaluate what happened by asking question such as, "How does this program help you and your family?" or "Why is it important to eat healthy foods?" or "What are the benefits of exercising?" or "Why is it necessary to read food labels?"

How is Role-Playing Organized?

1. Role-playing is part of an ongoing process to develop cooperation among participants. Trust among group members is essential. People are unlikely to fully participate if they do not know each other and have not developed a sense of mutual trust.
2. Preparation includes developing a situation and roles, inviting participants, determining the length of time for role playing, and making the setting suitable to the event.
3. Establishing clear and achievable goals is critical. Goals might include increasing awareness of various perspectives, looking at familiar issues in different ways, and bridging gaps among participants and with the agency.
4. A time limit is usually imposed, but the atmosphere should be light and friendly.

References

What is role playing? United States Department of Transportation Federal Highway Administration website: <http://www.fhwa.dot.gov/reports/pilttd/roleplay.htm>.

What is role playing? Driven by coWiki 0.3.2-dev (September 27, 2003) web collaboration tool website: <http://www.sy.cowiki.org/51.html>

Evaluating Role Playing Sessions

Now let's evaluate our interactions in the group. Remember this is constructive criticism to help us all improve in our communication techniques, not a job performance evaluation!

1. "What worked well during the session?"
2. "What did not work well during the session?"
3. "What could have been done to improve the session?"
4. "What positive aspects of communication did you see going on in this group?"
5. "What negative things did you observe?"
6. "Describe the environment created in this group. For example, was it friendly, permissive, rambling, uncontrolled, fun, etc.?"
7. "How was the balance of contributions among the different group members?"
8. "How did you feel about the facilitator's eye contact and other nonverbal cues?"
9. "What can the leader do to make participants feel comfortable and willing to contribute?"
10. "What strengths can you add to the group as a participant or leader?"
11. "For you, what is the most difficult thing about being a leader or member of a group like this?"

Let's sum up now by highlighting the "take home" messages. Could our volunteer recorder paraphrase these on our "bulletin board" so everyone can see them and copy them down if they want to?

12. Summary-"What have you learned by participating in this exercise that can help you be an effective facilitator?" Let's list 5 major points we discussed.

Appendix H: PARAPROFESSIONAL PLAN OF ACTION

Program Area: EFNEP

(X) April 1- September 30

() October 1- March 31

County: Anywhere Arkansas

Name: Jane Doe

List Goals:

1. Help low resource families and youth to gain knowledge, skills, attitudes, and change behavior necessary for a sound diet.
2. Work with WIC giving knowledge to WIC mothers to help improve diets during and after pregnancy.
3. Work with Head Start Centers providing knowledge on nutrition for adults and young children.
4. Work with the Recovery Center providing knowledge on nutrition, skills and attitudes for changing behavior necessary for a healthy lifestyle.
5. Work with the Women's Shelter giving knowledge, skills and attitudes to the clients necessary for independent living in regards to nutrition and sound diet for themselves and their children.
6. Work with youth gain knowledge, skills, and attitudes to change behavior related to their food choices.

What Will You Do? (List action steps needed to achieve goals)	Who Will Be Involved? (Complete for each action step)	October 1- March 31 Results (To be completed at the end of planning period.)
<p>Set up Group meetings with WIC participants-Teach lessons : Lesson 1 Healthy Eating</p> <p style="padding-left: 20px;">Lesson 2 It's All About you Lesson 3 Grain Goodness Lesson 4 Gimme Five Lesson 5 Calcium Rich Lesson 6 Protein Power</p> <p>Set up group meetings with Head Start-Teach lessons 1-6</p> <p style="padding-left: 20px;">Lesson 1 Healthy Eating Lesson 2 It's All About you Lesson 3 Grain Goodness Lesson 4 Gimme Five Lesson 5 Calcium Rich Lesson 6 Protein Power</p> <p>Set up group meeting with ABC Day Care Center-Teach lessons 1-6</p> <p>Set up youth meeting with after school program at the Every Day Elementary</p> <p>Continue with Recovery Center Group-Teach lessons 7-12</p> <p style="padding-left: 20px;">Lesson 7 Facts About Fats Lesson 8 Play It Safe Lesson 9 Budgeting Wisely Lesson 10 Make a Menu Lesson 11 Shopping Savvy Lesson 12 Putting It All Together</p> <p>Continue with Women's Shelter Group-Teach lessons 7-12</p> <p style="padding-left: 20px;">Lesson 7 Facts About Fats Lesson 8 Play It Safe Lesson 9 Budgeting Wisely Lesson 10 Make a Menu Lesson 11 Shopping Savvy Lesson 12 Putting It All Together</p> <p>Assist County Agent with Educational Booth at the Housing Authority's Health Fair-Booth on Calcium</p> <p>Set up Educational Booth at Commodity Distribution-Portion Size</p> <p>Summer Nutrition Camp for youth of the county-3 day camp</p>	<p>WIC office Director and WIC participants</p> <p>Head Start Director and Head Start Parents</p> <p>ABC Day Care Director and Parents</p> <p>After school program director, teachers at the after school program, and children attending the program</p> <p>Director of the Recovery Center and clients of the center</p> <p>Director of the Shelter and the residents of the shelter</p> <p>Housing Authority Director, County Agent, people attending health fair</p> <p>Food Bank Personnel, people picking up commodities</p> <p>County Agent, Parents a volunteers, youth attending camp</p>	<p>Recovery Center Lessons Completed</p> <p style="padding-left: 20px;">Lesson 1 Healthy Eating---3 Lesson 2 It's All About You---2 Lesson 3 Grain Goodness---4 Lesson 4 Gimme Five---3 Lesson 5 Calcium Rich---3 Lesson 6 Protein Power---3</p> <p>Women's Shelter Lessons Completed</p> <p style="padding-left: 20px;">Lesson 7 Facts About Fats---6 Lesson 8 Play It Safe---4 Lesson 9 Budgeting Wisely---7 Lesson 10 Make a Menu---4 Lesson 11 Shopping Savvy---6 Lesson 12 Putting It All Together---4</p> <p style="padding-left: 40px;">4 Graduated from the program</p>

Appendix I: Adult Enrollment Form

Expanded Food and Nutrition Education Adult Enrollment Form

Unshaded areas may be completed by the participant.

Fill out for each client at ENTRY and at EXIT. Keep in client file after it is reviewed by Agent and send to Secretary for computer entry.

1. PA's Name	2. Family ID	3. ENTRY	4. Exit
5. Name: _____ 6. Address: _____ 7. City: _____ 10. Zip: _____ 8. County: _____ 11. Age: _____ 9. Phone: _____		12. Gender <input type="checkbox"/> F <input type="checkbox"/> M 13. Pregnant <input type="checkbox"/> Y <input type="checkbox"/> N 14. Nursing <input type="checkbox"/> Y <input type="checkbox"/> N 15. Enrolled in EFNEP before <input type="checkbox"/> Y <input type="checkbox"/> N 16. If yes, did you receive a Certificate of Completion? <input type="checkbox"/> Y <input type="checkbox"/> N	

17. Race: (Check the category you identify with)

1-00 <input type="checkbox"/> White (non-Hispanic)	3-00 <input type="checkbox"/> AM Indian/Alaskan Native	19. Place of Residence (Check one)
2-00 <input type="checkbox"/> Black (non-Hispanic)	4-00 <input type="checkbox"/> Asian or Pacific Islander	
2-04 <input type="checkbox"/> Haitian		

18. Ethnicity: Hispanic or Latino Not Hispanic or Latino

19. Place of Residence (Check one)

- 1 Farm
- 2 Towns under 10,000 & rural non farm
- 3 Towns & Cities 10,000 to 50,000
- 4 Suburbs of cities over 50,000
- 5 Central Cities over 50,000

20. Total Household Income Last month _____	21. Instruction (Lesson) Type: (check) 1. <input type="checkbox"/> Group 2. <input type="checkbox"/> Individual 3. <input type="checkbox"/> Both 4. <input type="checkbox"/> Other 22. Total Number of Lessons _____ 23. ENTRY Date _____
--	--

24. Assistance program that the family participates in at ENTRY

1. WIC/CSFP <input type="checkbox"/> Y <input type="checkbox"/> N	5. Child Nutrition <input type="checkbox"/> Y <input type="checkbox"/> N
2. Food Stamps <input type="checkbox"/> Y <input type="checkbox"/> N	6. TEA (WAGES) <input type="checkbox"/> Y <input type="checkbox"/> N
3. TEFAP Commodities <input type="checkbox"/> Y <input type="checkbox"/> N	7. Commodities <input type="checkbox"/> Y <input type="checkbox"/> N Specify: _____
4. Head Start <input type="checkbox"/> Y <input type="checkbox"/> N	

25. Children by Age (List first name of children through age 19)

	<u>Names</u>	<u>Ages</u>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

26. Number of other adults in household (Don't count participant.) _____

Complete Exit Information only when leaving EFNEP Program

27. Exit Reason (check)

- 1. Education Objectives met
- 2. Returned to school
- 3. Took Job
- 4. Family Concerns
- 5. Staff Vacancy
- 6. Moved
- 7. Lost Interest
- 8. Other
- 9. Other obligations
- 10. Lost Contact with Client.

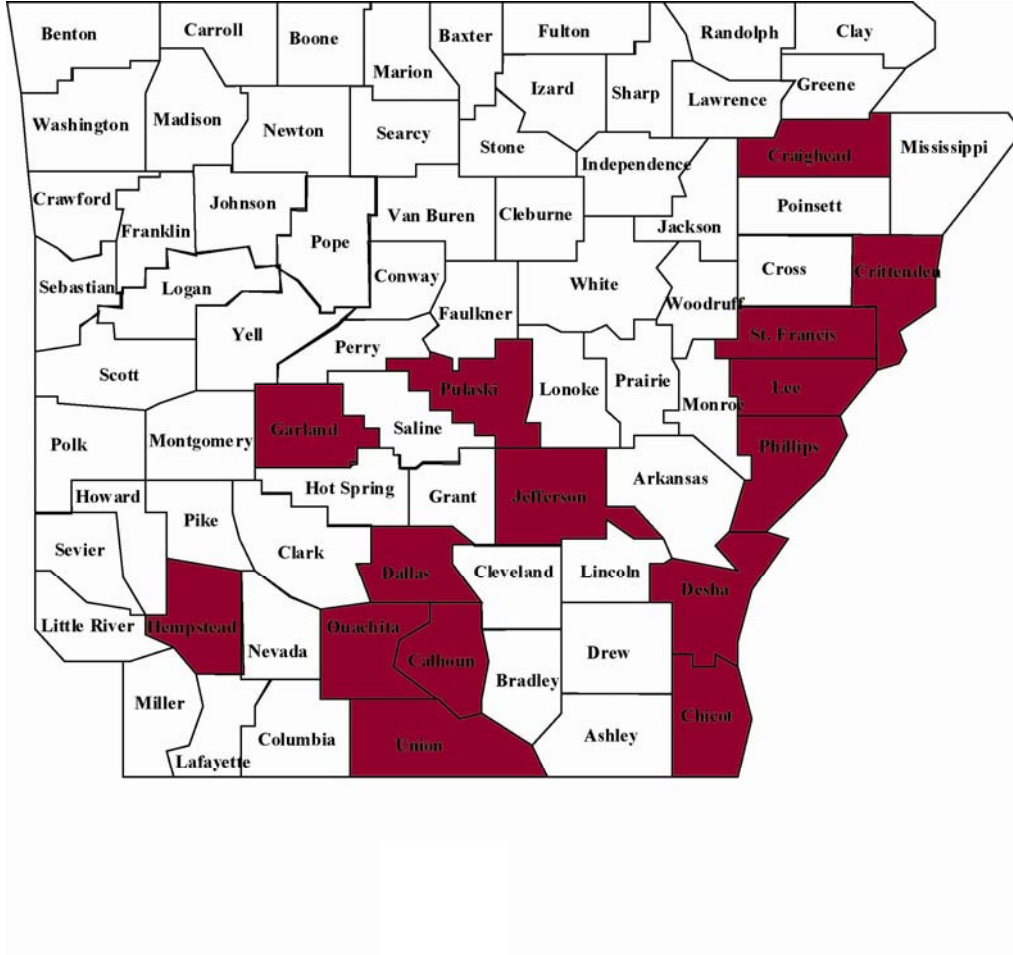
28. Did your family receive assistance as the result of a Referral or suggestion from EFNEP Personnel?

If yes, check all that apply

- 1. WIC/CSFP
- 2. Food Stamps
- 3. TEFAP Commodities
- 4. Head Start
- 5. Child Nutrition
- 6. TEA (WAGES)
- 7. Other. Specify: _____

29. EXIT Date: _____

Appendix J: Arkansas EFNEP Counties



EFNEP Counties:

- | | |
|------------|-------------|
| Calhoun | Jefferson |
| Chicot | Lee |
| Craighead | Ouachita |
| Crittenden | Phillips |
| Dallas | Pulaski |
| Desha | St. Francis |
| Garland | Union |
| Hempstead | |