

EFNEP & SNAP-Ed Paraprofessional Educator Core Competencies

Core Competency Project Team:

Susan S. Baker, Colorado State University
Leslie Cunningham-Sabo, Colorado State University
Karen L. Franck, University of Tennessee

Janet Mullins, University of Kentucky
Easter H. Tucker, University of Arkansas Pine Bluff
Katie McGirr, Colorado State University

Program Leader Expert Panel:

Tanisha Aflague, University of Guam
Catalina Aragon, Washington State University
Jean Ann Fischer, University of Nebraska-Lincoln
Christine Hradek, Iowa State University
Maria Carmen Lambea, The Ohio State University
Heidi LeBlanc, Utah State University
Jennifer McCaffrey, University of Illinois
Nicole Owens Duffy, University of Florida

Joan Doyle Paddock, Cornell University (New York)
Turquoise Brown-Patterson, Kentucky State University
Elena Serrano, Virginia Tech
Kate Yerxa, University of Maine
De'Shoin York, Southern University (Louisiana)
Virginie Zoumenou, University of Maryland Eastern Shore
Ana Claudia Zubieta, The Ohio State University

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A. BUILD AND MAINTAIN EFFECTIVE INTERNAL AND EXTERNAL PARTNERSHIPS

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| A-1 | Strengthen programming by collaborating with community stakeholders (agency partners, participants, volunteers, and policy makers) |
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| A-2 | Follow through with partnership opportunities as directed by the program supervisor |
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| A-3 | Respond to agency referrals in a timely manner and report follow-up with the person/agency that made the referral |
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| A-4 | Communicate with partners about program goals, benefits and requirements |
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| A-5 | Facilitate the completion of partnership/nondiscrimination agreements |
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| A-6 | Understand, respect, and verify that the mission of partnering agencies align with the Extension mission |
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| A-7 | Communicate as needed with internal and external partners to coordinate services (phone calls, emails, virtual, face-to-face) |
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| A-8 | Communicate partnership concerns and issues to program supervisor in a timely manner |
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| A-9 | Communicate evaluation results with partners (summary of data, how program went, photos) |
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| A-10 | Connect community partners with other Extension program resources (4-H, Master Gardeners, FCS programs) |
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B. PLAN PROGRAMS/LOGISTICS

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| B-1 | Discuss and agree upon program expectations and logistics with agency partners (such as classroom size, classroom set-up, technical equipment, access to running water/electrical outlets, etc.) |
| B-2 | Educate and recruit eligible audiences about the program (e.g., adults, youth, agencies) |
| B-3 | Schedule programs with input from program supervisor, participants, and/or agency partners |
| B-4 | Request or obtain allowable materials needed for programs (e.g., food, educational materials, equipment, reinforcements/enhancements and forms, partnership agreements/MOUs if needed) |
| B-5 | Plan and prepare supervisor approved activities, materials and space based on interests, age, language, culture, access to technology, and abilities (literacy, special needs) |
| B-6 | Use evidence-based, program-approved educational curricula and materials |
| B-7 | Use required logos, program funding statement, EEO statement and/or messaging on printed materials. |
| B-8 | Use civil rights posters at all sites |
| B-9 | Organize and maintain inventory of curricula, supplies and equipment |
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C. DELIVER PROGRAMS

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| C-1 | Create a welcoming, safe, and inclusive environment conducive to learning |
| C-2 | Establish respect and rapport with participants, agency partners, and/or volunteers |
| C-3 | Teach evidence-based approved program curricula to meet the needs of participants |
| C-4 | Use approved and appropriate teaching methodologies (food activities, technology, games, etc.) |
| C-5 | Identify and build on participants' strengths |
| C-6 | Facilitate learner-centered activities |
| C-7 | Demonstrate active listening, ask open-ended questions, and provide positive feedback |
| C-8 | Apply current Dietary Guidelines for Americans |
| C-9 | Apply current Physical Activity Guidelines for Americans |
| C-10 | Assess participants' ability to access and use kitchen tools and equipment safely |
| C-11 | Participate in PSE (policies, systems and environments) opportunities with agency partners as directed by program supervisor |
| C-12 | Encourage participants to apply new information and skills to set goals (such as take-home activities, activities to practice at home, use reinforcements/enhancements, etc.) |
| C-13 | Recognize participants' successes to help build confidence |
| C-14 | Refer participants to other Extension programs, human service agencies, and other community resources as needed. |
| C-15 | Use supervisor and colleague feedback and/or evaluation results to improve teaching skills/techniques |
| C-16 | Conduct indirect education/short-term events for marketing and recruiting (such as health fairs, cooking demos or other community events) as directed by program supervisor |
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D. EVALUATE PROGRAMS

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| D-1 | Follow program approved methods (script, instructions, props) to direct participants to complete entry/exit paperwork |
| D-2 | Collect required forms (such as sign-in sheets, class attendance records, participant consent forms, photograph consent forms, 24-hour dietary recalls, physical activity consent form, entry/exit forms, teacher evaluations, etc.) |
| D-3 | Ask participants, teachers, agency partners for feedback about program effectiveness |
| D-4 | Maintain participant confidentiality in collection, transportation and storage of data |
| D-5 | Review records for completeness and follow-up with participants if needed |
| D-6 | Prepare, submit and/or enter data in a timely manner |
| D-7 | Meet expected goals for participation/caseload as designated by supervisor |
| D-8 | Provide constructive feedback to supervisors about program effectiveness as needed |
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E. MAINTAIN ACCURATE RECORDS AND REPORTS

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| E-1 | Document time and travel regularly and accurately (mileage records, time sheets, etc.) |
| E-2 | Prepare and submit records and reports neatly, accurately, completely and on time (such as receipts, program attendance, program activity reports, calendar/schedule, mileage, time sheets, etc.) |
| E-3 | Follow program guidelines for document and storage security |
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F. COMMUNICATE PROGRAM VALUE

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| F-1 | Communicate the goals and mission of Extension and the program with agency partners and participants |
| F-2 | Use evaluation information (such as success stories, testimonials, WebNEERS/PEARS/other electronic reports) to share program results |
| F-3 | Share program information, outcomes and successes with partners |
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G. UNDERSTAND AND RESPECT DIVERSITY

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| G-1 | Respect and value people's differences |
| G-2 | Demonstrate objectivity and avoid imposing one's own values on others |
| G-3 | Create learning environments that are safe, respectful, culturally appropriate, and meet Americans with Disabilities Act requirements |
| G-4 | Understand living environment of participants |
| G-5 | Provide nutrition education that is free from discrimination and meets current equal opportunity requirements |
| G-6 | Comply with civil rights requirements and policies (such as displaying civil rights poster in classes, document civil rights activities) |
| G-7 | Complete required civil rights training |
| G-8 | Seek additional diversity training opportunities |
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H. BUILD AND MAINTAIN PRODUCTIVE INTERPERSONAL RELATIONSHIPS

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| H-1 | Maintain positive working relationships with support staff, co-workers, and supervisors |
| H-2 | Share program materials and ideas with co-workers |
| H-3 | Coach and mentor new co-workers as directed by supervisor |
| H-4 | Use effective verbal, writing, and listening skills |
| H-5 | Be open to new ideas, concepts, and information |
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I. DEMONSTRATE TECHNOLOGY LITERACY

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| I-1 | Operate or be willing to learn how to operate common office equipment |
| I-2 | Be open to learning and trying new technology |
| I-3 | Use technology for effective communication and program support |
| I-4 | Use approved websites for program support and implementation |
| I-5 | Use technology appropriately in teaching (when available and appropriate) |
| I-6 | Use online evaluation tools and reports when available and/or required |
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J. DEMONSTRATE PERSONAL ACCOUNTABILITY

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| J-1 | Demonstrate effective time management skills to meet program expectations such as teaching, recruiting, recordkeeping, and reporting |
| J-2 | Meet scheduled commitments; arrive prepared and at scheduled time; cancel appointments only when absolutely necessary |
| J-3 | Use program resources wisely and ethically (such as travel, time, budget, equipment, materials, reinforcement/enhancement items, etc.) |
| J-4 | Maintain participant confidentiality |
| J-5 | Communicate concerns and issues to supervisor in a timely manner (such as sickness, leave requests, change of schedules, work-related accidents/incidents, and conflicts with agents, participants, co-workers, other stakeholders, partners, etc.) |
| J-6 | Practice positive work ethics (loyalty, honesty, integrity, perseverance, dependability, teamwork) |
| J-7 | Demonstrate compliance with health and safety policies and procedures for yourself and others at work |
| J-8 | Dress according to program guidelines including name tag and other required identification |
| J-9 | Practice good hygiene |
| J-10 | Model positive nutrition, health, physical activity and food safety behaviors |
| J-11 | Have reliable transportation |
| J-12 | Comply with State laws to the best of your knowledge (such as copyright laws, sexual harassment, and reporting suspected child abuse, etc.) |
| J-13 | Work independently with confidence |
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K. PARTICIPATE IN PROFESSIONAL DEVELOPMENT OPPORTUNITIES

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| K-1 | Be an active participant in staff development/training |
| K-2 | Set goals to improve work performance |
| K-3 | Seek supervisor feedback and use suggestions to improve job performance |
| K-4 | Volunteer and/or accept additional responsibilities when appropriate and with supervisor approval |
| K-5 | Participate in the research mission of the university as approved by supervisor |
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Carol Biggers – University of Idaho
Susan Bodette – University of Vermont
Arne Burns – University of Illinois
Martina Curry – University of Illinois
Laura Dorado – Texas A&M University
Anita Eggleton – Virginia Tech
Elia Escalante – University of California Davis
Ana Gabriela Escalante Tovas – Virginia Tech
Rachel Garcia – Texas A&M University
Khadija Ghaffar – Texas A&M University
Grilda Gomez – University of California Agriculture and
Natural Resources
Victoria Guadron – Cornell University
Maurice Held – Cornell University
Latasha Holloway – Tennessee State University
Iesha Ibanez – University of Guam
Susan Lafferty – University of California Agriculture and
Natural Resources

Leslie Lanzot – University of Florida
Nicole Leidal – Iowa State University
Laveta Lockridge – Lincoln University
Stacy Manley – Tennessee State University
Wendy Meredith – University of Florida
Carmen Oriol-Ribledo – Rutgers University
Janeth Orozco – University of Wisconsin
Tia Powell – Virginia Tech
Nancy Robert – University of Guam
Brittany Satinover – Tennessee State University
Penny Schmitt – University of Wisconsin
Nicole Sicuro-Leipski – University of Wisconsin
Donna Smith – Iowa State University
Tina Snyder – Cornell University
Eunice Stevenson – Florida A&M University
Elaine Tiller – West Virginia State University
Stella Weaver – University of California Davis

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