



Administrative Manual for Program Staff



University of California Cooperative Extension Expanded Food and Nutrition Education Program (EFNEP)

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**University of California Cooperative Extension
Expanded Food and Nutrition Education Program
(EFNEP)**

**Administrative Manual
for
Program Staff**

This Expanded Food and Nutrition Education Program Administrative Manual (Manual) covers the policies and procedures that govern the California Expanded Food and Nutrition Education Program (EFNEP). These policies and procedures, established by the USDA Extension Service, the University of California (UC), Davis, and the UC Agriculture and Natural Resources (ANR) Cooperative Extension (UCCE) are to ensure the educational and administrative integrity of all EFNEP activities and consistency of the program throughout the state.

This Manual, developed by EFNEP and ANR UCCE administrators, is designed to provide information about program administration, supervision, training, delivery and evaluation. The Manual will be reviewed annually in January and revised as needed. The UC Davis Department of Nutrition has responsibility for the statewide programmatic and administrative coordination of both Adult and Youth EFNEP. The Chair of the Department of Nutrition at UC Davis, and the Statewide EFNEP Director make final decisions on policy and procedure interpretations and modifications.

The Manual and approved revisions are posted on the EFNEP website (<http://efnep.ucdavis.edu>). For the latest information refer to the Manual posted on the EFNEP website.

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Chapter One

Introduction and Program Background

I. Introduction

The Expanded Food and Nutrition Education Program (EFNEP) is a federally funded program administered by the Land-Grant Universities in every state and in six US territories. EFNEP is a partnership between the Land-Grant Universities, providing expertise in subject matter content and educational methodologies; the US Department of Agriculture (USDA) National Institute of Food and Agriculture (NIFA), providing funding and program guidance; and individual counties providing varying degrees of programmatic and logistical support. In California, EFNEP is administered by the UC Davis, Department of Nutrition faculty and staff and is delivered in the communities by UC Cooperative Extension professionals and paraprofessionals.

The mission of California EFNEP parallels the federal objectives, being stated as follows: To assist low-income youth and families with young children to acquire knowledge, skills, attitudes, and changed behavior necessary to choose nutritionally sound diets and to contribute to their personal development and the improvement of total family diet and nutritional welfare.

The program includes two primary audiences: limited resource families with young children, and youth from limited resource families. The adult program serves urban and rural households, especially those with children in primary school grades or younger. Participants are adults who are responsible for planning and preparing family meals. The youth program serves youth under the age of eighteen from limited resource families in rural or urban areas. The subject matter for both the adult and youth program is nutrition, food safety, resource management related to food, and physical activity.

II. EFNEP in California

EFNEP was established by the USDA in 1968 as a pilot project in response to the increasing recognition of poverty in America and the link between poverty and malnutrition. Pilot studies in several states, including California, helped identify effective approaches for contacting at-risk families and teaching and maintaining education programs for people living in poverty.

In 1969 EFNEP was funded as a permanent program with Smith-Lever 3(d) funds, a line item in the United States Farm Bill. EFNEP is an ANR statewide program. In California, the UC Davis Department of Nutrition has programmatic and fiscal responsibility for the program. UC Cooperative Extension county professionals and paraprofessionals have responsibility for the delivery of the adult and youth programs.

California EFNEP is currently delivered in 16 counties in California. All 16 counties have Adult EFNEP, 10 of the 16 also have Youth EFNEP.

Alameda—Adult and youth
Butte—Adult
Contra Costa—Adult
Fresno—Adult and youth
Kern—Adult and youth
Los Angeles—Adult and youth
Orange—Adult and youth
Riverside—Adult and youth
Sacramento—Adult and youth
San Bernardino—Adult and youth
San Diego—Adult and youth
San Francisco/San Mateo—Adult
San Joaquin—Adult
Santa Clara—Adult and youth
Stanislaus—Adult
Tulare—Adult

The National Education Evaluation and Reporting System (NEERS5) documents measurable outcomes related to behavior change made by EFNEP adult and youth participants. The impact indicators can show that EFNEP graduates improve food and nutrition practices, stretch their food dollars farther, handle food more safely and increase their levels of physical activity. In addition, anecdotal reports indicate that EFNEP consistently contributes to personal growth and a healthy lifestyle for the families. While participants learn practical knowledge and skills, they also build self-esteem and confidence. Many adult participants make significant lifestyle changes, such as returning to school and finding employment.

III. California EFNEP Vision, Mission and Core Values (*Update pending next advisory committee 11/09*)

Our Vision

Our Mission

EFNEP empowers limited resource families to embrace health using community-based educators to deliver research- and issues-based programming.

Our Core Values

IV. California EFNEP Strategic Plan

See Appendix 1, California EFNEP Strategic Plan. This is a working document. Updated copies will be sent to counties and posted to the EFNEP website after refinement and final approval.

Chapter Two

State, Regional and County Personnel

I. Roles and Responsibilities of UC Davis Personnel

See Appendix 2, Current UC Davis Personnel.

- A. **Dean, College of Agricultural and Environmental Sciences** has the overall responsibility for research, extension and outreach of programs within the college including natural resource utilization and conservation, agriculture, food, nutrition, human development, and related environmental, health, safety and policy concerns.
- B. **Chair, Department of Nutrition**, in consultation with the Human Resources Program Leader, has the responsibility for the statewide programmatic and administrative coordination of both Adult and Youth EFNEP. The Chair provides supervision and support, including space, for the statewide EFNEP Director and the EFNEP Youth Specialist. The Chair works with the Program Leader to incorporate county and ANR input on performance reviews of these personnel as per the Memorandum of Understanding (MOU) between the UC ANR and the UC Department of Nutrition.
- C. **EFNEP Director, Adult and Youth Programs**, is responsible for the overall operation of EFNEP, including administration of federal funding at the state and county levels, strategic and annual planning, reviewing and evaluating programs, serving as a liaison within the University and with the Federal Program Leader, and collaborating with national and other state program partners.
- D. **Youth EFNEP Cooperative Extension Specialist** is funded by EFNEP and is responsible for providing research-based programmatic support to Youth EFNEP. The Specialist, working with the EFNEP Director and appropriate EFNEP committees, subcommittees and task forces, plans, coordinates and develops nutrition education curricula/interventions for use in Youth EFNEP, evaluates, interprets and reports the impact of the youth program to the EFNEP Director, provides training and serves as a resource for Youth EFNEP county staff, and conducts applied research in nutrition education as it relates to the delivery of Youth EFNEP.
- E. **Account Manager** is responsible for all account activity including allocation of funds, purchasing, year-end closing of accounts, and ensuring compliance with federal and UCD policies.
- F. **Administrative Assistant II**, working under the direction of the EFNEP Director, is responsible for all purchasing, financial transactions and recordkeeping, workplan, budget and accomplishment report documents for the adult and youth programs. This person prepares general accounting documents and reports as

instructed by the Director, and maintains a current list of Institutional Review Board (IRB) certifications with the UC Davis Office of Research.

- G. **Staff Research Associate III** is responsible for the development and evaluation of the adult curriculum and supporting materials in collaboration with counties and national partners; paraprofessional training; development and update of the EFNEP Administrative Manual as determined by the EFNEP Director and committees. This person provides assistance to the Director, committees, subcommittees, task forces and others as needed. (Vacant position, 11/09)
- H. **Associate Researcher** is responsible for theory driven evaluation of the Adult program and EFNEP's impacts including data quality control, evaluation tools and interpretation, and the adaptation of teaching methods and materials for minority populations based on needs assessment of the specific ethnic/cultural group.
- I. **Graphic Designer** is responsible for developing and coordinating communication materials for both internal and external audiences for the adult and youth programs. This includes the development, design and production of materials, including educational materials; computer aided illustrations, layout of publications and educational materials and tools, work with print houses to produce final products; and website development, design and maintenance.
- J. **Staff Research Associate II** works on adaptations of the program to reach emerging populations. This person is responsible for organizing, training and supervising the community team, when conducting field interviewing and filming; the development of curriculum components, teaching tools and training; and planning trainings related to delivering education to specific cultural groups.
- K. **ANR Programmer/Analyst** is responsible for all programmatic aspects of NEERS5, compilation of county evaluation (impact) data into a state report and submission of the state report to the national NIFA office, serving as liaison with federal NEERS5 staff and the Director.
- L. **Analyst I, Program Representative**, (2 half-time positions) assist in the development, adaptation and evaluation of theory-driven nutrition education programs for youth EFNEP. Working with the Youth EFNEP Specialist, they prepare and present training on the youth curriculum and provide general program coordination and support for the Nutrition Educators in Youth EFNEP.

II. **Roles and Responsibilities of UC Agriculture and Natural Resources (ANR) Statewide Personnel**

See Appendix 3, Current UC ANR Personnel.

- A. **ANR Vice President** is the Director of UCCE, and is responsible for all ANR Statewide programs, including EFNEP.
- B. **Associate Vice President—Academic Programs and Strategic Initiatives**
- C. **Associate Vice President—Business Operations**
- D. **Human Resources (HR) Program Leader** works with academic personnel on campuses and Advisors to provide guidance and support to EFNEP, 4-H and Youth Development programs. (Effective through 12/09)
- E. **Cooperative Extension Specialists** contribute their respective programmatic expertise. They are responsible, as appropriate, for contributing to EFNEP resources and training.

III. **Roles and Responsibilities of UCCE Regional/County Personnel**

- A. **Regional Directors** provide administrative leadership for research and extension programs delivered through UCCE offices. Regional Directors facilitate the delivery of local programs, propose budgets and staffing plans for their respective regions, manage regional budgets, administer all personnel actions for Advisors, and supervise County Directors and regional office staff. (Effective January 1, 2010)
- B. **County Directors** are responsible for ensuring that EFNEP conforms to UC and ANR policies; federal, state, and local laws; safety and health regulations; affirmative action requirements; and EFNEP policies and guidelines.
- C. **Advisors** working in the area of Nutrition, Family and Consumer Sciences (NFCS) collaborate with EFNEP and UCCE Specialists, faculty, other professionals and community members to facilitate EFNEP at the county level to meet the needs of local residents. It is a federal requirement that an NFCS Advisor oversee EFNEP in the counties. NFCS Advisors may directly manage all operational aspects of EFNEP or supervise and delegate responsibility for routine EFNEP procedures and day-to-day management to EFNEP Program Managers.
- D. **Program Managers** work under the direction and supervision of an NFCS Advisor. They are responsible for the day-to-day management of EFNEP. This includes organization of the program in the county as well as training and

supervising Nutrition Educators in recruiting, delivering the program to meet expected outcomes, and data collection and entry into NEERS5.

- E. **Nutrition Educators** are paraprofessionals who are recruited from the communities EFNEP serves. They deliver Adult and Youth EFNEP at the local level. They are trained in basic nutrition and educational methods and work under the supervision of the NFCS Advisor or EFNEP Program Manager. Educators are responsible for recruiting, meeting expected outcomes for program delivery, and meeting EFNEP expectations and standards for data collection and entry into NEERS5.

Chapter Three

EFNEP Committees, Subcommittees and Task Forces

See Appendix 4, Current EFNEP Committee and Subcommittee Members.

I. EFNEP Advisory Committee

The UC EFNEP Advisory Committee advises the Director on all matters related to the effective operation of the statewide program.

Advisory Committee Responsibilities

1. Develop a strategic plan, including objectives, benchmarks, implementation, and evaluation; conduct an annual review to update the plan and ensure an ongoing strategic planning process.
2. Develop and maintain a communication system for coordination of activities, communication with, and dissemination of information to all EFNEP counties.
3. Advise the Director on matters related to strategic planning and the implementation of new policies, especially those mandated by the USDA and the National Institute of Food and Agriculture (NIFA).
4. Advise the State Director on the preparation of the annual plan and year-end accomplishment report.
5. Provide input on development and ongoing reviews of program operations, budget and analyses, state reports, and annual meetings.
6. Identify processes for determining programmatic opportunities, needs, improvements and best practices.
7. Identify curricula needs and educational activities that will strengthen EFNEP delivery and outcomes.
8. Identify systems and tools to analyze and evaluate the effectiveness of EFNEP.
9. Identify and facilitate the coordination of potential internal partner programs such as FSNEP, 4-H, Master Gardeners, and the Small Farms Programs.
10. Identify and advise the Director on potential external organizations and agencies with similar goals and objectives to enhance the educational opportunities for low-income families while avoiding duplication of services.
11. Advise the Director on the development and design of subcommittees and project task forces related to identified needs and issues of EFNEP-eligible populations.
12. Approve standing subcommittees' annual plans: goals, objectives, benchmarks and outcomes. Receive standing committees' recommendations and send approved recommendations to the Director.

Advisory Committee Meetings

- The Committee meets at least six times during the calendar year. At least half of the meetings will be in-person and half by conference call or other audio or video conference methods.
- In-person meetings will take place in locations where there is the greatest cost effectiveness.
- EFNEP county and state staff, UCCE Specialists, and other members of the ANR and UC community may relay issues, questions, comments, and agenda topics to the committee members or the Director. Committee members will forward them to the Chair or Director. The Chair and Director will determine the agenda priorities.
- The Secretary will take minutes with action items, submit them to the Chair and Director for approval, distribute to committee members for approval and post the approved minutes with action items on the EFNEP website and on ANR Collaborative Tools on the UC ANR Portal.

Committee Structure

Membership: Core membership will range from eight to ten members including *ex-officio* members. The core membership will consist of EFNEP county representatives who may be nominated by EFNEP County Advisors with prior approval of the candidate, self-nominated, or nominations may be suggested by existing members of the committee. EFNEP core members will include a County Director, three County Advisors, and a Program Manager who will serve rotating three year terms to allow for committee consistency, new members, cultural diversity, and representation from all regions where EFNEP serves. *Ex-officio* or non-voting members will include the EFNEP State Director, the FSNEP Advisory Committee Chair, and the UC ANR Human Resources Program Leader.

- An annual call for new member(s) will occur in June.
- Service on the committee will begin in September.

Additional EFNEP Advisory Committee *ex-officio* members will be recruited for specific projects based on subject matter expertise. Length of service will be determined by project need. *Ex-officio* members may include UC campus and ANR representatives and other stakeholders and partners such as WIC and Head Start. *Ex-officio* members will be recruited by the core committee based on recommendations. *Ex-officio* members will receive an orientation to EFNEP.

Officers: Committee officers will be determined at the September Advisory Committee meeting.

1. **Chair**—The Chair serves for a two-year term followed by a one-year term as Past Chair to ensure continuity.

Responsibilities include:

- Develop the agenda for each meeting in consultation with the committee and the Director.
- Monitor the activities of the subcommittees and ensure that they report to the committee based on the pre-approved project timelines.
- Communicate with the Director to implement recommendations from the committee.
- Communicate with the members of the committee on issues of importance as needed.

2. **Secretary** – selected by vote of the committee for a one-year term (may be a voting or a non-voting member).

Responsibilities include:

- Send agenda items to the committee one week prior to a meeting by email.
- Record minutes and action items at each meeting of the committee and pass them to the Chair and the Director before submitting to the committee for approval.
- Post approved minutes and action items on the EFNEP website and on ANR Collaborative Tools.

II. Subcommittees and Task Forces

Subcommittees: There will be four standing subcommittees to provide the infrastructure for implementing the strategic plan.

1. Program Planning, Implementation and Promotion for Adult and Youth
2. Professional Development
3. Assessment and Evaluation
4. Budget

Each subcommittee will consist of three to five members. Each subcommittee chair will be a member of the Advisory Committee who will report back to the Advisory Committee. Subcommittees need to obtain approval for in-person meetings from the Director. Subcommittee project budgets will be sent to the Director for inclusion into the state budget plan which will be submitted to the Budget Subcommittee for discussion and approval. The Advisory Committee has final approval of the budget.

Task Forces: Task forces will be based on identified needs for a specific project under one of the standing subcommittees. Task forces may be appointed by the Advisory Committee. A subcommittee also may propose a task force for approval, including a budget if required. All task forces need to obtain approval for in-person meetings from the Director.

1. Program Planning, Implementation and Promotion for Adult and Youth Subcommittee

Roles:

- Coordinate and provide oversight of strategic plan implementation related to curricula and program delivery for Adult and Youth EFNEP.
- Work with the Assessment and Evaluation Subcommittee to determine program direction and effectiveness.
- Develop promotional messages and materials to improve program identity and statewide delivery.

Task forces may include, but are not limited to, the following:

- Adult Curriculum
- Youth Curriculum
- Marketing
- Extender Training
- Learn-at-Home
- Recipe

2. Professional Development Subcommittee

Roles:

- Ensure new staff orientation and ongoing training needs are met for youth and adult educators, Program Managers, and Advisors based on administrative, programmatic, and/or nutrition education needs.
- Work with the EFNEP state staff to plan the Annual Statewide Continuing Education Conference, Advisor Retreat, and regional continuing education work sessions.

Task forces may include, but are not limited to, the following:

- Annual Statewide Continuing Education Training
- Regional continuing education work sessions
- Mentoring

3. Assessment and Evaluation Subcommittee

(Joint EFNEP-FSNEP Subcommittee)

Membership: At least one CE Specialist and two evaluation experts.

Roles:

- Develop assessment and evaluation systems to determine Adult and Youth program efficiency, best practices, and impacts.
- Develop criteria for program compliance and intervention strategies (refer to the state office for implementation).
- Ensure all evaluation and Human Subjects protocols are followed.

Task forces may include, but are not limited to, the following:

- Program Impact
- Best Practices

4. Budget Subcommittee

Membership: Member representation to include ANR, non-EFNEP Advisors, and UC faculty or extension specialists or UC staff with expertise with community and/or low-income family issues.

Roles:

- Determine formula for allocation of funds based upon California county assessment of needs and federal guidelines.
- Approve EFNEP Annual Budget and budgetary changes as necessary.

Chapter Four

Adult EFNEP

I. Program Focus

Adult EFNEP teaches identified messages of the current *Dietary Guidelines for Americans*. The emphasis is information about food and nutrition, food safety, and resource management. Because physical activity is included in the *Dietary Guidelines for Americans*, and is part of an active lifestyle, EFNEP lessons provide information and activities to promote and reinforce physical activity as it relates to healthy lifestyle.

Paraprofessional Nutrition Educators (peer educators), preferably indigenous to the target audience, are employed primarily for teaching the EFNEP lessons to enrolled families. The Nutrition Educators receive education and training in subject matter content and educational methods. Nutrition Educators recruit families to participate in classes.

EFNEP teaches general nutrition for healthy adults and children. The focus is on promoting health and reducing risk of chronic disease through good nutrition and physical activity – a prevention rather than treatment approach. Allowable EFNEP activities include health promotion activities and interventions aimed at primary prevention of disease. These health promotion activities are designed to help EFNEP families establish and maintain healthy eating habits and physically active lifestyles to reduce the risk of chronic disease.

Medical nutrition therapy and secondary prevention interventions are not allowable EFNEP activities or expenditures. Secondary prevention includes activities that help people who already have a chronic disease cope with and control these conditions, and prevent additional disability. California state law regulates who can interpret diet prescriptions, counsel, or give advice about special diets. Since EFNEP Nutrition Educators are not trained in medical nutrition therapy, they may not teach or counsel program participants about specialized or restricted diets. If an EFNEP Nutrition Educator becomes aware that a participant has a need for an individualized diet or meal plan, she/he should refer the participant to a local physician or dietitian.

EFNEP Advisors or Program Managers are encouraged to develop a list of contacts with local public health nutritionists, WIC clinics, and registered dietitians (RDs) or other appropriate health care professionals to give to participants needing this information.

II. Intended Audience/Enrollment in EFNEP

The intended audience for Adult EFNEP is low-income families with young children. Young children are defined as children up to age 18, with the emphasis on infants,

toddlers, preschoolers and children in the primary school grades. Participants can be parents, grandparents or other adults who are responsible for feeding children.

Adult EFNEP eligibility guidelines:

EFNEP serves families with children under 18 who are receiving or are eligible to receive federal food assistance, such as: Child Nutrition (Free or reduced price school lunch), FDPIR (Food Distribution – Indian Reservations), SNAP (Supplemental Nutrition Assistance Program, formerly Food Stamps), Head Start, TANF (Temporary Assistance for Needy Families), TEFAP (Commodities), and WIC.

A family that is not on any of the above programs qualifies for EFNEP if their monthly household cash income is at or below 185% of the Federal Poverty guidelines (the WIC eligibility criteria). Participants must state income information on the EFNEP Entry Form or list federal assistance programs in which they participate. For information on the current poverty level, contact <http://aspe.hhs.gov/poverty/figures-fed-reg.shtml>.

Pregnant teens or foster youth in transition to independent living, regardless of age or income, qualify as participants in adult EFNEP.

Individuals who do not meet the poverty guidelines or who do not have children under the age of 18 may attend classes but cannot be documented as participants.

Enrollment in EFNEP

All participants, regardless of delivery method, are considered enrolled in EFNEP and their information is entered into the NEERS5 database after they have attended the first class. Entry and exit data (or reason for non-completion of program) must be entered for all enrollees. For those who do not complete the program only the enrollment sheet information is to be entered into the data system; do not enter the food behavior checklist or recall data.

Re-Enrolling EFNEP Participants

Participants who have graduated from EFNEP may be re-enrolled if their life circumstances have changed. This includes pregnancy, birth of a child, or other significant change in household members. They may also be re-enrolled if two or more years have passed since they graduated.

Those who did not complete the series of lessons may be re-enrolled at any time. The NFCS Advisor or Program Manager will determine the lessons needed to graduate.

Individuals who have participated in FSNEP in the past and who are not currently participating in FSNEP may be enrolled in EFNEP at any time.

Number of persons per households:

More than one person per household may be enrolled if they meet the eligibility standards. This could be a husband and wife or a mother and her teen daughter who is pregnant or has a child.

III. Curriculum Used

Eating Smart • Being Active (ESBA), developed jointly by EFNEP staff at the University of California and Colorado State University, is the adult curriculum. It is intended for classes of 8 to 12 participants. There are 8 lessons, 60 to 90 minutes each.

Eating Smart • Being Active is a research-based curriculum based on the *2005 Dietary Guidelines for Americans* and on the latest principles of adult education. It facilitates behavior change with hands-on learning and is engaging and interactive for participants and easy-to-use for educators.

The lessons were designed to facilitate behavior change as measured by changes in Entry and Exit Forms which record food intake from a 24-hour food recall and food related behaviors from the Food Behavior Checklist. Teaching the lessons as presented in the curriculum helps participants learn and practice important food related behaviors.

Only approved curriculum materials may be used. This includes lesson plans and activities; stretches, exercises and physical activities; handouts and worksheets, recipes, and other materials given to participants. Curriculum orders are placed twice a year. County NFCS Advisors and Program Managers will be notified in advance when orders are to be placed.

The eight lessons and the goal/goals of each are:

1. Get Moving
 - Families enjoy being active.
 - Participants accurately complete the required Entry Form.
2. Plan, Shop, \$ave
 - Families plan and shop for meals and snacks that are healthy and within their budget.
3. Vary Your Veggies ... Focus on Fruit
 - Families increase the amount of vegetables and fruits they eat every day.
 - Families have more than one kind of vegetable and one kind of fruit every day.
4. Make Half Your Grains Whole
 - Families choose at least half of their grains as whole grains.
5. Build Strong Bones
 - Families get enough calcium from low-fat or non-fat dairy foods or other foods high in calcium.
6. Go Lean with Protein
 - Families have lean protein foods and keep all food safe to eat.
7. Make a Change

- Families limit foods high in fat, sugar, and salt.
8. Celebrate! Eating Smart & Being Active
- Participants celebrate gaining new knowledge and skills to make healthy food and activity choices.
 - Participants accurately complete the required Exit Form.

IV. Curriculum Materials

Educators are provided with curriculum materials for use in teaching EFNEP lessons. These materials remain the property of the University of California EFNEP and must be returned when the educator is no longer teaching. Handouts, worksheets and lesson enhancements are available for participants only, not for friends or family members.

Curriculum materials include the following items:

1. **Educator Guides** contain detailed lesson plans and background information for the educator for each of the lessons plus an introduction to the curriculum.
2. **Worksheets** for each lesson were designed for participants to complete during lesson activities.
3. **Handouts** review the key points of the lessons.
4. **Lesson enhancements** are tools to help participants make the behavior changes suggested in the lesson. For example, there is a produce brush for the vegetable and fruit lesson.
5. **Display boards and visuals** help teach and reinforce key points in the lessons.
6. **Activity bins** contain the necessary materials and props needed for the activities in the lessons.

All content is copyrighted by the University of California and Colorado State University. Materials must not be copied or shared with non-EFNEP participants or agencies without the written permission of the EFNEP Director.

VI. Program Delivery Methods

1. Regular program delivery to small groups

This is the recommended delivery method. The nutrition educator facilitates the learning process and participants interact with each other in small group activities and learn from each other.

Ideally, the curriculum is taught in 8 separate sessions. In extenuating circumstances, NFCS Advisors or Program Managers may approve two lessons being taught in one session as long as each of the lessons is taught in its entirety (60 to 90 minutes) and there is a break in the middle of the lessons. At least 15 minutes is recommended for a break so that participants will be receptive to the material in the second lesson and the educator can set up for the second lesson. This requires a time commitment of 2 to 3 hours plus

time for a break.

Food preparations, demonstrations or tastings are required in EFNEP lessons. Only approved recipes or tastings are to be used. They have been chosen to reinforce the messages in the lesson and have ingredients that are inexpensive, readily available and appropriate for the intended audience.

Requirements for graduation: In order to graduate and receive a Graduation Certificate, participants must attend 5 lessons in person and complete at least 6 of the 8 ESBA lessons in addition to completing the Entry and Exit Forms. It is strongly recommended that participants complete all 8 lessons. If a participant cannot attend all lessons in person, ESBA Learn-at-Home lessons can be used for up to 3 of the 8 lessons. Learn-at-Home lessons must be completed and reviewed by the Nutrition Educator before graduation.

2. Extender Program

The Extender Program is used for individual (one-on-one), in-home instruction with parents of young children. Extenders, from an approved agency, are recruited and trained by an EFNEP Program Representative II or higher or, with the approval of the NFCS Advisor, someone who has equivalent skills and abilities of a PR II. New extenders will receive 12 to 16 hours of initial training. All extenders will have 8 to 10 hours of additional training annually. Training needs will be determined at the county level based upon extender training evaluation, FBC results, and requests from extenders.

Extenders will deliver all eight lessons of the *Eating Smart • Being Active* curriculum, using *Guidelines for Extenders* to adapt the curriculum for individual use. Participants in the Extender Program must meet the criteria for participation in EFNEP. Extenders are provided with Educator Guides and materials necessary to use when teaching the lessons. California EFNEP will supply one of the enhancements, the produce brush, for participants in the Extender Program. Supplying additional enhancements is at the discretion of the agency and must be paid for by the agency. Educator Guides and other materials remain the property of the University of California EFNEP and must be returned when the extender is no longer using them.

Food preparations, demonstrations or tastings are encouraged in Extender lessons if the cooperating agency can supply funding for the ingredients and equipment needed. Only approved recipes and tastings are to be used. They have been chosen to reinforce the messages in the lesson and have ingredients that are inexpensive, readily available and appropriate for the intended audience.

Requirements for graduation: Participants in the Extender Program complete all 8 lessons and must complete pages 1-3 and the three questions at the top of page 4 of the Entry and Exit Forms. They do not complete the 24-hour food recall.

3. Learn-at-Home

A Learn-at-Home Program is being developed for use with families who are unable to attend regular EFNEP lessons because of distance or other reasons. The Learn-at-Home lessons will be based on the *Eating Smart • Being Active* curriculum.

VII. Data Collection and Reporting

Four-page EFNEP Entry and Exit Forms are used to collect data about EFNEP adult participants. All participants must complete pages 1 to 3 and the 3 questions at the top of page 4 of the forms. Participants in every third group must also complete the Food Recall on page 4 of the forms. Participants in the Extender Program do not complete the Food Recall.

The EFNEP Entry Forms are printed on blue paper. The EFNEP Exit Forms are printed on yellow paper.

Participants are considered enrolled in EFNEP after attending the second class and Entry and Exit data (or reason for non-completion of the program) must be entered into the NEERS5 database within a month of the end of the series of classes. For those participants who did not complete the program, only the enrollment form data needs to be entered into the NEERS5 database, not the Food Behavior Checklist or Food Recall data.

Quarterly reports are submitted to the State office on January 15, April 15, July 15 and October 15. The reports will include data by County (all) and by educator or paraprofessional.

For the annual federal report, county NEERS5 data is submitted to the EFNEP Programmer/Analyst at the end of each federal fiscal year. See Appendix 5, Current Workplan, Budget, Accomplishment Report, NEERS5 Schedule.

Chapter Five

Youth EFNEP

I. Program Focus

The overall goal of Youth EFNEP is to increase the nutrition knowledge of eligible youth and, ultimately, improve their health status. It helps eligible youth to acquire not only the knowledge, but also the skills, attitudes, and changed behavior necessary for nutritionally sound diets. Youth EFNEP seeks to enable youth to eat a variety of foods, increase their knowledge of the essentials of human nutrition, increase their ability to select low-cost nutritious foods, and improve practices in food preparation and safety. The primary focus of Youth EFNEP is on food and nutrition to promote healthy lifestyles. Because physical activity is part of an active lifestyle, Youth EFNEP provides information and activities to promote and reinforce physical activity as it relates to healthy lifestyle.

Youth EFNEP uses a train-the-trainer method to deliver nutrition lessons to youth in a group setting. Program Representatives train teachers who deliver the curriculum to students.

II. Intended Audience

The intended audience for Youth EFNEP is youth ages 2-18 from families in limited resource areas or attending a school in limited resource areas. Title I schools, in which 50% or more of the students qualify for free or reduced price school meals, are primary target areas. All children attending Title I schools are eligible, regardless of income. All children receiving free or reduced price school breakfast or lunch, and youth from families receiving food stamps or other federal assistance are eligible.

III. Curricula Used

There are several approved curricula available for different grade levels:

Happy Healthy Me (Pre-K to K) is a literacy-based nutrition curriculum that teaches messages of the USDA MyPyramid. Children learn healthy eating practices in a fun and exciting way. Each lesson provides the educator with easy-to-implement, hands-on activities and includes a corresponding children's book, objectives, nutrition activities, physical activities and other supplemental activities. Each lesson is correlated to California Department of Education (CDE) Content Standards.

Go Glow Grow (K), used in conjunction with the book *Go Glow Grow: Foods for You*, helps preschool children learn about healthy eating, exercising, and the importance of hand washing. The six lessons aim to promote healthy life-long eating habits in young

children. Each lesson includes teacher background information, two activities, snack recipes, and review questions. There is also a take home letter telling parents what their child learned along with an activity and snack recipe to make at home.

Reading Across MyPyramid (K to Grade 3) helps young children learn about food through popular storybooks. Included are eleven lessons containing multiple activities. Young children learn about many different foods, including vegetables, fruits and pizza. Each lesson includes a lesson preview, nutrition objectives, life skills, background information for the instructor, guidelines for discussion before and after reading the story, lesson and activities based on the USDA MyPyramid, a list of supplies needed, supplemental activities, other books children might enjoy, recipes, quiz, and letters to parents. This curriculum correlates to the CDE Content Standards.

Nutrition to Grow On (Grades 4 to 6) is a garden-enhanced nutrition education curriculum consisting of nine lessons. The curriculum aims to help students gain the knowledge and skills needed to make healthy food choices and to gain a greater appreciation of the land that provides the food. The student is continually stimulated in an interactive environment. The curriculum includes classroom and garden activities that support the CDE Content Standards. Handout masters are included. This is a CDE publication which was developed by a UC Department of Nutrition faculty member.

EatFit (Middle School) is a goal-oriented education curriculum for middle school students to improve their eating and fitness choices. It program uses computer technology to assist with diet assessment and guided goal setting for making healthy lifestyle choices. EatFit contains nine hands-on lessons which contain skill building activities and social support to help students reach their goals. Topics include goal setting, label reading, fast food, breakfast, exercise, energy balance and advertising. The EatFit package includes a magazine-style workbook for every student, teacher curriculum, a website and dietary analysis, evaluation tools, slides and marketing materials.

WalkFit (Middle School) (to be used in conjunction with a curriculum that focuses on nutrition education) is a theory-driven curriculum for adolescents to increase daily walking in order to improve physical activity levels while reinforcing CDE Content Standards. Six hands-on, experiential lessons provide skill building activities to help reach established goals. Lessons include goal setting, overcoming barriers, social support for physical activity, rewards, thinking like an active person, and counting calories. The WalkFit package includes a magazine-style workbook for every student, teacher curriculum on CD, evaluation tools and slides.

IV. Program Delivery Methods

The delivery of Youth EFNEP takes on various forms. The most common delivery method is through schools. Teachers in the school system are recruited and trained by county Youth EFNEP Educators, and then incorporate age appropriate, approved EFNEP nutrition curriculum into their classroom programs.

In addition to classroom settings, Youth EFNEP serves eligible youth in enrichment classes, after-school programs, EFNEP 4-H clubs, summer day camps, residential camps, community centers, neighborhood groups, and home gardening workshops.

V. Data Collection and Reporting

Federal guidelines require that entry and exit data be obtained from five youth groups each year. The data are used to measure food practice improvement and dietary improvements. Entry and exit data is required for one or more of the impact indicators: eat a variety of foods, show increased knowledge of the essentials of human nutrition, show increased ability to select low-cost nutritious foods, and show improved practices in food preparation and safety.

Each youth curriculum has its own evaluation tool. Copies of the evaluation tools can be found on the EFNEP web site at <http://efnep.ucdavis.edu/YouthEvaluation.html>.

EFNEP educators or teachers collect the information from the students. The educator enters the group information into the impact indicator spreadsheet provided on the EFNEP web site and obtains the summary data to be entered into the youth section of NEERS5, Federal Reporting System.

For the annual federal report, county NEERS5 data is submitted to the EFNEP Programmer/Analyst at the end of each federal fiscal year. See Appendix 5, Current Workplan, Budget, Accomplishment Report, NEERS5 Schedule.

Chapter Six

Orientation and Continuing Education of EFNEP Personnel

I. Orientation for Newly Hired EFNEP Paraprofessionals

The NFCS Advisor is responsible for providing orientation and training for newly hired EFNEP paraprofessional educators. Training includes the topics of UC and county policies and procedures, nutrition subject matter and educational methods for teaching participants or teachers.

II. Continuing Education for EFNEP Professionals and Paraprofessionals

A. Annual Statewide Continuing Education Training

This annual continuing education meeting is planned by the Professional Development Subcommittee as recommended by the Director and Advisory Committee. Continuing education is designed to meet the ongoing educational needs of Adult and Youth EFNEP staff in subject matter content of curricula used, program delivery methods, and evaluation and data collection.

B. Regional Continuing Education Work Sessions

Regional continuing education for EFNEP staff is planned once a year or more often as needed as recommended by the Director and the Advisory Committee.

III. Annual Advisor Retreat

There is an annual Advisors' Retreat to ensure that the program continues to be in line with the mission and strategic plan. Topics to be discussed include: current issues, county needs, program requirements, and changes in regulations and accountability.

Chapter Seven

Program Administration

I. Workplans, Budgets, Accomplishment Reports, and NEERS5 Data Submission.

See Appendix 5, Current Workplan, Budget, Accomplishment Report, NEERS5 Schedule.

II. Federal Fiscal Year

EFNEP operates on the federal fiscal year, October 1 through September 30. All program activities and reports relate to the federal fiscal calendar. This is different from the UCCE fiscal year, which is July 1 through June 30, the State of California fiscal year.

III. Reimbursement for Expenses

Normally, expenses for EFNEP are covered by the county budget allocation. State Office reimbursement is usually for statewide or regional continuing education meetings. With prior approval from the Director, EFNEP State Office funds can be used for reimbursement of other approved expenses.

Travel reimbursement guidelines:

EFNEP county personnel are governed by the travel policies of ANR UCCE, not those of UC Davis. The information below refers to the ANR UCCE policies.

Transportation expenses include the following: cost of transportation, airline or train tickets, travel agency fees, vehicle rental charges, private car mileage allowances, emergency repair to UC vehicles, parking (valet not allowed), bridge/road tolls, taxi and public transportation fares, and all other charges for travel needed for official business.

Reimbursable travel expenses are based on the most economical method of transportation and the most usually traveled route consistent with the authorized purpose of the trip. Reimbursement for mileage, tolls, and parking cannot exceed the lowest cost airfare.

Personnel vehicle mileage reimbursement will be computed between the headquarters (office) and destination (class location).

For those traveling by air, the lower cost of either a shuttle to and from the airport or airport parking is reimbursed.

When traveling by car, carpooling is strongly encouraged. Mileage is reimbursed at the current mileage rate, but not to exceed the lowest cost airfare. Parking and tolls must be

paid by the traveler and reimbursed at the end of the travel.

For travelers going directly from their home to their travel destination e.g., a traveler residing in Sacramento attending a conference in Sacramento), if the drive is less mileage than their normal commute to and from home and headquarters, no reimbursement is allowed.

Expenses for travel between the traveler's residence and headquarters (commuting expense) shall not be allowed. However, mileage may be allowed if University business travel begins or ends before or after the traveler's working hours or on a regularly scheduled day off.

Lodging, meals, and incidental expenses incurred during travel will be reimbursed. Incidental expenses include tips and fees for services, e.g., for waiters, baggage handlers. To be eligible for reimbursement, actual expenses must be documented and receipts provided.

EFNEP staff should follow county procedures when arranging travel and submitting reimbursement receipt for travel. Normally travel is reimbursed from the county EFNEP account, and then copies of all travel documents are sent to the EFNEP State Office which will transfer the amount of the allowable expenses into the county EFNEP account.

IV. Adult EFNEP Forms

All forms used in EFNEP are on the EFNEP website.

EFNEP forms are used for collecting information needed for county and state program management, documenting program activities, and preparing federal reports. Some of the forms are retained in county offices for use in university or federal audits.

The Entry and Exit Forms used must be the ones located on the EFNEP website. Weekly Activity Record and Group Meeting Attendance forms are also on the website. These forms may be modified by counties as long as the same data are collected.

Forms Used:

English and Spanish Entry and Exit Forms (5285-Entry, 5285s-Entry, 5285-Exit and 5285s-Exit): These forms are completed by participants in the Adult EFNEP Program when they enroll in or graduate from EFNEP. The Entry and Exit forms contain demographic information as well as food behavior checklist questions and 24-hour food recall information. Because of the personal nature of the information requested on this form, the completed form must be stored in a locked filing cabinet in the county office as soon as possible. This information must not be copied. The county office staff enters information from this record into the NEERS5 database.

EFNEP Weekly Activity Record (5236-1 and 5236-2) aids the Nutrition Educator in scheduling the work week and planning participant educational activities. It also helps the supervisor and educator evaluate the educator’s work. The form documents program activities as well as the educator’s hours worked and mileage/fare claims. These forms must be retained in a secure file for six years.

EFNEP Group Meeting Attendance (5241) records information about participants in group meetings. It also provides documentation for affirmative action monitoring. These forms must be retained in a secure file for six years.

Retention Periods for Adult EFNEP Forms

Form Number	Retention Period
EFNEP English Entry Form (5258-Entry)	2 Year
EFNEP Spanish Entry Form (5258s-Entry)	2 Year
EFNEP English Exit Form (5258-Exit)	2 Year
EFNEP Spanish Exit Form (5258s-Exit)	2 Year
EFNEP Weekly Activity Record (5236-1 and 5236-2)	6 Years
EFNEP Group Meeting Attendance (5241)	6 Years

V. *Eating Smart • Being Active* Logo

The *Eating Smart • Being Active* logo is copyrighted by the University of California and Colorado State University and may not be used in a manner which would appear to endorse and/or oppose any commercial, political or religious interest. The image cannot be used without written permission from the Program Director.

VI. Manual Definitions

As used throughout this Manual, the following terms will be understood as follows:

UC	University of California
ANR	Agriculture and Natural Resources, a statewide network of UC researchers and educators dedicated to the creation, development and application of knowledge in agricultural, natural and human resources.
UCCE	UC Cooperative Extension, ANR’s outreach arm.
EFNEP	Expanded Food and Nutrition Education Program

County	The local-level UCCE office, which is administered by the UCCE County Director.
County Director	The head of the UCCE organization at the local level. Includes by inference any UCCE staff member to whom the UCCE County Director has delegated responsibility and/or authority.
CSREES	USDA Cooperative State Research, Education, and Extension Service This will change in October, 2009 to the National Institutes of Food and Agriculture (NIFA)
WIC	Special Supplemental Food Program for Woman, Infants, and Children (USDA funded) food assistance program
USDA	United States Department of Agriculture

Appendices to California EFNEP Administrative Manual

Appendix 1. California EFNEP Strategic Plan

University of California Cooperative Extension Expanded Food and Nutrition Education Program Strategic Plan for FY 2008-2013

This is a working document. Updated copies will be sent to counties and posted on the EFNEP web site after refinement and final approval.

Rough Draft Vision Statement:

As UC community nutrition experts, we strive to be the choice for research-based nutrition education programs to improve the health of California families and their communities. *

Rough Draft Mission Statement:

As a community resource for nutrition education, UCCE Nutrition Programs provide leadership in identifying and serving community needs. With a commitment to excellence, UCCE works to create research-based programs that inspire behavior change and improved community health. All UCCE nutrition and physical activity education programs work collaboratively to insure each program's maximum impact and effectiveness. *

* Will be reviewed and revised after ANR new mission and vision statements are received.

Initiative 1 – Youth and Family Health

Foster healthy lifestyle behaviors of culturally-diverse youth and families.

Goal 1: To improve healthy food choices and eating practices based on research and emerging issues.

Supporting Strategies:

1. Create, update, and implement research-based curricula that include skill development methodology and convey the educational messages consistent with Dietary Guidelines for Americans and MyPyramid.
2. Provide curricula to meet specific cultural and linguistic needs of California's population.
3. Promote eating practices that reinforce the social development of family members, e.g., family meal time, eating breakfast.

Outputs: Pre/Post surveys such as FBC, 24 hr. dietary recall form and other forms of youth and adult evaluation.

Outcomes: Improved nutrition practices: plan meals, make healthy food choices, prepare foods without added salt, read nutrition labels, prepare and consume "breakfast."

Goal 2: To improve physical activity practices based on current research-based recommendations and the Dietary Guidelines for Americans.

Supporting Strategies:

1. Provide information on the benefits of physical activity and the relationship to body weight, food intake, health and fitness based on the Dietary Guidelines for Americans.
2. Promote culturally appropriate physical activity based on participants' economic and environmental situation.
3. Integrate and implement physical activity as a component of the EFNEP curricula.

Outputs: FBC, Family record form (p. 4 question on physical activity), and other youth assessment tools.

Outcomes: Increased daily physical activity.

Goal 3: To improve food resource management practices.

Supporting Strategies:

1. Develop participant's financial management skills relating to family food budgets.
2. Develop participant's skills in food purchasing, menu planning, and food preparation.
3. Provide information on local resources and food assistance programs.

Outputs: FBC and other youth assessment tools.

Outcomes: Improved food resource management practices: plan meals, create a food budget, compare prices, create and shop with a grocery list, access local resources and data from youth evaluation tools.

Goal 4: To improve food safety practices.

Supporting Strategies:

1. Provide research-based information and skills development in safe food production, preparation, and storage.

Outputs: FBC and other youth assessment tools.

Outcomes: Improved food safety practices.

Initiative II – Healthy Communities

Enhance families' access to food, nutrition, and health.

Goal 1: To promote participation in food assistance programs for low-income families.

Supporting Strategies:

1. Provide information on local resources and food assistance programs.
2. Emphasize the benefits of participation in food assistance programs.
3. Initiate innovative ways to connect participants with local resources. For example, invite WIC to promote their services to EFNEP participants.

Outputs: County-specific program/agency contact information materials.

- Special guest presentations at a planned resource fair for EFNEP participants

Outcomes: Increase participation in food assistance programs.

Initiative III – Program Excellence

Ensure the highest quality of program delivery for the University of California Cooperative Extension EFNEP.

Goal 1: To develop competent county and state staff who will deliver research-based programming to California's culturally diverse population.

Supporting Strategies

1. Employ culturally-competent paraprofessionals, preferably indigenous to the target audience.
2. Provide orientation for new county and state staff.
3. Implement continuing education plan and maintain documentation for professional development for state and county staff.
4. Develop an EFNEP state and regional mentoring program.
5. Develop and maintain ethical standards.

Outputs:

- Participation from culturally diverse audiences
- Qualitative evaluation tools
- Proactive recruitment strategies
- Agency surveys

- **Outcome:**
- Improved/effective delivery methods
- Improved EFNEP participant behavior and skill changes
- Qualitative evaluation such as success stories resulting from involvement of paraprofessional staff in the community.
- Recognition by local agencies of EFNEP and EFNEP staff contributions.

Goal 2: To insure programming and funding accountability.

Supporting Strategies

1. Implement a quality assurance system for state and county program management.
2. Develop consistent tools to measure management practices (state formula, budget, staff orientation, professional development, staff communication/meetings, and program evaluation).
3. Provide resources and technical assistance to promote state and county management practice success.
4. Establish processes for an effective communication system.

Outputs: County and State reports

Outcomes: Maintain clear and transparent administrative practices.

Goal 3: Use research-based assessment and evaluation methodology.

Supporting Strategies

1. Develop and/or improve assessment tools, including validation.
2. Provide training and resources to county staff.
3. State EFNEP to provide feedback and technical assistance to promote reliability and consistency statewide.
4. Partner with national initiatives for EFNEP evaluation practices.
5. Partner with campuses for ANR research continuum.

Outputs:

Reliable tools for assessment
Validated evaluation measures

Outcomes:

Reliable data for dissemination in peer-reviewed journals

Increased visibility and credibility of University of California campuses and Cooperative Extension.

Appendix 2. Current UC Davis Personnel

Dean, College of AES.....	Neal Van Alfen
Chair, Department of Nutrition	Charles Hess
EFNEP Director, Adult and Youth Programs	Barbara Sutherland
Youth EFNEP Cooperative Extension Specialist..	Marilyn Townsend
Account Manager	Diana Wiggins
Administrative Assistant II	Patricia Peacock
Staff Research Associate III.....	Rita Mitchell (vacant as of 11/09)
Associate Researcher	Patricia Wakimoto
Graphic Designer, Senior Artist.....	Lori Neville
Staff Research Associate	Lisa Peterson
ANR Programmer/Analyst.....	Chris Hanson
Analyst I, Program Representatives	Christine Davidson, Larissa Leavens

Appendix 3. Current UC ANR Personnel

Vice President	Dan Dooley
Associate Vice President	Rick Standiford
Assistant Vice President – Programs.....	Barbara Allen Diaz
Human Resources Program Leader	Lucia Kaiser
Cooperative Extension Specialists	Chris Bruhn, Patricia Crawford, Linda Harris, Lucia Kaiser, Lenna Ontai, Karen Varcoe, Sheri Zidenberg-Cherr

Appendix 4. Current EFNEP Committee and Subcommittee Members

Advisory Committee:

Connie Schneider, Chair Advisor, Fresno County
Jennifer Gabet Program Manager, San Francisco/San Mateo Counties
Darlene Liesch..... County Director, Kern County
Anna Martin Advisor, Jan Joaquin County
Marisa Neelon Advisor, Contra Costa County
Ex officio:
Susan Donohue..... Chair, FSNEP/SNAP-Ed Advisory Committee
Lucia Kaiser UC ANR Human Resources Program Leader
Barbara Sutherland EFNEP Director

Subcommittees:

Program Planning, Implementation and Promotion for Adult and Youth

Yvonne Nicholson, Chair..... Advisor, Sacramento County
Marisa Neelon, Youth Co-chair Advisor, Contra Costa County
Anna Martin, Adult Co-chair Advisor, San Joaquin County
Darlene Liesch..... County Director, Kern County
Ex officio:
Barbara Sutherland EFNEP Director
Marilyn Townsend..... Youth EFNEP Specialist

Professional Development

Anna Martin, Chair Advisor, San Joaquin County
Jennifer Gabet, Co-chair Program Manager
Susan Donohue..... Advisor, Butte County
Ex officio:
Barbara Sutherland EFNEP Director
Rita Mitchell..... SRA, State Office

Assessment and Evaluation

Connie Schneider, Chair Advisor, Fresno County
Brenda Roche, Co-chair..... Advisor, Los Angeles County
Chutima Ganthavorn..... Advisor, Riverside County
Helle Andersen..... Educator, Contra Costa County
Marisa Neelon Advisor, Contra Costa County
Concepcion Mendoza Advisor, Shasta County
Ex officio:
Lucia Kaiser HR Program Leader
Patricia Wakimoto Associate Researcher, EFNEP State Office
Gladis Lopez Program Manager, FSNEP State Office
Barbara Sutherland EFNEP Director

Budget Subcommittee

- Jennifer Bunge, Chair Budget Analyst, UCOP
- Margaret Collins..... NFCS Advisor, Tuolumne County
- Christy Getz Assistant Cooperative Extension Specialist, UC Berkeley
- Dorothy Smith..... County Director, Amador County
- Diana Wiggins..... EFNEP Contracts and Grants Manager, UC Davis
- Ex officio:*
- Barbara Sutherland EFNEP Director

Appendix 5. Current Workplan, Budget, Accomplishment Report, NEERS5 Schedule

FY 09-10 EFNEP Reporting (to be confirmed early 2010)

- January 15, 2010.....NEERS5 County (adult program) Summary Reports due to State Office
- March 5, 2010Workplans and budget forms for FY 10-11 sent to counties
- April 15, 2010County Workplans for FY 10-11 due at Regional Offices
- April 15, 2010NEERS5 County (adult program) Summary Reports due to State Office
- May 15, 2010County Workplans for FY 10-11 due at State Office from Regional Offices
- June, 2010Budget Subcommittee meets, makes recommendations to Advisory Committee; budget adjusted as needed
- July, 2010.....Revised budget submitted for approval
- July 15, 2010.....NEERS5 County (adult program) Summary Reports due to State Office
- July 31, 2010Counties notified of FY 10-11 budget
- August 30, 2010Forms for Accomplishment Reports sent to counties