



UNIVERSITY OF CALIFORNIA  
Agriculture and Natural Resources

# Community Educator Self-Assessment Tool

# Agenda

Background and Purpose of the Tool

Development process

Overview of the Tool

Ideas for Using the Tool

Instructions for Using the Tool

What's Next?

# Meet the Team

Shannon Klisch, Academic Coordinator, UCCE SLO/SB

Karina Macias, Program Manager, UCCE Fresno/Madera

Jona Pressman, Program Manager, UCCE Butte Cluster

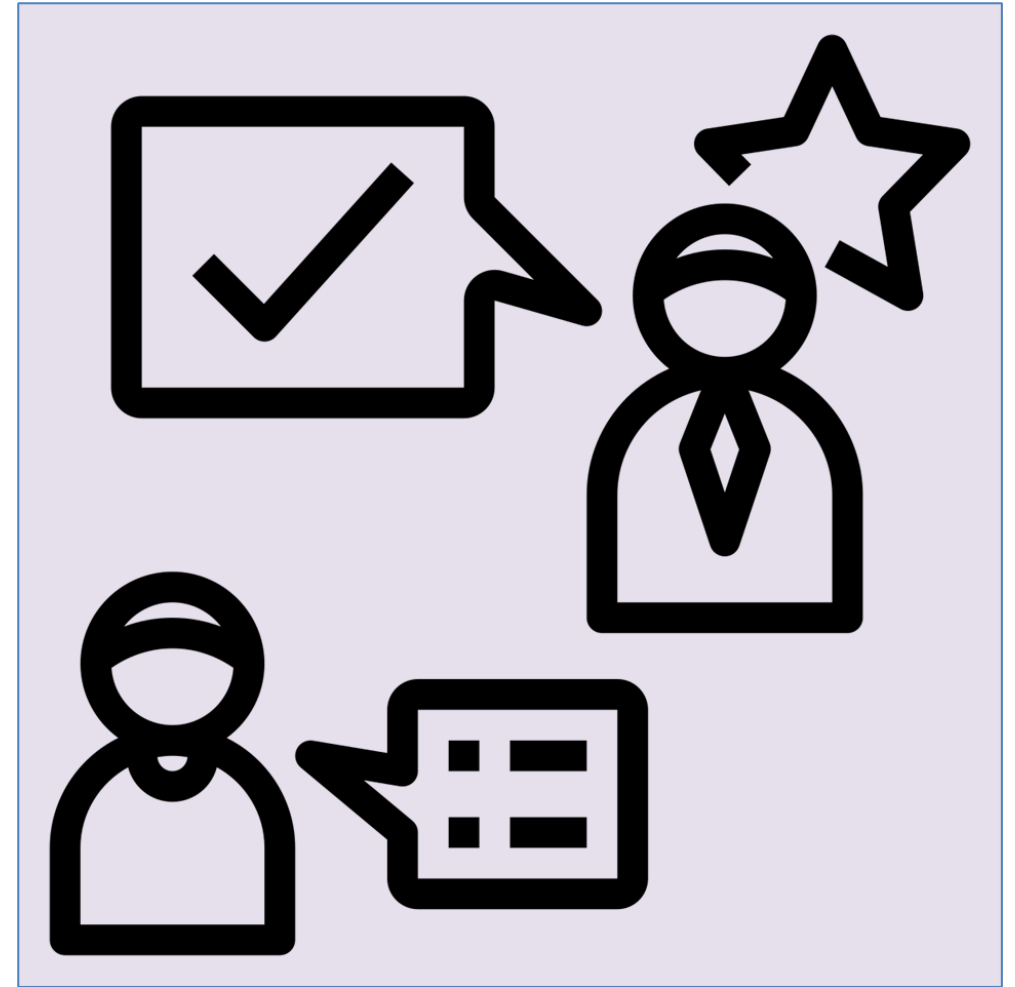
Teresa Rios-Spicer, Program Supervisor, UCCE Tulare/Kings

Chanelle Vincelli, Program Supervisor, UCCE Shasta Cluster

Additional Work Group members: Carmela Padilla, Diana Cardenas, Tammy McMurdo

# Background

**This tool was created for:**  
Supervisors  
New Educators  
Experienced Educators



## 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 Lamba, 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

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

## CYFAR Core Competencies: Professional Development Planning Tool

Name: \_\_\_\_\_ Supervisor: \_\_\_\_\_  
Self-assessment completed (date): \_\_\_\_\_

### Core Competency 1: Personal Readiness

I have the knowledge, skills and/or ability to:

A1. Understand how my viewpoint may impact and bias my work.

Self-assessment score: \_\_\_\_\_

Title of Proposed Professional Development Event/Resource	Instructor/Author	Sponsor/Organization / Institution	Date Attended/ Completed	Notes/Assessment	Date Certificate Received	County Supervisor's Initials

A2. Work with a variety of people including those of a different race, gender or ability.

Self-assessment score: \_\_\_\_\_

Title of Proposed Professional Development Event/Resource	Instructor/Author	Sponsor/Organization / Institution	Date Attended/ Completed	Notes/Assessment	Date Certificate Received	County Supervisor's Initials

A3. Identify environmental factors that can impact a person's growth and development.

Self-assessment score: \_\_\_\_\_

Title of Proposed Professional Development Event/Resource	Instructor/Author	Sponsor/Organization / Institution	Date Attended/ Completed	Notes/Assessment	Date Certificate Received	County Supervisor's Initials



## NUTRITION EDUCATOR COMPETENCIES FOR PROMOTING HEALTHY INDIVIDUALS, COMMUNITIES, AND FOOD SYSTEMS

Use this list to assess your current knowledge and skills, identify areas for professional growth and create a plan for developing as a nutrition education professional. This can also be used to create position descriptions and staff evaluation tools, plan training and education opportunities in addition to designing, refining and evaluating course content. Address questions about the SNEB Nutrition Educator Competencies to [info@sneb.org](mailto:info@sneb.org), 800-235-6690 or 317-328-4627.



### Basic Food and Nutrition Knowledge

- 1.1. Describe the basic structures and functions of the essential nutrients and identify examples of significant foods and food group sources for each.
- 1.2. Explain the background, purpose, and components of the appropriate national or international nutrient references (e.g., US Dietary Reference Intakes).
- 1.3. Explain the background, purpose, and components of the appropriate national or international dietary guidelines, including the associated food guidance systems (e.g., the US Dietary Guidelines and MyPlate).
- 1.4. Explain how to use food labeling to evaluate the appropriateness of a food.
- 1.5. Explain the dietary prevention of, and management approaches associated with, the major diet-related public health issues.
- 1.6. Describe the basic types of approaches used by researchers to study diet-health relationships and describe their advantages and limitations.
- 1.7. Critically evaluate the claims associated with a research study finding, food product, dietary supplement or eating style based on the nutrition educator's knowledge of nutrition and the approaches used to study diet-health relationships.
- 1.8. Critically evaluate the source of materials that provide nutrition information.

### Food Science

- 3.1. Describe the functions of food ingredients and food processing techniques and their effects on the nutrient content of foods.
- 3.2. Describe the basic types of culinary practices, including the scientific basis for how flavor, texture, and appearance of foods are created or maintained during food preparation.
- 3.3. Describe the potential sources of food contamination and the best practices associated with the safe handling of food.
- 3.4. Explain how to plan, select, prepare, and manage foods to enhance the well-being of individuals, families, communities and the food system.



### Physical Activity

- 4.1. Describe the background, purpose and appropriate national or international physical activity guidelines (e.g., the US Physical Activity Guidelines).
- 4.2. Describe the benefits of regular physical activity as a means of prevention and management of public health issues including chronic diseases.
- 4.3. Identify physical activity opportunities in daily living.



### Food and Nutrition Policy

- 5.1. Describe the roles of government agencies in regulating the manufacturing, labeling and advertising of individual foods and dietary supplements.
- 5.2. Describe the roles of government agencies in regulating food systems and the food supply.
- 5.3. Describe the history, purpose and funding of key pieces of legislation that authorize programs supporting nutrition education, research, and food



### Nutrition Across the Lifecycle

- 2.1. Identify the primary dietary issues for each phase of the life cycle.
- 2.2. Use information from the appropriate national or international nutrient references and dietary guidelines to make dietary recommendations for each phase of the life cycle.

<https://nifa.usda.gov/resource/core-competencies-efnep-snap-ed>

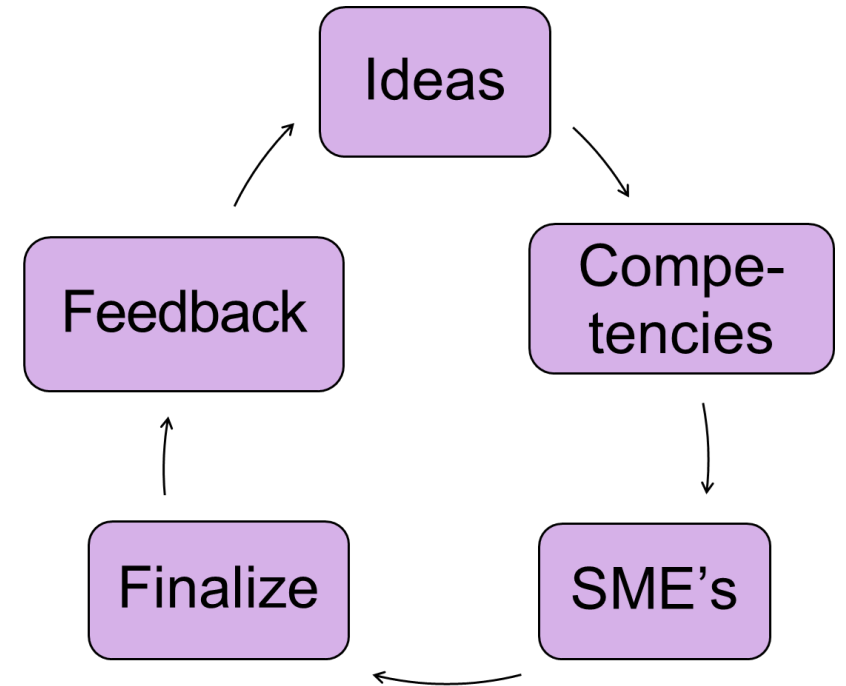
<https://cyfar.org/sites/default/files/2021-02/CYFAR%20Core%20Competencies%20Professional%20Development%20Tool.pdf>

<https://www.sneb.org/wp-content/uploads/2022/01/Competencies-Page-Updated-1.27.22.pdf>

# Development Process

The tool was developed in the following stages:

- Reviewed existing tools
- Generated topic areas
- Submitted to subject matter experts
- Finalized content and formatting



# Quick Overview

Format and Layout include

Competency Area

**Entry** & **Advanced**

Levels

Self-rating Scale

Timeline for Improvement

Key: Self-rating choices						
N/A: Not applicable to my job functions						
Skilled: I have a high level of knowledge and experience in this area (ex. I could mentor colleagues)						
Proficient: I am confident in my abilities in this area (ex. I could train extenders)						
Need training (trn)/practice: I need more training or practice in this area.						
Timeline for improvement: Only for areas where you checked "Proficient" OR "Need training/practice." Indicate when you would like to have improved your knowledge or skill in this area: 3 months, 6 months, or 12 months if this is a priority area for further development.						

Nutrition Basics							
Entry level	Self-rating				Timeline for improvement		
	N/A	Skilled	Proficient	Need trn/ practice	3 months	6 months	12 months
I have the knowledge, skills and/or ability to:							
1. Describe each of the 5 food groups (Fruits, Vegetables, Grains, Protein and Dairy) and which foods are found in each group							
2. Discuss the MyPlate key messages to various audiences across the lifespan							
a. Fruits & Vegetables- Focus on whole fruits, make half your plate fruits and vegetables. eat a variety of colors							

Nutrition Basics							
Advanced Level	Self-rating				Timeline for improvement		
	N/A	Skilled	Proficient	Need trn/ practice	3 months	6 months	12 months
I have the knowledge, skills and/or ability to:							
1. Describe macronutrients, their functions in the body, and that you need all 3 types to function properly							
a. Carbohydrates- “carbs” – The body’s main source of energy and fuel. They are also important for growth and development. <ul style="list-style-type: none"><li>Simple sugars<ul style="list-style-type: none"><li>Natural sugars found in fruit and milk</li><li>Added sugars found in cookies, cake, pastries, sugary beverages, etc.</li></ul></li><li>Complex starches and fiber</li></ul>							

# Ideas for Using the Tool

Key: Self-rating choices
<i>N/A</i> : Not applicable to my job functions
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# Supports the EPAR Goal Setting Process

## Roles and Responsibilities

### Manager's Role

- **Set** goals and expectations
- **Give** employees the insight needed to achieve key outcomes
- **Hold** employees accountable
- **Enable** meaningful performance conversations
- **Support** employees' development plans

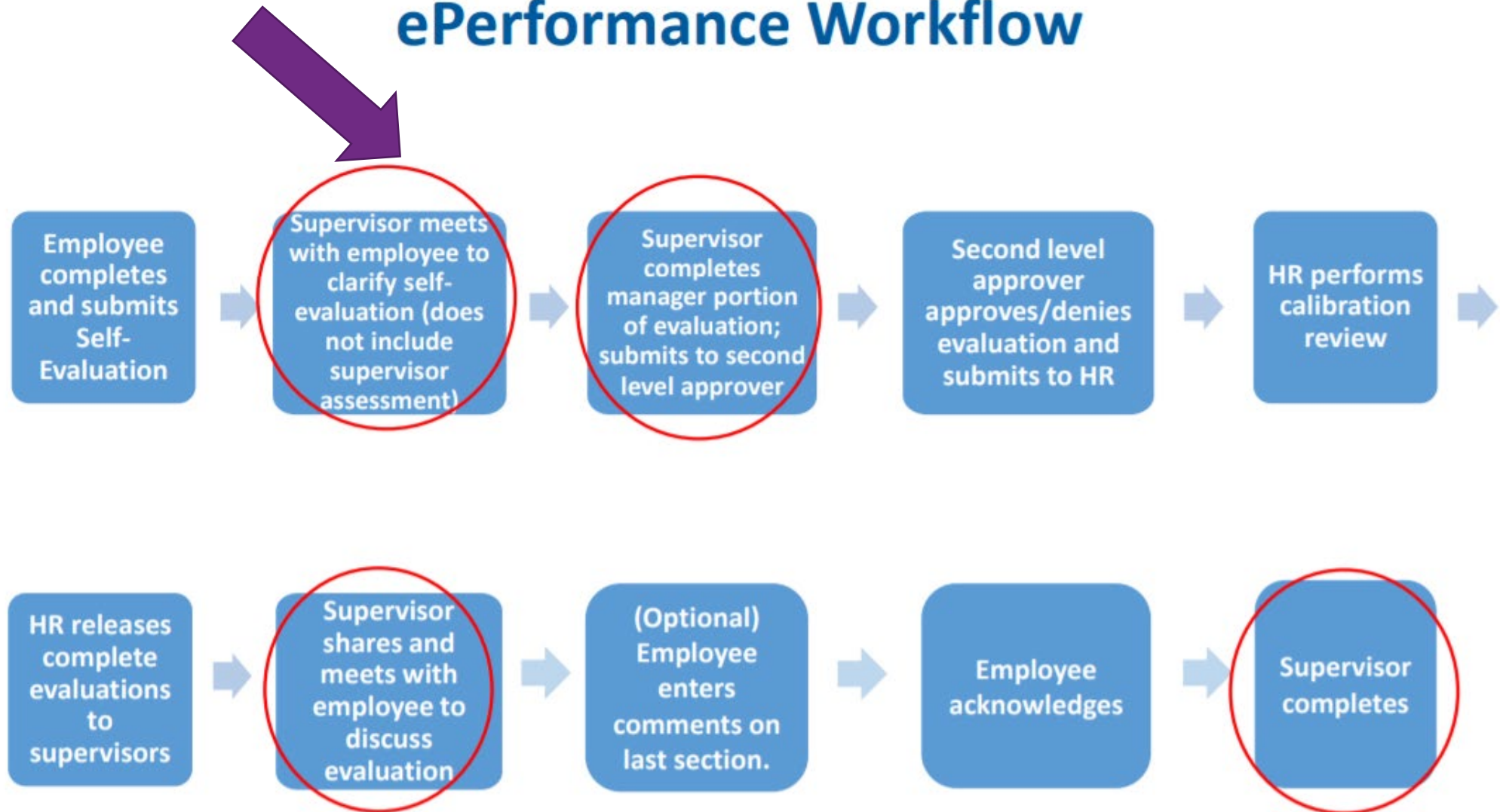
### Employee's Role

- **Understand** what performance management means
- **Participate** actively in the ongoing process
- **Discuss** performance expectations
- **Own** their performance and career development
- **Ask** for performance feedback

### Human Resources

- **Act** as an objective 3<sup>rd</sup> party
- **Support** managers and employees in understanding performance management and differentiated pay for relative performance
- **Provide** tools, training, and coaching.

# ePerformance Workflow



# EPAR, cont.

1. Employee completes self-evaluation in UC Path
2. Supervisor meets with employee to clarify and set SMART Goals.

Performance Review Conversation	
Staff:	Date of conversation:
Self-evaluation completed:	Updated WP completed: (COVID-19)
What do you think are 2 of your key job-related strengths?	
How can I support you in continuing to develop those strengths?	
<b>SMART Goals for Performance Review period (4/1/2020 – 3/31/2021):</b>	
<b>Professional Development goal</b> By March 30, 2021	
<b>Strengths or Team Lead Goal</b> By March 30, 2021	
<b>Work Plan goal</b> By Oct 30, 2020	work with supervisor to review and edit my annual work plan aligned with our 3-year Integrated Work Plan for SNAP-Ed and commitments to 4-H.
<b>What tools, resources, trainings, support, oversight, direction, communication, etc. can I provide to help you to accomplish your goals?</b>	

# Onboarding

- Overview of skills/knowledge to perform job
- Support Probationary Review Period and EPAR Process



## Onboarding Checklist

Three Months: Programmatic Training	Goal Date	Date Completed	Verified by
60. Demonstrate proficiency in [specify #] of lessons			
61. Demonstrate proficiency in use of enrollment and evaluation tools			
62. CalFresh Healthy Living - Building Blocks for Success Modules <a href="https://www.cdph.ca.gov/Programs/CCDPHP/DCDIC/NEOPB/Pages/SNAPEdBuildingBlocksforSuccess.aspx">https://www.cdph.ca.gov/Programs/CCDPHP/DCDIC/NEOPB/Pages/SNAPEdBuildingBlocksforSuccess.aspx</a>			
63. Complete training in basic nutrition (if needed): To be determined by Supervisor/Advisor			
64. Review credible Nutrition Information Sources <ul style="list-style-type: none"><li>• <a href="#">Dietary Guidelines for Americans</a></li><li>• <a href="#">MyPlate</a></li><li>• <a href="#">SNAP-Ed Connection</a></li><li>• <a href="#">UC Davis Department of Nutrition</a></li></ul>			
65. Probationary Period Mid-Point Evaluation submitted to Staff Personnel <a href="http://ucanr.edu/sites/ANRSPU/Forms/">http://ucanr.edu/sites/ANRSPU/Forms/</a>			
66. Supervisor/Advisor to discuss action items from Mid-Evaluation with employee			
Five Months: Programmatic Training	Goal Date	Date Completed	Verified by

# Promotion and/or Supervisor Change

- Promotion
  - Advancement potential
  - Informal mentoring
- Supervisor Change
  - Informs new supervisor
  - Continue support to staff



# Generating Interview Questions

- Reference PSE Competencies
  - PA
  - Gardening
  - SLM
  - Youth Engagement
- Focus on Job Duties or Skills



Image Source: Canva

# Instructions for Using the Tool

# What's next:

1. Try it out
2. Gather feedback
3. Revise as needed

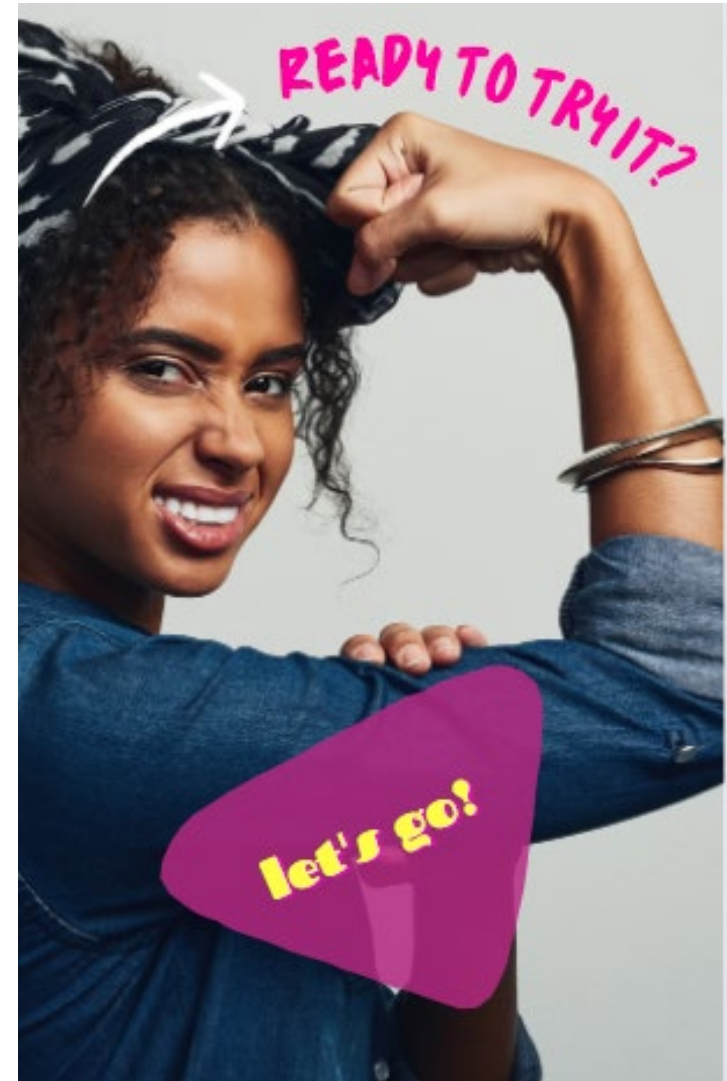


Photo: canva

**How do you see yourself using this tool?**  
**How do you think this tool could help you?**

# Questions??



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# Thanks for Attending!