

The Expanded Food and Nutrition Education Program (EFNEP)

Instructions: EFNEP 5-Year Plan

Please use the following instructions to complete the [Template for the EFNEP 5-Year Plan](#). If you have trouble with the template or if you have questions contact: Stephanie M. Blake, Program Specialist, sblake@nifa.usda.gov

General Instructions

Complete the EFNEP 5-Year Plan Template in one of two ways: 1) type the information directly into the 5-Year Plan template, tabbing through entry fields as desired, or 2) draft the narrative sections in a word processing program such as Microsoft Word and then copy and paste the final text into the template. This will allow you to check the spelling/grammar or to review character counts prior to submitting your 5-Year Plan. After you complete the template we recommend saving an electronic copy. You may need it for Annual Update years.

*** WEB-BASED SYSTEM UPDATE: We plan to establish character limits in the new web-based evaluation and reporting system. When implemented, the character limits will restrict the amount of text you can enter into any given field. The character limits proposed in this document are guidelines. We do not intend for you to spend a lot of time counting your characters, but we do ask that you pay attention to the character limits and where possible, be brief and concise in your descriptions. If you find that the proposed limits do not meet your reporting needs, let us know so we can make adjustments.*

Cover Page

Institution: Enter the name of your institution.

Fiscal Year: Enter the appropriate fiscal year.

EFNEP Coordinator: Enter the name of the EFNEP Coordinator or the Primary Contact at your institution for EFNEP.

Extension Director or Administrator: Enter the name of the Extension Director or Administrator. An approval signature from the Extension Director or Administrator is required for the 5-Year Plan; it is optional for the Annual Update.

Situation

Description: Provide a general description of the situation in your state/territory that creates a need for the program. Include any *external factors* or *assumptions* that may impact programming¹. The situation should be written so a person unfamiliar with the program can understand. It may include a public value statement. *(2000 characters or less)*

External Factors – elements of the environment which may positively or negatively influence programming. Examples include: cultural differences, the economy, politics, the media, etc.

Assumptions – principles, beliefs, or ideas that may influence decisions. Examples include: theories about the program, the people involved, or the way we think the program will work.

Geographic Area

List of Counties/Parishes: Provide a list of counties/parishes your program will be operating in for the current fiscal year.

Description: For the counties/parishes listed, briefly describe why they were selected. If you intend to expand, eliminate, or relocate programming over the next five years, briefly explain where, how and why. *(2000 characters or less)*

Target Audience

Description: Define your target audience within programmatic guidelines and briefly describe how you are targeting them. If you intend to change your target audience or your approach to reaching them over the next five years, briefly describe how and why. *(2000 characters or less)*

EFNEP target audiences are defined as:

- **Low-income families with young children** (parents and other caregivers with primary responsibility for feeding young children); and
- **Low-income children and youth.**

EFNEP institution are expected to reach both target audiences.

¹ Definitions from Web-based course - "Enhancing Program Performance with Logic Models", available: <http://www.uwex.edu/ces/lmcourse/>

Program Priorities

Develop 3-5 *SMART*² program priorities to focus on over the next five years: 2-3 must focus on *Core Areas*, others may focus on *Secondary Areas*. Each program priority should be entered on a separate 'Program Priority' page in the 5-Year Plan Template. (See [Appendix A](#) for an example of a Program Priority; See [Appendix B](#) for additional information on Secondary Areas)

SMART – Specific, Measurable, Action-Oriented, Realistic, Time-bound

Core Areas – Diet Quality/Physical Activity; Food Resource Management; Food Safety; Food Security

Secondary Areas – Family/Interpersonal Relationships; Institution, Organization, Community; Social Structure, Policy, Practice; Management/Leadership (Note: Secondary Areas should not be the focus of your nutrition education program. They can support program goals, but should not be programmatic content areas.)

Title: For each program priority create a title. (200 characters or less)

Focus: For each program priority place a check mark by the core/secondary area(s) the priority relates to. More than one may apply. If "Other" is selected, please describe.

Description: For each program priority provide a brief description of the priority and why it was selected. Include details about how you intend to measure your progress over the next five years and what strategies you intend to use to meet your goals. Priorities may relate to: *outputs, short-term outcomes, medium-term outcomes, or long-term outcomes*³. (1000 characters or less)

Outputs – activities, services, events and products that reach participants or people who are targeted

- **Activities:** what we do – e.g., conduct workshops, deliver services, develop curricula, train staff, create partnerships, etc.
- **Participation:** who we reach – e.g., participants, partners, agencies, stakeholders, etc.

Outcomes – results or changes for individuals, groups, communities, or systems

- **Short-term:** learning – e.g., increase awareness, increase knowledge, change attitudes, enhance skills, change opinions, etc.
- **Medium-term:** action – e.g., change behavior, improve practices, change policies, etc.
- **Long-term:** conditions – e.g., impact social, economic, civic or environmental conditions, etc.

Baseline/Targets: For each program priority create and enter baseline and target values into the table. The baseline year is FY2010. Targets should be set for each subsequent year. Actual values will be entered on Annual Update years.

² For additional information/other variations of SMART, see: [http://en.wikipedia.org/wiki/SMART_\(project_management\)](http://en.wikipedia.org/wiki/SMART_(project_management))

³ Definitions from: <http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>

The only data that should be entered into the table is the numeric baseline/target value and the unit of measure – e.g., 75%, \$1M, 100 adults, etc. (see also *Appendix A*). All other details and information should be included as part of the “Description” section. The only exception to this rule is if you create a qualitative (descriptive) goal – i.e., one which cannot be quantified. In this case, it would be appropriate to include descriptive text in the table.

Justification (only use for Annual Update years): During Annual Update years, if applicable, provide a brief justification for any targets not met. If targets need to be adjusted or a priority needs to be changed, briefly explain why and how you are changing it. If you wish to add a new priority, use a new “Program Priority” page. If none are available, contact sblake@nifa.usda.gov and request a supplemental page. *(1000 characters or less)*

Budget Sheet and Budget Justification

Submission Type: Indicate whether the budget sheet and budget justification are “included” or “not included”. If they are not included, check the box to confirm the statement that they are not included because they do not vary significantly from what was submitted with last year’s “Final” EFNEP FGO. If they are included, check the box to indicate that they are included and use the instructions on the [EFNEP FGO Webpage](#) to complete a budget sheet and a budget justification. If you select this option, you must submit both a signed budget and a budget justification. One cannot be accepted without the other.

Curricula

Description: Name and briefly describe the key university approved curricula. Describe curricula with respect to audience appropriateness, behavior change emphasis, and evidence-base. Make sure it is clear that each core area is addressed (see “Program Priorities” section for the list of core areas). If you intend to change curricula over the next five years, briefly describe how and why. *Note: this should not be an exhaustive list of curricula, but rather a list of the primary curricula used across the state/territory.*
(2000 characters or less)

Inter-Organizational Relationships

Primary Type of Relationship: Review the list of agencies, organizations, and other partners in the table. For each partner you work with think about the relationship at the state/territory level. If you have more than one type of relationship with a particular agency, organization, or partner determine which type of relationship is primary. Enter a check mark in the appropriate column of the table to indicate the primary type of relationship. Options are: *Network, Cooperator, Coordinator/Partnership, Coalition, or Collaborator*⁴. There should only be one response per row. If no relationship exists, leave the row blank.
(Select one response per row)

Network – Getting Together: The organization has signed on as a member of a formalized nutrition education network, such as those supported by USDA. There is ongoing dialogue and information sharing.

⁴ Definitions from: JNEB 33: Supplement 1, 2001, S10. Original Source – reporting results section of the University of Wisconsin Cooperative Extension Service Website, www.uwex.edu/ces/wnep/

Cooperator – *Building Trust and Ownership: The organization assists with information, such as referrals, announcing classes, providing space for brochures, or providing access to clients to increase community awareness. Goals of this relationship are to ensure that the work is done.*

Coordinator/Partnership – *Developing Strategic Plans: The organization maintains autonomous leadership, but there is a common focus on issues and group decision making. The emphasis in this relationship is on sharing resources to create something new.*

Coalition – *Taking Action: The organization has longer-term commitment to joint action in the area of nutrition education. Leadership is shared, roles are defined, and new resources are generated.*

Collaborator – *Establishing Long-term Commitment: The organization contributes to joint nutrition activities and has identified personnel to advise and make decisions about effective educational programming. An interdependent system is built to benchmark shared impacts. Consensus decision making, formal links, and role assignments are common.*

Description: If you intend to change, develop/enhance or expand inter-organizational relationships over the next five years briefly summarize with whom, how and why. *(1000 characters or less)*

Delivery Sites/Locations

Number: Review the list of delivery sites/locations in the table. For each applicable site/location, indicate the number of different sites/locations at which you deliver programming and the number of *community partnerships* you have. Use “Other” to capture any sites/locations not listed in the table. If “Other” is selected, please describe. *Note: For EFNEP, individual homes do not need to be captured in this table. This is because they are already captured in NEERS5 in the Adult Summary Report.*

If possible, enter actual values into the table. If not, enter estimates. If values are estimates, make sure to indicate them as such in the “Description” section.

Community Partnerships – *local or community-based organizations the institution is working with to meet programmatic goals. The relationship should be mutually beneficial and may be formal or informal in nature. Some examples of types of relationships are listed in the “Inter-Organizational Relationships” section (above).*

**** WEB-BASED SYSTEM UPDATE:** *We hope to build a mechanism in the new web-based evaluation and reporting system to capture delivery sites/locations and community partnerships at the local and/or institution level. When implemented, institution level users will be able to aggregate and report actual values to the National Office. This should simplify the reporting process and reduce the reporting burden.*

Description: If you intend to expand, eliminate or relocate program delivery sites/locations or to change, develop/enhance or expand community partnerships over the next five years briefly summarize with whom, how, and why. **If the values in the table are estimates, make note of it here.** *(1000 characters or less)*

Qualitative Program Impacts (optional)

Report 2-3 qualitative (narrative/descriptive) examples highlighting the impact of your program. Choose ones which: show behavior change, provide evidence of improved quality of life, and best represent the work of your program. Consider tying qualitative program impacts to program priorities. Enter each qualitative program impact on a separate 'Qualitative Program Impact' page in the 5-Year Plan template.

*** WEB-BASED SYSTEM UPDATE: We hope to build a mechanism within the new web-based evaluation and reporting system to capture qualitative program impacts at the local and/or institution level. When implemented, institution level users will have the option to review, edit, and select qualitative program impacts to submit to the National Office.*

Title: For each qualitative program impact create a title. *(200 characters or less)*

Focus: For each qualitative program impact place a check mark by the core/secondary area(s) the impact relates to. More than one may apply. If "Other" is selected, please describe.

People: For each qualitative program impact place a check mark by those people who are involved in or are telling the story. More than one may apply. If "Other" is selected, please describe.

Key Words: For each qualitative program impact include a list of key words associated with the story. Separate each key word with a comma. *(Separate by commas)*

*** WEB-BASED SYSTEM UPDATE: We plan to compile a list of common terms reported under Key Words for use in the new web-based evaluation and reporting system. When implemented users will be able to 'tag' stories with appropriate key words and search for program impacts by topic.*

Background: For each qualitative program impact provide a brief narrative description of the circumstances/situation prior to the person/people being involved in the program and the actions/activities/milestones that took place during the program that led to the outcomes/impacts. Be clear who is telling the story and include quotation marks where appropriate. Do not use names or personally identifiable information. Include any *external factors* or *assumptions* that may have influenced the outcome of the story. If the qualitative program impact relates to one of your program priorities, indicate the connection. *(2000 characters or less)*

See "Situation" section (above) for definitions of "External Factors" and "Assumptions"

Outcomes/Impacts: For each qualitative program impact provide a brief narrative description of the direct benefits or indirect/unintended consequences which occurred as a result of participation in the program. As above, be clear who is telling the story and include quotation marks where appropriate. Do not use names or personally identifiable information. The description of the outcomes/impacts should demonstrate the need for the program and should describe how participation affected the person/people involved. It may reference benefits at the individual, community, or social level. *(2000 characters or less)*

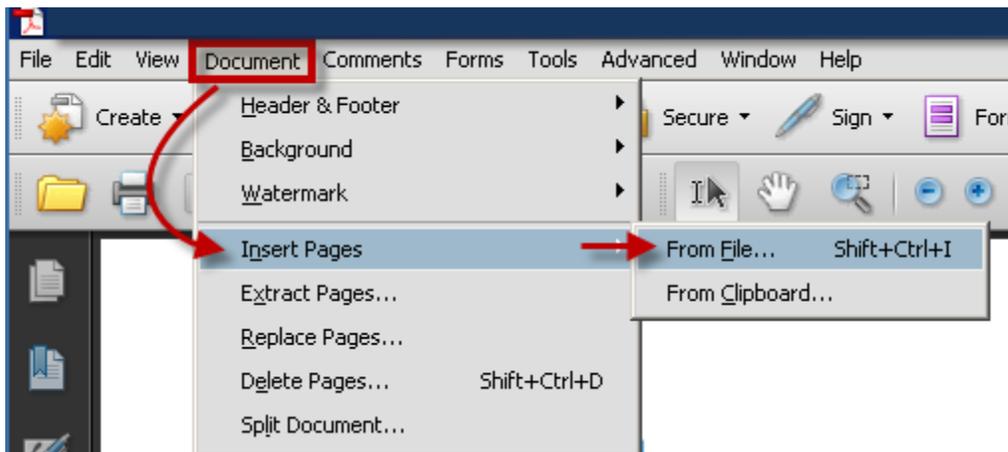
Submission Instructions

After you have finished filling out the 5-Year Plan Template, complete the following steps:

- Save an electronic copy of the completed template for use on Annual Update years.
- Print a copy of the completed template.
- Have your Extension Director or Administrator review, sign, and date it. *Note: an electronic signature is ok if that is permissible at your institution.*
- Scan the signed copy.
- Save the final document as a PDF.
- Provide the PDF file to the person at your institution responsible for completing the EFNEP Formula Grant Opportunity (FGO).

The EFNEP 5-Year Plan PDF document needs to be submitted electronically through Grants.gov as part of the EFNEP “Initial” [Formula Grant Opportunity \(FGO\)](#). To do this, the 5-Year Plan (along with the Budget and Justification, if applicable), needs to be saved as **one** PDF file. This can be done by either using Adobe Acrobat to combine the files (see screenshot below) or by printing the individual files and then scanning them together as one file.

Once you have the one PDF file, attach it to the “Supplemental Form” under #8, the “Conflict of Interest List”. Please disregard the fact that it says “Conflict of Interest List”. To attach the PDF to the form, click on “Add Attachment,” and follow the instructions.



APPENDIX A

An Example Program Priority

Program Priority (example)

Title (200 characters or less)

Improving Food Resource Management Outcomes for Adults

Focus (select one or more)

CORE AREAS:

- Diet Quality/Physical Activity
- Food Resource Management
- Food Safety
- Food Security

SECONDARY AREAS:

- Family/Interpersonal Relationships
- Institution, Organization, Community
- Social Structure, Policy, Practice
- Management/Leadership
- Other (describe)

Description (1000 characters or less)

Our percentage improvement in one or more Food Resource Management Practices is low compared to the National Average. Our goal is to increase our average percentage of improvement by 2% for each of the next five years. Improvement will be measured using the outcome data in the NEERS5 Behavior Checklist Summary Report. Some specific strategies we intend to implement are: providing training to staff related to effectively teaching participants about Food Resource Management, having open discussions at staff meetings about opportunities and barriers, and hosting brainstorming sessions to come up with creative teaching ideas.

Baseline/Target

	Baseline FY2010	FY2011	FY2012	FY2013	FY2014	FY2015
Target	n/a	76%	78%	80%	82%	84%
Actual	74%					

Justification (Only use for Annual Update years) (1000 characters or less)

APPENDIX B

Additional Information on Secondary Areas

Secondary areas are intended to support Core Areas, not as content areas for program delivery. They allow EFNEP to report using a socio-ecological approach – helping us to think about how EFNEP works with individuals, but also has the potential to extend its influence further. The secondary areas acknowledge that the program may have objectives intended to strengthen programming in other contexts such as communities or to influence nutrition education at a societal level. Further, they provide an opportunity to consider objectives related to how program management and leadership. The option of “other” recognizes the fact that there may be specific areas you wish to address that do not fit into the categories provided. “Other” allows you to add your own specific area of focus.

Examples for the secondary areas

Two or three examples are provided for each category, but this is not an exhaustive list. The intent is for you to use these to help you identify examples more specific to your situation, as appropriate.

- Family/Interpersonal relationships: (examples)
 - PRIORITY - Make sure knowledge and skills taught to participants reach other family members
 - PRIORITY - Have parent/child classes
- Institution, Organization, Community: (examples)
 - PRIORITY - Strengthen a partnership with WIC
 - PRIORITY - Build relationships in a particular community where you’re having a hard time finding people to teach/reaching the target audience
- Social Structure, Policy, Practice (examples)
 - PRIORITY – Use EFNEP’s influence to change school wellness policies to address specific concerns of low-income students/families
 - PRIORITY - Use EFNEP’s influence in certain communities and/or use state nutrition initiatives to help accomplish something important to EFNEP
- Management/Leadership (examples)
 - PRIORITY - Increase the number of participants/graduates
 - PRIORITY - Strengthen staff teaching/reporting skills
 - PRIORITY - Use only highly reputable curricula/resources, such as those which are used by multiple states, supported by a research base, and are culturally appropriate