

**Western Region (WR)  
Value Enhanced Nutrition Assessment (VENA)  
Competent Professional Authority (CPA)  
Training Project**

Alaska WIC Program and  
The University of Alaska Anchorage

**October 2007**

# Acknowledgements

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# Executive Summary

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Distance or online education appears to be the most realistic and efficient method of delivering WIC Competent Professional Authority (CPA) paraprofessional training, meeting the needs of Western Region (WR) WIC state agencies. This report recommends the Alaska and Virginia WIC CPA Paraprofessional Training Programs and Central Arizona College's WIC Nutrition Assessment Certificate Program because they have the strongest online training that ready for immediate use or modification and meets Value Enhanced Nutrition Assessment (VENA) competencies and many WIC WR specifications. These programs incorporate more interactivity, engaging learners and helping them assess their own progress.

This report finds there is a wide range of WIC state agencies training needs, available trainings, various methods of delivery and unique regional strengths and challenges. Surveys results confirmed face-to-face trainings are costly, and there are problems with limited training staffs, space and paraprofessional staff turnover. Furthermore, it costs money and time to develop quality training materials.

Five major tasks presented in this document were completed to arrive at the above recommendations. Nationwide WIC CPA paraprofessional training programs (67/82 responses) were reviewed and analyzed via on-line baseline surveys. Of the 67, 23 met the criteria for a telephone interview. Other training programs identified through the survey process were also evaluated. Eight training programs, Alaska, California, Massachusetts, Oklahoma, Oregon, Texas, and Virginia WIC and Central Arizona College exhibited the greatest potential for immediate use by WR WIC state agencies. They received in depth evaluations based on: Content and Competency Areas; Instructional Design Components; Training Policies and Program Design. A *Survey Analysis Process*, diagram on page 9 summarizes the project's tasks. Furthermore, ten United States Department of Agriculture (USDA) funded Food Assistance Programs were interviewed. A complete report and survey results are available in Appendices D through I on the Alaska Family Nutrition Programs website <http://www.hss.state.ak.us/dpa/programs/nutri/>.

The final recommendations of this project serve as a starting place for planning ways to realize collaborative cost savings. For successful collaborations in online training development and delivery, there needs to be a strategic plan that addresses software compatibility, quality online training principles, training needs of the trainers, potential trainee pool, and access to the training content. Without such planning prior to collaboration, the format of training, including software and delivery systems, can become a barrier to sharing information from state to state. Additionally, states may need guidance in the appropriate use of online training, how to blend online training with face-to-face training, and how to create quality online content. With careful collaborative planning there is great potential for higher quality training at a reasonable cost for the WR WIC state agencies.

# Scope of Work

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The United States Department of Agriculture (USDA), Food and Nutrition Services (FNS) WIC Western Region (WR) awarded the State of Alaska WIC Program (AKWIC) Operational Adjustment (OA) funds to conduct a nationwide review of paraprofessional training programs available within WIC state agencies and other USDA-funded Food Assistance Programs.

This project entailed:

- ▶ Developing a survey to evaluate WIC state agencies Competent Professional Authority (CPA) training programs for paraprofessionals and other USDA-funded Food Assistance training programs throughout the United States (US)
- ▶ Conducting, reviewing, and analyzing the survey
- ▶ Completing an in depth review of WIC state agencies CPA training programs for paraprofessionals that exhibit the greatest potential for use by WR WIC state agencies
- ▶ Soliciting feedback from WR WIC state agencies regarding their training needs
- ▶ Providing recommendations of CPA training programs for paraprofessionals ready for immediate use or modification meeting Value Enhanced Nutrition Assessment (VENA) WR specifications
- ▶ Preparing a final written report of findings and presenting this information at the Fall WR State Nutrition Coordinators' meeting

# Purpose & Goal

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## ***Purpose***

WIC Nutrition Services Standards and VENA staff competencies include standards for state approved WIC CPA training programs. However, there is wide variability of how CPA training is offered in each state and often there is little streamlining of resources. Summarizing various training materials available and formats utilized may allow WIC state agencies to share resources or ideas for delivery methods thus providing more efficient and thorough training.

The State of Alaska WIC Program (AKWIC) and the University of Alaska Anchorage (UAA) collaborated on an Operational Adjustment (OA) project to find, evaluate and assess existing WIC CPA or comparable training programs for paraprofessionals, throughout the US.

## ***Goal***

The goal of this project is to recommend two to three WIC CPA training programs for paraprofessionals that are ready for immediate use or modification meeting VENA WR specifications.

# Tasks

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## ***Task 1: Develop a Telephone Survey***

### ***Initial Survey***

An online survey was chosen to collect baseline data in order to maximize consistency and efficiency of data collection from WIC state agencies. The following areas were addressed in the initial survey:

- Presence of paraprofessional training and whether any type of certificate is offered/available
- Whether there is college or post-secondary education credits associated with training completed
- Delivery method of the training program
- Specific technological or equipment required for the training program
- Competency areas covered in the training program
- Time required for completion of the training program
- Availability of the training program to other WIC state agencies

FNS Nutrition Service Standards (Appendix A), VENA Essential Staff Competencies (Appendix B), competencies identified by the WR Nutrition Coordinators at their March 2007 meeting (Appendix C), and WR VENA self-evaluations related to training were utilized to identify competencies to include in the survey process.

A pilot survey was developed and disseminated to the WR WIC state agencies. The Zoomerang survey tool was used for the pilot online survey. At the spring WR Nutrition Coordinators meeting in March 2007, the agencies who responded to the pilot survey were given a questionnaire to evaluate it. Results of the pilot survey evaluation were used to modify and improve the survey prior to disseminating it to all WIC state agencies nationwide. Health Systems Research (HSR) was consulted for recommendations on the final online survey. See Appendix D for the online survey questions.

### ***In-Depth Telephone Interview***

Health Systems Research (HSR) was consulted for assistance with development of the in-depth telephone interview protocol. Four domain areas were determined to be most important to assess in the telephone interview. These domains are:

1. Content Area
2. Quality Related to Development and Maintenance of Training
3. Quality Related to Adult Learning Principles
4. Adaptability of Training

### *Content Area*

Nineteen competency areas were assessed in the online survey. More detail regarding training on these competencies was explored in the in-depth telephone interview.

### *Quality of Training*

Quality of training was evaluated in several ways. Staffing structure such as staff time allocated to training and staff qualifications were assessed. Systems for providing regular updates to training were assessed as well as methods of identifying and evaluating competency.

The other area of quality that was assessed was related to the format in which training was delivered. Questions were developed to determine whether the training materials and format allowed for learner interaction, appealed to different learning styles, and allowed learners to incorporate their own experiences into the training.

### *Adaptability of Training*

For the purpose of this project, it was essential that trainings that received further review had potential for adaptability by other WIC state agencies. It was also important that adaptations could be made in a cost-effective manner. Questions related to adaptability focused on the format training materials were in (CD, online, print, PDF), copyright issues, train-the-trainer potential for training programs, and interest the agency had in collaboration with other WIC state agencies.

See Appendix E for the full telephone interview protocol.

## **Task 2: Survey WIC State Agencies, USDA Food Assistance Programs, and other Organizations**

### **Survey Process**

#### ***Initial Survey***

The initial survey for WIC state agencies was disseminated to all 87 State and Intertribal Organization WIC agencies using the Survey Monkey online survey tool. WIC state agencies that did not respond to the online survey were emailed individually a minimum of two times to request a response and an attempt to call these agencies was made. A response was obtained from 63 out of 87 agencies surveyed (72.4%). Each individual online survey was reviewed to determine WIC state agencies requiring an in-depth telephone interview.

#### ***In-Depth Telephone Interview***

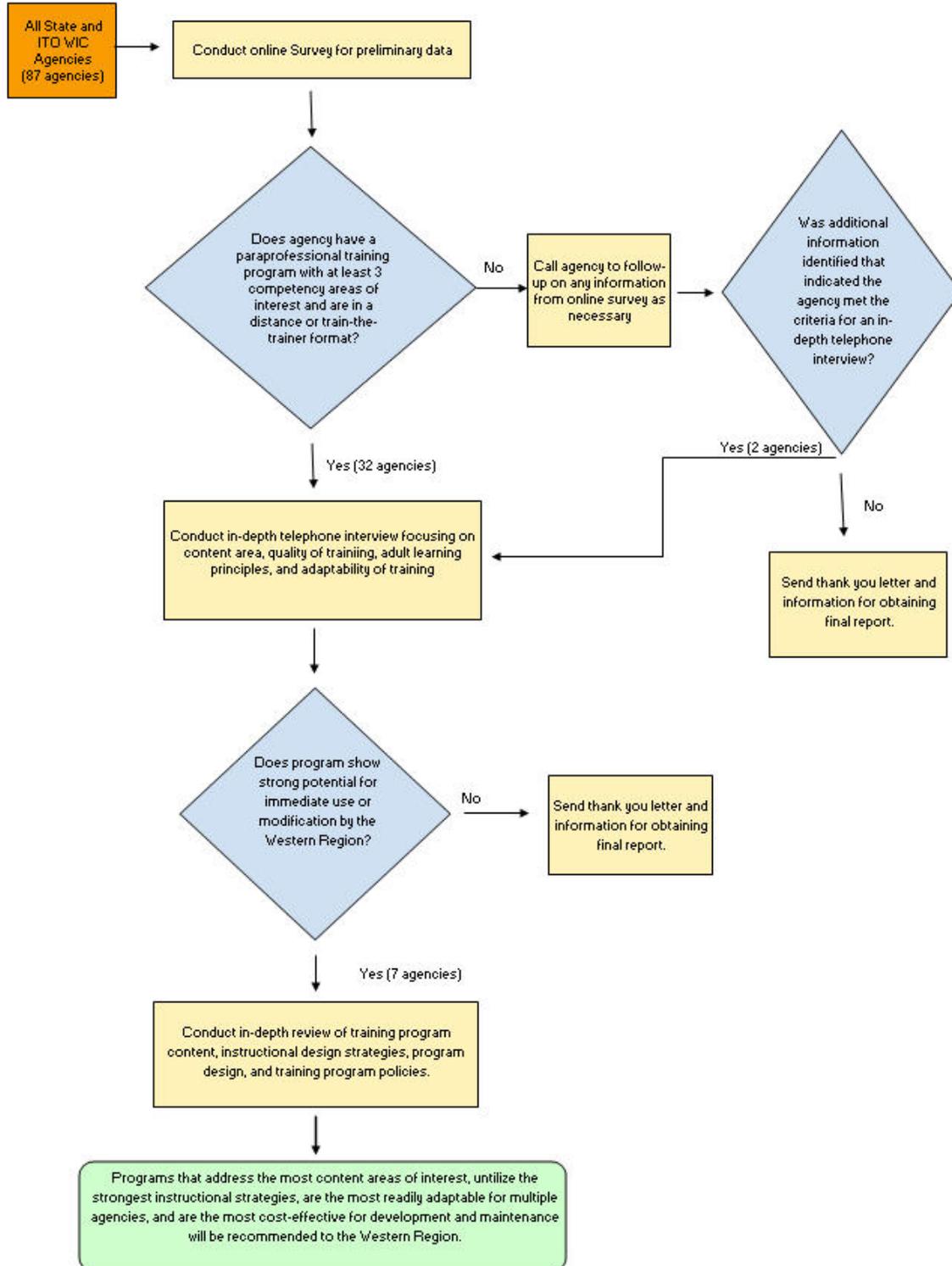
WIC state agencies who trained on at least three of the competencies of interest and who had training in a distance or train-the-trainer format were selected for this interview. Although it is recognized that WIC state agencies which train in an entirely live format may have a strong training program, for the purpose of this project, this format would likely not be immediately available or easily adaptable by another WIC state agency. Thirty two WIC state agencies of the 63 who responded to the initial survey (50.8%) were selected for an in-depth telephone interview. When these WIC state agencies were contacted, it was identified that some of them actually utilized another WIC state agency's training program. In these cases, only the one with the original training program received the full, in-depth telephone interview (23 WIC agencies). Other WIC state agencies were contacted as needed to clarify information on the initial survey. Either a faculty member from the University of Alaska Anchorage (UAA) or a State of Alaska WIC staff member contacted each WIC state agency to conduct the in-depth telephone interview.

#### ***In Depth Program Review***

During the telephone interviews, each WIC state agency CPA paraprofessional training program was assessed for potential to be adaptable or useable by the WR. Those exhibiting strong potential for use received an in depth review of their program materials and training policies. How programs were ranked will be discussed further in the section on Task 3: Review and Analyze Survey.

The following flowchart illustrates how WIC state agencies moved through the survey process and criteria used to determine those that would receive further review.

## Western Region (WR) VENA CPA Training Project Survey Analysis Process

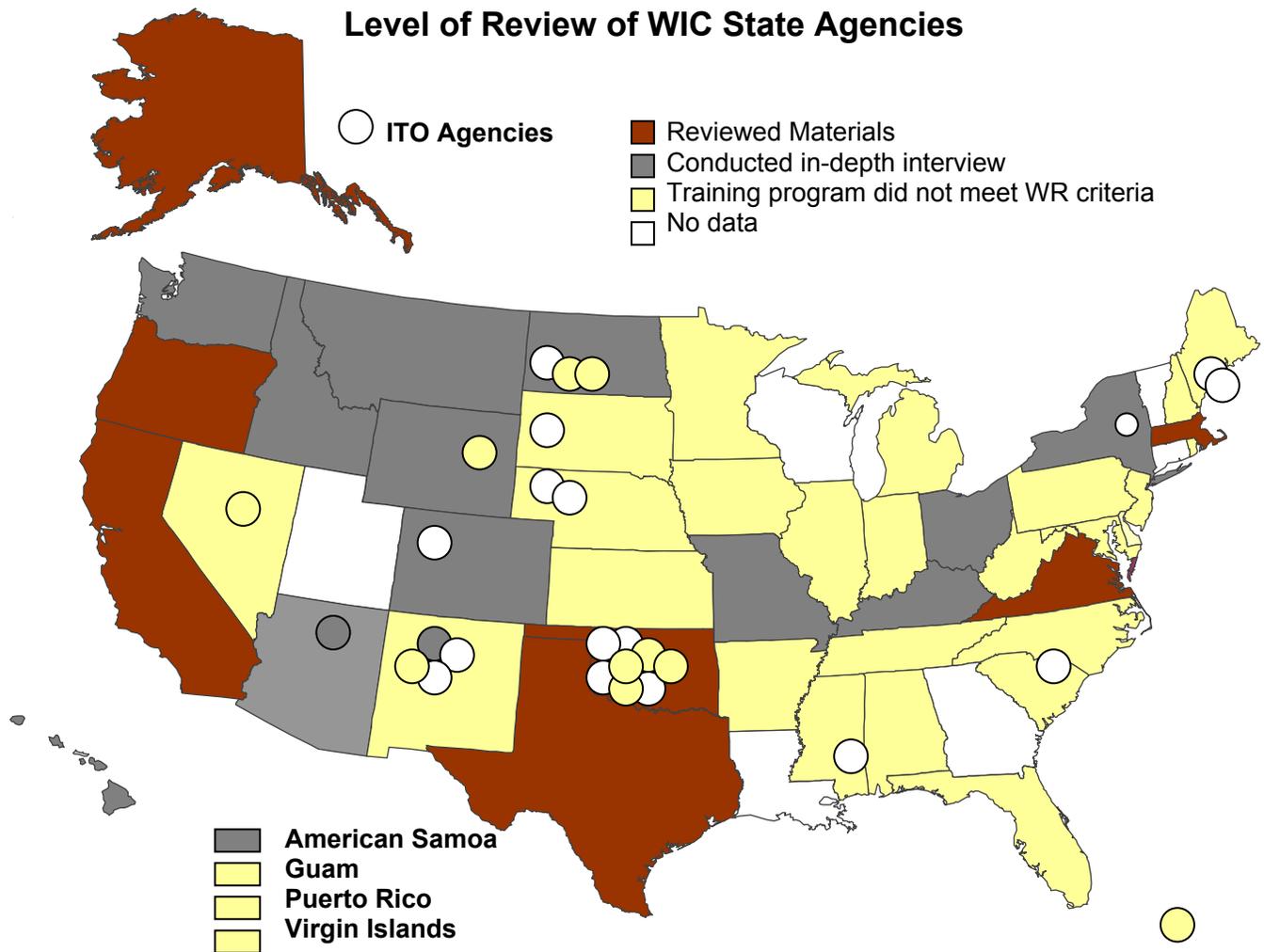


### ***Survey of Other USDA Funded Food Assistance Programs and Other Organizations***

The Cooperative Extension program from each state was contacted to inquire about paraprofessional staff training. If paraprofessionals were utilized and trained at their agency, they were asked to complete a survey regarding training. Other organizations were identified based on the surveys from WIC state agencies. Organizations identified as a partner in training were contacted for information about the training they provide.

### Task 3: Review and Analyze Survey

Three levels of program review were conducted for WIC Agencies: the initial online surveys, the in-depth telephone interviews, and the in-depth program reviews as described in Task 2. Agencies with the most potential for use by the WR continued to be reviewed and analyzed in more detail. The following map illustrates which WIC state agencies received which level of review.



## ***Initial Survey***

Following attempts to reach all WIC agencies, 63 out of 87 agencies responded to the initial online survey (72.4%). Of these responses, 49 came from State agencies (89% response rate) and 14 came from ITO agencies (44% response rate). The complete results of the initial survey can be found in Appendix F. Some of the key findings will be provided here.

Based on responses provided in the initial online survey:

- 65% of agencies train paraprofessional staff
- 29% of those providing paraprofessional staff training partner with some other agency, institute, or contractor
- Less than 50% of states train in the following competency areas:
  - multi-cultural awareness (45%)
  - cultural competencies related to the population served (42%)
  - adult learning techniques (42%)
  - cross-cultural counseling skills (40%)
  - motivational interviewing (28%)
  - group facilitation (27%)
- Training methods include:
  - group live training (82%)
  - paper and pen modules (74%)
  - individual live training (65%)
  - downloaded modules or manuals (29%)
  - interactive online (internet or CD Rom) (29%)
  - video conferencing (18%)
  - other (12%)
- There is wide variation in the time required to complete training from 1-25 hours up to greater than 125 hours.

## ***In-Depth Telephone Interview***

The in-depth telephone interviews allowed deeper exploration of programs as previously outlined. Some general observations were made in addition to some specific items from each agency interviewed.

### ***General Observations***

- Many agencies use OA funded projects as a primary source of their training budget. This could make continuity of training challenging.

- Many agencies are working to develop and include VENA essential staff competencies in their training programs. This is one area that has potential for collaboration.
- Agencies are increasingly using technology to help deliver training (internet, CD ROM) however, most often this entails posting a PDF self-paced module online rather than actual online instruction.
- Training staff generally does not feel they have a good forum for collaboration and sharing materials. WIC Works is available, but WIC state agencies do not seem to use this to the maximum potential.
- Online materials can be difficult to adapt when different software is used for development.

### *Individual Agency Observations*

A complete summary of the telephone interview conducted with each agency and the rationale for whether a program was considered for further review can be found in Appendix G. A brief overview of each program will be provided here.

#### **Alaska**

The State of Alaska WIC Program contracts with the University of Alaska Anchorage (UAA) to provide paraprofessional staff training. Although live trainings are sometimes available for specific topics, the core training program is delivered entirely online. Nutritionists in the Local Agencies are utilized for the hands-on portion of the training. The Blackboard Learning Management System is used for course delivery. Some courses are in the form of self-paced modules and one course is an online course which is not self-paced and comes with a textbook and syllabus and has a large degree of instructor interaction during the course. The State of Alaska trains on a wide range of competencies.

#### **American Samoa**

American Samoa conducts paraprofessional CPA training in a live format. New paraprofessional staff receive training one day per week for nine weeks. All staff receives monthly in-service training. The training program relies heavily on content from WIC Works or other states.

#### **Arizona**

Currently, Arizona provides paraprofessional CPA training in a live, 3-day training. Additional, individual training would be completed at the Local Agency.

Not all competency areas are covered in the current training program. Arizona is completing the final stages of transition to an online delivery system using a Learning Management System. They are developing modules to cover a wider range of competency areas. This transition is not yet complete and therefore could not be fully evaluated for the purpose of this project, but shows strong potential. States interested in e-Learning may benefit from Arizona's experiences with this transition.

## **California**

The California WIC Program utilizes a variety of training methods. There is ultimately a Competency Test that must be passed to become a WIC Nutrition Assistant (paraprofessional CPA). Various training opportunities are available to learn the content necessary to successfully pass this test. The core content of the training program is provided in downloadable modules in PDF format. These modules contain content and activities to complete under the supervision of a Nutritionist. Additionally, there are live trainings conducted on various topics that can meet some of the requirements of training.

## **Colorado**

Colorado WIC's paraprofessional training format is a combination of face-to-face training and paper and pen modules. Phase 1 is a one week live training held at the State agency. Phases 2 and 3 are paper and pen modules with activities to be completed at the Local Agency. Local agency coordinators act as mentors and provide guidance to the paraprofessionals as they work through the modules.

## **Florida**

Florida WIC state policy and procedures allow paraprofessionals to certify WIC participants, but they do not provide a structured training program for these staffs. They provide resources and technical assistance to local agencies that choose to utilize and train paraprofessionals. Florida has worked collaboratively with other states to develop and adapt training materials.

## **Hawaii**

The Hawaii WIC Program has not utilized State-developed paraprofessional training for about five years. Prior to that time they had a live training, where trainees were brought to Honolulu for the training. They now have a need for a distance-delivered program. They are contracting with the University of Alaska Anchorage to adapt, host, and deliver CPA training based on the Alaska WIC model and content.

## **Idaho**

Idaho WIC employs and trains paraprofessionals to perform WIC certifications. State and local agencies do not have dedicated training staff, but work together to provide training. Three levels of electronic modules are available, and trainees are required to complete Module One within 6 months of hire. CPAs are evaluated one year after completing the training to assess job performance, comfort level of performance, and additional training needs. All staffs receive annual face-face training on civil rights & customer service.

## **ITC Arizona**

The ITC Arizona WIC Program provides a three day face-to-face training for new paraprofessional staff. This training focuses on basic WIC information and computer procedures for certifying clients. Additionally, trainees are required to complete eight courses at Central Arizona College in order to receive their certification. More information on this college certification course is included in this report in the “*Review of Other USDA Food Assistance Programs and Other Organizations*” section.

## **Kentucky**

Kentucky WIC employs paraprofessional nutrition staffs to provide follow-up nutrition education for low risk participants, but they are not certifiers. Most training is geared for professionals and is delivered face-face, utilizing a variety of adult-learning techniques. Kentucky also has pen and paper modules available in an electronic format. They include a pre-and post test format to evaluate competencies.

## **Maryland**

Maryland WIC identified a need to quickly train staff to be functional to certify WIC clients. To meet this need, they have developed a Training Center where staffs attend a 2-week intense training. At the end of the 2-weeks the staff is capable of performing a full WIC certification. This 2-week training focuses on the computer system, assigning risk codes and food packages and other basic certification skills. Other trainings that staffs receive later address topics such as Basic Nutrition and Lifecycle Nutrition.

## **Massachusetts**

Massachusetts WIC has three levels of paraprofessional training, CPA I, CPA II, and CPA III. Training is conducted in a live format. Trainees are brought to the Training Center for one day of classroom-style training with activities and then they return to their Local Agency to practice what was learned. They return to the Training Center after a couple of weeks, test on that topic and then continue

with the next topic areas. This is repeated seven times for the CPA I certification. The small geographic size of Massachusetts allows trainees to cost-effectively come to training for multiple separate days. CPA I training covers the basics of certification and low-risk children. CPA II training covers other participant categories.

## **Missouri**

The Missouri WIC Program utilizes professional staff to complete full WIC certifications, therefore their paraprofessional training is limited to specific portions of the certification process that the paraprofessional would complete (such as anthropometrics, hemoglobin, etc.). The training offered to paraprofessionals is provided in a face-to-face format and is based on the duties that staff is assigned.

## **Montana**

The Montana WIC Program utilizes some face-to-face training and paper and pen modules that were adapted from Idaho WIC for paraprofessional training. They provide additional live training as able based on funding. They utilize Santa Fe New Mexico Community College for nutrition classes for paraprofessionals. More information on these courses is available in this report under the heading "Review of Other USDA Food Assistance Programs and Other Organizations".

## **Navajo Nation**

The Navajo Nation WIC Program uses face-to-face training and paper modules to train paraprofessional staff. Staffs initially attend a four day live training. Modules are then completed at the Local Agency and have activities to be completed under the supervision of a preceptor. The State Quality Assurance staff and the Local Agency staff work closely together in the training of paraprofessional CPAs.

## **New York**

The New York WIC Program utilizes professional staff to conduct WIC certifications. They do, however, contract with the Whitney M. Young Health Center to provide training for their professional staff. Many topics are similar to what would be provided for paraprofessional staff training. The training is provided with a combination of live training and self-paced modules.

## **North Dakota**

North Dakota employs and trains paraprofessional CPAs to certify WIC participants. This state experiences low staff turnover so training needs for new paraprofessional staffs are minimal. No FTE staffs or structured State and local

agency “teams” are dedicated to training. Most content is provided during live face-face training, though pen and paper modules are also available. VENA competencies have not been included.

## **Ohio**

Ohio WIC utilizes professional staff to complete WIC client certifications. Paraprofessional staffs are utilized to support professional staff in areas such as income verification, anthropometrics, and providing referral information. The training they offer is primarily in a face-to-face format.

## **Oklahoma**

The Oklahoma WIC Program trains staff in a variety of ways, but their core paraprofessional staff training is delivered online via the Blackboard Learning Management System. Oklahoma State staff has been trained to use Blackboard and have developed the content in their Blackboard system. They have incorporated some multimedia into their courses, particularly in the form of video streams. They have contracted with outside agencies to provide Blackboard training and to host the courses. Nutritionists in the Local Agencies and State staff are utilized to assist with hands-on activities related to the training. The training program covers a wide range of competency areas.

## **Oregon**

The Oregon WIC Program provides paraprofessional CPA staff training in the form of pen and paper modules. These modules are currently undergoing revision and new modules are being place online in a PDF format. The modules contain a variety of activities to complete under the supervision of a preceptor.

## **Texas**

Texas WIC does not currently have a paraprofessional staff training program. They have a wide range of training resources, but each Local Agency is able to design their own training program and submit it to the State Agency for approval. Training opportunities the Local Agency may utilize include self-paced training modules, classes held in video conference format, and in-services provided in a leader’s guide format. Texas WIC is currently working under an Operational Adjustment funds (OA) project to standardize training.

## **Virginia**

Virginia WIC utilizes interactive online modules for the base of their paraprofessional training program. They use the Blackboard Learning Management System to deliver training. A wide range of competency areas are covered. Additionally, video conferencing is available on select topics.

## **WCD Enterprises**

The WCD Enterprises WIC Program trains paraprofessionals with paper and pen modules and monthly in-service trainings. Staffs complete the modules within the first 90 days of employment and attend monthly in-service trainings for additional content.

## **Washington**

The State of Washington WIC Program trains paraprofessional staff in a live, group format. They have a long-standing training program that covers a wide range of competencies, but are looking into revisions to their program to utilize some online delivery methods. They are in the early stages of this process.

## **Wyoming**

Wyoming WIC employs professional staff to conduct WIC certifications. They provide professional staff training in a face-to-face format. Paraprofessionals are used on a very limited basis and there is not a structured training program for that position.

The following table provides an illustration how each agency was scored in the in-depth telephone interview stage. Agencies who were contacted for an interview, but did not actually have a paraprofessional CPA training program currently in place did not receive a score for this phase of the project.



## ***In-Depth Review of WIC Paraprofessional CPA Training Programs***

An in depth review of seven WIC state agencies' paraprofessional CPA Training Programs were conducted because they exhibited the greatest potential for immediate use or modification meeting VENA Western Region specifications. In addition, one other agency identified from survey results, Central Arizona College was reviewed in depth because they have a specific WIC Nutrition Assessment Certificate Program that has recently incorporated VENA Staff Competencies. The in depth review assessed the following domains:

- Content Areas / Competencies
- Instructional Design Strategies
- Training Policies
- Program Design

Content areas and competencies reflect VENA essential staff competencies, FNS Nutrition Service Standards, and WR specifications for staff competencies discussed at the March 2007 WR Nutrition Coordinator meeting, and WR VENA self-evaluations related to training. Effective instructional design strategies were adopted from Anderson, T., & Elloumi, F. (2004). *Theory and Practice of Online Learning*. Retrieved January 26, 2006 from [http://cde.athabasca.ca/online\\_book](http://cde.athabasca.ca/online_book). Although this text is specific to online learning, these teaching strategies are core to student learning regardless of the delivery method so can be applied to all training programs evaluated for this project. The training policies and program design domains were selected to help states evaluate whether a particular program may meet its needs.

The following table shows a very basic overview of characteristics present in each program. Specific details for the individual programs can be found in Appendix H.

### **Review of WIC CPA Paraprofessional Training Programs**

<b>Area</b>	<b>AK</b>	<b>CA</b>	<b>MA</b>	<b>OK</b>	<b>OR</b>	<b>TX</b>	<b>VA</b>	<b>CAC*</b>
<b>Content Areas / Competencies</b>								
Principles of life-cycle nutrition	√	√	√	√	√	√	√	√
Nutrition assessment process	√	√	√	√	√	√	√	√
Anthropometric data collection techniques	√	√	√	√	√	√	√	√
Hematological data collection techniques	√	√	√	√	√	√	√	√
Communication	√	√	√		√	√	√	√

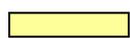
Area	AK	CA	MA	OK	OR	TX	VA	CAC*
Multicultural awareness	√	√	√		√	√	√	√
Critical thinking	√	√	√		√			√
Nutrition risk determination	√	√	√	√	√	√	√	
Food package prescription and nutrition tailoring	√	√	√	√	√	√	√	
Appropriate referrals	√	√	√	√	√	√	√	
Basic nutrition education and breastfeeding promotion and support	√	√	√	√	√	√	√	√
The need for an individual care plan and its development for low-risk and high-risk participants	√	√		√	√	√	√	√
Educational and counseling methods/techniques, including cross-cultural counseling skills	√	√	√	√	√	√	√	√
Cultural competencies related to the participants population served	√	√	√		√	√	√	√
Customer service practices	√	√	√		√	√	√	
Issues specific to maternal and child nutrition	√	√	√	√	√	√	√	√
State Information Systems		√	√	√	√			
Environmental and family dynamics		√	√	√	√			√
Program integrity (client, staff, vendor)	√	√			√		√	
Program overview (certification periods, categories, food instrument use, income determination)	√	√	√	√	√	√	√	
Competency in technology					√			
Basic office equipment (copier, phone, VCR/DVD)								
Writing care plans	√	√	√	√	√		√	√
Outreach		√		√				
Civil Rights	√	√		√	√	√	√	

Area	AK	CA	MA	OK	OR	TX	VA	CAC*
Confidentiality	√	√		√	√	√	√	√
<b>Instructional Design Component</b>								
Types of interaction available and encouraged:								
learner ↔ content	√	√	√	√	√	√	√	√
learner ↔ instructor	√	√	√	√	√	√	√	√
learner ↔ learner	√	√	√			√		√
instructor ↔ content	√	√	√	√	√	√		√
instructor ↔ instructor	√		√	√	√	√	√	√
content ↔ content	√						√	√
Expected outcomes are stated for learner	√	√	√	√	√	√	√	√
Reasons for completing lesson is stated for learner		√			√		√	√
Support is provided during learning process	√	√	√	√	√		√	√
Structure of training allows learner to receive immediate or timely feedback	√		√	√	√	√	√	√
Material is sequenced in a way that allows learner to connect new information being presented to information already presented	√	√	√	√	√		√	√
Learners are provided opportunity to assess current knowledge prior to beginning a lesson					√	√		
Important information is highlighted or emphasized	√	√	√		√		√	√

Area	AK	CA	MA	OK	OR	TX	VA	CAC*
Learners are provided opportunity to reflect on information (through items such as embedded questions)	√		√			√		√
Learners are given opportunity to collaborate with other learners	√		√					√
Learners are given opportunities to check their progress or assess their own learning during the lesson	√	√	√	√	√	√	√	√
Simulations of real-life situations are provided	√	√	√	√	√	√	√	√
Learners are asked to apply information to real-life situations	√	√	√	√	√		√	√
Multiple sensations are used by the learner  Textual Verbal (auditory) Visual (visual layout/appeal) Kinesthetic / tactile	√	√	√	√	√	√	√	√
Learners are given opportunity to link information being presented to their own life or personal/professional experiences	√	√	√		√	√		√
Learners are given the opportunity to evaluate information being presented and construct their own knowledge	√					√		√

Area	AK	CA	MA	OK	OR	TX	VA	CAC*
<b>Training Policies</b>								
Preceptor / mentor guidelines or policies available	√	√		√	√		√	
Trainee allowed to “test out” of training	√	√			√			
Final test required for certification / competency evaluated Knowledge Practical/ “Hands-on”	√		√	√			√	
<b>Program Design</b>								
Use of activities with preceptor/mentor/supervisor or at Local Agency	√	√	√	√	√		√	√
Trainees required to conform to specific time schedule (“classes” start/stop at specific time) Synchronous Asynchronous	√		√					√
Contract with agency outside of WIC utilized	√			√				
Different levels of paraprofessional certification are available			√					

### Key to Colors and Abbreviations



**VENA competencies**



**FNS Nutrition Service Standards**



**Western Region Specifications for CPA competencies in addition to FNS Nutrition Service Standards and VENA competencies (per March 2007 meeting)**

## ***Review of Other USDA Food Assistance Programs and Other Organizations***

Other USDA Food Assistance Programs and Other Organizations providing training in the areas of interest were reviewed. It was identified that some agencies provide excellent training but not all agencies provide training on topic areas closely related to the needs of the Western Region WIC Programs. The information obtained from the review of these programs will be presented here. There may be specific topic areas that are covered by an agency that would be of interest to states in the Western Region.

### **University of New Hampshire Cooperative Extension Extended Food and Nutrition Education Program/Food Stamps Nutrition Education (EFNEP/FSNE)**

The University of New Hampshire Cooperative Extension EFNEP/FSNE employs and trains paraprofessionals. These staffs are trained to teach groups of youth or adults, conduct individual home visits, and collaborate with other agencies for program planning. The training topics offered at initial or follow-up include: principles of life-cycle nutrition; issues specific to maternal and child nutrition; basic nutrition education; breastfeeding promotion and support; educational techniques; multicultural awareness; appropriate referrals; adult learning techniques and group facilitation. All staffs have the opportunity to meet face-face regularly, and live-training is provided by senior staffs. Teaching methods include small group discussion, paper and pen modules, and interactive online trainings. Staff competencies are evaluated annually or every six months via observations.

### **Oklahoma State University- Cooperative Extension Service**

Oklahoma State University Cooperative Extension Service employs and trains paraprofessionals. Their job duties include recruiting and teaching participants. They are active State Nutrition Action Plan (SNAP) partners and seeking to share training opportunities with WIC at the state level. They are working to use similar USDA messages with program participants. The training topics offered at initial or follow-up classes are inclusive of those listed above under the University of New Hampshire, as well as Customer Service practices and some Critical Thinking training. Their training delivery is by video, power point, peers, lectures, downloaded modules and interactive online training. Staff competencies evaluations are done via observations or written within 3 months of hire and annually. Additional training topics presented are multimedia technology.

Paraprofessionals receive 120 hours of training within the first 90 days of hire. Most content areas we surveyed for are included in the face-face initial training. After the intensive 3-week, initial training, paraprofessionals are evaluated on skills-based competencies. Observation and a written post-test assess knowledge of curriculum content.

Most materials are available electronically. Nutrition educators do most of their teaching with a laptop, so the training models this format utilizing power point presentations, web-based training, and videos.

Although the initial training emphasis is learning the curriculum, staffs receive training on recruiting and adult teaching. Critical thinking and communication skills are built into the training methods. They also receive training on cultural awareness for teaching Native American and Hispanic participants.

Oklahoma recognizes the benefit of hiring paraprofessionals who have good people skills and love to teach. They also try to provide personal growth and development opportunities to help recruit, motivate and retain staff. Paraprofessionals are encouraged to seek additional computer training, but no funding support is available.

Oklahoma's Extension Service model for training paraprofessionals is very adaptable. Electronic and web-based materials are cost-effective for other programs to use. The emphasis on hands-on computer learning and training may be useful to the Western Region as more training programs rely on advanced technology.

## **Cornell University Extension**

Cornell University provides nutrition education, research, and service to the community through the Food and Nutrition Education in Communities programs. This institution provides training for over 250 paraprofessionals employed by New York's FSNE and EFNEP programs. FSNE and EFNEP paraprofessional educators are trained the same, but are managed, organized and administrated differently.

EFNEP is led by four Administrative staffs, 8 Regional Nutritionists, and 35-40 professional Nutrition Educators divided across 15 counties. Approximately 120 paraprofessional staffs are trained to provide nutrition education to groups and individual participants. Professional and paraprofessional staffs share responsibilities such as outreach, referrals, and recruitment. The Regional Nutritionists are responsible to coordinate training, though they also have duties in the counties in which they serve.

Cornell's program has an excellent model for training paraprofessional staffs. The paraprofessional training program, called "Navigating for Success" emphasizes hands-on food, nutrition and physical activity learning. The training curriculum is broken into 19 units, and provides approximately 120 hours of training. Training can be condensed into 1 unit per week or stretched out to 1 unit per month as scheduled by the trainers.

On-line, downloadable modules are available for trainees, facilitators, and supervisors. An additional handbook titled, "Taking the Helm" is geared to support new supervisory staff in implementing the training.

The training units are designed to engage the learner. This format serves as a model for how educators will teach the curriculum in the communities. Education and training are based on 4-A's "Anchor – Add – Apply – Away". This structure is geared for the adult learner in which information is "anchored" to personal point of reference before new education is "added". An activity in which the learner can physically do helps "apply" new material before asked to look "away" into the future to make specific behavior changes.

Training content is focused on program information, communication strategies, food preparation and safety, nutrition and physical activity, and lifecycle nutrition. Computer training is not emphasized as staffs do not use a computer in teaching any of the curriculums to participants. Educators are evaluated by a "teach-back" method which includes demonstration and observation. No written knowledge test is required as emphasis is placed on teaching skills and engaging the participant.

### **University of Wyoming EFNEP & FSNEP Nutrition Programs**

The University of Wyoming EFNEP & FSNE Programs utilize and train paraprofessional nutrition staffs. Thirty-five (35) staff members are employed in 23 different counties across Wyoming. On average, 6 new staffs are trained each year. Two annual face-face meetings are held at the State office. Topics include program updates, agency sharing, and additional training on nutrition, poverty, recruiting, and communication.

New educators attend live training on job duties, program basics, cooking labs, nutrition education, and teaching skills particular to the 16-lesson curriculum. They also receive training on recruiting participants, motivational interviewing, and communication. Trainings are taught by State Staff or other seasoned Program educators. New staffs return to their regions for one month to practice teaching skills, meet community partners, and continue training with an assigned "mentor", a seasoned Program Educator. Finally, new staffs return to the State agency for a final training where they "teach-back" one of the 16 lessons and learn the computer database program and other administrative reporting procedures. A competency-based "certification test" is required after two years of employment.

An initial training manual is provided to each county office in both CD and paper format. Program updates and forms are supplied electronically. The manual is divided into four-sections, with one section focused on life-cycle nutrition and meal preparation basics. Paraprofessional staffs are trained to provide the

lessons from the manual. They are not trained to assess nutrition risk or provide individual nutrition counseling. They refer to their State agency or a community partner agency, such as WIC, for additional nutrition counseling or high risk needs.

Wyoming FSNE and EFNEP share education resources with WIC at a local level but less collaboration exists between these programs at a State level. Wyoming has shared resources with other states, though no official collaborations or partnerships exist.

### **University of Idaho, FSNEP**

University of Idaho, FSNEP employs and trains paraprofessionals. Their job duties involve conducting nutrition, food safety, and food resource management classes to Food Stamp participants and eligible adults and youth. The training topics offered initially or at follow-up are inclusive of those listed above under the University of New Hampshire, except for counseling methods, motivational interviewing and group facilitation. The initial training is for six weeks and it is followed by monthly trainings and updates done by Extension Educators and Program Coordinators. Trainers have a nutrition background or other appropriate field. Their training delivery methods include individual, group and by video.

### **University of Illinois Extension Services**

The University of Illinois Extension Services employs and trains paraprofessionals. The website <http://wellnessways.uiuc.edu> provides materials from Louisiana State University as well as their own training materials, titled “4-A’s”. Training methods include job shadowing. Paraprofessionals have the requirement to come from the community they serve. Regular monthly trainings take place across the state. Staffs are certified so they can teach in other programming sites.

### **University of Alaska Fairbanks Cooperative Extension Services**

Alaska’s Cooperative Extension program employs paraprofessional staffs to provide nutrition education. However, a structured training program or manual is not utilized. Typically, their State Director travels to new trainees’ sites to provide program orientation. Site Supervisors provide additional hands-on training. Also monthly teleconferences provide training and continuing education. No funds are available for face-face meetings due to the extremely high costs to travel in Alaska.

## Santa Fe Community College

Santa Fe Community College (SFCC) in New Mexico offers several on-line nutrition courses for college credit. Course numbers, titles, credits, and a brief description of the course is detailed in the following table:

<b>Course Number</b>	<b>Online Course Title</b>	<b>Description</b>	<b>Credits</b>
NUTR 121	Dietary Guidelines	Presents and explains in detail the “Dietary Guidelines for Americans” developed by the U.S. Department of Agriculture and the U.S. Department of Health and Human Services. Offered: Occasionally.	1
NUTR 200	Nutrition 1	Presents basic principles of nutrition, including functions, interactions and human requirements of micro- and macronutrients and their roles in maintaining optimum health throughout the life cycle. Offered: Fall and Spring.	3
NUTR 205	Nutrition in the Life Cycle	Presents and explains the specific nutritional needs and recommendation for all phases of the human life cycle: pregnancy, infancy, childhood, adolescence, adulthood and the elderly. Offered: Occasionally.	3
NUTR 208	Nutritional Assessment	Presents the basic principles used in the anthropometric, biochemical, laboratory and dietary assessment of individuals. Offered: Occasionally.	3
NUTR 209	Nutrition in Chronic Disease	Reviews the relationship between nutrition and obesity, diabetes, hypertension, heart disease and cancer. Dietary strategies for prevention and management of these chronic diseases are also examined. Offered: Occasionally.	3
<b>Course Number</b>	<b>On-Site Course Title</b>	<b>Description</b>	<b>Credits</b>
NUTR 206	Community Nutrition	Explores food and nutrition issues and programs related to individuals, families and groups living in a defined area. Offered: Fall and Spring.	3

All student/ instructor interactions, course materials, and required assignments for online courses can be accessed through the Blackboard Learning Management System. Students are required to log on using a protected username and password.

Contact information for Santa Fe Community College:  
 Main page: <http://www.sfccnm.edu/sfcc/pages/964.html>  
 6401 Richards Avenue  
 Santa Fe, NM 87508-4887  
 505-428-1000  
[info@sfccnm.edu](mailto:info@sfccnm.edu)

## Central Arizona College

Central Arizona College offers on-line nutrition courses for college credit. The home page is <http://www.centralaz.edu/x647.xml> and a complete listing of all nutrition courses is available at <http://www.centralaz.edu/x653.xml#Online>.

Within their Nutrition & Dietetics Careers, they offer a specific “WIC Nutrition Assessment Certificate”. The WIC Nutrition Assessment Certificate provides the opportunity for individuals to develop skills and competencies in the areas of food, nutrition and health necessary for careers in public health nutrition. Curriculum matches VENA competencies. More information on registration and a downloadable brochure can be found at <http://www.centralaz.edu/x3131.xml>.

The course numbers, titles, brief descriptions and credits of the courses required to complete this certificate are outlined in the following table:

Course Number	Course Title	Description	Credits
NTR 104	Nutrition	An introductory study of the optimal diet for health and fitness, principles of basic nutrition, and nutritional needs throughout the life cycle.	3
NTR 134	Healthy Weight for Kids	Presents an overview of challenges and strategies that can help children achieve and maintain healthy weights to reduce the incidence of chronic health conditions, including diabetes, heart disease, and others.	1
NTR123	Nutrition Throughout the Life Cycle	The study of nutrition assessment and interventions throughout various stages of life with emphasis on factors influencing normal growth and development including nutrition, physical activity and socioeconomic factors.	3
NTR127	Breastfeeding and Human Lactation	Introduction to breastfeeding principles for the health care professional. It is the prerequisite to the Certified Breastfeeding Counselor course. Covers the decision to breastfeed, basic anatomy and physiology	1

		of milk production and consumption, normal breastfeeding, feeding behaviors, growth patterns, nutritional needs, and breastfeeding concerns.	
NTR 272	The Certified Breastfeeding Counselor	A collaborative course between clinical and public health lactation professionals in Arizona, providing the necessary skills to educate and support the breastfeeding mother. It provides greater details about breastfeeding issues and special challenges and situations. Students completing NTR127 and NTR272 receive a certificate of achievement as Certified Breastfeeding Counselor and also meet the education prerequisites in lactation management of both the International Board of Lactation Consultant Examiners (IBLCE) and the Breastfeeding Support Consultants (BSC) Pilot Project.	1
NTR 222	Nutrition Assessment	Covers the anthropometric, biochemical, clinical, dietary, and behavioral evaluation and assessment of nutritional status throughout the life cycle.	3
NTR 232a	Food and Culture	Covers customs and cultures as they relate to food as well as to knowledge, attitudes and behaviors of wellness and disease prevention.	1
NTR 232c A I	Changing Behaviors	Presents counseling techniques as they relate to food, knowledge, attitudes and behaviors of wellness and disease prevention.	1
NTR 220 s	Community Nutrition Field Experience	Provides applied concepts of nutrition screening and assessment in public health and community settings.	2

t  
Student / instructor interactions, course materials, and required assignments for online courses are available through the Blackboard Learning Management System. Students are required to log on using a protected username and password.

Contact information for Central Arizona College:

Dietetic Education Program  
800-465-1016 or 520-494-5497  
nutrition@centralaz.edu  
www.centralaz.edu/nutrition

## WIC Works Resource System

The WIC Works Resource System has a variety of training on specific competencies identified as important by the WR (see Appendix C). Self paced online training modules developed for WIC Works include:

- Communicating with Participants
  - Providing Quality Customer Service
  - Communicating with Low Literacy Audiences
  - Working in a Multicultural Environment
  
- Counseling Skills
  - Using Facilitated Discussion
  - Introducing Motivational Interviewing
  - Applying Motivational Interviewing
  
- Reaching Participants through WIC
  - Getting the Word Out: Program Outreach
  - Connecting Participants with Support Services
  - Making Nutrition Education Fun and Attractive
  
- Health and Nutrition
  - Feeding Infants and Children Safely
  - Breastfeeding Promotion and Support
  - Herbs and Supplements: What You Should Know

WIC Works also has an Education and Training Materials Database where other training modules and information can be found. Two trainings available that specifically meet the requests of the WR include:

- Civil Rights Training (Louisiana 2006)
  - This training piece is a PowerPoint presentation developed for Louisiana WIC. It has some state specific content, but the majority of the information would be useable by other states.
  
- Exceptional Client Service Online Training Module (Connecticut)
  - This is an excellent online training module that covers customer service include communication skills. There are video clip scenarios included. It is very well done and could be used by any state.

## **Task 4: Summarize Feedback Survey Results**

Following the in-depth review of WIC CPA paraprofessional training programs, the Western Region WIC state and ITO agencies were provided a feedback survey online. Nine of thirteen (69%) agencies responded to the survey. The survey questions and results can be found in Appendix I. The goal of the survey was to more closely identify the specific needs of the Western Region so that 2-3 WIC CPA paraprofessional training programs could be recommended.

Based on the feedback surveys that were completed, the following conclusions have been drawn related to the needs of WIC states agencies in the Western Region:

- WIC state agencies are interested in both a complete training program and pieces of training that could be utilized.
- The majority of WIC state agencies have some type of training model, but are looking for ways to improve it.
- Most agencies have limited ability to bring paraprofessional CPA trainees into one location for training.
- Local Agency Nutritionists have little time to work with trainees.
- Most agencies have websites, videoconferencing capabilities, high speed internet access, computers with sound, email, and DVD players available for trainees.
- Few states have secure training budgets in the form of a NSA budget line item.
- WIC states agencies generally need new staff trained quickly (less than 6 months, some need less than 3 months)

Comparing these needs to the programs that received an in depth review, the following criteria have been identified to select the 2-3 programs most easily used or adapted by the Western Region WIC state agencies:

- Programs that cover most competency areas required by an entry level CPA paraprofessional and are already in a standardized format.
- Programs that utilize higher level technology to increase the amount of learning that a trainee can do with limited interaction with Local Agency Nutritionists or preceptors.
- Programs that have content available via the internet.
- Programs in which trainees can complete the materials in less than six months.

A brief discussion of each agency that received an in-depth review of materials will be provided here related to these criteria.

### **Alaska**

Alaska's content covers most competency areas of interest. They utilize the Blackboard Learning Management System for delivery of courses. A formatted curriculum exists that identifies where each competency is included in the training program. Alaska WIC has utilized technology to enhance the interactivity of the modules to include video clips,

interactive case studies and self-assessment questions, and Flash learning objects. Work with a preceptor is still necessary, but there is some interactivity in the online portions of training. The majority of Alaska's modules are available to guest users via the internet. There is one class within Alaska's curriculum that requires registration and is offered at a specific time, which could limit how quickly a trainee could complete training depending on how frequently this course is offered.

### **California**

The California WIC modules cover the majority of the competencies of interest and are organized in logical "Tasks" that a paraprofessional CPA would be conducting. The modules are online in a PDF format and do not utilize technology to allow interactivity within the modules. All interactivity would be with the Local Agency Nutritionist or supervisor. The modules are posted on the internet, but these are to print and there are not any online learning opportunities. The program could be completed quickly as long as there was time in the Local Agency.

### **Massachusetts**

Massachusetts WIC covers many of the competency areas of interest. All training is conducted in a live format, therefore technology is only used in the form of live computer training. There are not training opportunities available via the internet. The training program requires individuals to come to live training so that training schedule, in addition to time available in the local agency, would determine how quickly a trainee could move through training.

### **Oklahoma**

The Oklahoma WIC training program covers most competency areas of interest. They use the Blackboard Learning Management System for delivery. With this, they utilize that technology to allow multiple choice quizzes to be immediately graded to give the user feedback. They also make use of streamed video content in some courses. The majority of content is available to guest users over the internet. The courses are all self-paced and therefore could be completed as quickly as desired, as long as there was local agency staff to assist with the hands-on activities.

### **Oregon**

Oregon WIC provides training in most competency areas of interest, however the modules for many of the areas have not yet been updated. The modules are posted online in a PDF format for print, but technology is not utilized to allow online learning. The modules are set up in a self-paced format to allow a trainee to complete them at their own pace.

### **Texas**

Texas WIC has content on many of the competency areas of interest, but it is not organized into a standardized training program. Much of their content is available via satellite courses however these are only available to view in Texas WIC clinics. Emulating this would take considerable state staff time and the technology to have the satellite system. Some self-paced modules are available in PDF format online, but no actual online learning is incorporated. In Texas, the satellite courses are offered frequently which would allow a

trainee to work through training reasonable quickly, but if a similar program was implemented in another state, the courses may not be offered as frequently.

### **Virginia**

Virginia WIC covers the majority of competencies examined. The modules were developed to be in a general format, so there are little state-specific materials. However, updates are being made with state-specific content. Technology is utilized to allow interactivity within the module including self-check type questions, case studies, and some streamed video. The content is available via the internet with a username and password that could be provided by Virginia WIC. Virginia WIC is currently using the Blackboard Learning Management System, but is looking to move outside of that system. The modules are designed in a self-paced format and therefore could be completed at the trainee's pace.

### **Central Arizona College**

Central Arizona College's WIC Nutrition Assessment Certificate covers the majority of competencies of interest. The courses are standardized with formal curriculum and are currently available for a fee to anyone interested in taking the courses. The interaction with instructors in each online course can help limit the time needed by the Local Agency Nutritionist for training supervision. There is not a high level of technology utilized to incorporate multimedia within most of the courses. How quickly a trainee could complete the entire program would depend on frequency of course offerings.

## Task 5: Provide Final Recommendations

The results of the feedback survey indicate that WIC states agencies in the Western Region generally have limited staff time and budget for developing and conducting training both at the State and Local Agency levels. Many states also have a relatively small number of trainees making it difficult to deliver training in a format that is not self-paced (the training is then not offered frequently enough to get trainees through the program in a timely manner). However, the format of printed, self-paced modules requires all interaction to be held at the Local Agency which poses a staff time problem.

Distance or online education appears to be the most realistic method of delivering training that meets the needs of the Western Region WIC state agencies. In order for distance learning to be an effective teaching strategy, technology must be carefully selected and appropriately utilized. Distance education and online learning have been defined in a variety of ways. In its simplest meaning, distance education simply implies that the learner and instructor are not in the same location. This could range from correspondence study to highly interactive online instructional strategies. Anderson & Elloumi's (2004) define *online learning* as:

“The use of the internet to access learning materials; to interact with the content, instructor, and other learners; and to obtain support during the learning process, in order to acquire knowledge, to construct personal meaning, and to grow from the learning experience.”

This definition underscores that online learning is more than making content available on the internet, but rather using the internet as a medium of instruction.

This project has reviewed a wide range of training programs. The programs that were reviewed most in depth due to their potential for use or adaptation by the Western Region WIC state agencies were Alaska, California, Massachusetts, Oklahoma, Oregon, Texas, and Virginia WIC Programs and Central Arizona College's WIC Nutrition Assessment Certificate Program. Massachusetts trains in an entirely live format, making it less conducive to meeting the training needs of the Western Region. Texas utilizes technology that is very specific to the Texas WIC Program, also limiting its direct use by the Western Region. California WIC has very strong content areas, but the format is limited to printable documents. Oregon WIC has updated some modules which contain quality, up-to-date content, but are also only available in printable format (no online interactivity). Alaska, Oklahoma, Virginia, and Central Arizona College all use the Blackboard Learning Management System to deliver online training. Of these programs, Oklahoma and Alaska are currently available to anyone through guest user access, with quizzing items only available to registered users. The Virginia modules are available if a username and password is requested from Virginia WIC. Central Arizona College offers courses for the standard College credit fee; anyone could enroll in these courses. The Alaska and Virginia programs incorporate more interactivity within the modules to engage the learner and help the learner assess their own progress. Central Arizona College's courses incorporate more

interactivity with an instructor and between students by offering courses at certain time with regular assignments, online discussion topics, and interaction with the instructor.

Based on the considerations discussed, the Alaska and Virginia WIC Programs and Central Arizona College are believed to have the strongest online delivery and could be utilized or adapted by other states. California, Oregon, and other agencies have specific modules with excellent content that could be incorporated into other training programs.

# Future Directions and Considerations

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The goal of this project was to do a thorough review of WIC state agencies' paraprofessional training programs in order to recommend 2-3 programs to the Western Region that could be immediately used or easily adapted for WIC paraprofessional staff training. Over the course of this project, it became clear that there is a wide range of training needs, currently available training, and methods of delivery. Each state and region has unique strengths and challenges.

Traditional face-to-face group or individual training has become increasingly challenging in many states due to the cost of this type of training, limited training staff and space, and paraprofessional staff turnover. Agencies are looking toward alternative delivery methods for training. The time and expertise needed to develop training materials are substantial.

The implementation process of VENA has required all states to evaluate the training they offer and often look to enhance their training programs. This creates a unique environment for collaboration. States are generally feeling a need to seek available resources as opposed to creating all their own. The final recommendations of this project seem to more appropriately serve as a starting place for planning ways to collaborate and maximize the use of limited resources.

A transition toward online delivery poses challenges in maintaining the quality of training and ensuring compatibility of various training components. If the Western Region WIC state agencies are moving toward increased online delivery of staff training, it is imperative that funding and systems be established to create *quality* online training. Self-paced modules are one format of online delivery, however they do not allow for the most effective teaching strategies to be utilized. Courses which have a more structured schedule, with timelines and access to an instructor have the potential to improve learning.

Examples of online teaching strategies available to instructors of a course with a specific schedule that is not available in self-paced modules include:

- Due dates to assist with organization and motivation for learners
- Synchronous communication such as teleconferences, chat sessions, and online meeting sessions
- Opportunities for learners to build a community among themselves and learn from the experiences of other learners
- The ability to have discussions that stimulate critical thinking skills, cultural sensitivity, application of information, and improved communication
- The opportunity to invite guest "lecturers" to the online "classroom"

Particularly with the transition to more online training, there is great opportunity to realize cost savings by collaboration. The format of training, including software and delivery systems, can become a barrier to sharing information from state to state if this is not considered prior to collaboration. If incompatible software is used it may be difficult or impossible for states to directly share training pieces. Additionally, states may need guidance in the appropriate use of online training, how to blend online training with face-to-face training, and how to create quality online training courses or modules.

A significant issue in the Western Region is the small learning groups (trainees requiring training at the same time) in each state. If core standardized training was available online to all Western Region WIC state agencies, the specific “courses” could be offered more frequently therefore allowing trainees to receive a higher quality program while still completing training in a timely fashion.

For example, if one agency offered a course that was not self-paced and was offered on a specific time schedule with required weekly assignments, it would be challenging to offer this frequently enough to train staff in a timely manner. If trainees from multiple states were included, the training could be offered multiple times throughout the year, allowing for more flexibility in training schedule.

For successful collaboration in online training development and delivery, there needs to be a strategic plan that addresses software compatibility, quality online training principles, training needs of the trainers, potential trainee pool, and access to the training content. With careful planning there is great potential for higher quality training at a reasonable cost.

# Appendices

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- Appendix A: FNS Nutrition Service Standards
- Appendix B: VENA Essential Staff Competencies
- Appendix C: Western Region Nutritionist March 2007 Meeting summary of competencies needed in staff
- Appendix D: Online Survey Questions
- Appendix E: Telephone Interview Protocol
- Appendix F: Initial Survey Results
- Appendix G: Summary of Individual Telephone Interviews
- Appendix H: Review of WIC CPA Paraprofessional Training Programs for Individual Agencies
- Appendix I: Feedback Survey Results

## **Appendix A: FNS WIC Nutrition Service Standards for Training the WIC CPA**

- Nutrition risk determination
- Food package prescriptions and nutrition tailoring
- Appropriate referrals
- Basic nutrition education and breastfeeding promotion and support
- The need for an individual care plan and its development for low-risk and high-risk participants
- Educational and counseling methods/techniques, including cross-cultural counseling skills
- Cultural competencies related to the population served
- Customer service practices
- Issues specific to maternal and child nutrition

## **Appendix B: VENA Essential Staff Competencies**

- Principles of life-cycle nutrition
- Nutrition assessment process
- Anthropometric and hematological data collection techniques
- Communication
- Multi-cultural awareness
- Critical thinking

## **Appendix C: Western Region Nutrition Coordinator March 2007 Meeting Summary of Competencies needed in staff and VENA Self-Evaluation of Training**

### **Competencies Identified as Needed by a CPA**

- State Information Systems
- Prescribing food packages
- Identifying and referring to appropriate community resources
- Environmental and family dynamics
- Program integrity (client, staff, vendor)
- Program overview (certification periods, categories, food instrument use, income determination)
- Competency in technology
- Basic office equipment (copier, phone, VCR/DVD)
- Writing care plans
- Outreach
- Civil Rights
- Confidentiality
- Principles of life-cycle nutrition
- Communication
- Critical thinking
- Multicultural awareness
- Nutrition assessment process
- Anthropometric data collection techniques
- Hematological data collection techniques

### **WR VENA Self-Evaluation Summary: Staff Training**

The VENA self-evaluation items related to training currently offered by individual states and competencies assessed were addressed in the initial survey for this project.

For the purposes of recommending training programs to the Western Region, the identified trainings needed are summarized here.

### **Trainings Needed**

- 3-Step Counseling strategies
- Counseling (x2)
- Critical thinking (x7)
- Communication (x6)
- Multicultural awareness/cultural sensitivity (x5)
- Participant-centered nutrition care plans / goal setting (x4)

- Standard documentation
- Follow-up practices (x2)
- Rapport building (x2)
- Civil rights
- State computer training
- Customized training
- Skills reinforcement
- Health outcome orientation to assessment (x2)
- Lifecycle nutrition
- Dietary assessment tools or systems
- Stages of Change

## Appendix D: WR VENA CPA Training Project Initial Survey

The purpose of this survey is to learn more about the training your State provides to WIC paraprofessionals. Please answer each question as completely as possible. For the purpose of our project, WIC paraprofessionals are staff involved in the certification of WIC participants OTHER than:

- Dieticians
- Physicians
- Registered Nurses
- Physician's Assistants
- Nutritionists (bachelor's or master's degree in Nutritional Sciences, Community Nutrition, Clinical Nutrition, Dietetics, Public Health Nutrition or Home Economics with an emphasis in Nutrition)

**Name of Person Completing Survey:** \_\_\_\_\_

**State or WIC Agency:** \_\_\_\_\_

**1. Which of the following tasks do WIC paraprofessionals conduct in your State? (check all that apply)**

- Determine nutrition risk
- Prescribe supplemental foods
- Provide nutrition education
- Other (please specify)

**2. Does your WIC agency train paraprofessional staff?**

- Yes
- No

**3. If you do not currently train paraprofessional staff, do you have plans for developing a paraprofessional staff training program?**

- Not applicable
- No
- Yes (please explain)

**4. Do you know of any non-WIC agencies or programs who offer paraprofessional competency-based training that we should contact?**

No

Yes (please provide contact information here)

**5. What are the titles for your paraprofessional staff that determine risk, prescribe supplemental foods and provide nutrition education? (List all titles)**

**If you answer “no” to question #2 (you DO NOT train paraprofessional staff), please skip questions 6-17, and continue the survey with question 18 and complete the rest of the survey.**

**6. Does your WIC agency partner with any other training institute, agency, contractor or State to conduct paraprofessional staff training?**

No

Yes (please describe with whom you partner)

**7. Please check all content areas your training program includes indicating when it is provided (check all that apply):**

<b>TOPIC AREA</b>	<b>Do not offer this training</b>	<b>Offered at initial training</b>	<b>Offered as follow-up</b>
Customer Service practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anthropometrics and Hematological data collection techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nutrition risk determination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food package prescriptions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Principles of life-cycle nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Issues specific to maternal and child nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic nutrition education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Breastfeeding promotion and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The need for individual care plan and its development for low-risk and high-risk participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multicultural awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cross-cultural counseling skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultural competencies related to the population served	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate referrals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult Learning techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivational Interviewing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group Facilitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**8. Does your training program evaluate competency (knowledge and performance skills) in the following areas? If so, when?**

<b>TOPIC AREA</b>	<b>During / following initial training</b>	<b>Quarterly</b>	<b>Every 6 months</b>	<b>Annually</b>	<b>Other</b>	<b>We do not evaluate competency in this area</b>
<b>Customer Service practices</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Anthropometric and Hematological data collection techniques</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Nutrition risk determination</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Food package prescriptions</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Principles of life-cycle nutrition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Issues specific to maternal and child nutrition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Basic nutrition education</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Breastfeeding promotion and support</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The need for individual care plan and its development for low-risk and high-risk participants</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Educational techniques</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Counseling methods</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Multicultural awareness</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Cross-cultural counseling skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TOPIC AREA	During / following initial training	Quarterly	Every 6 months	Annually	Other	We do not evaluate competency in this area
Cultural competencies related to the population served	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate referrals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult Learning techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivational Interviewing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group Facilitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. What method (s) do you use to evaluate that competencies (knowledge and performance skills) have been met? Please check all methods that apply for each item.

TOPIC AREA	Observation	Written	On-line	Other	We do not evaluate competency in this area
Customer Service practices	<input type="checkbox"/>				
Anthropometrics and Hematological data collection techniques	<input type="checkbox"/>				
Nutrition risk determination	<input type="checkbox"/>				
Food package prescriptions	<input type="checkbox"/>				
Principles of life-cycle nutrition	<input type="checkbox"/>				
Issues specific to maternal and child nutrition	<input type="checkbox"/>				
Basic nutrition education	<input type="checkbox"/>				

TOPIC AREA	Observation	Written	On-line	Other	We do not evaluate competency in this area
Breastfeeding promotion and support	<input type="checkbox"/>				
The need for individual care plan and its development for low-risk and high-risk participants	<input type="checkbox"/>				
Educational techniques	<input type="checkbox"/>				
Counseling methods	<input type="checkbox"/>				
Multicultural awareness	<input type="checkbox"/>				
Cross-cultural counseling skills	<input type="checkbox"/>				
Cultural competencies related to the population served	<input type="checkbox"/>				
Critical thinking	<input type="checkbox"/>				
Appropriate referrals	<input type="checkbox"/>				
Adult Learning techniques	<input type="checkbox"/>				
Motivational Interviewing	<input type="checkbox"/>				
Group Facilitation	<input type="checkbox"/>				

10. Does your training program include any content or topics that have not been mentioned?

- No
- Yes (please list)

**11. How often do you bring paraprofessionals together in one place for training?**

- Always
- Sometimes
- Rarely
- Never
- Other (please specify)

**12. Please check the teaching method (s) used in your training program (check all that apply)**

- Individual live training
- Group live training
- Paper and pen modules
- Downloaded modules or manuals
- Interactive online (internet or cd-rom training)
- Video Conferencing
- Other (please specify)

**13. What technological or equipment support is required to participate in the training (check all that apply)?**

- Specialized computer program (s)
- Specific computer equipment (hardware)
- Internet access
- Videoconferencing
- Teleconferencing capabilities
- Other (please specify)

**14. How many hours of training are required for the completion of all modules/lessons in your training program?**

- 1-25
- 26-49
- 50-74
- 75-99
- 100-125
- More than 125
- Do not know

**15. Is your training program available to other states?**

- No
- Yes (please describe in what way)

**16. Does your training policy permit paraprofessionals to substitute on-the-job experience for required training hours?**

- Yes
- No

**17. Is there any type of college or post-secondary education credits associated with the paraprofessional training?**

- Yes
- No

**18. For your WIC agency, who could we contact to answer training related question?**

First Contact

Phone Number

Email

Second Contact (if applicable)

Phone Number

Email

**19. Please use this space to provide any comments related to this initial survey or other information you would like to provide us.**

**Thank you for your time and participation. Please fax your completed survey to the University of Alaska Anchorage WIC Training Program at (907) 786-1436.**

## **Appendix E: WR VENA CPA Training Project Telephone Interview Protocol**

### **I. OVERVIEW AND BACKGROUND OF THE PROJECT [5 minutes]**

My name is \_\_\_\_\_ and I work for [University of Alaska Anchorage/the Alaska WIC Program]. As you know, we are conducting a review for the Western Region WIC Agencies about existing training initiatives for paraprofessionals. Findings from this review will be used by the Western Region WIC agencies to adopt, adapt and develop training for paraprofessionals. We appreciate your participation in our initial survey. We compiled the data from that survey and based on that data, we have selected states that we would like to interview for more detailed information. Your state was selected for this telephone interview because you train on several competency areas we are looking at and you provide training in a way that may be adaptable by other states.

During this telephone interview, we will cover a few key areas about your training program. These include:

- The content areas included in your paraprofessional training program
- How you evaluate competency in each content area
- How your training programs is organized, managed and evaluated
- How your training program utilizes adult learning techniques
- The extent to which your training program may be adapted to other contexts

The information will be used to develop a report for the Western WIC agencies detailing the existing training initiatives, their adaptability, as well as including successes, challenges, and lessons learned by training program managers. We welcome any comments you have related to this.

We anticipate this interview will last up to about an hour. Are you able to do this at this time or can we schedule a time for this interview?

### **II. ABOUT YOU (5 minutes)**

To begin, I'd like to review your role in WIC and with the WIC paraprofessional training program.

1. What is your job title and what are your major job responsibilities?
2. How were you involved in the initial development of your paraprofessional training program?

3. How are you involved in the implementation of your paraprofessional training program?
4. Approximately how much time per week or per month do you currently spend on the training program? Has your time on the initiative increased or decreased over time, and if so why?

*Comments Related to person being interviewed:*

### **III. CONTENT AREAS INCLUDED IN TRAINING (15 minutes)** *(Relates to Domain I: Content Area)*

Let's now turn to the content areas included in your agency's training program.

5. First, please provide a brief overview of your training program.  
[Probes]
  - Who is the target audience for the training? (Who comes to the training?)
  - What are the goals of your training program?
  - Who conducts the training/how is training conducted?
  - How often?
  - How long has the training program existed?
  - How many staff are trained each year?
  - What training methods are used? [lecture, computer interactive, role play, demonstration]
6. According to the survey you completed you include the following content areas in your training program:  
[List]

Is this correct?

In addition to these content areas, do you train on your State WIC Computer system? If so, how do you conduct that training?

Probes for whether this is working well for them, if this is challenge for them, if they have good ideas for efficient and effective computer training.

7. I'd like to understand the level of emphasis placed on each content area.
  - Of the ones that we've listed which are emphasized the most (most time spent on them, competencies associated with them, etc)?
  - Which are emphasized little?
  - Are there topics you wish you could emphasize more? Less? Why?
  - Overall, how satisfied are you with the topics that your training program covers? What works well and why? What could be improved?
  - How, if at all, was this training program (as a whole or in pieces) evaluated? What were the results? What modifications were made based on this evaluation?

*Score Domain I: Content Area*

1    2    3    4    5    6    7    8    9    10

*Scoring Description:*

*In the domain of content area, consider both depth and breadth of training. A program scoring a 1 would indicate few training areas are covered and/or training areas are covered very briefly. 10 would indicate that a significant number of training areas are covered and/or the training topics are in depth and well-developed.*

*Comments Related to Domain I: Content Area*

**IV. COMPETENCY DEVELOPMENT AND EVALUATION (10 minutes)**

*(Not related to a specific domain)*

Next, I would like to discuss how competencies are identified and evaluated.

8. From your completed survey we saw that you evaluate competencies in the following content areas:

[List]

Is this correct?

9. How were the competencies developed?
10. How satisfied are you with the competencies identified? What works well? What could be better? Why?
11. [FIRST REVIEW HOW COMPETENCIES ARE EVALUATED] From the survey it appears you typically use [monitoring, staff reviews, etc] to evaluate competencies. Is this correct? How satisfied are you with the tools your agency uses to evaluate competencies? What works well? What could be better? Why?
12. How is what you learn through evaluating competencies (ie. What staff are doing well with or struggling with) fed back into the training program?

*Provide comments related to evaluation of competencies. In this area, there will not be a specific score, but in your comments, consider that structured competency evaluation probably indicates a more advanced/ well-designed training program, however lack of competency evaluation does not necessarily mean the training materials are not strong.*

## **V. ORGANIZATION AND MANAGEMENT (15 minutes)**

*(Relates to Domain II: Quality of Training Related to Development and Maintenance)*

The next few questions are about how your program is developed and maintained.

13. Please describe the staffing structure of your training program.  
[Probes]
  - Number of FTEs
  - What are the basic qualifications for your trainers? Are they provided any additional training by WIC or other organizations to build their skills as trainers?
  - What are the communication and coordination mechanisms between the training program/staff and the rest of the State WIC administration?
  - How is local agency staff/clinic coordinators involved in training?
14. What is the process for learning about potential updates to the training program and then making the decision to include it in your training?  
[Probes]

- Who is responsible for the updates?
- How often are these updates done?
- Does the process differ depending on the content area? What about the topic (e.g. VENA, FNS topics, nutrition research)?

15. Based on your experience with your training program, if you could, what changes would you make to the staffing structure? Why?

*Score Domain II: Quality of Training Related to Program Development and Maintenance*

1    2    3    4    5    6    7    8    9    10

*Scoring Description:*

*10 would be a program that has staff dedicated to performing updates, updates are done on a regular basis (ideally at least quarterly) professional nutrition staff are hired to develop training, competencies are based on WIC Nutrition Service Standards, VENA staff competencies, or other standard competency areas. A 1 on this scale would be a program that has material that was developed, but essentially not updated, does not have a plan for updates, developed by staff who is not experts in the field, does not reflect current research, and does not reflect current WIC standards and initiatives.*

*Comments Related to Domain II: Quality of Training Related to Program Development and Maintenance*

**VI. ADULT LEARNING TECHNIQUES (10 minutes)**

***(Relates to Domain III: Quality of Training Related to Adult Learning Techniques)***

The next set of questions is around how the training program is conducted with staff, and I want to particularly focus on the extent that you are able to incorporate adult learning techniques into your training.

16. In what ways does the training program appeal to different learning styles (auditory, visual, tactile/kinesthetic)? – probe for how this differs by competency

17. In what ways does the program allow for trainees to practice material and get feedback on understanding of material? – probe for how this differs by competency

18. In what ways does training program allow trainees to incorporate their own experiences, past education and training into their learning? – probe for how this differs by competency
19. Overall how well does your program use adult learning techniques? How do you think you could improve? What are the supports to adopting more adult learning techniques? What are the barriers?

*Score Domain III: Quality of Training Related to Adult Learning Principles*

1      2      3      4      5      6      7      8      9      10

*Scoring Description:*

*A program with a score of 10 would have teaching strategies that appeal to the three basic learner types, requires trainees to do something active/interactive with the content / materials, and encourages trainees to use their own experiences to better learn, understand, and synthesize material. A program with a 1, would appeal to only one learning style, not have a way for trainees to ask questions, get feedback, or interact with trainers or other trainees.*

*Comments related to Domain III: Quality of Training Related to Adult Learning Principles*

**VII. ADAPTABILITY OF TRAINING (15 minutes)**  
*(Relates to Domain IV: Adaptability)*

20. To what extent do you think your training program is adaptable to other WIC agencies?
- Is it online? on CD?
  - Does it include a lot of state-specific policies and procedures? Does this vary by content area?
  - Does it address working with particular cultures or populations? (if so, which ones)
  - Are your materials available to share? Are they Copyrighted?
  - What skills or training would trainers need if they would like to use your materials?

- What would be difficult about adapting the training to other agencies?
  - What would be easy?
21. Have you ever shared your materials/training program with other State agencies? If yes, who? Do you know the extent they were able to adapt and use it?
  22. What other ways have you collaborated with State agencies around training? What worked well about that collaboration? What was challenging?
  23. Do you have an estimate of the cost involved in your training program (staff time, travel, books and materials, conference rooms, equipment, etc.)? Is this information you would be able to provide us?

*Score Domain IV: Adaptability*

1      2      3      4      5      6      7      8      9      10

*Scoring Description:*

*A program with a score of 10 is one that could be immediately used by other agencies. A 1 would be in strictly live format, without any train-the-trainer type materials. A program that could be used by other agencies, but would require costly software, staff training, etc. would be considered somewhere in the middle of the range. (Note: also refer to question #5 of the telephone interview related to delivery method).*

*Comments Related to Domain IV: Adaptability*

**VIII. IMPLEMENTATION LESSONS (10 minutes)**

I'd like to wrap up the discussion by hearing your views on the successes and challenges of the training program and any lessons you've learned.

24. Do you have systems in place for monitoring your progress in achieving your goals for the training program? If so, can you please describe these systems? How helpful have they been? Have you used them to make program improvements? If yes, can you give me some examples?

25. What have been your most important successes so far? What are you most proud of?
26. What are the most significant challenges your program has faced so far?
27. What strategies have you used to address these challenges? How well do you think these strategies are working?
28. What are the most important lessons your program has learned about training paraprofessionals?
29. What changes, if any, would you like to make to your training program and why?
30. What advice would give to other agencies that want to implement a similar initiative?
31. Is there anything else you would like to add before we end the discussion?

*Comments Related to Implementation Lessons:*

***Summary of Interview***

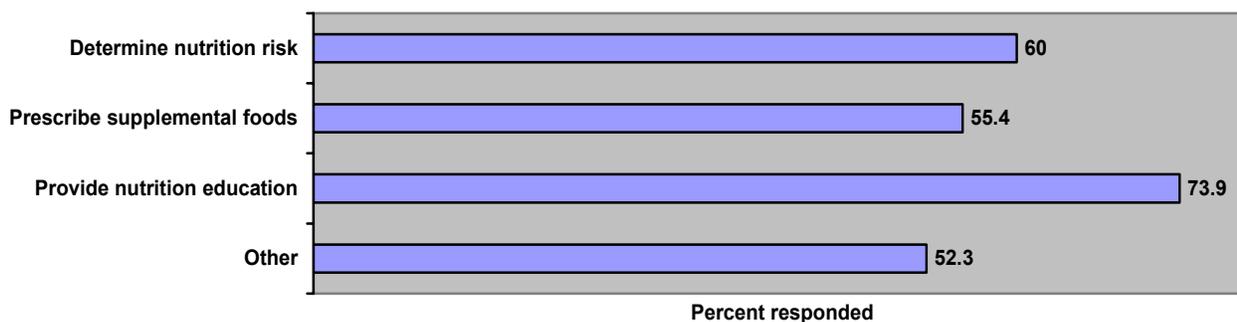
<b><i>Domain Area</i></b>	<b><i>Score</i></b>
<i>I: Content Area</i>	
<i>II: Quality related to development and maintenance</i>	
<i>III: Quality related to adult learning principles</i>	
<i>IV: Adaptability</i>	

*Comments Related to Telephone Interview:*

*Please comment on overall impression of training program and whether you would recommend this program for further review.*

## Appendix F: Initial Survey Results

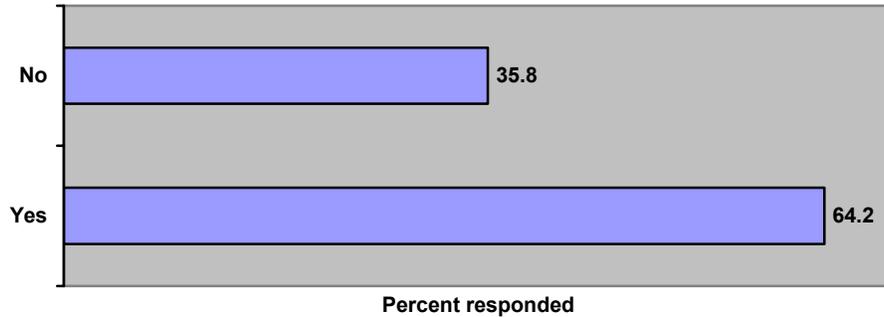
Which of the following tasks do WIC paraprofessionals conduct in your State? (Check all that apply)



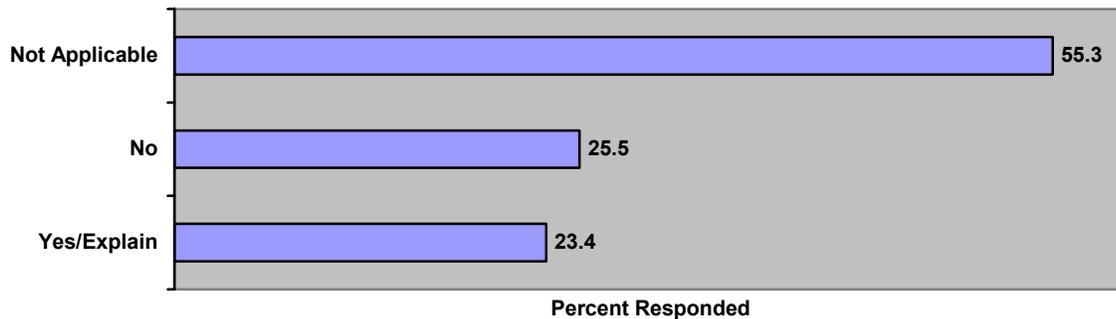
### “Other” Responses:

- Breastfeeding peer counselors
- Clerical work
- Hematological data collection
- Anthropometric measurements
- Data entry, appointment scheduling, filing, copying, answering phones, maintaining invoices
- Provide basic nutrition
- Referrals to other services provide orientation to WIC for clients promote BF
- Determine eligibility, make appointments
- Paraprofessionals provide nutrition education sporadically through the local agencies in our state. They more often are used to perform hemoglobin testing and anthropometrics measurements, with adequate training, but are not allowed to interpret those results with the participants or caregivers
- We utilize nutrition assistants to provide basic nutrition education
- They are limited to providing nutrition education for low-risk participants only. They may not approve medical formulas
- We have only one paraprofessional nutrition education technician
- Demographics, program eligibility and issue vouchers
- Paraprofessionals will provide second nutrition contacts for any WIC participant that is not identified as “high priority/risk”; there are exceptions to this, i.e. infants are not seen by paraprofessionals
- At very small sites, the paraprofessional may at times act as “site supervisor” with lead responsibilities over other staff
- Implement high risk care plans, conduct vendor monitoring

**Does your WIC agency train paraprofessional staff?**



~~~~~  
**If you do not currently train paraprofessional staff, do you have plans for developing a paraprofessional staff training program?**



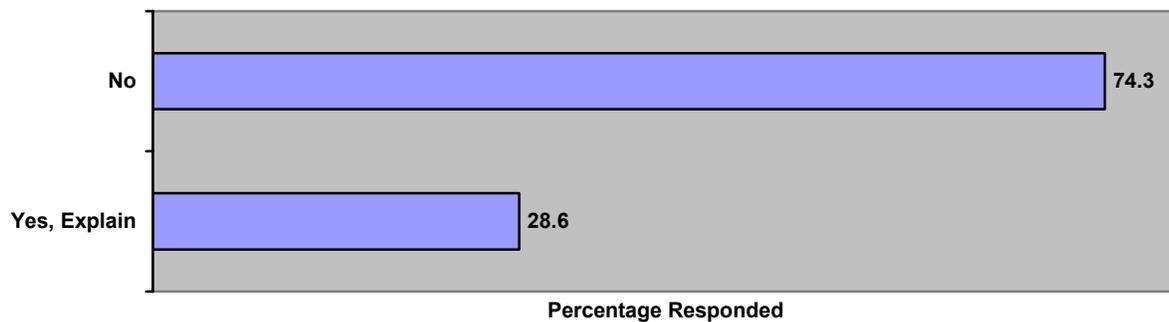
**Explanation Responses:**

- We are looking at adopting training form Florida or another state
- The state agency prepares training materials for local agencies
- Need to improve what we have
- Considering this option
- At the state level, we do not currently provide training for paraprofessionals. Local agencies handle their own training. We would like to establish an e-learning program for our state that will allow paraprofessionals to achieve a greater level of competency in various areas that will eventually become a stepping stone further their careers within WIC
- Trying to get a job class through Personnel/Civil Service Classification

- Some of our local agencies that hire paraprofessionals have well-developed training curricula. While the state agency offers a broad orientation to WIC, the few local agencies that staff paraprofessionals do most of the intensive training
- We are in the process of revising our training program to utilize on-line modules and other web based training
- We started brainstorming on promoting WIC technicians from within to become WIC nutrition education technicians by providing some basic training in health, nutrition screening, referral services, providing general health, and nutrition information in order to create a lateral ladder within the local agencies and also free up the nutritionist/dietitian to spend more quality time with individualized nutrition assessment and counseling sessions
- Working on obtaining competency based modules developed by another state
- Using WIC works training self tests

~~~~~

**Does your WIC agency partner with any other training institute, agency, contractor or State to conduct paraprofessional staff training?**



**Explanations:**

- We were working with United Tribes Technical College Land Grant Extension Program for training, but not anymore. We currently use the Mountain Plains Indian Tribal Organizations Competency Based Training Program which consists of self-instructional modules, which are due to be revised.
- We have a contract with a local agency who provides statewide training for our WIC program
- Will be partnering with the University of Alaska to utilize their on-line training modules
- Regional office helps provide training, also neighboring states will invite us to their trainings
- Mountain Plains Regional Office
- We are contracting with a local WIC Nutritionist to help revise paraprofessional training modules and we utilize local WIC certifiers and RDs to provide WIC training
- CA WIC contracts with various training entities, most notably Global Learning Partners, Inc. for an introduction to learner-centered educational methods and with Stephen Malcolm Berg-Smith for a modification of Motivational Interviewing for the WIC setting. Nutrition content training is usually provided locally by RD staff
- University of Alaska Anchorage (UAA)
- Currently with UAA
- Central AZ college- to teacher 4 required college courses

Please check all content areas your training program includes indicating when it is provided (check all that applies):

TOPIC AREA	Do not offer this training	Offered at initial training	Offered as follow-up
Customer Service practices	5.0%	60.0%	35.0%
Anthropometrics and Hematological data collection techniques	2.4%	75.6%	22.0%
Nutrition risk determination	7.1%	71.4%	21.4%
Food package prescriptions	13.2%	65.8%	21.1%
Principles of life-cycle nutrition	11.1%	66.7%	22.2%
Issues specific to maternal and child nutrition	5.1%	69.2%	25.6%
Basic nutrition education	0.0%	77.5%	22.5%
Breastfeeding promotion and support	0.0%	64.6%	35.4%
The need for individual care plan and its development for low-risk and high-risk participants	17.6%	64.7%	17.6%
Educational techniques	10.3%	66.7%	23.1%
Counseling methods	17.5%	52.5%	30.0%
Multicultural awareness	21.1%	44.7%	34.2%
Cross-cultural counseling skills	28.6%	40.0%	31.4%
Cultural competencies related to the population served	27.3%	42.4%	30.3%
Critical thinking	35.5%	38.7%	25.8%
Appropriate referrals	0.0%	78.9%	21.1%
Adult Learning techniques	30.3%	42.4%	27.3%
Motivational Interviewing	37.5%	28.1%	34.4%
Group Facilitation	46.7%	26.7%	26.7%

Does your training program evaluate competency (knowledge and performance skills) in the following areas? If so, when?

TOPIC AREA	During / following initial training	Quarterly	Every 6 months	Annually	Other	We do not evaluate competency in this area
Customer Service practices	34.2%	0.0%	0.0%	23.7%	23.7%	18.4%
Anthropometric and Hematological data collection techniques	61.9%	0.0%	2.4%	11.9%	16.7%	7.1%
Nutrition risk determination	56.1%	0.0%	2.4%	12.2%	17.1%	12.2%
Food package prescriptions	57.1%	0.0%	2.4%	11.9%	19.0%	9.5%
Principles of life-cycle nutrition	57.1%	0.0%	0.0%	5.7%	11.4%	25.7%
Issues specific to maternal and child nutrition	59.0%	0.0%	2.6%	7.7%	10.3%	20.5%
Basic nutrition education	57.1%	2.4%	2.4%	19.0%	11.9%	7.1%
Breastfeeding promotion and support	59.1%	2.3%	2.3%	18.2%	13.6%	4.5%
The need for individual care plan and its development for low-risk and high-risk participants	45.9%	0.0%	2.7%	8.1%	18.9%	24.3%
Educational techniques	47.2%	0.0%	2.8%	13.9%	16.7%	19.4%
Counseling methods	41.7%	0.0%	2.8%	13.9%	16.7%	25.0%
Multicultural awareness	34.3%	0.0%	0.0%	8.6%	14.3%	42.9%
Cross-cultural counseling skills	31.3%	0.0%	0.0%	6.3%	15.6%	46.9%

TOPIC AREA	During / following initial training	Quarterly	Every 6 months	Annually	Other	We do not evaluate competency in this area
Cultural competencies related to the population served	33.3%	0.0%	0.0%	6.1%	12.1%	<b>48.5%</b>
Critical thinking	31.4%	0.0%	2.9%	2.9%	17.1%	<b>45.7%</b>
Appropriate referrals	<b>53.7%</b>	0.0%	2.4%	19.5%	14.6%	9.8%
Adult Learning techniques	30.3%	0.0%	0.0%	9.1%	12.1%	<b>48.5%</b>
Motivational Interviewing	22.6%	0.0%	0.0%	6.5%	9.7%	<b>61.3%</b>
Group Facilitation	13.3%	0.0%	0.0%	10.0%	10.0%	<b>66.7%</b>

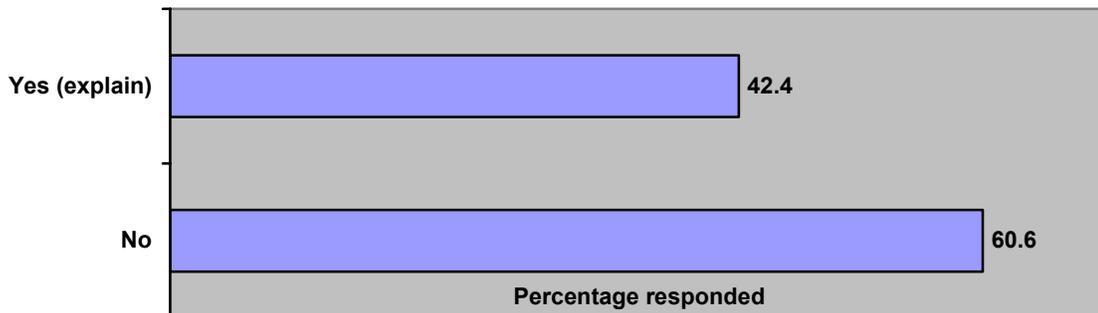
What method (s) do you use to evaluate that competencies (knowledge and performance skills) have been met? Please check all methods that apply for each item.

TOPIC AREA	Observation	Written	On-line	Other	We do not evaluate competency in this area
Customer Service practices	<b>58.7%</b>	30.4%	4.3%	0.0%	6.5%
Anthropometrics and Hematological data collection techniques	<b>52.6%</b>	35.1%	5.3%	1.8%	5.3%
Nutrition risk determination	<b>48.2%</b>	30.4%	8.9%	5.4%	7.1%
Food package prescriptions	<b>49.1%</b>	31.6%	8.8%	7.0%	3.5%
Principles of life-cycle nutrition	<b>37.5%</b>	31.3%	8.3%	4.2%	18.8%
Issues specific to maternal and child nutrition	<b>42.9%</b>	36.7%	6.1%	2.0%	12.2%
Basic nutrition education	<b>48.1%</b>	38.9%	5.6%	1.9%	5.6%

TOPIC AREA	Observation	Written	On-line	Other	We do not evaluate competency in this area
Breastfeeding promotion and support	49.1%	35.1%	8.8%	3.5%	3.5%
The need for individual care plan and its development for low-risk and high-risk participants	37.7%	32.1%	9.4%	7.5%	13.2%
Educational techniques	51.2%	25.6%	4.7%	0.0%	18.6%
Counseling methods	55.6%	24.4%	4.4%	0.0%	15.6%
Multicultural awareness	34.1%	22.0%	4.9%	2.4%	36.6%
Cross-cultural counseling skills	32.5%	20.0%	5.0%	2.5%	40.0%
Cultural competencies related to the population served	34.1%	22.0%	4.9%	2.4%	36.6%
Critical thinking	37.2%	20.9%	4.7%	4.7%	32.6%
Appropriate referrals	47.3%	38.2%	5.5%	5.5%	3.6%
Adult Learning techniques	28.6%	25.7%	2.9%	0.0%	42.9%
Motivational Interviewing	29.4%	17.4%	5.9%	0.0%	50.0%
Group Facilitation	30.0%	13.3%	3.3%	0.0%	53.3%

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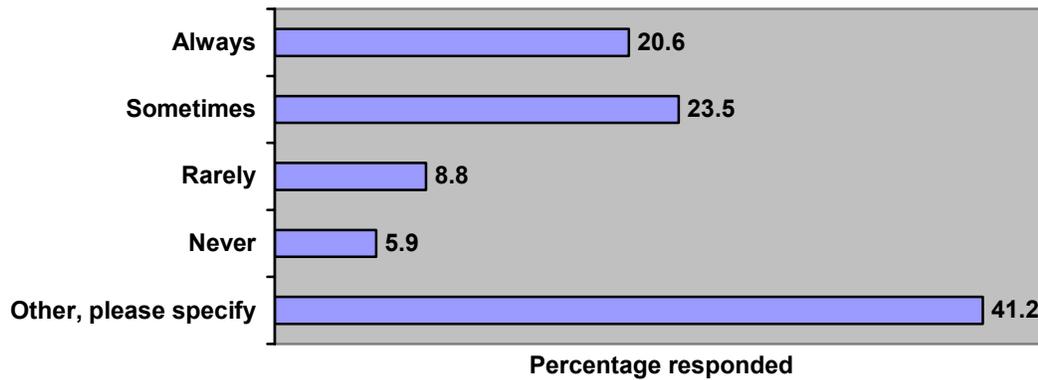
## Does your training program include any content or topics that have not been mentioned?



### Explanation:

- Substance abuse, Civil rights, Dietary Assessment (needs to be updated though-VENA supported)
- EBT/issuance/documentation/security. Trouble shooting card problems  
Fiscal/documentation/budget/purchasing issues. Time studies/fiscal breakdown procedure
- Goal setting Note: we do not have a training program that covers goal setting, but inform local agencies that paraprofessionals need training to become CPA's
- Overview of the WIC program
- 24 four recall/ diet assessment
- Substance abuse
- Income, residence and category determination. Proficiency in the WOW computer information system
- Assessment of non-nutrition eligibility requirements
- Determining eligibility (income, residency, ID) WIC Computer Application Civil Rights Outreach Records and Reporting Quality Assurance
- When referrals are needed, and when not to continue, to refer immediately
- Check issuance and check education, transfer, computer system, program integrity , and civil rights
- We did not check any of the topics as follow-up training, because it does not occur routinely. Rather, each supervisor, as a part of performance evaluation, determines any follow-up training needed by individual employees. State WIC offers some of these training sessions, but not all
- 2 or 3 days of trainings on use of our data system
- SWR Fit Kids, Happy Kids, breast pumps and policy. VENA competencies are currently being added to the training program

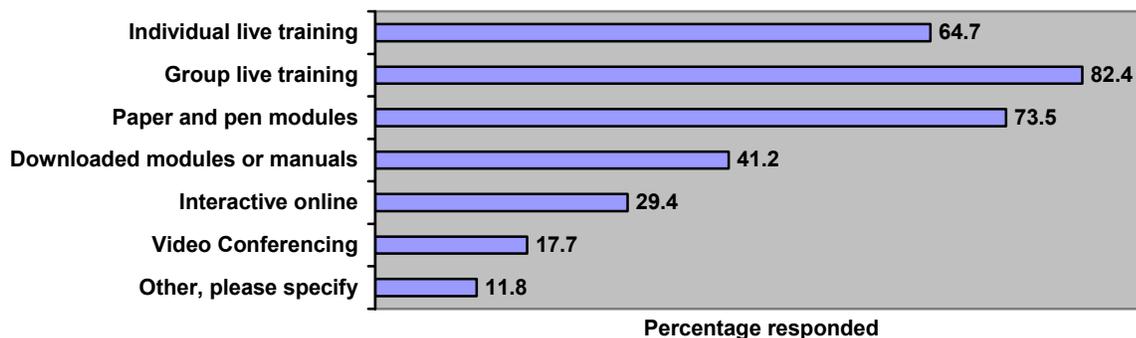
**How often do you bring paraprofessionals together in one place for training?**



**Explanation:**

- All paraprofessionals work/learn/train together almost daily
- Paraprofessionals are to complete the self-instructional modules of competency based training program-also one-on-one training from a Nutrition Coordinator-only have one nutrition paraprofessional
- Based upon local agency need
- Rolled into meetings with CPA's and other WIC staff; usually annually, sometimes bi-yearly
- Quantity training by paraprofessionals
- On-going monthly
- New hires 5 days in State office with self-study modules and observation
- Monthly
- Monthly in-services with Nutritionist
- Initial training and state conferences
- Annually at Statewide conference
- Statewide meeting every 18 months
- Annually

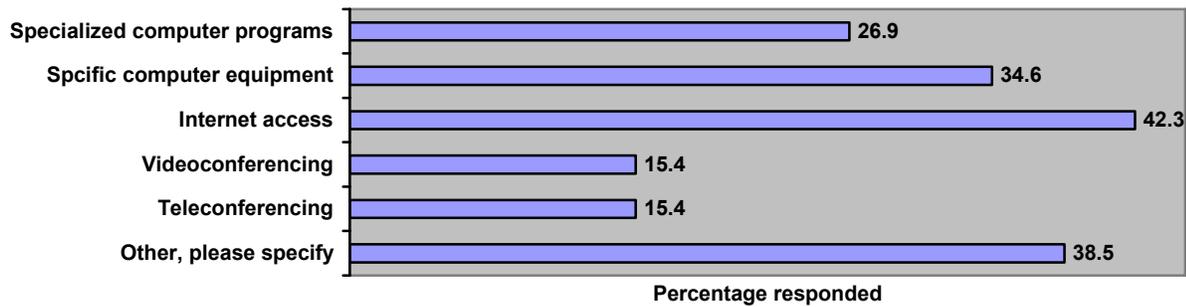
**Please check the teaching method (s) used in your training program (check all that apply)**



**Explanation:**

- One-on-one training
  - Telephone conferencing
  - At monthly on going meetings, guest speakers, professional staff speakers, and training manuals/programs
  - Role play and preprinted scenarios
- ~~~~~

**What technological or equipment support is required to participate in the training (check all that apply)**

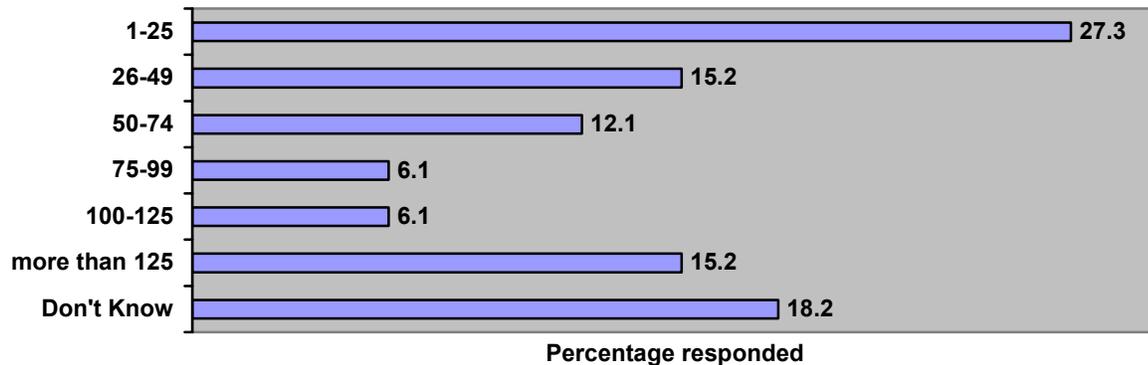


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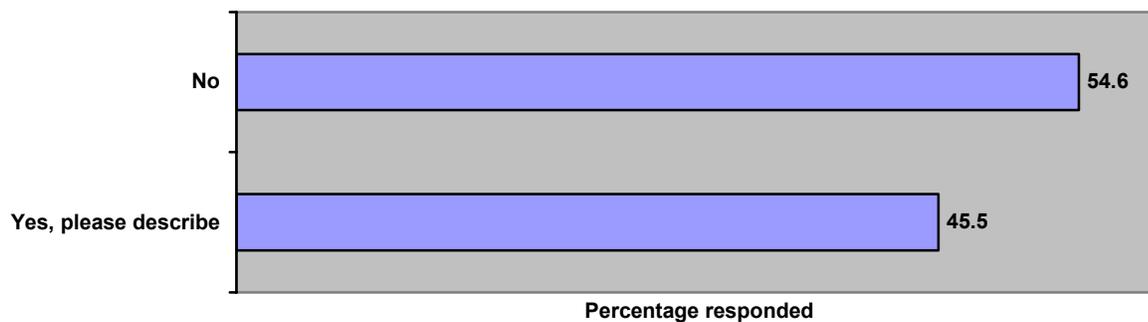
**Explanations:**

- Power point, video or DVD
  - None of the 5 basic training modules offered
  - Be in the office, know computer system
  - None- paper and pencil , meetings with professional
  - Videoconferencing is done regionally
  - Paper and pencil, current computer program
  - Power point projector programs, flash drives
  - Developed manual
  - Modules
  - The locals travel to the state office for trainings. We are looking into other modes of providing training but have not developed them yet
- ~~~~~

**How many hours of training are required for the completion of all modules/lessons in your training program?**



**Is your training program available to other states?**



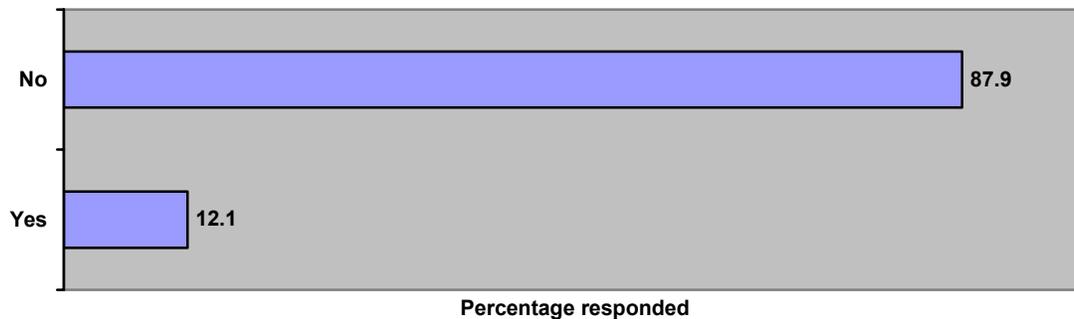
**Explanation:**

- We use the State of OK. Paraprofessional training module
- I'm sure copies of the modules could be made available, but remember they do need to be revised-updated, VENA supportive, etc.
- Hard copy
- Our nutrition, basic, infant, toddler, prenatal and breastfeeding modules are available as PDF or power point
- Modules posted in EIC works but there will be revisions posted by end of summer '07 that incorporate NR Revision 8
- At the current time all modules need updating
- Power point presentations
- Print copies or CD/DVD
- Our written modules are several years old and need some updating
- We periodically schedule training for new/older WIC staff who are/were unable to attend WIC module training in the past, and who need to be certified as CPA's

- We have had other stated send staff and also provided copies of training materials and modules
- Some modules are available on our website, [www.wicworks.ca.gov](http://www.wicworks.ca.gov); others can be sent by contacting us
- Training modules
- Our complete training is available to others with the exception of the tests
- Our program has been adopted and adapted by Hawaii and Nevada WIC

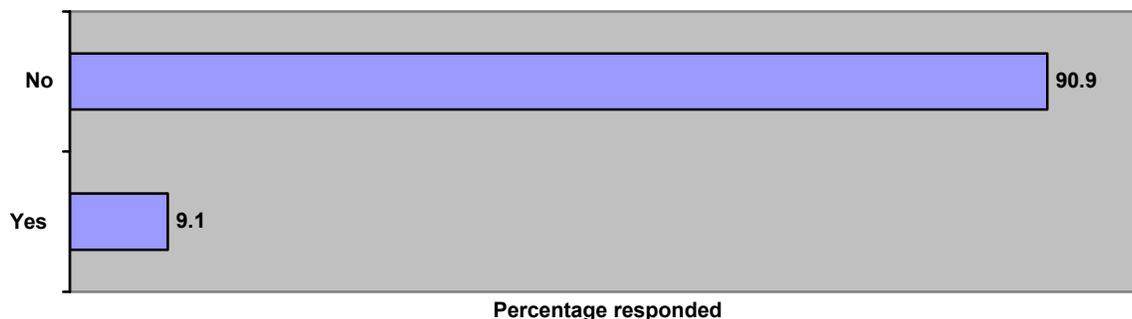
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**Does your training policy permit paraprofessionals to substitute on-the-job experience for required training hours?**



~~~~~

**Is there any type of college or post-secondary education credits associated with the paraprofessional training?**



**Please use this space to provide any comments related to this initial survey or other information you would like to provide us.**

- We are small ITO program-900 participants. We have one site and a total of 7 employees
- New staffs are trained one-on-one due to being a small agency. New staff complete the self-instructional modules. On going training is provided on a “one-on-one” basis through observation, chart reviews, etc. I do not have a formal follow-up training plan Staff attend trainings, conferences, workshops, etc. as appropriate and needed. The training on Critical Thinking skills, Rapport building, Stages of Change, and Health Outcomes is available through the training curriculum developed by Rochester Institute of Technology
- We only train on hematological collection techniques. No not use paraprofessionals in other areas of certification
- We have as our CPAs Nutritionists (RDs), home economists (family and consumer sciences) and RNs and LPNs
- We only staffs paraprofessionals as breastfeeding peer counselors. They do not perform any part of the certification
- Most of the training is follow-up training which occurs at bi-annual training workshops, where areas of training are conducted based upon monitoring, reviews and update policies. Orientation training for new employees covers all the areas necessary for certification. There is not a high turnover for nutrition aides in the Virgin Islands. Half of them have been with the program for over 20 years, the other half have been here between 3-10 years, therefore most raining is geared towards updates, except when new areas occur such as BMI. VENA etc. An idea in what to do to update training and evaluation of competencies is welcome.
- Please share what you learn from the survey!
- The state agency does not evaluate the training of CPA’s. This is completed by the local agency
- We are currently only allowing DTR’s as paraprofessionals for our program
- We’ve been using the paraprofessional module for many, many years. Paraprofessional HS degree to do eligibility, FI issuant and low risk counseling Paraprofessional RD/RN to do high risk counseling we’ll be happy to answer any of your questions \*\*Local office does want their new hires to learn the system during their 5 days with us as top priority. Using it to do various types of visits
- We are in the process of updating modules to ensure that they meet VENA guidelines for competency training
- Our current training is in need of updating. We will also be looking at new avenues of training in order to be VENA compliant
- Although college classes are not required as a part of our training, we encourage and routinely par for nutrition coursework through Santa Fe Community College for both our paraprofessional and professional staff
- Maryland opened the Training and Temporary Services Center in August 2006. All new employees statewide attend the 2 week WIC WISE training which covers the WOW computer system, completion of 13 web based training modules and certification policies and procedures
- We do not have a written training program. On the job training is used
- It would have been helpful for you to define the term paraprofessional, so that we could be certain we were talking about the same type of staff

- Nebraska does not use paraprofessionals- however we do have a competency based training process for professional CPA staff and also for Clerk staff
- The WIC Certifier can complete certification forms, explain the initial plotted measurements on growth charts and/or prenatal weight gain chart in relation to appropriate references, determine medical health, and nutritional eligibility (automatic risk factors) and explain the certifying risk factor(s) to the participants. Issue Standard Contract Formulas, Issue Standard Food Packages for women and children, Refer participants to appropriate social, health and/or nutrition services. Participate in community outreach efforts as assigned by the local nutritionist coordinator. Provide that initial “AR” Nutrition Education Contact
- The state agency is in the process of 1) considering prohibiting the hiring of paraprofessionals, because of the training needed and their limited scope of practice; and 2) are in the beginning stages of developing a comprehensive training plan for addressing the many, many training needs program-wide.
- None at this point
- I have done the training in the past, I also suggest they use the WIC works website for training. I do not know who has trained the most recently hired staff
- The NH WIC Program has a caseload of ~17, 000. We hire bachelor level nutrition staff and do not have a formal CPA/paraprofessional training. When paraprofessionals are trained it is most often at the local level by the nutrition coordinator on a selected nutrition topic for that quarter/3 month voucher cycle. The topics selected are general in nature and broad enough in scope to be applicable to several category types. If a topic is specific in focus to one particular category type, i.e. folic acid for PP women, then another topic would also be available for the remaining category types. A nutritionist is available for f/u for any questions that are not related to the current topic. All staff is provided training annually. An example of past training topics have been: customer service, dealing with change, cultural competency, dealing with difficult people etc.
- We do not have a specific number of hours. The local agency assesses when the paraprofessional CPA in training has met the competencies and submits the paperwork
- Our initial training is a set of modules adopted several years ago from OK WIC, as we add staff and need to use them I go through them to make sure some things are updated that need to be. We are looking for a new paraprofessional training program to adopt. Subsequent training has been done by me on an “as needed” basis. I do, however, now have a list of educational needs that will be scheduled throughout each year for training
- Might want to consider follow-up for more in depth information as there were few opportunities for explanation of answers
- Maine is working to provide a consistent training for all LA staff to have. Currently, all training for new LA staff is done in each LA. Each LA has their own checklist for training. The SA recognizes the need for this training to be consistent among agencies, and is developing a checklist for that purpose
- NC utilizes management support staff to provide 2<sup>nd</sup> contacts to low risk WIC clients. They receive primarily on-the-job training at their local agency. We do not utilize paraprofessionals for certifications
- The NWA Credentialing and Accreditation Task Force will be interest in your survey responses, too. I would appreciate receiving a copy of the full survey so I can review the sections that were not applicable to my state. Thank you

## Appendix G: Summary of Individual Telephone Interviews

The pages of this appendix contain the summary from each in-depth telephone interview. Each state interviewed can be found alphabetically listed.

### Alaska

| Domain Area                                    | Score | Comments                                                                                                                                                                                                                    |
|------------------------------------------------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content Area                                   | 10    | All content areas surveyed are covered in this training program in reasonable depth.                                                                                                                                        |
| Quality related to development and maintenance | 10    | Program is regularly maintained. Contract with UAA ensures designated staff for training.                                                                                                                                   |
| Quality related to adult learning principles   | 8     | Adult learning principles are considered. No live training is consistently available which may be a barrier for some learners.                                                                                              |
| Adaptability                                   | 8     | Content could be utilized in this format by other states, however would require either a contract with UAA or a staff person who was trained in the software used or could adapt the materials to another software program. |

### Overall Impression of Program / Recommendations for Further Review

Overall the program has strong content that covers all areas of interest in this project. The online format would allow use by any agency in any location, however it would require contracting or hiring someone who was trained in the software used or something similar and could convert it. The program relies quite heavily on preceptors in the clinic, so this would be an essential component if a state was utilizing the training in the current format. UAA has had some success contracting with other states in the Western Region. I would recommend this program for further review.

## American Samoa

| Domain Area                                    | Score | Comments                                                                                                                                                                            |
|------------------------------------------------|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content Area                                   | 8     | Content covers many of training topics we surveyed. Materials adapted from USDA WIC Works in Fall 2006.                                                                             |
| Quality related to development and maintenance | 1     | No FTE dedicated to training. No plans to develop new content. Limited staff resources devoted to training as State administration and client certification occurs at one location. |
| Quality related to adult learning principles   | 5     | Face-face format for all training. A variety of formats, such as video, small group discussion support adult learning. No on-line or distance delivery methods are used.            |
| Adaptability                                   | 4     | Limited adaptability as face-face format required. All materials are electronic, and have been adapted from other agencies to be AS specific.                                       |

### Overall Impression of Program / Recommendations for Further Review

American Samoa (AS) has unique situation with State administration and client services within the same clinic. Three administrative staffs have multiple responsibilities, including training. New paraprofessional staffs receive training one day per week for 9 weeks and all staffs receive monthly in-service training.

The training program relies heavily on resources from WIC Works and other States adapted to fit American Samoa policies. AS collaborates with Arizona WIC as both agencies are planning to implement the SPIRIT database system. All training is done face-face using a combination of adult-learning techniques.

American Samoa staffs recognize a need for additional training resources, especially as nutrition risk revisions and VENA competencies are implemented. Typically, they fill gaps in training through collaboration and contract services with other states. Because of these limitations, I would not recommend an in-depth review.

## Arizona

| Domain Area                                    | Score | Comments                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content Area                                   | 4     | Current content meets some basic standards surveyed. Advanced topics such as lifecycle nutrition, multi-cultural awareness and VENA practices are not contained in the training program.                                                                                                                  |
| Quality related to development and maintenance | 6     | State staff, 1 Full Time Equivalent (FTE) is devoted to developing and maintaining the training program; 4.5 Part Time (PT) Nutrition Consultants provide technical assistance and feedback as “eyes and ears” for the training program. No formal testing or evaluation system for trainees is utilized. |
| Quality related to adult learning principles   | 7     | Current training program relies on 3-day, face-face training for the automated AIM (Arizona Information Management) system. This interactive format provides adequate adult learning opportunities as provided hands-on.                                                                                  |
| Adaptability                                   | 2     | State agency is undergoing training system changes and is currently looking for nutrition training content since the program does not have it, at the time of the telephone survey.                                                                                                                       |

### Overall Impression of Program / Recommendations for Further Review

Arizona training program is in the process of transitioning to a new system in October 2007. The future program is e-learning based to provide a distance delivery format. The format is proposed to be cost effective requiring only an internet connection and inexpensive software. However, for the purpose of this interview, the focus was on assessing the current training program.

Arizona WIC trains paraprofessionals during an intensive, 3-day, hands-on format called “WIC 101”. The content is not adaptable to other State’s programs because it covers Arizona’s database system called AIM (Arizona Information Management). The current program does not provide lifecycle nutrition, counseling skills, customer service practices or VENA competencies. Staff competencies or evaluations are measured at the time of Management Evaluations. At current time, a further review of materials for the purpose of this project is not recommended.

## California

| Domain Area                                    | Score | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content Area                                   | 10    | CA training program is called the WIC Certification Specialist Program (WCS). It provides training on all topic areas surveyed, including VENA competencies. Special emphasis is placed on critical thinking, cultural competency, and customer service as the beginning focus for training all staffs. Skill based competencies are interwoven into 6 separate “task” modules. Six- state level trainers are provided advanced training skills specific to motivating trainees.                  |
| Quality related to development and maintenance | 10    | CA State has a Unit of 13 FTE staff devoted to training. Within this unit, 6 Regional trainers have expertise in training adults and provide direct assistance to local agencies and new trainees within their assigned region. Certified trainees are called WIC Nutrition Assistants (WNA) and have the ability to move within the state to work in any agency. A separate evaluation unit at the state performs Management Evaluations and provides additional feedback for the Training Unit. |
| Quality related to adult learning principles   | 8     | The WCS program utilizes many adult learning techniques. The online modules have interactive assignments which provide opportunities for observations, demonstrations, and case studies. Face-face regional trainings are much larger and try to provide small and large group discussions, peer-peer interactions, and trainer to trainee participation.                                                                                                                                         |
| Adaptability                                   | 8     | California’s downloadable modules & online interactive system can be easily adapted for other state programs. The program provides a companion manual for the trainer, so training at local agency can be structured and easily conducted if Trainer is new to agency. Face-face regional trainings and State Trainer FTE structure may be difficult in smaller states w/ limited staff.                                                                                                          |

### Overall Impression of Program / Recommendations for Further Review

California WIC fully trains and utilizes paraprofessional staff to fulfill certification procedures and provide low-risk nutrition counseling. CA WIC has 82 local agencies (LA), with many additional clinics within each agency. California has a wide variety of geographic areas from densely populated urban-center agencies to sprawling, sparsely populated rural agencies.

A high-functioning, intricate training system is in place at the State level to serve a large population. The training team interacts with a Training Consulting Board represented by LA staffs. The board is elected by the California WIC Association and serves 2 years. Members from the State team and the Consultant Board meet quarterly to provide updates, evaluate needs and plan additional training. The state supports this interaction by providing funding for board representatives to meet face-face annually. Additional costs for this training program are yet to be examined.

California has an established training program called WCS (WIC Certification Specialist Program). The program certifies a WIC Nutrition Assistant (WNA) who is recognized as trained and competent to be employed in any California WIC agency. The WCS includes on-line, downloadable manuals organized into 6 tasks with timelines for completion. The program provides a certifier's manual & reviewer's manual. An interactive system provides check-back process with quizzes, interview with peers and clients, and skill observation.

California's WIC database is called Integrated Statewide Information System (ISIS). The system auto-calculates risk codes according to participant's information. ISIS training staff is separate from the WIC Training unit. Separate ISIS hands-on trainings are provided by WIC State staffs for WNAs during the WCS training.

California's WCS program is an excellent model of training. The on-line materials can be easily adapted and shared. The advanced VENA competencies, such as critical thinking and communication strategies, interwoven into the modules demonstrate California's role as a leader in training. CA is dedicated to State-level trainers by providing continuing education opportunities and advanced training in training skills and techniques. An in-depth review of California's WCS program is recommended.

## Colorado

| Domain Area                                    | Score | Comments                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content Area                                   | 6     | CO has 3 training phases. "Phase 1," about one-half of the training, is face-face and "Phase 2 & 3" contents are in modules completed at clinic site. VENA competencies are beginning to be included with on-site training, but modules do not have these competencies included.                                                                                                       |
| Quality related to development and maintenance | 6     | No state staff is devoted to training. Staff time is split between training and providing clinic technical assistance. Face-face training material is updated "as needed" before each training. Local agency staff is not involved in training agendas, though they are used as mentors for training in clinic sites.                                                                  |
| Quality related to adult learning principles   | 7     | The hands-on approach w/ computer skills, face-face learning style is appropriate for adult learning. On-site breastfeeding training allows trainees to use personal stories and case-study as a learning format. Modules are pen & paper based and not designed with interactive, adult-learning techniques.                                                                          |
| Adaptability                                   | 4     | On-site presentation materials are more state-specific and require state staff to provide training on-site and on a face-face intensive format. The on-site training requires dedicated training staff and funding resources for travel and additional technology equipment. Modules are presented in paper format and designed for trainee. No companion trainer module is available. |

### Overall Impression of Program / Recommendations for Further Review

Colorado WIC training program is designed and operated by state staff, however no FTE are devoted to training. The State agency employs six RD's to provide technical assistance, assist in training and conduct program reviews. It utilizes both on-site training and pen & paper modules, led by the RD's with the most training experience. Local agency RD's act as mentors and provide guidance to the trainees as they work through the modules in a six-month timeline. Updates are made as needed, but no plan or system for integrating local agency feedback into training materials is in place. Lecture format is limited and demonstration, video, small group discussion, and hands-on computer training are emphasized. Training sessions are held every other month, with approximately five to eight new trainees. This method of intensive, on-site training is efficient to train adult learners, but can be expensive to operate. Currently, training funds are obtained by Operational Adjustment (OA) funds. Since materials are not available on-line, an in-depth review for this project is not recommended.

## Florida

| Domain Area                                    | Score | Comments                                                                                                                                                                                                                                                                 |
|------------------------------------------------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content Area                                   | 4     | Florida has established criteria for using paraprofessional CPAs, but do not provide a structured training program. Training modules contain basics of WIC certification and are outdated. Annual customer service and breastfeeding training are provided to all staff. |
| Quality related to development and maintenance | 3     | There are no FTE staffs dedicated to training. State agency staff provides resources and technical assistance to local agency staff functioning as trainers.                                                                                                             |
| Quality related to adult learning principles   | 5     | Training is available via audio teleconferences and online, downloadable modules and presentations slides. There is limited interaction between trainer and trainee for all formats provided.                                                                            |
| Adaptability                                   | 6     | Basic training modules would be easy to share, but materials are outdated and not in an interactive format. Florida has worked collaboratively with other states in developing training resources, particularly Texas.                                                   |

### Overall Impression of Program / Recommendations for Further Review

The state agency is contemplating the expansion and use of paraprofessionals to complete WIC certifications. Currently, professional staffs are the primary certifiers, though State policy and procedures allow for trained paraprofessionals to certify WIC participants. The state agency provides resources and technical assistance for local agencies that choose to utilize and train paraprofessional CPAs, but does not offer a standardized training protocol. Florida has collaborated with other states in developing training materials. They plan to continue this effort as they update materials for VENA implementation. For the scope of this project, an in-depth review for this program is not recommended.

## Hawaii

A telephone interview was conducted with Hawaii WIC because they met the criteria based on their response to the online survey. However, Hawaii WIC has a unique paraprofessional training structure. The domain areas scored during other telephone interviews will not be used here because Hawaii has adapted materials from Alaska WIC and therefore Alaska's scores in these areas would also apply to Hawaii. However, their unique structure and experience is beneficial to review here.

Up until about five years ago, Hawaii WIC trained paraprofessionals with a one week live training where trainees were flown into Honolulu and trained on the competency areas. They then returned to their Local Agency and completed a minimum of a 6-month practicum period. When their Local Agency Coordinator felt they were ready, a final observation was conducted by Hawaii WIC State Staff in order for the trainee to become certified. Due to a variety of personnel and union issues, that program has not been utilized in approximately the past five years. Local agencies have had the option to train their own paraprofessional staff by signing a waiver and submitting a training plan that would be approved by the Hawaii WIC State Agency.

Hawaii WIC is currently working on re-instating their paraprofessional training program. They have decided to have a distance delivery training program for a variety of reasons including cost, inability of some trainees to travel or hardship associated with travel, difficulty for trainees to retain information when it is all presented in one week, and difficulty of a trainer providing all training needed in a one week time frame.

The Hawaii WIC Program chose to contract with an outside agency for development of the program. The Hawaii WIC Program began a contract with the University of Alaska Anchorage (UAA) in August 2006. Under this contract UAA, with permission from the Alaska WIC Program, modified the Alaska WIC CPA (paraprofessional) Training Program to meet the needs of Hawaii WIC. Hawaii is now working on contracting with UAA to host, maintain, and deliver the courses developed for the training program in UAA's Blackboard Learning Management System.

They chose to contract with UAA rather than to develop the training in house due to time issues, the ease of converting a program compared to developing one, the ability to use a program that had already been trialed, and the presence of an existing online delivery system. The Hawaii WIC staff have identified that although materials from Alaska were being adapted, there was still a significant amount of work to customize it for Hawaii. One challenge of contracting with UAA has been the process of working with a University grants and contracts department regarding timeliness of having the contract approved and therefore initiated.

One significant challenge Hawaii WIC is working through as they re-develop policies for paraprofessional training is related to continuing education. They are determining who will be responsible for developing, offering, and approving continuing education, how much continuing education should be required, and what corrective action will be taken if a paraprofessional does not maintain continuing education hours.

The State of Hawaii WIC Program offers additional training opportunities for both professional and paraprofessional staff outside of their core paraprofessional training program. They have a State conference every other year that both paraprofessional and professional staff is invited to. They are also beginning a series of trainings this fall that they are contracting with California WIC to deliver. Trainees will come in small groups (about 20) to Honolulu for a one-day training on Participant-Centered Education (PCE). The trainer will then go back to the Local Agency with the trainee to mentor them there.

The Hawaii WIC Program has one State Staff FTE that is responsible for both training and quality assurance. Other State Staff help with some training so it is estimated that approximately ½ of an FTE is utilized for training. In addition to that, Hawaii's cost to contract with UAA to modify Alaska WIC courses for Hawaii was approximately \$24,000. The ongoing annual costs of maintenance and delivery of courses is expected to be approximately \$35,000 per year for up to 20 trainees each year.

## Idaho

| Domain Area                                    | Score | Comments                                                                                                                                                                                                                                                                                 |
|------------------------------------------------|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content Area                                   | 7     | Idaho WIC trains in most of the content areas we surveyed. Advanced VENA competencies are not included in training modules, but the plan to include them in future materials updates.                                                                                                    |
| Quality related to development and maintenance | 5     | There are no dedicated training staffs at the State or the Local agency levels. The State Nutritionist estimates 30 hrs/week of her time is spent on training related activities. The Local Agency Coordinator/ RD acts as a mentor to oversee completion and implementation of modules. |
| Quality related to adult learning principles   | 5     | Electronic modules are designed for reading and writing applications. Advanced interactive methods for adult learning styles have not been incorporated into the modules. Some sections requires trainee to observe and demonstrate skills.                                              |
| Adaptability                                   | 5     | Training materials currently are outdated, but revisions and updates are planned over the next 3 years.                                                                                                                                                                                  |

### Overall Impression of Program / Recommendations for Further Review

Idaho WIC employs and trains paraprofessionals to perform WIC certifications. The State agency or local agencies do not have dedicated training staff, but work together to train new staffs. Five state, 25 professional (RDs) and approximately 140 paraprofessional staffs provide WIC services across nine local agencies. There is an estimated 25% CPA annual staff turnover.

Paraprofessional training is provided in 3 levels of electronic modules. Competencies are based on USDA WIC Nutrition Service standards. Materials are provided on a CD and pen and paper application. Level 1 provides the basic for WIC certification. Levels 2 and 3 provide in-depth training on maternal, infant and child nutrition and breastfeeding. All staffs receive annual face-face training on civil rights & customer service. Idaho would prefer to have more state-standardized training for all staff in a face-face format but is cost prohibitive.

New staffs are required to complete Module 1 within 6 months of hire. CPAs are evaluated one year after completing the training to assess job performance, comfort level of performance, and additional training needs. This evaluation process testifies to the benefit and effectiveness of one-one training by a RD trainer/mentor at local agency level. Idaho WIC understands the value of this position and is seeking ways to lend support from the state level. However, for the purpose of this project, an in-depth review of this program is not recommended.

## ITC Arizona

| Domain Area                                    | Score | Comments                                                                                                                                                                                                     |
|------------------------------------------------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content Area                                   | 7     | Program provides training on most topic areas surveyed. There are no training materials for VENA competencies. Paraprofessionals are required to take 4 nutrition courses through Arizona Community College. |
| Quality related to development and maintenance | 2     | There are no FTE staffs dedicated to training. Updates to materials are done on “as needed” basis. Agency has no strategic plan for future development of training.                                          |
| Quality related to adult learning principles   | 8     | Most training is done face-face, thus utilizing a variety of techniques, such as demonstration, role-playing, lecture, and interactive games. Hands-on computer training is provided.                        |
| Adaptability                                   | 5     | Training materials could be adapted to other programs, but requires face-face format. The computer training is very specific to their database system.                                                       |

### Overall Impression of Program / Recommendations for Further Review

ITC Arizona WIC is a small program with no dedicated training staff at the State or local agency level. The State Nutrition Coordinator serves as the main trainer and spends approximately half her time on training-related issues.

ITC Arizona has three levels of paraprofessional staffs: Community Nutrition Worker (CNW) I, II, and III. Staffs are differentiated by the level of training they have completed. They train approximately 5 or 6 new staffs every three months. All new staffs attend an intensive 3-day, face-face session to learn WIC certification practices by various interactive, adult learning techniques. Hands-on computer training is provided for the ITC AZ database system. CNW III paraprofessionals are also required to take 8 nutrition courses from the Central Arizona College. More information on this program is included in “Review of Other Programs”.

This type of intensive training would not be easily adaptable for large programs. Face to face format is expensive and time consuming for other states to adapt. There are no long-term plans in place for future development of VENA competencies. For the purpose of this project, a further review of materials is not recommended.

## Kentucky

| Domain Area                                    | Score | Comments                                                                                                                                                                 |
|------------------------------------------------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content Area                                   | 3     | Kentucky provides training for professional CPAs in a few of the core content areas surveyed. VENA competencies are not included.                                        |
| Quality related to development and maintenance | 4     | Regional “WIC Field Representatives” provide training to new staffs as one part of their responsibilities. No state staffs or regional staffs are dedicated to training. |
| Quality related to adult learning principles   | 5     | Training is provided face-face, which provide adult learning opportunities. Pen and paper modules are available, but are not interactive.                                |
| Adaptability                                   | 4     | Low adaptability with face-face format and outdated materials.                                                                                                           |

### Overall Impression of Program / Recommendations for Further Review

Kentucky WIC employs paraprofessional nutrition staffs to provide follow-up nutrition education for WIC participants found to be at low-nutrition risk. These staffs are not trained to assess nutrition risk or certify WIC participants.

Four regional RDs employed as WIC Field Representatives serve as the primary trainers for new staffs. They also provide monitoring and technical assistance to the WIC clinics in their region. However, as employees of the regional County Health Departments, they have other community nutrition duties besides WIC. No structured partnerships exist for WIC training between state, regional, and local agencies.

Most training for new staffs is provided face-face. Training includes handouts, presentations, small group discussions, observations and counseling techniques. Communication techniques are emphasized in training for both professional and paraprofessional staffs. Pen and paper modules are also available to trainees. These modules are in an electronic format, though they are not designed to be interactive. They include a pre-and post test format for a trainee to be evaluated on learned competencies. Kentucky recognizes the need to update their materials to include VENA competencies. Because of these limitations, an in-depth review of this program is not recommended.

## Maryland

| Domain Area                                    | Score | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content Area                                   | 5     | A two week training is held at a training center. Content areas are narrowly focused to allow someone to quickly learn the basic skills to be able to certify clients. Eight of the areas surveyed are covered to some degree. Other areas such as Basic Nutrition are offered to all staff for a day once a year.                                                                                                                                                                                             |
| Quality related to development and maintenance | 9     | There is good staff structure, including a full time trainer plus administrative staff. The program is run and maintained well.                                                                                                                                                                                                                                                                                                                                                                                |
| Quality related to adult learning principles   | 8     | Many teaching techniques are used to engage the adult learner – role plays, hands on computer practice, computer based modules, etc. However, providing all training in an intense 2 week period does not allow the learner to practice in a “real-life” setting prior to becoming certified.                                                                                                                                                                                                                  |
| Adaptability                                   | 2     | This training format would be very difficult for states of the Western Region to adapt. Trainees would be required to be in one location for 2 weeks in this format. This works in a small geographical state because trainees are able to travel to the site and home each day. The computer modules and programs are part of the WOW computer system which may not be available to states that have not purchased this system. The training materials do not sound like they are in a very adaptable format. |

### Overall Impression of Program / Recommendations for Further Review

Although this training program is well-developed and has been designed to meet a need for quickly training staff to be able to perform the basic function of certifying a WIC client, it is very specific to that need. The core program lacks depth in other competency areas; although this is provided in a different format. For the purposes of the current project, I would not recommend this program for further review, but would suggest it be included in the report as a reference for states that may be able to provide training in this format or are looking into a training center concept.

## Massachusetts

| Domain Area                                    | Score | Comments                                                                                                                                                                                                                                                                             |
|------------------------------------------------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content Area                                   | 10    | Covers a wide range of content areas- everything we surveyed on except Motivational Interviewing and Group Facilitation.                                                                                                                                                             |
| Quality related to development and maintenance | 10    | Full time staff for training in addition to other state agency staff who help with developing new training materials. Materials sound thorough and well-organized and regularly updated/maintained.                                                                                  |
| Quality related to adult learning principles   | 9     | Training days are divided up with time to practice in the clinics – seems to be effective teaching strategy. At the training center, lecture format is largely used, but also role plays, games, and computer training.                                                              |
| Adaptability                                   | 8     | Live training days may be difficult for some states to implement in current form, but the content with PowerPoint slides, activities, etc. are in a manual that could probably be used by other staff. She felt state-specific materials could be taken out / replaced quite easily. |

### Overall Impression of Program / Recommendations for Further Review

Although the live portion of this training may not be practical for some states, the quality of materials sounds very good and the basic format of the training seems to be an effective strategy. I would recommend further review of materials from this program. They seem to be in a well-organized format that another state or agency may be able to utilize.

Noted challenge: Trainees with English as a second language.

## Missouri

| Domain Area                                    | Score | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content Area                                   | 4     | Missouri WIC utilizes professional CPAs to certify participants. Their training program offers few of the training topics we surveyed. Paraprofessional staffs called WIC Health Program Assistants (HPAs) are trained to gather anthropometric and hematological data, provide basic nutrition education, and print checks. They do not provide training on nutrition education, lifecycle nutrition, counseling skills or VENA competencies. |
| Quality related to development and maintenance | 6     | Missouri State staff has one FTE trainer who leads a 5-member training team. The training team is represented by various WIC Administrative Supervisors. 6 Regional RDs provide technical assistance and assist in management evaluations. WIC LA coordinators act as mentors for trainees, but do not have official representation on the training team.                                                                                      |
| Quality related to adult learning principles   | 5     | Modules utilize case-study, small group discussion, and Q&A session formats. Face-face training and video conferencing are annually and quarterly, respectively.                                                                                                                                                                                                                                                                               |
| Adaptability                                   | 6     | Content has limited use for adapting as topics are not up to date. The training is not for paraprofessional staff. However, modules are available electronically which are not posted on-line. Video-conferencing format is adaptable if additional electronic and technical expertise are available.                                                                                                                                          |

### Overall Impression of Program / Recommendations for Further Review

Missouri WIC recognizes different levels of paraprofessional and professional CPAs. The first level, Health paraprofessional I (WIC HPA) is trained to take anthropometric and hematological data. A second level, WIC Certifier, is trained to assign risks, but does not provide nutrition counseling or education. Missouri has created tools for paraprofessional WIC HPAs to use in referring to other Professional CPAs for nutrition counseling and education.

Missouri WIC CPAs are professionals who typically are not RDs, but are degreed Nutritionist, RN, or other health professional with 12 credits in nutrition. Missouri WIC has found this level of staff to be difficult to recruit and retain, so it is planning to update the WIC certifier's role and training by October 2007 to include additional skills and responsibilities. For the purpose of this project, this program is not recommend for further review.

## Montana

| Domain Area                                    | Score | Comments                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content Area                                   | 6     | Program provides training on many topics surveyed. Staffs take additional on-line nutrition courses available through Santa Fe Community College. Montana received OA funds in 2007 to conduct and record VENA training, though competencies have not been incorporated into training modules.                                          |
| Quality related to development and maintenance | 3     | There are no staffs dedicated to training. Modules are out of date, and no updates are planned at this time. Most training initiatives are done with OA special project funds. No long-term structure or agreement between state and local agencies is in place to maintain training program.                                           |
| Quality related to adult learning principles   | 5     | Limited interaction via modules exists, as they are not designed with adult learning techniques. Some face-face trainings are held for paraprofessional staffs providing small group discussion and hands-on learning. Training coordinator at clinic site provides opportunities for trainees to observe and demonstrate competencies. |
| Adaptability                                   | 6     | On-line nutrition classes through Santa Fe Community College are adaptable and easy for other agencies to use. Electronic modules are very outdated and written with state-specific policies. Face-face training is time consuming and costly so may be more difficult to adapt.                                                        |

### Overall Impression of Program / Recommendations for Further Review

Montana WIC employs approximately 60 paraprofessional staffs across 27 local agencies. No FTE staffs at the State level are dedicated to training, but the Nutrition Education Coordinator spends approximately 10 hours per week on training topics. She provides face-face training and implements 8-nutrition modules, with help of designated Training Coordinators within each agency.

Most training for new trainees is through pen and paper modules, originally adapted from Idaho WIC about 8 yrs ago. Montana WIC recognizes that the modules are very outdated, as no major revisions or updates have been made since this time. Paraprofessionals typically do not attend state-wide face-face trainings, though in January 2007, a VENA training for all WIC staff was made possible with OA funds. This training was video-taped and there are plans to use it for continued VENA training.

Montana WIC provides opportunities for paraprofessionals to take additional on-line college nutrition courses through Santa Fe Community College, New Mexico. More information on this college can be found in this report under *Review of Other USDA Food Assistance Programs and Other Organizations*.

## Navajo Nation

| Domain Area                                    | Score | Comments                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content Area                                   | 7     | Navajo Nation provides training on most of the content areas surveyed. VENA competencies, such as critical thinking and communication skills are beginning to be included in face-face training.                                                                                                                                                                                          |
| Quality related to development and maintenance | 5     | A Quality Assurance Team from State agency staffs and Local Agency (LA) Coordinators provides monthly in-service training and participates in annual LA reviews. The Principle Nutritionist & Breastfeeding Coordinator State staffs assist in training. They are trained at conferences and professional learning opportunities and integrate training topics within Regional Trainings. |
| Quality related to adult learning principles   | 6     | NN WIC provides most training face-face via demonstration, small group discussion, and trainer/ trainee interactions. Trainers provide computer database, SPARKS, training and refer to “cone of learning” for adult learners. Paper modules provide case studies w/ questions to stimulate the trainee to interact with the material. Modules require preceptor to observe techniques.   |
| Adaptability                                   | 4     | Most training done face-face –which could be difficult and expensive for most agencies. NN does have paper modules that are in the process of being turned into an electronic format. QA forms are electronic system – and used to provide as resource for training needs.                                                                                                                |

### Overall Impression of Program / Recommendations for Further Review

Navajo Nation WIC has a comprehensive paraprofessional training program, with a combination of modules and face-face interactive training. The program has an established timeframe for completion. New staffs attend a 4-day face-face training provided by the Principle Nutritionist, the BF Coordinator, and members of the Quality Assurance (QA) team. The training is complete with demonstration, small group discussion, and hands-on learning opportunities.

Navajo Nation strengths lie with its ability to create a strong QA team with members from the Local Agencies and State agency. The Principal Nutritionist oversees the work of this team, as it provides in-service training, technical assistance and management evaluations. Communication between local agencies and State agency is clear and consistent with a teamwork approach to training and evaluation. The team approach within a small program allows a creative way for the State agency to interact with LA and use LA staff expertise.

An additional strength of Navajo Nation is the Management Evaluation practices. The QA team works together by visiting other local agencies and reviews procedures, skills, and additional training needs. The management evaluation form is electronic and completed by the team to assess LA practices and procedures. This same form is used to assess and plan additional training. The continuity of local agency evaluation and assessment of training needs strengthen the process of providing training to local agencies.

Navajo Nation WIC also provides additional expertise with cultural awareness training and counseling skills. Their program has a large focus on Native American foods and culture awareness, so the training they provide reflects this expertise.

Navajo Nation recognizes their need to update training materials with VENA competencies. For the purpose of this project, a further review of materials is not recommended.

## New York

| Domain Area                                    | Score | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content Area                                   | 8     | Training topic areas are complete for most areas surveyed. Principles of lifecycle nutrition and issues specific to maternal and child nutrition appear to be missing, but not necessary for this Training Center to include these topics as CPAs have professional nutrition coursework before enrolling in this training program. VENA competencies are incorporated within the training delivery format and plan to write them into training materials by VENA USDA implementation date.                                                                                                                                |
| Quality related to development and maintenance | 10    | Training center is well organized to develop and maintain training program. A Director, 4.5 FTE trainers, and BF Specialist (Lactation Consultant) are employed. These staffs conduct face-face trainings, 1-2 day advanced WIC training, materials and server-linked modules updates, and other training topics as needed. They participate in State WIC work groups to assist in policy and procedure implementation and provide direct technical assistance to clinics on-site if needed. Training staffs have prior WIC clinic experience, plus receive additional training on adult learning and communication skills |
| Quality related to adult learning principles   | 7     | Face-face training allows for many adult learning opportunities. Trainers incorporate VENA competencies into the training format, so critical thinking and communication skills are emphasized through the training. Trainees receive hands-on computer database training (WICSIS – WIC State-Wide Information System) via case studies. Interactive satellite conferences are held quarterly.                                                                                                                                                                                                                             |
| Adaptability                                   | 5     | NY focuses its training program for professional CPAs so content may not be easily adaptable for paraprofessional CPAs. Face-face training and server-based modules not as cost-effective or accessible for other program.                                                                                                                                                                                                                                                                                                                                                                                                 |

### Overall Impression of Program / Recommendations for Further Review

New York WIC contracts with Whitney M. Young Health Center, <http://www.wmyhealth.org/services/wicTrainingCenter.cfm>, to provide training to new paraprofessional and professional staff employed at local WIC clinics. New York primarily utilizes professional CPAs, such as RDs, physicians, RN, PAs, 4-year degree Nutritionists or other 4-year degree in a health field with at least 12 college credits in nutrition. Some rural clinics use paraprofessional CPAs, 2-year Dietetic Technicians or LPN.

The Whitney M. Young Health Center is an excellent model of an outside agency providing training and technical assistance to local WIC clinics. The State agency enters a 5-year contract with the center to provide all its training needs. The center provides most training on-

site, but they do go out to a clinic site if intensive, hands-on technical assistance is needed. They are not part of the Management Evaluation team, but they do serve as eyes and ears for the State agency as what clinics need for training.

Most training done by the center is “Intro to WIC” for new CPA staff. However, they also offer WIC clerk training, intermediate WIC and specialized database training, high-risk nutrition training, and program management skills. They provide specialized, 1-day topics as needed. They also provide “Intro to WIC” training through self-contained modules available on a State-wide server. A trainee can complete this course at the clinic site with his/her Supervisor to sign off on competencies and submitted to the Training Center. Content for these courses are updated regularly as new policies are implemented.

The center is working on overcoming challenges of rapid CPA turn-over and reaching its diverse population of CPAs and clients. The state has been successful to meet staffing needs with professional CPAs, however, future plans for more paraprofessional CPAs are in the works as rural areas have a harder time to recruit and retain professional staff.

New York has great success in training by partnering with an outside agency. However, because they do not use paraprofessional CPAs to certify participants for WIC, this program does not meet the scope of this project. An in-depth review of materials is not recommended.

## North Dakota

| Domain Area                                    | Score | Description                                                                                                                                                                                             |
|------------------------------------------------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content Area                                   | 7     | Training is provided for most content areas we assessed. VENA competencies are not included in training materials                                                                                       |
| Quality related to development and maintenance | 4     | Three state staff FTE with no staffs dedicated to training. No structured training “team” is established between state and local agency staff.                                                          |
| Quality related to adult learning principles   | 6     | Face-face training (termed “WIC University”) offers interactive techniques. Pen and paper modules are also used for training, but limited interactive application and not as varied for adult learners. |
| Adaptability                                   | 4     | Majority of training is provided face-face, which has less adaptability for larger regions. Pen and paper modules are available but not available online nor designed with adult learning techniques    |

North Dakota employs and trains paraprofessional CPAs to certify WIC participants. No FTE staffs or structured State and local agency “teams” are dedicated to training. This state experiences low staff turnover so training for new paraprofessional staffs is minimal.

Training for new staff is done face-face at 2-day training event called “WIC University”. Most content is provided during this live training, though pen and paper modules are also available. These modules are completed at the local agency and require an RD / mentor to observe and evaluate skills before trainee receives completion certificate. VENA competencies have not been included in training content as the State agency is evaluating its current needs before implementing VENA. Because of these limitations, a further review of materials is not recommended.

## Ohio

| Domain Area                                    | Score | Comments                                                                                                                                                                                                                                                       |
|------------------------------------------------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content Area                                   | 4     | Ohio's WIC training program offers many of the content areas surveyed. However, training content for paraprofessional WIC Support Staff is very limited as assessment, nutrition risk determination, and nutrition education is not done by paraprofessionals. |
| Quality related to development and maintenance | 6     | No FTE State Staff is completely devoted to training. Nine State agency staffs and eight Nutrition Consultants work together to create an unofficial team for training and providing technical assistance to local agencies. They plan to add two more staffs. |
| Quality related to adult learning principles   | 7     | Most training is held face-face, which includes hands-on learning and small group discussion. Additional training materials and resources available via electronic format (CD).                                                                                |
| Adaptability                                   | 3     | This program is not adaptable as content is not geared for paraprofessional CPAs. Most training is done face-face so expensive to adapt for other programs. Current training materials for professional CPAs are not updated with VENA competencies.           |

### Overall Impression of Program / Recommendations for Further Review

Ohio WIC employs paraprofessional CPA's as support staff. They gather WIC program verification information and refer participants to other community programs. They are trained to take anthropometric and hematological data, but do not determine nutrition risk, provide counseling or nutrition education based on this data.

Most training for professional CPAs is done face-face. The training materials are provided in a binder, with additional electronic materials provided on a CD. However, this material is not current with VENA competencies. Updates to include VENA are planned for both professionals and paraprofessionals. Because of these limitations, an in-depth review of this program is not recommended.

## Oklahoma

| Domain Area                                    | Score | Comments                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content Area                                   | 10    | They train on all competencies surveyed.                                                                                                                                                                                                                                                                                                                  |
| Quality related to development and maintenance | 10    | They have a strong staffing structure for training. Director of Nutrition Services is over training (75% of time), and she has 12 employees who train on their specific area. State staff has a very strong role in doing the training. Updates are made regularly.                                                                                       |
| Quality related to adult learning principles   | 9     | Have a variety of training methods (online, in person, etc.). They support advanced training for people with more experience.                                                                                                                                                                                                                             |
| Adaptability                                   | 9     | The online portion of the training is already available to other states except for the quiz/test questions. If a state wanted to host the content in their own site (website, Bb, etc.) they would have to train staff in this area. The individual training by a state staff person is probably not realistic for the staffing structure of many states. |

### Overall Impression of Program / Recommendations for Further Review

This is a very strong program. The state agency places a large emphasis on training and this is one of their primary goals. Although they don't use a large amount of paraprofessional staff, the training materials they have developed work for paraprofessional trainees as well as other staff members. They have a significant amount of staff time dedicated to training. Much of their material is already available to view. An in-depth review of this program is highly recommended.

## Oregon

| Domain Area                                    | Score | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content Area                                   | 8     | Content is thorough and complete in significant areas of training surveyed. Three modules (Intro to WIC, BF, and Nutrition Risk) have been updated to include VENA competencies. Evaluation of program content is ongoing and methods and staff have strategic plans in place to continue to improve content and include VENA competencies.                                                                                                                                                                                                                                                                                                             |
| Quality related to development and maintenance | 10    | Coordinates training program by an 8-member team composed of State Training coordinator (FTE), Module coordinator (1/2 FTE) , LA Coordinators who are designated as “Training Supervisors” within their clinic & State Nutrition consultants. State Nutrition consultants work as State training liaisons, providing nutrition & technical expertise for LA clinics in a regional setting. The team meets regularly, and it is committed to development, updates & implementation of competencies. The team provides in-service trainings, peer-peer training, RD regional discussion groups, and leads a face-face State-wide meeting every 18 months. |
| Quality related to adult learning principles   | 9     | Updated modules provide adult-learning domains with required observations, demonstrations, peer to peer interaction, and case studies. Companion modules, written for preceptors at LA sites provide guidance for implementing the training program. Regional database training (TWIST) is provided hands-on via laptops specially programmed for training purposes.                                                                                                                                                                                                                                                                                    |
| Adaptability                                   | 8     | On-line, downloadable modules for both trainee and Local Agency trainer are easily adaptable to other WIC state agencies. Additional State staff would be required to manage hands-on portion of computer training, update modules, and evaluate the training program.                                                                                                                                                                                                                                                                                                                                                                                  |

### Overall Impression of Program / Recommendations for Further Review

Oregon WIC provides an effective model of for CPA paraprofessional training. The training program is led by an 8-member team of both State and local agency (LA) staff. Oregon bases its training program on WIC Nutrition Services competencies and has integrated measures of feedback from LAs to serve as an evaluation component. Each LA designates a “Training Supervisor” at individual LA sites. Updated modules include VENA principles and are available on-line in downloadable PDF format for both trainer & trainee. Additional updates to

provide VENA competencies for all modules are planned to strengthen training protocol. Oregon WIC is satisfied with its current training program and organizational structure. A strategic plan provides structure to ongoing work of updating modules for VENA competencies.

The current training program is highly functional with an integrated module system and a good model to examine. However, LA staff is negatively affected by changes in funding at both federal and state levels. Oregon realizes a distance-delivery system for interactive e-learning may become necessary as state experiences rapid turnover within its local agencies. However, distance delivery via e- learning, video conferencing, or other advanced technology is not provided to all areas at this time.

An in-depth review of training materials is recommended for additional examination.

## Texas

| Domain Area                                    | Score | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content Area                                   | 8     | Texas WIC has a variety of training programs available (approximately 21) that LA can choose from to train CPAs. These training programs cover most of the content areas we surveyed and are comprehensive on all content areas of training. Incorporation of VENA competencies are at the beginning stages of training.                                                                                                                                            |
| Quality related to development and maintenance | 8     | The State WIC Training section has 12 Nutritionists who offer sessions to all LA via a satellite network system called Interactive Distance Learning, IDL. Trainers provide sessions according to their expertise via a satellite studio located at the State agency site. The State training branch maintains on-line, downloadable modules to accompany many of their IDL sessions.                                                                               |
| Quality related to adult learning principles   | 4     | Modules content include and require observations, demonstrations, and case studies. LA staffs act as mentors. IDL provides opportunity for Q & A sessions that are relayed through a 3 <sup>rd</sup> person moderator, located at the regional site. Trainees have interaction with other trainees located at the same location if other staffs attend the IDL sessions. IDL limits interaction as the trainer is in studio and trainees gathered at regional sites |
| Adaptability                                   | 6     | IDL format provides a distance delivery system, though it relies heavily on intensive technology and a well-staffed State agency to be able to deliver training from a central studio. Modules for IDL are easily adaptable.                                                                                                                                                                                                                                        |

### Overall Impression of Program / Recommendations for Further Review

Texas WIC utilizes paraprofessional staffs called WIC Certification Specialist, WCS. WCS can verify and certify a client for WIC, print vouchers, determine nutrition risk, and provide low-risk nutrition counseling, Texas WIC is aware of 21 programs used within the state to train WCS and allows LA to choose which program or method of training is best to use to train new staff. Training programs are submitted to the SA for approval by the LA within the annual plan of operations.

WCS staff complete training at their LA via a combination of modules and IDL. The IDL system offers a training session every few hours, several times/day. LA staffs can attend trainings as needed, though not set into a “program track”. Supportive training materials are available on-line to use the technology of this system.

Interactive format can be a challenge. Some regional training opportunities allow for interaction among group members. However, interactions with the trainer are limited because it is remote via a screen room.

Texas WIC WCS training programs are implemented at the LA level. The State agency does not have recommendations established for a structured training protocol. The State agency initiated the training of CPAs, but since the WIC infrastructure in Texas is very large, training protocols have outgrown the State agency oversight. The State agency recognizes the need for a consistent, structured training program, so it has begun an USDA-OA funded project in collaboration with the University of Texas to evaluate various training methods. The project's goal is to assess Texas WCS staff on their current level of training, competency levels, training needs, and preference for training procedures.

Texas WIC has excellent training “pieces” that can be adapted and used in other contexts. Their resources and materials are valuable to assess and evaluate for the purpose of the WR OA project. Texas’s commitment to training is evident by the ongoing OA project. <http://www.dshs.state.tx.us/wichd/tng/tng1.shtm>. An in-depth review of this program is recommended.

## Virginia

| Domain Area                                    | Score | Comments                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content Area                                   | 8     | Virginia provides training on most topic areas surveyed on. The only VENA competency training yet to be offered is critical thinking, but planned to be provided via regional face-face trainings during FFY08.                                                                                                                                |
| Quality related to development and maintenance | 7     | State agency with 2 FTE Training staff, plus 3 RD – Nutrition State -liaison FTE which provide CPA training “check-off & evaluations” and technical assistance to LA. RD Preceptor / Supervisor designated at LA available for assistance, but not required to act as trainer for CPAs. No structure for interaction exists between SA and LA. |
| Quality related to adult learning principles   | 5     | Most training provided via self-paced on-line modules. Limited interaction between trainees and trainer are required. Some case-study, video-conferencing and DVD formats are also used, though limited face-face learning opportunities provided to new trainees.                                                                             |
| Adaptability                                   | 9     | Current modules and materials are designed for all state’s use as original funding required generic format. However, updates now are State-specific, though format still very adaptable for other agencies. All training provided self-paced and distance-delivery method, so easily adaptable for variety of contexts.                        |

### Overall Impression of Program / Recommendations for Further Review

Virginia WIC delivers a low cost distance delivery CPA training program for paraprofessionals. It includes 11 self-paced and on-line training modules. The content of the modules is complete to train CPAs to certify participants for WIC and provide basic nutrition education. Most VENA competencies are included, and face-face training is planned to provide training on additional VENA competencies.

Most of the program’s oversight comes from a 5 member State team consisting of 1 FTE Training Supervisor, 1 FTE Trainer, and 3 FTE Nutrition Liaison positions who, among other duties, provide direct oversight and technical assistance to trainees within their region. LA coordinators, typically RDs, act as proctors and Supervisors for trainees, though they have no formal responsibility to provide training within their clinics. Currently, no organizational structure exists for local agencies and the State agency to collaborate around training. State agencies are not organized to provide input or help evaluate current training needs.

Virginia WIC’s CPA paraprofessional training program 11 self-paced modules contain quizzes and tests which must be passed with 90% or better for the trainee to be certified as a CPA.

Additional training materials for gathering anthropometric data are available via DVD, distributed by the State agency. Video-conferencing is used to provide annual civil rights and one breastfeeding training. Face-to face training is rarely used for CPAs, though it is anticipated for training on VENA principles. Adult learning techniques are slowly being incorporated into the modules. November 2007 updates are planned to provide additional discussions, personal experience reflections, and other interaction opportunities.

Virginia WIC training could be easy for other states to use, especially programs that need a distance delivery format. The modules are written to be very generic and adaptable for other states to use. However, updates will reflect Virginia-specific policy and procedures.

Overall, Virginia is satisfied with its training program. They recognize their modules to be effective in providing training in a time-sensitive and cost-effective manner. They see a need to establish a time-line for the modules to be completed. Currently, no system exists for monitoring the progression of a trainee, so trainees have no timeframe for becoming certified once beginning the program. The State agency is also working to overcome the challenges of internet technology and video-conferencing in rural areas. Link to VA WIC Training: <http://www.vahealth.org/wic/training.asp>

An in-depth review of this program is highly recommended.

## Washington

| Domain Area                                    | Score | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content Area                                   | 6     | Most content areas are covered in initial 1 week “core” training. Some areas are covered in depth and others are reinforced by follow up training later. Life cycle nutrition topics are not covered in the “core” training at this time and reinforcement of nutrition education is not consistent for trainees. They are currently working on modules that will be able to enhance their “core” training and plan to pilot these this summer. They are also working on modules that could in the future potentially replace the “core” live training for some trainees. They are adapting their modules from CA WIC and are considering using Captivate and a LMS called SmartPh. They have no standardized testing. All testing is left to the local agencies at this time. They are planning on implementing standardized testing. |
| Quality related to development and maintenance | 6     | There are state staff assigned to training but they also wear other hats and may not do as many training activities as hoped/planned. Training staff FTEs is too hard to estimate. Lead trainers are used for each training session and trainers are provided training and some work in the local agencies. Currently they update live “core” training, but do not have a system for doing so. They recognize that it will be important to update the modules they are currently creating but do not have a planned updating system. The new modules will use the Nutrition Service Standards, VENA staff competencies and WA specific standards.                                                                                                                                                                                      |
| Quality related to adult learning principles   | 6     | Adult learning techniques are being used and trainers are being educated on delivery methods for the live courses. They are still in the process of developing modules and finalizing how they will incorporate adult learning techniques into the delivery method.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Adaptability                                   | 4     | Some of the more basic sessions could be shared from the “core” notebook but others are very state specific. They do not have a separate train the trainer manual. They use a consistent pool of trainers. They do a lot of computer training on their system and train on their specific policies and procedures. They have collaborated with OR and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

|  |  |                                                                                                                                                                                                                                                                                                                                                                   |
|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | <p>CA WIC but report that they have obtained more than they have shared. The new modules they are developing are adapted from CA WIC and would have to be modified again for another state. Report sharing their training with several other states at different times with good responses. Have not yet completed development of modules and implementation.</p> |
|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Overall Impression of Program / Recommendations for Further Review**

Washington State has a well established training program that started in 1986-1987 and has traditionally used group live training. They used to have operational training sites that actually trained staff and saw WIC clients. Their training groups were 6-10 people. Their training program has grown for several reasons and they now use a training center that is “classroom” only with a computer lab and they train 18-25 at a time. They are now in the middle of a transition to introduce modules to enhance and possible in some cases replace some of their “core” training which is delivered live at this time. They use state staff, contract trainers from the local agencies and use experts in some fields to provide their “core” training. They have provided their trainers with different trainings such as Learn to Listen, Learn to Teach and Advanced Learning Design to encourage interactive training. They currently have a training manual but not a separate train the trainer manual. They use group training, role play, demonstration and hands on computer training in their core training. They train around 250 clerks/certifiers (mostly certifiers) each year. Their training goal for the “core” training is to have LA staff know how to complete certifications from A-Z, introduce polices, customer service, deliver WIC services and introduce Nutrition Education. Nutrition Education has been followed up with training workshops which are on hold right now with VENA and PCE. They would like to do more collaboration with states on shared topic ideas and are currently working with OR on some of these ideas/concepts. Although this State has a good traditional training program and is making efforts to transition to more modern delivery methods they are not far enough along in the process to evaluate their next phase of training. Some aspects of their traditional training program have been let go in order to make way for the up and coming methods.

## WCD Enterprises

| Domain Area                                    | Score | Comments                                                                                                                                                                                          |
|------------------------------------------------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content Area                                   | 6     | Includes many topics for basic certification of WIC participants. WCD does not do group classes, so no training is provided on these topics. VENA competencies are not included.                  |
| Quality related to development and maintenance | 4     | State staffs provide in-depth, monthly in-service training. Limited opportunities to incorporate updates as paper modules. State and local agency work together to mentor and train new staffs.   |
| Quality related to adult learning principles   | 5     | Initial staff training is not interactive while new trainees complete paper modules. Hands-on techniques, demonstration, and small group discussion are used during monthly, in-service training. |
| Adaptability                                   | 2     | Modules are paper-based. No electronic materials are available at this time. Most training conducted face-face and hands-on.                                                                      |

### Overall Impression of Program / Recommendations for Further Review

WCD Enterprises is an ITO agency in Oklahoma who trains paraprofessionals to certify WIC participants. Paraprofessionals receive training via paper modules within the first 90 days of hire. The Nutrition Coordinator serves as the main trainer for new staffs, as well as monthly in-service training, while local agency staffs provide mentoring for new trainees.

Training for the WIC database (SPIRIT) exists as consortium between area ITO (Chigaw, Chocstaw, Muskogee Creek, WCD, Osage, Zuni, San Filipe, 5 Sandavol, Pueblo, Otoe MO, ITC OK). The consortium shares resources and plans training conferences together. Basic WIC training or nutrition education is not completed via the consortium.

WCD Enterprises WIC recognizes the need to update their training materials to include VENA competencies. Many materials have originated with Oklahoma State WIC agency, and have been adapted to meet WCD needs. Because of these limitations, an in-depth review of materials is not recommended.

## Wyoming

| Domain Area                                    | Score | Comments                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content Area                                   | 6     | Many of the topics we surveyed are covered in 3-day on-site training, but content is designed for professional CPA, not paraprofessional. Modules provide training on most content areas, but need to be updated.                                                                                                     |
| Quality related to development and maintenance | 3     | No FTE training staffs are hired at WIC state agency. Training duties are a small percentage of time for 2 state staff members. Local agency staffs are not involved in planning or implementing training. The program relies on LA staffs to mentor trainees, but no training support available for mentoring staff. |
| Quality related to adult learning principles   | 5     | New professional CPAs attend 3-day face-face training which includes interactive case studies and small group discussions. Modules are paper based and provide little interactive opportunities.                                                                                                                      |
| Adaptability                                   | 3     | Low adaptability to other programs as most training is designed for professional CPAs and done face-face. Modules are outdated and non-electronic,                                                                                                                                                                    |

### Overall Impression of Program / Recommendations for Further Review

Wyoming WIC utilizes professional CPAs, so most of their training program is designed for this staff level. Wyoming spends little time and resources on training due to low staff turnover. No training structure or “team” exists at the State or local agency levels. They have two paraprofessional CPAs on staff (called CPA Assistant) but currently do not plan to expand their training program to include additional paraprofessional staff.

Most training for new staff is provided during a 3-day, face-face format which utilizes adult learning techniques. Modules are provided in paper-format. Wyoming is currently looking to other programs for training materials that include VENA competencies. An in-depth review of this program is not recommended.

## **Appendix H: In-Depth Review of Paraprofessional Training Programs and Materials**

This appendix contains the information from the in-depth review of programs for the seven states agencies and one college who received this level of review. Each state agency is reported in alphabetical order, with Central Arizona College at the end.

## Alaska

### Program Overview

The Alaska WIC Program contracts with the University of Alaska Anchorage (UAA) to provide paraprofessional CPA training. Occasionally live trainings are offered, but all training requirements can be completed online. There are four self-paced courses which each consist of 4-5 modules. These include a textual portion of the module, online activities, and activities to be completed with a preceptor. At the end of each module there is an electronically graded quiz that becomes part of the trainee record. They can make multiple attempts on the quiz. Each trainee is required to have a qualified preceptor in the Local Agency to complete the training. The self-paced courses and modules are:

*Course: Getting Started with Alaska WIC*

Modules:

- WIC Certification
- Customer Service
- Vendor Relations
- Issuing Food Packages

*Course: Nutrition Assessment*

Modules:

- Anthropometrics
- Hematology
- Dietary Assessment
- Determining Nutrition Risk

*Course: Nutrition Education and Counseling*

Modules:

- Counseling Skills
- Cross Cultural Counseling
- Critical Thinking
- Providing Effective Nutrition Education
- Developing Care Plans

*Course: Alaska WIC Breastfeeding Basics*

Modules:

- Breastfeeding is the Best Choice
- Getting Started with Breastfeeding
- Managing Breastfeeding
- Pumping and Away From Baby
- Other Issues with Breastfeeding

In addition to the self-paced courses, there is one course that is offered online, but is not self-paced. This is the Maternal, Infant, and Early Child Nutrition course. This is an 8-week course where the students receive a syllabus, textbook, and weekly activities. A UAA instructor

teaches the course and works with the students through the course. There is not a preceptor requirement for this portion of training. The topics covered in this course include:

- Basic Nutrition
- Using Nutrition Guidelines and Standards
- Nutrition During Pregnancy
- Nutrition for Postpartum and Lactating Women
- Nutrition During Infancy
- Nutrition for Toddlers and Preschool-aged Children

Information for guest access to the self-paced modules can be found at <http://wictraining.uaa.alaska.edu>.

The following table summarizes competencies covered in the core training program, instructional design strategies, training policies, and overall program design.

| Area                                | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Content Areas / Competencies</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Principles of life-cycle nutrition  | <p>The Maternal, Infant, and Early Child Nutrition course covers the topic of basic nutrition. It includes topics such as nutrients found in food, how these are used, Dietary Guidelines for Americans, MyPyramid, and Reading Food Labels. The course also covers nutrition for pregnancy, postpartum and lactation, infancy, and young children. The content of this course is not state-specific and could be used by other agencies.</p> <p>The Alaska WIC Breastfeeding Course consists of five modules on breastfeeding. The text portion of the modules was adapted from the Oregon WIC Breastfeeding modules. Online activities were developed based on these modules. There are online interactive activities on counseling breastfeeding women, calculating percent weight loss, and growth concerns. There are also multiple case studies and suggestions for discussion with a co-worker or preceptor. A couple of videos are used to accompany the training materials. The vast majority of information in this course could be used by other agencies and is not state-specific.</p> |

| Area                                      | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Nutrition assessment process              | Dietary Assessment module covers how to perform a dietary assessment. It includes some standard information such as the Dietary Guidelines for Americans, MyPyramid, and standard serving sizes. It also contains some state-specific information such as Alaska WIC Dietary Assessment forms. Some content, such as information on completing food frequencies and 24-hour recalls may not be as pertinent following implementation of Revision 8. |
| Anthropometric data collection techniques | Anthropometrics module. The content in this module is mostly standard information that could be used by other agencies. There are two online interactive activities on performing anthropometric measurements. Reference to the CDC website for the use of growth charts is given. There is an accompanying video that trainees check out on anthropometrics.                                                                                       |
| Hematological data collection techniques  | The Hematology module gives basic instructions on performing hemoglobin tests, primarily referencing the HemoCue website. There is an accompanying video with this module on iron deficiency anemia that goes into more detail on what anemia is and providing education for clients who may be at risk for anemia. The information in this module is primarily general and could be utilized by other agencies.                                    |
| Communication                             | <p>The Customer Service module covers the topic of communication. This module is not state-specific and could be used by other agencies.</p> <p>The Counseling Skills module covers many communication skills. This information is not state-specific and could be used by other agencies.</p>                                                                                                                                                      |
| Multicultural awareness                   | The Cross Cultural Counseling module covers this topic. Specifics about many cultures are provided. The WIC Works module on Working in a Multicultural Environment is used. Some of the information is Alaska specific, but much of the content on dietary and health habits of specific cultures could be utilized by other agencies.                                                                                                              |

| Area                                              | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Critical thinking                                 | <p>The Critical Thinking module covers this topic. It includes video clips from the VENA regional training. This module is not state-specific and could be used by other agencies.</p> <p>The Maternal, Infant, and Early Child Nutrition course includes a discussion board where trainees contribute to a discussion topic each week that encourages them to use critical thinking skills to applying the information they are learning to common client situations.</p> |
| Nutrition risk determination                      | <p>Determining Nutrition Risk module covers categories of risk factors and individual risk factors. Some of the information and the format of the module could be used by other agencies, but some would require adaptation for specific risks used. There are online interactive case studies for each category of risk.</p>                                                                                                                                              |
| Food package prescription and nutrition tailoring | <p>Issuing Food Packages module covers the food packages available in Alaska WIC. It references the Alaska State Policy and Procedure manual for more details on food packages and food package tailoring. The content is fairly AK-specific.</p> <p>Vendor Relations module covers information on WIC foods. This information would be fairly similar for other WIC agencies.</p>                                                                                         |
| Appropriate referrals                             | <p>Many of the modules reference providing appropriate referrals. The WIC Certification module gives general information about making referrals and possible agencies to refer to. Other modules including the Breastfeeding modules, Counseling Skills, and Providing Effective Nutrition Education suggest when referrals may be appropriate.</p>                                                                                                                        |

| Area                                                                                                    | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Basic nutrition education and breastfeeding promotion and support</p>                                | <p>The Maternal, Infant, and Early Child Nutrition course covers the topic of basic nutrition. It includes topics such as nutrients found in food, how these are used, Dietary Guidelines for Americans, MyPyramid, and Reading Food Labels. The course also covers nutrition for pregnancy, postpartum and lactation, infancy, and young children. The content of this course is not state-specific and could be used by other agencies.</p> <p>The Alaska WIC Breastfeeding Course consists of five modules on breastfeeding. The text portion of the modules was adapted from the Oregon WIC Breastfeeding modules. Online activities were developed based on these modules. There are online interactive activities on counseling breastfeeding women, calculating percent weight loss, and growth concerns. There are also multiple case studies and suggestions for discussion with a co-worker or preceptor. A couple of videos are used to accompany the training materials.</p> |
| <p>The need for an individual care plan and its development for low-risk and high-risk participants</p> | <p>The Developing Care Plans module covers this topic. It covers documentation of care plans using SOAP or DAR charting formats. Some of the information in this module is AK-specific and some could be used by other agencies.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

| Area                                                                                      | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Educational and counseling methods/techniques, including cross-cultural counseling skills | <p>Counseling Skills module covers counseling techniques including Best Start’s 3-Step Counseling, Stages of Change Model, and Motivational Interviewing (links to WIC Works module). This module contains video clips online from the VENA regional training with questions to consider while watching the clips. There are interactive activities on open-ended questions and identifying stages of change.</p> <p>Providing Effective Nutrition Education module covers education techniques including principles of teaching adults. The WIC Works modules on Facilitating Group Discussion and Making Nutrition Education Fun and Attractive are utilized. There is an interactive activity on Dale’s Cone of Learning. There are some AK policies related to providing nutrition education, but the majority of the content in the module could be used by other agencies.</p> |
| Cultural competencies related to the participants population served                       | The Cross Cultural Counseling module covers this topic. Specifics about many cultures are provided (specifically cultural groups commonly seen in AK WIC Clinics). The WIC Works module on Working in a Multicultural Environment is used. Some of the information is Alaska specific, but much of the content on dietary and health habits of specific cultures could be utilized by other agencies.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Customer service practices                                                                | Customer Service module. This module utilizes content developed by Connecticut WIC that is also available on WIC Works.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Issues specific to maternal and child nutrition                                           | The Maternal, Infant, and Early Child Nutrition course covers the topic of basic nutrition and lifecycle nutrition (for the WIC population). It includes topics such as nutrients found in food, how these are used, Dietary Guidelines for Americans, MyPyramid, and Reading Food Labels. The course also covers nutrition for pregnancy, postpartum and lactation, infancy, and young children.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| State Information Systems                                                                 | No formal training provided by the state. There is a user’s manual, but training primarily happens at the local agency.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

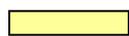
| Area                                                                                            | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Environmental and family dynamics                                                               | Not specifically identified.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Program integrity (client, staff, vendor)                                                       | <p>WIC Certification module covers WIC participant rights and responsibilities.</p> <p>Vendor Relations module addresses program integrity as it relates to vendors.</p>                                                                                                                                                                                                                                                                                                                                                      |
| Program overview (certification periods, categories, food instrument use, income determination) | <p>WIC Certification module. This module contains some state-specific policies, but much of it would be useable by other states. There are interactive activities on certification requirements and calculating income.</p> <p>The Vendor module covers specific information about vendors and WIC foods. Some of the content is specific to AK policies related to vendors and some is general information about WIC foods that could be used by other agencies. There is an interactive activity on Approved WIC foods.</p> |
| Competency in technology                                                                        | Not specifically addressed in the training.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Basic office equipment (copier, phone, VCR/DVD)                                                 | No.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Writing care plans                                                                              | The Developing Care Plans module covers this topic. It covers documentation of care plans using SOAP or DAR charting formats. Some of the information in this module is AK-specific and some could be used by other agencies.                                                                                                                                                                                                                                                                                                 |
| Outreach                                                                                        | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Civil Rights                                                                                    | Basic information on civil rights is covered in the WIC Certification module.                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Confidentiality                                                                                 | The WIC Certification module briefly discusses the need to maintain client confidentiality.                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Instructional Design Component</b>                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Types of interaction available and encouraged:                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| learner ↔ content                                                                               | Yes, the learner interacts with content online primarily                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

| Area                                                                                                                           | Notes                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| learner ↔ instructor                                                                                                           | The primary form of interaction is with the preceptor during the self-paced modules, although there is some interaction between the learner and the UAA training program staff. That is always available. The learner interacts directly with the UAA instructor throughout the Maternal, Infant, and Early Child Nutrition course. |
| learner ↔ learner                                                                                                              | This is provided during the Maternal, Infant, and Early Child Nutrition course in the form of teleconferences and a discussion board.                                                                                                                                                                                               |
| instructor ↔ content                                                                                                           | The UAA training program staff primarily develop content based on materials from the AK WIC State staff.                                                                                                                                                                                                                            |
| instructor ↔ instructor                                                                                                        | Instructors at UAA interact with one another and interact with AK State staff regarding content.                                                                                                                                                                                                                                    |
| content ↔ content                                                                                                              | Yes, interactive activities are utilized online that give the learner feedback based on their responses.                                                                                                                                                                                                                            |
| Expected outcomes are stated for learner                                                                                       | Knowledge and Take Action Objectives are stated at the beginning of each module.                                                                                                                                                                                                                                                    |
| Reasons for completing lesson is stated for learner                                                                            | Not explicitly stated outside of the learning objectives.                                                                                                                                                                                                                                                                           |
| Support is provided during learning process                                                                                    | Some support is provided from UAA staff, although it is not in a structured format. The trainees receive the majority of their support through their preceptor.                                                                                                                                                                     |
| Structure of training allows learner to receive immediate or timely feedback                                                   | Yes, electronically graded quizzes and self-assessment questions within the modules allow the trainee to receive immediate feedback on those items. Timeliness of feedback related to hands-on activities would depend on the preceptor.                                                                                            |
| Material is sequenced in a way that allows learner to connect new information being presented to information already presented | Yes, courses are intended to be completed in a certain sequence to allow learners to build on information they have already learned.                                                                                                                                                                                                |
| Learners are provided opportunity to assess current knowledge prior to beginning a lesson                                      | No.                                                                                                                                                                                                                                                                                                                                 |

| Area                                                                                                                                      | Notes                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Important information is highlighted or emphasized                                                                                        | Generally more important information includes some type of self-assessment question or activity that helps emphasize the importance.                                                                                                                |
| Learners are provided opportunity to reflect on information (through items such as embedded questions)                                    | Yes, embedded questions are frequently used within the modules to allow learners to reflect on information.                                                                                                                                         |
| Learners are given opportunity to collaborate with other learners                                                                         | In the Maternal, Infant, and Early Child Nutrition course learners are given this opportunity. It is not available in the self-paced modules.                                                                                                       |
| Learners are given opportunities to check their progress or assess their own learning during the lesson                                   | Yes, there are some self-check type questions, case studies, or other activities that the learner can try and get feedback so they can assess their progress.                                                                                       |
| Simulations of real-life situations are provided                                                                                          | Yes, case studies are used to simulate real-life situations                                                                                                                                                                                         |
| Learners are asked to apply information to real-life situations                                                                           | Yes, activities on the Skills Checklists that are completed with a preceptor give the learner the opportunity to practice what they have learned with clients in the clinic.                                                                        |
| Multiple sensations are used by the learner<br><br>Textual<br>Verbal (auditory)<br>Visual (visual layout/appeal)<br>Kinesthetic / tactile | The online modules include text, some auditory pieces, some video clips, graphics, and interactive activities that require the learner to do something online. The activities with the preceptor provide more opportunity for hands-on experiences. |
| Learners are given opportunity to link information being presented to their own life or personal/professional experiences                 | This is mostly seen in the Maternal, Infant, and Early Child Nutrition course in the discussion board where learners are often asked to apply information to their own experiences.                                                                 |
| Learners are given the opportunity to evaluate information being presented and construct their own knowledge                              | This is done to some extent in the Maternal, Infant, and Early Child Nutrition course with discussion board topics.                                                                                                                                 |
|                                                                                                                                           |                                                                                                                                                                                                                                                     |

| Area                                                                                                                          | Notes                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Training Policies</b>                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                           |
| Preceptor / mentor guidelines or policies available                                                                           | There is a very general policy about preceptor requirements and responsibilities, but not very specific information or support for the preceptor.                                                                                                                                                                                                                                         |
| Trainee allowed to “test out” of training                                                                                     | Yes, if the trainee has a nutrition background and WIC experience, they are allowed to challenge the final exams.                                                                                                                                                                                                                                                                         |
| Final test required for certification / competency evaluated<br>Knowledge<br>Practical/ “Hands-on”                            | Yes, there is a final Knowledge Exam and a final Practical Exam. These are both administered by the preceptor in the Local Agency.                                                                                                                                                                                                                                                        |
|                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Program Design</b>                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                           |
| Use of activities with preceptor/mentor/supervisor at Local Agency                                                            | Yes, each module contains activities in the form of a Skills Checklist that must be completed with a preceptor in the Local Agency. A preceptor is required for each trainee.                                                                                                                                                                                                             |
| Trainees required to conform to specific time schedule (“classes” start/stop at specific time)<br>Synchronous<br>Asynchronous | Most of the modules are self-paced, online and therefore can be completed anytime. The Maternal, Infant, and Early Child Nutrition course is an 8-week courses that is offered on a specific schedule (currently one time per year). There are currently two synchronous activities (teleconferences) and the rest is asynchronous, although specific assignments are required each week. |
| Contract with agency outside of WIC utilized                                                                                  | Yes, the State of Alaska WIC Program contracts with the University of Alaska Anchorage for training.                                                                                                                                                                                                                                                                                      |
| Different levels of paraprofessional certification are available                                                              | No.                                                                                                                                                                                                                                                                                                                                                                                       |

### Key to Colors and Abbreviations



**VENA competencies**



**FNS Nutrition Service Standards**



**Western Region Specifications for CPA competencies in addition to FNS Nutrition Service Standards and VENA competencies (per March meeting)**

### **Comments Related to the Training Program**

Many parts of this training program could be used by other states. Guest access is available for the self-paced modules and therefore could be viewed by other states. Adapting materials other than the text portion of the modules would require access and understanding of the software used to develop the content. Having the modules in Blackboard allows for some useful functions, but may limit ability to adapt content to another format.

The Maternal, Infant, and Early Child Nutrition course is a unique portion of this program. It is structured very similar to a college-level online course. Some other programs utilize college courses however this format allows it to be specific to information needed for WIC Program staff. The interaction trainees have with the instructor and other trainees is unique to this format of providing training. The limiting factor is that it has to be offered on a specific schedule which may be difficult for trainees needing to move quickly through a training program.

## California

### Program Overview

In the California WIC Program, paraprofessional CPAs are titled WIC Nutrition Assistants (WNAs). The State Agency provides a variety of training opportunities for paraprofessionals, but the only *requirement* for certification as a WNA is the Competency Evaluation Tools for each Task Area (Tasks I-VIII).

California WIC is a very large agency which allows for a variety of training opportunities. The core training tool for WNA trainees is the California WIC Training Manual 2002. This is a series of self-pace modules that are posted online as PDF documents. The modules are related to eight tasks that are responsibilities of a NWA. These Tasks are as follows:

- Task I (Modules 2-3): Communication and Cultural Competence
- Task II (Modules 4-6): Certification and Recertification
- Task III (Modules 7-13): Health Assessment
- Task IV (Modules 14-15): Individual Education
- Task V (Modules 16-17): Food Instruments
- Task VI (Module 18): Nutrition Education Plan
- Task VII (Modules 19-21): Group Education
- Task VIII (Modules 22-24): Referrals and Outreach

These modules are each set up in the following format:

- Overview
- Content
- Summary
- Glossary
- Progress Check
- Learning Activities
- Progress Check Answers

California WIC also offers a variety of live trainings. Some of these apply to a specific Task for WNA certification which would be noted on the registration form for that training. For example, the Cultural Diversity Training would cover the topics in Task I and meet some of the requirements in the Competency Evaluation Tool for that Task.

The PDF modules as well as information about live trainings in California can be found on their training website at <http://www.wicworks.ca.gov/resources/trainResourcesIndex.asp>.

There is an 8-session live training (offered multiple times throughout the year) that covers all Tasks of a WNA. This meets some of the requirements in the Competency Evaluation Tool for each Task. Agencies are charged \$500 to send a staff member to this training.

It is estimated that it would take over 125 hours to complete the required training to become a WNA.

The following table summarizes competencies covered in various parts of training options available, instructional design strategies, training policies, and overall program design.

| Area                                      | Notes                                                                                                                                                                                                                                                                              |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Content Areas / Competencies</b>       |                                                                                                                                                                                                                                                                                    |
| Principles of life-cycle nutrition        | <p>Modules 10-13 CA WIC Training Manual- these contain general information that is not CA-specific in addition to some CA-specific information; the state specific information could be easily removed/replaced</p> <p>Modules 10,11, 13 contain outdated Food Guide Pyramid</p>   |
| Nutrition assessment process              | Module 8 CA WIC Training Manual- contains some CA-specific policy, but much of the content could be used by other agencies                                                                                                                                                         |
| Anthropometric data collection techniques | Module 8 CA WIC Training Manual - contains some CA-specific policy, but much of the content could be used by other agencies                                                                                                                                                        |
| Hematological data collection techniques  | WNA's do not do this function, but Module 8 of CA WIC Training Manual trains on interpreting this information and entering it into the computer system – this portion is specific to the CA WIC computer system                                                                    |
| Communication                             | <p>Be A Service Star (WNA Task I)- Live training</p> <p>Module 2 CA WIC Training Manual</p> <p>Module 3 CA WIC Training Manual</p> <p>Module 14 CA WIC Training Manual</p> <p>All trainings in this area are generally not CA-specific and could be utilized by other agencies</p> |

| Area                                              | Notes                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Multicultural awareness                           | <p>Cultural Diversity (WNA Task I)- Live training</p> <p>Working with Diverse Staff and Participants In-service Series – Leader’s Guide format</p> <p>Module 3 CA WIC Training Manual</p> <p>Although there is some reference to populations in CA, this content could effectively be utilized by other agencies.</p>                                                                                                  |
| Critical thinking                                 | <p>Many Learning Activities within the modules of the CA WIC Training Manual encourage use of critical thinking skills</p>                                                                                                                                                                                                                                                                                             |
| Nutrition risk determination                      | <p>Module 4 CA WIC Training Manual – very basic overview of categories of nutritional risk</p> <p>Modules 10-13 CA WIC Training Manual – identifies risk for each participant category. This portion of the module is CA-specific, but could easily be removed or replaced.</p>                                                                                                                                        |
| Food package prescription and nutrition tailoring | <p>ISIS Basic Part I and Part II (WNA Task II, V, and VI)- Live training</p> <p>Module 6 CA WIC Training Manual (covers WIC foods)- this module contains some CA-specific items, but the vast majority of it is general information that could be used by other agencies</p> <p>Modules 16-17 CA WIC Training Manual – there is quite a bit of CA-specific information in this modules, particularly in Module 17.</p> |

| Area                                                                                             | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Appropriate referrals                                                                            | <p>Module 9 CA WIC Training Manual (referrals related to lactation)</p> <p>Module 22-23 CA WIC Training Manual – very in depth coverage of programs and process for referrals. Module 22 has some CA-specific policies, but there is very good general information also. Module 23 is quite CA-specific</p> <p>Referenced in other modules also</p>                                                                                                                                                                                  |
| Basic nutrition education and breastfeeding promotion and support                                | <p>Module 7 CA WIC Training Manual (covers Basic Nutrition – very comprehensive module, but does not have updated Dietary Guidelines or Food Guide Pyramid)</p> <p>Module 9 CA WIC Training Manual – this module does not contain a lot of CA-specific information and could easily be used by other states.</p> <p>Modules 10-13 CA WIC Training Manual- these contain general information that is not CA-specific in addition to some CA-specific information; the state specific information could be easily removed/replaced</p> |
| The need for an individual care plan and its development for low-risk and high-risk participants | <p>Module 8 CA WIC Training Manual discusses their Nutrition Intervention Triage System which essentially shows different levels of intervention needed and appropriate staff to provide that intervention</p> <p>Module 18 CA WIC Training Manual discusses the Nutrition Education Plan, but not specifically care plans for high and low risk participants. This is specific to CA WIC.</p>                                                                                                                                       |

| Area                                                                                             | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Educational and counseling methods/techniques, including cross-cultural counseling skills</p> | <p>Family Centered Education (WNA Task VII) - Live training</p> <p>Group Education –Beginning (WNA Task VII) - Live training</p> <p>Group Education – Intermediate (WNA Task VII) - Live training</p> <p>Participant Centered Individual Education (WNA Task IV) - Live training</p> <p>Learning to Listen, Learning to Teach - Live training</p> <p>Working with Diverse Staff and Participants In-service Series – Leader’s Guide format</p> <p>Affirm, Add, and Move On in-service – Leader’s Guide Format</p> <p>Teacher Safety: What to do if You Don’t Know in-service – Leader’s Guide format</p> <p>Module 3 CA WIC Training Manual</p> <p>Module 8 CA WIC Training Manual (counseling and education related to breastfeeding)</p> <p>Module 14 CA WIC Training Manual</p> <p>Module 15 CA WIC Training Manual</p> <p>Module 19-21 CA WIC Training Manual</p> <p>The training modules listed here contain little CA-specific information. The content could easily be used by other states.</p> |

| Area                                                                | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cultural competencies related to the participants population served | <p>Cultural Diversity (WNA Task I) - Live training</p> <p>Working with Diverse Staff and Participants In-service Series – Leader’s Guide format</p> <p>Module 3 CA WIC Training Manual</p> <p>Also reference within other modules (for example breastfeeding or nutritional practices of different cultural groups)</p> <p>The training modules listed here contain little CA-specific information. The content could easily be used by other states.</p> |
| Customer service practices                                          | <p>Be A Service Star (WNA Task I) - Live training</p> <p>Module 2 CA WIC Training Manual</p> <p>Module 4 CA WIC Training Manual</p> <p>The training modules listed here contain little CA-specific information. The content could easily be used by other states.</p>                                                                                                                                                                                     |
| Issues specific to maternal and child nutrition                     | <p>Modules 10-13 CA WIC Training Manual - these contain general information that is not CA-specific in addition to some CA-specific information; the state specific information could be easily removed/replaced</p>                                                                                                                                                                                                                                      |
| State Information Systems                                           | <p>ISIS Basic Part I and Part II (WNA Task II, V, and VI) - Live training</p> <p>Computer system information is also included in modules where appropriate. For example, modules 10-13 include ISIS (computer) risk codes for each participant category, module 18 includes documenting the Nutrition Education Plan in the ISIS system</p>                                                                                                               |

| Area                                                                                            | Notes                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Environmental and family dynamics                                                               | <p>Family Centered Education (WNA Task VII) - Live training</p> <p>Module 3 CA WIC Training Manual</p> <p>References within modules covering nutrition education and counseling</p>                                                                                                               |
| Program integrity (client, staff, vendor)                                                       | <p>Module 4 CA WIC Training Manual</p> <p>Module 17 CA WIC Training Manual</p>                                                                                                                                                                                                                    |
| Program overview (certification periods, categories, food instrument use, income determination) | <p>ISIS Basic Part I and Part II (WNA Task II, V, and VI) - Live training</p> <p>Module 4 CA WIC Training Manual</p> <p>Module 6 CA WIC Training Manual</p> <p>Modules 4 and 6 have a lot of general information that could be used by other agencies. There is some CA-specific information.</p> |
| Competency in technology                                                                        | Not identified within basic training materials.                                                                                                                                                                                                                                                   |
| Basic office equipment (copier, phone, VCR/DVD)                                                 | Not identified within basic training materials.                                                                                                                                                                                                                                                   |
| Writing care plans                                                                              | Module 18 CA WIC Training Manual does not specifically cover writing “care plans”, but does address Nutrition Education Plans. This module is CA-specific.                                                                                                                                        |
| Outreach                                                                                        | Module 24 CA WIC Training Manual- this module has some CA-specific policy, but has good general ideas for outreach.                                                                                                                                                                               |
| Civil Rights                                                                                    | Shining the Light on Civil Rights in WIC and Staff - Live training                                                                                                                                                                                                                                |
| Confidentiality                                                                                 | Module 14 CA WIC Training Manual – this has good basic information that could be utilized by other agencies.                                                                                                                                                                                      |
|                                                                                                 |                                                                                                                                                                                                                                                                                                   |

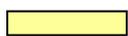
| Area                                                | Notes                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Instructional Design Component</b>               |                                                                                                                                                                                                                                                                                                                                                                                                       |
| Types of interaction available and encouraged:      |                                                                                                                                                                                                                                                                                                                                                                                                       |
| learner ↔ content                                   | Yes                                                                                                                                                                                                                                                                                                                                                                                                   |
| learner ↔ instructor                                | <p>Many of the leader's guide in-services and live trainings appear to have opportunity for the learner to interact with the instructor and other participants.</p> <p>In the training manual, the learner should have interaction with a mentor or supervisor for the Learning Activities in each module.</p>                                                                                        |
| learner ↔ learner                                   | <p>Many of the leader's guide in-services and live trainings appear to have opportunity for the learner to interact with the instructor and other participants.</p> <p>In the training manual, some of the Learning Activities suggest the learner do these with a co-worker (this would not necessarily be interaction with another "learner", but perhaps someone who has had similar training)</p> |
| instructor ↔ content                                | State staff develop and post materials and deliver many of the live trainings                                                                                                                                                                                                                                                                                                                         |
| instructor ↔ instructor                             | Unknown                                                                                                                                                                                                                                                                                                                                                                                               |
| content ↔ content                                   | No                                                                                                                                                                                                                                                                                                                                                                                                    |
| Expected outcomes are stated for learner            | Yes, learning objectives are clearly stated at the beginning of each module in the training manual and are stated for live trainings and Leader's guides for in-service outlines.                                                                                                                                                                                                                     |
| Reasons for completing lesson is stated for learner | The Training Bulletin with course descriptions and schedules identifies which "Task" requirement of the WNA program a particular training fulfills. The WIC Training Manual groups modules by Task which shows how the module relates to WNA job function.                                                                                                                                            |
| Support is provided during learning process         | This appears to be largely left up to the Local Agency. Support does not appear to be provided directly from State Staff if the self-paced modules are used.                                                                                                                                                                                                                                          |

| Area                                                                                                                           | Notes                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Structure of training allows learner to receive immediate or timely feedback                                                   | <p>Live trainings and Leader's guides for in-services appear to be interactive which should allow for learner feedback.</p> <p>In the Training Manual, the answers for the Progress Checks are provided at the end of the module. This does allow for immediate feedback, but may not encourage the learner to attempt an answer prior to looking up the correct answer.</p> |
| Material is sequenced in a way that allows learner to connect new information being presented to information already presented | Yes, the content is logically sequences. Grouping topics by Certification Tasks puts it in a logical progression and allows connecting new information to old.                                                                                                                                                                                                               |
| Learners are provided opportunity to assess current knowledge prior to beginning a lesson                                      | <p>Not in the Training Manual.</p> <p>Live trainings or Leader's Guide format in-services may provide this.</p>                                                                                                                                                                                                                                                              |
| Important information is highlighted or emphasized                                                                             | Yes, in the Training Manual tables are often used to highlight specific information. Bold font of topic areas helps identify key topics.                                                                                                                                                                                                                                     |
| Learners are provided opportunity to reflect on information (through items such as embedded questions)                         | This is not provided within the Training Manual modules. Some of the Learning Activities at the end of the module ask the learner to do this and share thoughts with a preceptor or mentor.                                                                                                                                                                                  |
| Learners are given opportunity to collaborate with other learners                                                              | <p>Not in the Training Manual.</p> <p>This would be available with live trainings.</p>                                                                                                                                                                                                                                                                                       |
| Learners are given opportunities to check their progress or assess their own learning during the lesson                        | In the Training Manual, progress checks are provided at the end of each module. The modules are relatively short so this seems adequate. There are multiple modules within a Task area.                                                                                                                                                                                      |
| Simulations of real-life situations are provided                                                                               | These are provided in the Learning Activities. This would need to be done with a Mentor or Supervisor.                                                                                                                                                                                                                                                                       |
| Learners are asked to apply information to real-life situations                                                                | Occasionally this is done in the Learning Activities.                                                                                                                                                                                                                                                                                                                        |

| Area                                                                                                                                                | Notes                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Multiple sensations are used by the learner</p> <p>Textual<br/>Verbal (auditory)<br/>Visual (visual layout/appeal)<br/>Kinesthetic / tactile</p> | <p>The Training Manual only provides visual and textual information. Auditory or kinesthetic instruction would have to be done by a mentor or supervisor.</p> <p>The live trainings and in-service layouts would allow for multiple senses to be used by the learner.</p> |
| <p>Learners are given opportunity to link information being presented to their own life or personal/professional experiences</p>                    | <p>Yes, the Learning Activities often encourage this type of reflection.</p>                                                                                                                                                                                              |
| <p>Learners are given the opportunity to evaluate information being presented and construct their own knowledge</p>                                 | <p>To a limited extent this is sometimes provided within a learning activity, however most of the activities are a reflection or application of what was presented rather than an opportunity to truly evaluate the information presented.</p>                            |
| <b>Training Policies</b>                                                                                                                            |                                                                                                                                                                                                                                                                           |
| <p>Preceptor / mentor guidelines or policies available</p>                                                                                          | <p>The Review Manual is available for supervisors overseeing a trainee. This assists them in completing the Competency Evaluation Tool with the trainee.</p>                                                                                                              |
| <p>Trainee allowed to “test out” of training</p>                                                                                                    | <p>Training resources are provided, but a person could become certified as a WNA by completing the Competency Evaluation Tools for each Task.</p>                                                                                                                         |
| <p>Final test required for certification / competency evaluated<br/>Knowledge<br/>Practical/ “Hands-on”</p>                                         | <p>The Competency Evaluation Tool for each task has three sections: Quiz, Interview, and Observations. This incorporates both knowledge and practical application.</p>                                                                                                    |
| <b>Program Design</b>                                                                                                                               |                                                                                                                                                                                                                                                                           |
| <p>Use of activities with preceptor/mentor/supervisor at Local Agency</p>                                                                           | <p>If a trainee uses the Training Manual, a mentor or supervisor is required to complete the Learning Activities.</p> <p>If a trainee attends the 8 day training series, it is self-contained and would not require a mentor or supervisor to assist with activities.</p> |

| Area                                                                                                                          | Notes                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Trainees required to conform to specific time schedule (“classes” start/stop at specific time)<br>Synchronous<br>Asynchronous | If the Training Manual is used, it is entirely self-paced.<br><br>A specific schedule would apply for live classes. |
| Contract with agency outside of WIC utilized                                                                                  | No                                                                                                                  |
| Different levels of paraprofessional certification are available                                                              | No                                                                                                                  |

### Key to Colors and Abbreviations



**VENA competencies**



**FNS Nutrition Service Standards**



**Western Region Specifications for CPA competencies in addition to FNS Nutrition Service Standards and VENA competencies (per March meeting)**

### Comments Related to the California WIC Training Manual 2002

This consistent format of the modules makes it easy for the learner to follow and know what to expect from a module. The design is easy to read. Frequent use of tables and charts helps give an overview of information. Bold topic areas on the left side of the page help quickly find content desired. The vast majority of the modules could be utilized for other WIC agencies (do not contain a significant amount of California-specific information or that information could be easily removed or replaced).

Learning Activities within the module rely on interaction with a mentor or supervisor in the clinic. The quality and learner benefit of these activities could vary based on how in depth that interaction is. The activities themselves allow for simulation of real-life situations and some hands-on practice with participants (such as gathering anthropometric data) making them valuable learning experiences if utilized.

Giving progress check answers with the modules allows the learner to receive immediate feedback, but may not encourage them to make a strong effort at answering the question prior to looking at the answer.

The California WIC Training Manual has particularly strong content in the area of Nutrition Education and Counseling. For example, there is a nice module on Participant Centered Education that may be helpful as other states begin to train in this area.

## **General Comments Related to Training**

The large size of California WIC allows for a variety of training opportunities (live, self-paced modules, in-services that can be delivered in a local agency). This allows for supervisors and staff to utilize resources that best meet their needs. All of these training opportunities would likely not be feasible for a smaller state agency.

## Massachusetts

### Program Overview

The Massachusetts WIC Program recognizes three levels of paraprofessional training: CPA I, CPA II, and CPA III. The core training for CPA I covers all processes of WIC certification and education and counseling for low risk children. Continuing on to CPA II training will then allow the paraprofessional to certify low risk pregnant, breastfeeding, and postpartum women, and infants. CPA III training involves working with a college for someone to pursue becoming a Certified Dietetic Technician. This cost can be covered by the State Agency. Being a CPA III allows them to see higher risk clients.

The design of the MA training program is somewhat unique. Because of the small geographic size of the state, all trainees are able to come to the Training Center for a single day without having to spend the night away from home. This allows for a different training design than states with a more widespread geography.

For CPA I training, trainees come to the training center for seven separate days (with an 8<sup>th</sup> day on presentation skills as optional). Each day of training is followed by approximately two weeks of practice activities in their local agency under the supervision of the Senior Nutritionist. The trainee then returns to the training center, takes a test on the content they have been practicing, and then continues on with the next section of training. It takes approximately 15 weeks to complete these cycles of training days and practicum in the local agency. Approximately 120 hours of training time is required (between the training center and the local agency).

Once a trainee is certified as a CPA I, they may continue on to the CPA II training (approximately 90% of trainees do this). In CPA II training, a combination of self-paced modules and live training at the Training Center are used. The self-paced modules cover Pregnancy, Postpartum, Infancy, and Breastfeeding. There are activities within the modules that must be completed under the supervision of the Senior Nutritionist in the Local Agency. Once these are completed, they take an exam administered by their Senior Nutritionist and must pass this with an 80% or better. The trainee must also attend a live training on Infant Nutrition and Breast Feeding Basics (1 day each). Follow-up, live training, after certification, covers Pregnancy and Postpartum nutrition. It takes approximately one year to complete the CPA II portion of the training.

The following table summarizes competencies covered in various parts of the training program, instructional design strategies, training policies, and overall program design. This training is delivered in a live format, therefore it is important to consider that this review is based primarily on written materials that accompany the live training, but it is impossible to completely capture the entire essence of the training without attending the classes at the training center (which this reviewer has not had an opportunity to do).

| Area                                | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Content Areas / Competencies</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Principles of life-cycle nutrition  | <p>Learning Module: Preschool Nutrition – This module provides good information on nutrition for preschool-aged children including reference to the updated Food Guide Pyramid. The content is not MA-specific and could be utilized by other agencies.</p> <p>Prenatal Nutrition self-paced module – this is part of CPA II training. There are a few MA-specific items such as risk codes, but the majority is general information that could be used by other agencies.</p> <p>Prenatal Nutrition live in-service (1 day)– used as follow up training for CPA II. The materials for this show in depth coverage of the topic.</p> <p>Postpartum Nutrition self-paced module – the Texas WIC self-paced module is used for this content area as part of the CPA II Training.</p> <p>Postpartum Nutrition live in-service (1-day) - used as follow up training for CPA II. The materials for this show in depth coverage of the topic.</p> <p>Infant Nutrition self-paced module – this is a comprehensive module on infant nutrition used as part of the CPA II training.</p> <p>Infant Nutrition live in-service (1-day) - used as follow up training for CPA II. The materials for this show in depth coverage of the topic.</p> <p>Breastfeeding self-paced module – used as part of the CPA II training. Updated in 2001. Covers wide range of content related to breastfeeding including counseling skills in this area.</p> <p>Breastfeeding live in-service (1-day) - used as follow up training for CPA II.</p> |

| Area                                      | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Nutrition assessment process              | <p>Diet Assessment PowerPoint – This PowerPoint/lesson covers some general information on diet assessment and some specifics to the MA forms used for gathering diet information. It does provide reference to VENA, but the PowerPoint is fairly brief.</p> <p>Learning Module: Nutrition Assessment – This module gives an overview of nutrition assessment and nutrition risk factors. Some of the content is general about conducting nutrition assessment and some is specific on MA forms and policy related to nutrition assessment. The state-specific portions could be fairly easily adapted to meet another agency’s needs. It includes a section on SOAP note charting.</p> <p>CPA II training covers nutrition assessment, risk factors, and education topics appropriate for each participant category.</p> |
| Anthropometric data collection techniques | <p>Learning Module: Anthropometrics – This module provides standard information on conducting anthropometric measurements and plotting on growth charts. The information is not state-specific and could be utilized by other agencies.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Hematological data collection techniques  | <p>Learning Module: Hematologic Measurements – This module provides a good, in-depth review of anemia, hematology, low-iron blood, and related issues. This portion of the content is not MA-specific. Another portion of the module includes MA-specific information such as policies and referral forms related to hematology.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Communication                             | <p>Learning Module: Effective Communications – This module contains some basic information on effective communication and then has activities that are done in the class related to effective communication. The content is general and could be used by other agencies. The written portion of the content, however, is rather brief.</p> <p>Within this module is also a section on Touching Hearts, Touching Minds that covers emotion-based education. This is a unique piece that has been a large project for MA WIC.</p>                                                                                                                                                                                                                                                                                           |

| Area                                              | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Multicultural awareness                           | Learning Module: Cultural Diversity – This module contains a variety of information about cultural competency and cross-cultural communication. The majority of the content is not MA-specific and could be utilized by other agencies.                                                                                                                                                                                                                                                                                                                          |
| Critical thinking                                 | This was not specifically identified in the training materials, however the format of training allows for discussion, case studies, etc. which can help trainees build critical thinking skills.                                                                                                                                                                                                                                                                                                                                                                 |
| Nutrition risk determination                      | <p>Learning Module: Nutrition Assessment – This module gives an overview of nutrition assessment and nutrition risk factors. Some of the content is general about conducting nutrition assessment and some is specific on MA forms and policy related to nutrition assessment. The state-specific portions could be fairly easily adapted to meet another agency’s needs.</p> <p>CPA II training covers nutrition risk determination for each participant category.</p>                                                                                          |
| Food package prescription and nutrition tailoring | <p>Learning Module: Checks and Food Package – This module contains information on WIC foods and why they are selected. That information could be generalized to other agencies. There is also MA-specific information on food packages and food package tailoring. Suggested activities are provided. Hands-on computer practice is utilized.</p> <p>There is also a separate training section on WIC Food Shopping. Some of this content would be useable by other agencies, such as different portions of cheese that can be purchased to equal one pound.</p> |
| Appropriate referrals                             | Learning Module: Referrals – This module includes some information that is specific to MA WIC such as how to document referrals in the MA WIC computer system, but the modules also contains a significant amount of general information about types of agencies that WIC staff may refer to. This general information could be used or built upon by other agencies.                                                                                                                                                                                            |

| Area                                                                                                    | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Basic nutrition education and breastfeeding promotion and support</p>                                | <p>Learning Module: Basic Nutrition – This module covers information on basic nutrition, including an emphasis on nutrients provided in WIC foods. It does not contain the updated Dietary Guidelines and Food Guide Pyramid. The content is not MA-specific and could be utilized by other agencies.</p> <p>Learning Module: Breastfeeding Promotion – This module contains basic information about breastfeeding promotion and MA WIC breastfeeding policies. Most of the content is not MA-specific, but the printed portion of the module is very basic.</p> <p>More nutrition and breastfeeding education is provided in the CPA II training (see discussion on “Principles of Lifecycle Nutrition” content area).</p> |
| <p>The need for an individual care plan and its development for low-risk and high-risk participants</p> | <p>Learning Module: Nutrition Assessment – doesn’t specifically address this topic, but does point out different roles of CPA vs. Nutritionist.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

| Area                                                                                             | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Educational and counseling methods/techniques, including cross-cultural counseling skills</p> | <p>Learning Module: Effective Communications - Within this module is a section on Touching Hearts, Touching Minds that covers emotion-based education.</p> <p>Learning Module: Weigh of Life – Steps to Discussing Weight – This module provides much needed guidance on talking to participants about weight related issues. The content is not state-specific. The PowerPoint contains suggestions for reflection activities throughout the presentation.</p> <p>The training has a section on Participant Centered Assessment and Counseling. This section focuses on counseling techniques including the OARS (open-ended questions, affirmation, reflective listening, summarize) technique of counseling, emotion-based education, and interpersonal communication. There are a variety of suggested activities and case studies that are utilized. There are also observation worksheets in this section that would be utilized by the trainee in the clinic. The information in this section of the training is not MA-specific and could be utilized by other agencies.</p> <p>There is a training section on Education Materials that covers factors to consider when developing and selecting education materials as well as MA-specific policies on education materials.</p> |
| <p>Cultural competencies related to the participants population served</p>                       | <p>Learning Module: Cultural Diversity – This module contains a variety of information about cultural competency and cross-cultural communication. The majority of the content is not MA-specific and could be utilized by other agencies.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>Customer service practices</p>                                                                | <p>Not specifically identified, however the modules on communication and counseling skills cover some customer service issues.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

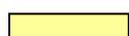
| Area                                                                                            | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Issues specific to maternal and child nutrition                                                 | <p>Learning Module: Preschool Nutrition – This module provides good information on nutrition for preschool-aged children including reference to the updated Food Guide Pyramid. The content is not MA-specific and could be utilized by other agencies.</p> <p>Learning Module: Weigh of Life – Steps to Discussing Weight – This module provides much needed guidance on talking to participants about weight related issues. The content is not state-specific. The PowerPoint contains suggestions for reflection activities throughout the presentation.</p> <p>Nutrition information for pregnant, postpartum, and breastfeeding women and infants are taught in CPA II training (see discussion on “Principles of Lifecycle Nutrition” content area).</p> |
| State Information Systems                                                                       | Learning Module: WIC2 – This module covers the MA Information Management System. It is specific to the MA computer system and therefore would not be useful for other agencies that do not use that system.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Environmental and family dynamics                                                               | Not specifically identified, but some of these issues are covered in modules addressing communication, emotion-based education, etc.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Program integrity (client, staff, vendor)                                                       | Not specifically identified.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Program overview (certification periods, categories, food instrument use, income determination) | Learning Module: History of WIC and Learning Module: Nutrition Issues in WIC – These modules give basic information about history of the WIC program and services provided by the WIC Program. Some of the content is MA-specific regarding appointment types, computer codes, etc.                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Competency in technology                                                                        | Not specifically identified.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Basic office equipment (copier, phone, VCR/DVD)                                                 | Not specifically identified.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Writing care plans                                                                              | Writing care plans is not specifically covered, but the Learning Module: Nutrition Assessment includes a section on SOAP note charting with the Plan section giving a brief overview of this topic.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Outreach                                                                                        | Not specifically identified.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

| Area                                                                                                                           | Notes                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Civil Rights                                                                                                                   | Not specifically identified in the core program materials.                                                                                                                                                                                                            |
| Confidentiality                                                                                                                | Not specifically identified.                                                                                                                                                                                                                                          |
| <b>Instructional Design Component</b>                                                                                          |                                                                                                                                                                                                                                                                       |
| Types of interaction available and encouraged:                                                                                 |                                                                                                                                                                                                                                                                       |
| learner ↔ content                                                                                                              | Yes                                                                                                                                                                                                                                                                   |
| learner ↔ instructor                                                                                                           | Yes; provided at the training center and with Senior Nutritionist in the Local Agency.                                                                                                                                                                                |
| learner ↔ learner                                                                                                              | Yes; opportunity for this is provided at the training center                                                                                                                                                                                                          |
| instructor ↔ content                                                                                                           | Yes; various state staff assist with developing content                                                                                                                                                                                                               |
| instructor ↔ instructor                                                                                                        | Multiple state staff are involved in content development which would allow interaction among them                                                                                                                                                                     |
| content ↔ content                                                                                                              | This applies more to online content, therefore is not applicable for the training materials reviewed.                                                                                                                                                                 |
| Expected outcomes are stated for learner                                                                                       | Generally each module states the Goal and Outcome Objectives.                                                                                                                                                                                                         |
| Reasons for completing lesson is stated for learner                                                                            | Not clearly stated outside of objectives in printed content, however this is likely presented by instructor orally.                                                                                                                                                   |
| Support is provided during learning process                                                                                    | Yes, the state Nutrition Trainer is very involved with the trainees throughout their training process. She is very connected to them and assists with their learning. They also work with the Senior Nutritionist for additional support with learning.               |
| Structure of training allows learner to receive immediate or timely feedback                                                   | Yes, live format with in-class activities help the learners get immediate feedback on their progress. Each of the self-paced modules have self-check “quizzes” with answers provided at the end of the module so learners can assess their understanding of material. |
| Material is sequenced in a way that allows learner to connect new information being presented to information already presented | Yes.                                                                                                                                                                                                                                                                  |

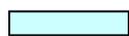
| Area                                                                                                                                      | Notes                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learners are provided opportunity to assess current knowledge prior to beginning a lesson                                                 | This is not shown with written materials. May be formally or informally assessed in the live training format.                                                               |
| Important information is highlighted or emphasized                                                                                        | Not apparent in written materials, however, the activities focus on most important points.                                                                                  |
| Learners are provided opportunity to reflect on information (through items such as embedded questions)                                    | This is occasionally shown in questions embedded within a PowerPoint presentation or things to think about within the self-paced modules.                                   |
| Learners are given opportunity to collaborate with other learners                                                                         | Yes, the training center allows for this collaboration.                                                                                                                     |
| Learners are given opportunities to check their progress or assess their own learning during the lesson                                   | Yes; each self-paced module has self-check “quizzes” that allow the learner to assess their progress.                                                                       |
| Simulations of real-life situations are provided                                                                                          | Yes, case studies and role plays are utilized to simulate real-life situations.                                                                                             |
| Learners are asked to apply information to real-life situations                                                                           | Yes, learners are required to complete hands-on activities in the local agency between training sessions. This allows them practice with the content they have learned.     |
| Multiple sensations are used by the learner<br><br>Textual<br>Verbal (auditory)<br>Visual (visual layout/appeal)<br>Kinesthetic / tactile | Yes, various teaching techniques are used in the training center: hands-on computer activities, role-plays, case studies, written materials, PowerPoint presentations, etc. |
| Learners are given opportunity to link information being presented to their own life or personal/professional experiences                 | Some modules do ask learners to reflect on their own experiences and life.                                                                                                  |

| Area                                                                                                                          | Notes                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learners are given the opportunity to evaluate information being presented and construct their own knowledge                  | Not apparent from written materials reviewed.                                                                                                                                                                                                                                                                                           |
| <b>Training Policies</b>                                                                                                      |                                                                                                                                                                                                                                                                                                                                         |
| Preceptor / mentor guidelines or policies available                                                                           | Very general guidelines are provided for the Supervising Nutritionist.                                                                                                                                                                                                                                                                  |
| Trainee allowed to “test out” of training                                                                                     | No.                                                                                                                                                                                                                                                                                                                                     |
| Final test required for certification / competency evaluated<br>Knowledge<br>Practical/ “Hands-on”                            | Yes, trainees must complete knowledge and performance objectives. They must pass a written test on each section of training with an 80% or better.                                                                                                                                                                                      |
| <b>Program Design</b>                                                                                                         |                                                                                                                                                                                                                                                                                                                                         |
| Use of activities with preceptor/mentor/supervisor at Local Agency                                                            | Yes.                                                                                                                                                                                                                                                                                                                                    |
| Trainees required to conform to specific time schedule (“classes” start/stop at specific time)<br>Synchronous<br>Asynchronous | Trainees come to the training center at set times; self-paced modules are completed at their own pace.                                                                                                                                                                                                                                  |
| Contract with agency outside of WIC utilized                                                                                  | No                                                                                                                                                                                                                                                                                                                                      |
| Different levels of paraprofessional certification are available                                                              | Yes, there are 3 levels of certification: CPA I, CPA II, and CPA III. CPA I allows staff to certify low risk children. CPA II allows staff to certify low risk prenatal women, breastfeeding and postpartum women, and infants. CPA III involves working with a college for someone to pursue becoming a Certified Dietetic Technician. |

**Key to Colors and Abbreviations**



**VENA competencies**



**FNS Nutrition Service Standards**



**Western Region Specifications for CPA competencies in addition to FNS Nutrition Service Standards and VENA competencies (per March meeting)**

## **Comments Related to Overall Training Program**

Many states of the Western Region are too large, geographically, to emulate this exact type of training format. However, the design gives a nice balance between training with a consistent instructor (which allows for standardization of training provided) and “real-life” practice in the local agency. Separating the training days with practicum periods allows the learner to process the information more effectively than providing all of the content over a condensed time period (such as a week).

The live portion of training allows a variety of hands-on activities. This format has also allowed the Nutrition Trainer to develop a strong relationship with individual trainees that can help facilitate learning and success in the training program.

## **Unique Training Topics**

Massachusetts has several training topics that appear to be quite unique and could be excellent training tools for other agencies. Two of these include their Touching Hearts, Touching Minds training and their Weigh of Life-Steps to Discussing Weight training.

Touching Hearts, Touching Minds is a unique training piece for MA WIC that shows a good emphasis on Participant-Centered Education. There is online information available for this at <http://touchingheartstouchingminds.com/index.php>. It includes textual information about emotion-based education, printable (public domain) handouts using this education strategy, and a 17-minute video available online on emotion-based education.

Weigh of Life-Steps to Discussing Weight training consists of a PowerPoint presentation with some suggested activities within it. This is a topic that many staff may need training on.

Additionally, Massachusetts has a module on lead which is not MA-specific and may be good information for other agencies. There is also a good module on immunizations that contains a significant amount of information that would be applicable to most agencies.

### Program Overview

Oklahoma WIC's title for paraprofessional Competent Professional Authorities is Certified WIC Nutrition Technician (CWNT). The core training for this program is delivered online using the Blackboard (Bb) Learning Management System. The current WIC State staff has been trained to use Blackboard and develop content and post it to the Blackboard system, however this is a function that may need to be contracted out at some point due to limited resources for staff training on the Blackboard system. Oklahoma WIC's website for training materials can be found at <http://www.teletrain.com/WIC/>. This gives information for accessing Blackboard courses. Non-trainees can access and view all materials except quizzes/tests. There are also trainings other than the CWNT Program in Blackboard. Information for accessing the courses for the CWNT Program can be found by going to the web link listed above and clicking on Nutrition and Breastfeeding Education, then clicking on Nutrition Education, and then selecting the CWNT Training Program and logging into Blackboard with the username and password indicated. All courses in the program consist of self-paced, asynchronous modules. The courses within this program are:

- Certified WIC Nutrition Technician Online Training Program
- Preparation for the WIC Clinic Visit
- Growth Assessment
- Hematological Assessment
- Health Assessment
- Dietary Assessment
- Risk Assessment and Referrals
- Nutrition Education and Counseling
- Food Packages and Food Instruments
- Progress Notes
- Nutrition Education – Contemporary Nutrition Insights & Issues

A "Supervising Nutritionist" is required for each trainee who is going through the program. This nutritionist assists the trainee with hands-on activities in the training program.

It is estimated that it would take over 125 hours to complete all of the training required to become a CWNA.

The following table summarizes competencies covered in various parts of the training, instructional design strategies, training policies, and overall program design.

| Area                                      | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Content Areas / Competencies</b>       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Principles of life-cycle nutrition        | Nutrition Education – Contemporary Nutrition Insights & Issues course (Bb) covers this topic area. This course has an accompanying text book ( <i>Contemporary Nutrition, Fifth Edition or Sixth Edition</i> ). Each part of this course requires reading certain pages of the text, completing a Study Guide (questions related to the reading), and completing an online quiz. One part covers “A Focus on Life Stages”. This is general information that would not be specific to OK WIC. The text book contains the content for the course.                                                                                                                                                                                                                                       |
| Nutrition assessment process              | <p>Health Assessment course (Bb) – the training in this course primarily relates specifically to Oklahoma WIC’s Nutrition/Health Assessment forms, however the training documents they use are nicely done and could possibly be used as a model. There is a Nutrition/Health Assessment form for each participant category. There is an accompanying document called the Nutrition/Health Assessment Guidance Document that lists each question on the Nutrition/Health Assessment form, describes the rationale for asking the question, and talking points or risk codes associated with answers to the questions.</p> <p>Dietary Assessment Course (Bb) – primarily contains training that is specific to the Oklahoma WIC Eating Habits Sheet and Infant Dietary Assessment.</p> |
| Anthropometric data collection techniques | Growth Assessment Course (Bb) – contains streamed video clips on weighing and measuring; the clips are segmented to different participant categories. States may have slight variations in policy on anthropometric data collection, but otherwise video clips would likely be a good training tool in other states.                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

| Area                                              | Notes                                                                                                                                                                                                                                                            |
|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hematological data collection techniques          | <p>Hematological Assessment Course (Bb) – contains video stream on Anemia. The video has general information on anemia and increasing high iron foods in the diet.</p> <p>A video stream is also available in their course that is directly from HemoCue.</p>    |
| Communication                                     | Not specifically                                                                                                                                                                                                                                                 |
| Multicultural awareness                           | No                                                                                                                                                                                                                                                               |
| Critical thinking                                 | No                                                                                                                                                                                                                                                               |
| Nutrition risk determination                      | Risk Assessment and Referrals course (Bb) – focuses on assigning risks based on OK WIC’s Nutrition/ Health Assessment form, therefore would not be directly useable by another agency, but the format could be used.                                             |
| Food package prescription and nutrition tailoring | Food Packages and Food Instruments course (Bb)- some information is true for all WIC programs, but since each State will have variations in food packages and food package prescription policies, the content would not be immediately useable by another state. |
| Appropriate referrals                             | Risk Assessment and Referrals course (Bb) – covers rationale for referrals and basic categories of agencies that WIC staff may refer to. Contains some basic information that may be useable by another agency.                                                  |

| Area                                                                                                    | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Basic nutrition education and breastfeeding promotion and support</p>                                | <p>Hematological Assessment course (Bb) covers information about increasing iron sources including a video stream on this topic.</p> <p>Risk Assessment and Referrals course (Bb) contains information on Nutrition Education protocols and standardized nutrition education materials provided to clients (OK WIC specific).</p> <p>Nutrition Education – Contemporary Nutrition Insights &amp; Issues course (Bb) covers Basic Nutrition. This course has an accompanying text book (<i>Contemporary Nutrition, Fifth Edition or Sixth Edition</i>). Each part of this course requires reading certain pages of the text, completing a Study Guide (questions related to the reading), and completing an online quiz. This is general nutrition information that would not be specific to OK WIC. The text book contains the content for the course.</p> <p>Although not part of the core CWNT Training Program, OK WIC does have a Breast Pump course in Blackboard. It covers types of breast pumps available, user instructions (including video clips), and OK policy related to breast pump issuance. Some of this material may be useable by other agencies, depending on the types of breast pumps used.</p> |
| <p>The need for an individual care plan and its development for low-risk and high-risk participants</p> | <p>Progress Notes course (Bb) covers documentation and charting methods. Within this, it covers writing a “plan” (as part of SOAP note charting). It does not specifically differentiate between high risk and low risk care plans, but does indicate need for referral to RD in examples.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

| Area                                                                                      | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Educational and counseling methods/techniques, including cross-cultural counseling skills | <p>Risk Assessment and Referrals course (Bb) discusses standardized nutrition education protocols based on risk code (primarily OK WIC specific).</p> <p>Nutrition Education and Counseling course (Bb) – this course extensively uses streamed video clips, which could all be utilized by other agencies (not particularly OK-specific content). The video clips include:</p> <ol style="list-style-type: none"> <li>1. Nutrition Counseling 101 which has video of the instructor (OK WIC) along with a PowerPoint presentation covering basic counseling and education skills in both individual and group settings.</li> <li>2. Make Yours a Fresh Start Family is a video by the American Cancer Society which covers Stages of Change as related to smoking cessation.</li> <li>3. Motivational Interviewing – 2 short clips done by OK WIC provide examples to compare and contrast effective and ineffective counseling strategies.</li> <li>4. 5 videos segments ranging from 14-24 minutes each show actual OK WIC nutrition educators conducting classes. Trainees are asked to watch each session looking for specific group education styles/principles.</li> </ol> |
| Customer service practices                                                                | Not specifically                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

| Area                                                                                            | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| Issues specific to maternal and child nutrition                                                 | <p>Hematological Assessment course (Bb) discusses risk for anemia in women and children.</p> <p>Nutrition Education – Contemporary Nutrition Insights &amp; Issues course (Bb) has an overview of lifecycle nutrition. This course has an accompanying text book (<i>Contemporary Nutrition, Fifth Edition or Sixth Edition</i>). Each part of this course requires reading certain pages of the text, completing a Study Guide (questions related to the reading), and completing an online quiz. One part covers “A Focus on Life Stages”. This is general information that would not be specific to OK WIC. The text book contains the content for the course.</p> |
| State Information Systems                                                                       | <p>Currently this is done in a live format, but online delivery of this is being developed.</p> <p>Some incorporated within online courses (for example in the Growth Assessment course, it covers how to document anthropometrics in the computer system).</p>                                                                                                                                                                                                                                                                                                                                                                                                       |
| Environmental and family dynamics                                                               | Referenced in Health Assessment course (Bb)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Program integrity (client, staff, vendor)                                                       | Not specifically identified                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Program overview (certification periods, categories, food instrument use, income determination) | Preparation for the WIC Clinic Visit Course (Bb) – very basic information is provided on the WIC program and certification process and requirements. Some Oklahoma WIC specific information is included.                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Competency in technology                                                                        | Not identified in core training materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Basic office equipment (copier, phone, VCR/DVD)                                                 | Not identified in core training materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Writing care plans                                                                              | Progress Notes course (Bb) covers documentation and charting methods. Within this, it covers writing a “plan” (as part of SOAP note charting).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Outreach                                                                                        | Not specifically identified                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

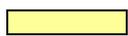
| Area                                                                         | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Civil Rights                                                                 | 2007 Civil Rights Training PowerPoint available on their website. The PowerPoint can be clicked through or automatically moves through.                                                                                                                                                                                                                                                                                                                                            |
| Confidentiality                                                              | Not specifically identified, however referenced in courses                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Instructional Design Component</b>                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Types of interaction available and encouraged:                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| learner ↔ content                                                            | Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| learner ↔ instructor                                                         | Yes, in the form of interaction with State staff and Supervising Nutritionist                                                                                                                                                                                                                                                                                                                                                                                                      |
| learner ↔ learner                                                            | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| instructor ↔ content                                                         | Yes; State staff develop content                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| instructor ↔ instructor                                                      | Yes; multiple state staff work on content                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| content ↔ content                                                            | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Expected outcomes are stated for learner                                     | At the beginning of the training program, the expected outcomes are stated, but they are not always stated for each course.                                                                                                                                                                                                                                                                                                                                                        |
| Reasons for completing lesson is stated for learner                          | Some lessons/courses clearly state learning objectives, but this is not consistent throughout training program.                                                                                                                                                                                                                                                                                                                                                                    |
| Support is provided during learning process                                  | Yes. State staff and Supervising Nutritionists are very involved in the training process and provide support throughout training.                                                                                                                                                                                                                                                                                                                                                  |
| Structure of training allows learner to receive immediate or timely feedback | <p>Testing / quizzing that is done online allows for immediate feedback. Generally, activities listed online have the accompanying answers in a link directly below the activity allowing for immediate feedback, but could cause the learner to look at answers prior to attempting to complete the activity.</p> <p>Instructions for the Supervising Nutritionist encourage them to provide timely feedback for trainees with activities that are to be completed with them.</p> |

| Area                                                                                                                           | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Material is sequenced in a way that allows learner to connect new information being presented to information already presented | Yes, although the courses are self-paced, trainees are expected to progress through them in the order listed. The order follows the basic process for WIC Certification and Education and therefore is a logical progression that allows the learner to build on information already learned.                                                                                                                                                                                       |
| Learners are provided opportunity to assess current knowledge prior to beginning a lesson                                      | No.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Important information is highlighted or emphasized                                                                             | Not particularly within online courses.                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Learners are provided opportunity to reflect on information (through items such as embedded questions)                         | A couple of times, along with a video stream, there were questions for the learner to reflect on as they watched the video stream. Otherwise, this was not provided regularly throughout courses.                                                                                                                                                                                                                                                                                   |
| Learners are given opportunity to collaborate with other learners                                                              | Not within core structure of online program.                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Learners are given opportunities to check their progress or assess their own learning during the lesson                        | In most courses there are “self-assessment” type quizzes or activities that allow the learner to check their progress and understanding of the information in the middle of the course. If it is a quiz format, it would be automatically graded by Blackboard. If it is an activity format, there is generally a Word document describing and activity or self-assessment questions and then the answer is located in a separate Word document linked directly below the activity. |
| Simulations of real-life situations are provided                                                                               | Occasionally courses provide a description of a case study or participant example.                                                                                                                                                                                                                                                                                                                                                                                                  |
| Learners are asked to apply information to real-life situations                                                                | Clinical experiences and activities are included within the Blackboard courses to give the trainees practice with the content being trained on. These activities are completed with the Supervising Nutritionist. The final observation requires the learner to demonstrate skills learned in the training program.                                                                                                                                                                 |

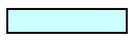
| Area                                                                                                                                                | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Multiple sensations are used by the learner</p> <p>Textual<br/>Verbal (auditory)<br/>Visual (visual layout/appeal)<br/>Kinesthetic / tactile</p> | <p>Primarily textual information is provided online. Some courses extensively use streamed video clips which add an auditory component. The visual layout of text/graphics is nicely done.</p> <p>The activities to complete with the Supervising Nutritionist comprise the kinesthetic portion of the training. The online training does not provide a kinesthetic component.</p>                                                                                                                                                                                                                                  |
| <p>Learners are given opportunity to link information being presented to their own life or personal/professional experiences</p>                    | <p>Occasionally activities in the course ask learners to reflect on their own experience with something, but this is not regularly used.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p>Learners are given the opportunity to evaluate information being presented and construct their own knowledge</p>                                 | <p>Generally not. Learners are most often asked to review material/content presented, but not necessarily evaluate it or construct their own knowledge from it.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Training Policies</b>                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>Preceptor / mentor guidelines or policies available</p>                                                                                          | <p>Excellent overview/introduction for “Supervising Nutritionist” available at <a href="http://www.teletrain.com/wicProducer/CWNT%204-22_files/Default.htm">http://www.teletrain.com/wicProducer/CWNT%204-22_files/Default.htm</a>.</p> <p>This is a 10 minute video stream with accompanying PowerPoint presentation with instructions and resource information for the Supervising Nutritionist. It is specific to OK WIC, therefore would not be easily useable by other programs, but it is a nice model.</p> <p>Supervising Nutritionists are provided a tracking log/checklist to track trainee progress.</p> |
| <p>Trainee allowed to “test out” of training</p>                                                                                                    | <p>No.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

| Area                                                                                                                          | Notes                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Final test required for certification / competency evaluated<br>Knowledge<br>Practical/ “Hands-on”                            | “WIC Check” quizzes are completed online at the end of each course once the Supervising Nutritionist determines that the trainee is ready for this. A minimum of 85% is needed on each WIC Check.<br><br>A final observation (“hands-on” exam) is completed by State Agency staff at the completion of the training program prior to certification. |
| <b>Program Design</b>                                                                                                         |                                                                                                                                                                                                                                                                                                                                                     |
| Use of activities with preceptor/mentor/supervisor at Local Agency                                                            | Yes, the Supervising Nutritionist plays a key role in the “hands-on” portion of the training.                                                                                                                                                                                                                                                       |
| Trainees required to conform to specific time schedule (“classes” start/stop at specific time)<br>Synchronous<br>Asynchronous | No; all training is conducted in self-paced, asynchronous courses                                                                                                                                                                                                                                                                                   |
| Contract with agency outside of WIC utilized                                                                                  | Yes; contracts with outside agencies to host Blackboard courses and web site and assist with Blackboard training                                                                                                                                                                                                                                    |
| Different levels of paraprofessional certification are available                                                              | No                                                                                                                                                                                                                                                                                                                                                  |

**Key to Colors and Abbreviations**



**VENA competencies**



**FNS Nutrition Service Standards**



**Western Region Specifications for CPA competencies in addition to FNS Nutrition Service Standards and VENA competencies (per March meeting)**

**Comments Related to the Training Program**

This program has clearly defined policies and procedures for application to the CWNT Program and guidelines for completion of program. State staff is required for the final observations of trainees and final recommendation for certification. They have a strong staffing structure for ensuring that trainees are competent in one area before they are allowed to progress to another area. Trainees are not allowed to complete a “WIC Check” (test) on a topic until their Supervising Nutritionist feels they are ready. Trainees are required to pass all

WIC Checks with a score of 85% or better. State staff is extensively used in this training program. Approximately 13 State staff members are involved with training in some capacity and typically about 50% of each of these staff hours is spent on training-related issues. This would include all staff training, not just paraprofessional staff.

OK WIC extensively uses video streams. They have quarterly video conferences that sites can participate in live or watch the video stream at a later time. This is not a part of their CWNT Program, but is another way that information or education can be provided.

### **Comments Related to the use of Blackboard**

The Course Map feature within each course is encouraged and is useful for helping the learner see how each piece of the module fits in with the module as a whole and could be used to ensure all training materials are viewed.

Oklahoma WIC has worked to make their training program include more than a print component. They have extensively used video streams to help facilitate learning. The videos are often done by Oklahoma WIC staff which also personalizes the content and helping learners feel connected to the instructors.

In some courses, learners are required to click quite a few times prior to reaching the desired information. That information is often in the form of a short word document. The Word documents are colorful, contain pictures, descriptive graphics, and are visually appealing.

Many of the “learning objects” (video clips, PowerPoints) could be utilized by another state if permission was obtained from Oklahoma WIC, however, because of the format they were created in, it would be difficult to take out or modify Oklahoma-specific content. For example, within a video clip it would be very difficult to modify reference to a specific policy or form without re-creating the entire video. There are some sections, particularly in the Nutrition Education and Counseling course that the videos are not State-specific.

## Oregon

### Program Overview

The Oregon WIC Program has been working on updating their training policies and the content of their training modules. With these revisions, they are incorporating the VENA Essential Staff Competencies. They currently have three updated modules online in a PDF format. These modules are Introduction to WIC, Breastfeeding, and Nutrition Risk. These can be accessed at <http://www.oregon.gov/DHS/ph/wic/training.shtml>. These modules contain text-based content, practice activities, post-tests, skill checks, and resources for trainees. Each module has an accompanying Training Supervisor's Guide for use by the Training Supervisor at the Local Agency.

The remaining training modules are scheduled to be updated, but are not currently in the new format.

Oregon WIC has three levels of training. Level 1 is for all WIC staff, Level 2 is for all CPAs, and Level 3 is advanced straining for staff in a specific content area. These levels are worked into the updated modules.

Oregon WIC is working on very well-defined policies related to staff training that include requirements for trainees and qualifications for various levels of staff. They have a Competency Model for Oregon WIC Certifiers that details competencies required and training methods that will be utilized for each competency area.

It is estimated that it would take 50-75 hours to complete all portions of required training.

The following table summarizes competencies covered in the training modules, instructional design strategies, training policies, and overall program design.

| Area                                      | Notes                                                                                                 |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <b>Content Areas / Competencies</b>       |                                                                                                       |
| Principles of life-cycle nutrition        | Provided by older modules that are not currently online. There are plans to update this content area. |
| Nutrition assessment process              | Provided by older modules that are not currently online. There are plans to update this content area. |
| Anthropometric data collection techniques | Provided by older modules that are not currently online. There are plans to update this content area. |
| Hematological data collection techniques  | Provided by older modules that are not currently online. There are plans to update this content area. |

| Area                                              | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Communication                                     | Provided by older modules that are not currently online. There are plans to update this content area.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Multicultural awareness                           | The Breastfeeding module addresses how culture may affect breastfeeding and some basic multicultural counseling and education strategies that would be appropriate for both breastfeeding and non-breastfeeding participants. This information is general in nature and could easily be utilized by other agencies.                                                                                                                                                                                                                                                                                                                                                             |
| Critical thinking                                 | Critical thinking skills are incorporated into the modules through activities to work on with the Training Supervisor.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Nutrition risk determination                      | The Nutrition Risk module gives in depth coverage of determining nutrition risk. It covers risk by participant category which allows the learner to review information in logical “chunks”. For each risk code, there is a description of the risk, an explanation of why it is a risk, how it is assigned in the TWIST system, any additional documentation that is needed, education and referrals that may be appropriate for that particular risk, and an example of a client with that risk. Some of the information, such as assignment of risk in the TWIST system, is Oregon-specific, but much of the content could be adapted by another agency. It is well-designed. |
| Food package prescription and nutrition tailoring | Provided by older modules that are not currently online. There are plans to update this content area.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Appropriate referrals                             | <p>Overview of some agencies that may be referred to is given in the Introduction to WIC module.</p> <p>The Nutrition Risk module covers referrals that are appropriate for each risk code that may be assigned.</p> <p>Throughout the training modules there is an emphasis on referral to a nutritionist when appropriate and which staff are qualified to handle various participant issues.</p>                                                                                                                                                                                                                                                                             |

| Area                                                                                             | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Basic nutrition education and breastfeeding promotion and support                                | The Breastfeeding module contains very in depth, current information on breastfeeding promotion and support. Nearly all of the content is not state-specific and therefore could easily be utilized by other agencies. The module has different lessons for the 3 levels of training. It flows well and is very effective for different training needs.                                                                                                                                           |
| The need for an individual care plan and its development for low-risk and high-risk participants | The Nutrition Risk module covers low, medium, and high risk participants, what staff person (qualifications) would see that client, and what type of education and follow up would be appropriate. It also addressed what type of documentation is needed for each risk level. Although the information is specific to how Oregon WIC classifies risk, the format and depth of training in this area is well done and could be adapted for another agency's policies related to nutritional risk. |
| Educational and counseling methods/techniques, including cross-cultural counseling skills        | <p>The 3-Step Counseling Strategy is covered in the Breastfeeding module.</p> <p>The Breastfeeding module addresses how culture may affect breastfeeding and some basic multicultural counseling and education strategies that would be appropriate for both breastfeeding and non-breastfeeding participants. This information is general in nature and could easily be utilized by other agencies.</p>                                                                                          |
| Cultural competencies related to the participants population served                              | Provided by older modules that are not currently online. There are plans to update this content area.                                                                                                                                                                                                                                                                                                                                                                                             |
| Customer service practices                                                                       | Provided by older modules that are not currently online. There are plans to update this content area.                                                                                                                                                                                                                                                                                                                                                                                             |
| Issues specific to maternal and child nutrition                                                  | The Breastfeeding module contains very in depth, current information on breastfeeding promotion and support. Nearly all of the content is not state-specific and therefore could easily be utilized by other agencies. The module has different lessons for the 3 levels of training. It flows well and is very effective for different training needs.                                                                                                                                           |
|                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

| Area                                                                                            | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| State Information Systems                                                                       | <p>TWIST clerical and CPA training is offered in a live format in Portland. The clerical TWIST training and CPA TWIST training are offered in alternating months. There is also an extensive TWIST Training Manual online that incorporates hands-on practice activities and skill checks to help make sure information was understood.</p> <p>The Nutrition Risk module also includes instructions on assigning nutrition risk in the TWIST system.</p> <p>A TWIST practice database allows for hands on training and practice.</p> |
| Environmental and family dynamics                                                               | Not specifically identified.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Program integrity (client, staff, vendor)                                                       | Some of this is addressed in the TWIST training manual and presumably in the live training.                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Program overview (certification periods, categories, food instrument use, income determination) | Introduction to WIC module covers this topic in depth. Some of the module has Oregon-specific content and refers to Oregon WIC policies, but much of the content could be utilized by other agencies or easily adapted with state-specific policies and procedures. The module does an excellent job of showing how a local agency fits into the State and Federal levels of WIC.                                                                                                                                                    |
| Competency in technology                                                                        | This is an expected competency area. Training is done by the Local Agency Training Supervisor in the clinic.                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Basic office equipment (copier, phone, VCR/DVD)                                                 | Not specifically identified.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Writing care plans                                                                              | The Nutrition Risk module covers writing care plans and documentation using the SOAP note format.                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Outreach                                                                                        | Not specifically identified.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Civil Rights                                                                                    | Provided by older modules that are not currently online. There are plans to update this content area.                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Confidentiality                                                                                 | TWIST training covers confidentiality related to electronic participant records and information.                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

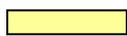
| Area                                                                                                                           | Notes                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Instructional Design Component</b>                                                                                          |                                                                                                                                                                                 |
| Types of interaction available and encouraged:                                                                                 |                                                                                                                                                                                 |
| learner ↔ content                                                                                                              | Yes; learners work through the content of the modules and complete activities related to the content                                                                            |
| learner ↔ instructor                                                                                                           | Yes, there is emphasis placed on the interaction between the learner and the Training Supervisor. Guidance is given to assist the Training Supervisor in working with trainees. |
| learner ↔ learner                                                                                                              | This would be available in the live TWIST training or other live trainings, but not with the self-paced modules.                                                                |
| instructor ↔ content                                                                                                           | Yes, State and Local Agency staff works on developing modules.                                                                                                                  |
| instructor ↔ instructor                                                                                                        | Yes, Oregon has a training team that work together to develop and maintain training.                                                                                            |
| content ↔ content                                                                                                              | No.                                                                                                                                                                             |
| Expected outcomes are stated for learner                                                                                       | Objectives are listed at the beginning of each module.                                                                                                                          |
| Reasons for completing lesson is stated for learner                                                                            | The overview of the module gives the learner an understanding of why the content of the module is important for them.                                                           |
| Support is provided during learning process                                                                                    | Yes, the Training Supervisor is the primary support for the trainee. The Supervisor's Guide that accompanies the modules provides support for the Training Supervisor.          |
| Structure of training allows learner to receive immediate or timely feedback                                                   | This would primarily depend on how quickly the individual Training Supervisor provides feedback to the trainee.                                                                 |
| Material is sequenced in a way that allows learner to connect new information being presented to information already presented | Yes, material within a module is well sequenced to allow the learner to connect new information to old information. Information is provided in meaningful "chunks".             |

| Area                                                                                                                                      | Notes                                                                                                                                                                                                                                                                                            |
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| Learners are provided opportunity to assess current knowledge prior to beginning a lesson                                                 | Questions at the beginning of the modules allow the learner and the Training Supervisor to assess the learner's current knowledge prior to beginning the module.                                                                                                                                 |
| Important information is highlighted or emphasized                                                                                        | Yes, the modules use standardized formats and tools to highlight information. Tools such as the Job Aids put key information in a consolidated reference-type format.                                                                                                                            |
| Learners are provided opportunity to reflect on information (through items such as embedded questions)                                    | Occasionally questions such as these are included within the module content.                                                                                                                                                                                                                     |
| Learners are given opportunity to collaborate with other learners                                                                         | This is not formally provided based on what was reviewed for this project.                                                                                                                                                                                                                       |
| Learners are given opportunities to check their progress or assess their own learning during the lesson                                   | Practice activities are interspersed throughout the module to help the learner assess their understanding during the lesson.                                                                                                                                                                     |
| Simulations of real-life situations are provided                                                                                          | Sample scenarios are given for the learner to work through with his or her Training Supervisor. There are a wide variety of scenarios for various training topics.                                                                                                                               |
| Learners are asked to apply information to real-life situations                                                                           | Yes, learners complete Competency Achievement Checklists with the Training Supervisor that allow them to apply the information to clinic situations.                                                                                                                                             |
| Multiple sensations are used by the learner<br><br>Textual<br>Verbal (auditory)<br>Visual (visual layout/appeal)<br>Kinesthetic / tactile | The modules themselves are in a print format, but they do have a nice visual appeal with appropriate graphics/ photos. Videos are sometimes recommended / utilized in modules. The work to be completed with the Training Supervisor is the primary teaching strategy for a kinesthetic learner. |
| Learners are given opportunity to link information being presented to their own life or personal/professional experiences                 | Specifically, in the breastfeeding modules, reflective questions are used to help the learner link this topic to their own experiences and feelings. This is particularly helpful with this topic area.                                                                                          |

| Area                                                                                                                          | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| Learners are given the opportunity to evaluate information being presented and construct their own knowledge                  | There is more a review of information presented rather than an opportunity to construct their own knowledge.                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Training Policies</b>                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Preceptor / mentor guidelines or policies available                                                                           | There are policies for the Training Supervisor including qualifications and responsibilities. There is also a Training Supervisor's Guide to accompany each module. This guide gives answers to objective questions the trainee was given in the module and gives specific instructions for how the Training Supervisor should assist the trainee. The Guides are well-designed and would help the training supervisor organize materials and time for working with the trainee. |
| Trainee allowed to "test out" of training                                                                                     | If an individual is a health professional (minimum of bachelor's degree in health field) or has two or more years of WIC experience, the training supervisor at his/her discretion, may have the trainee take the post-test without reading the module or doing the module activities. This individual would be required to pass the post-test with a 90% like other trainees.                                                                                                   |
| Final test required for certification / competency evaluated<br>Knowledge<br>Practical/ "Hands-on"                            | No, there is not a final exam. There is a post test for each individual module.                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Program Design</b>                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Use of activities with preceptor/mentor/supervisor at Local Agency                                                            | Yes, the Training Supervisor works closely with the trainee at the Local Agency.                                                                                                                                                                                                                                                                                                                                                                                                 |
| Trainees required to conform to specific time schedule ("classes" start/stop at specific time)<br>Synchronous<br>Asynchronous | No, modules are self-paced. The live TWIST training would be on a specific schedule.                                                                                                                                                                                                                                                                                                                                                                                             |
| Contract with agency outside of WIC utilized                                                                                  | No.                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

| Area                                                             | Notes                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Different levels of paraprofessional certification are available | There are not different levels of a paraprofessional CPA, but there are 3 training levels that include clerical staff, CPAs, and advanced training for staff in a specific content area. There is an emphasis on training paraprofessional CPAs on topics in a progression that allows them to complete some activities of WIC certification before full training is completed. |

**Key to Colors and Abbreviations**



**VENA competencies**



**FNS Nutrition Service Standards**



**Western Region Specifications for CPA competencies in addition to FNS Nutrition Service Standards and VENA competencies (per March meeting)**

**Comments Related to Training Program**

Oregon has gone to considerable lengths to develop well-defined training policies and plans. The training plan Oregon is working on clearly defines competencies required and what training will be utilized for each competency area. The strong base of training plans and policies is evident in the standardization and logical presentation of the updated modules.

The updated modules are well designed. Specific fonts, icons, and text are used to help the learner recognize specific types of information or tools. The PDF documents are bookmarked to allow the learner to easily locate a specific content area within the module. A nice amount of graphics/ pictures are used within the module. Some modules include estimated time for completion of each section. Job Aids are well utilized in the modules to help summarize information (such as processes) and to give learners an opportunity to organize the information they have learned. This may also help learners remember the information by writing it down. The modules are very user-friendly. They help the learner organize materials and are written in a “friendly” tone.

Each training module has a module evaluation which allows learners to give feedback on the module and allows the Oregon WIC staff to make improvements on modules if needed.

The Training Supervisor’s Guides are a unique component to the Oregon WIC Training Program. They give useful assistance to the Local Agency.

## Texas

### Program Overview

The State of Texas utilizes paraprofessionals for the WIC certification process. Their paraprofessional certifier title is WIC Certification Specialist (WCS). Texas does not have a specific program for certifying WCS's, but rather allows a Local Agency to build their own program and submit their plan to the State Agency for approval. The State does provide a wide variety of training materials that can be utilized to build a program. The training opportunities are in three general formats:

- Satellite Interactive Distance Learning (IDL) Classes – There are a wide range of classes offered each day via satellite. Staff can view these courses as needed. There is some ability to ask questions of the instructor through a moderator. There may be one person or multiple people viewing the class at the same time. These courses are viewed at the Local Agency.
- Leader's Guide – There are some classes that are set up to be delivered by a leader or facilitator. These leader's guides provide the content, materials needed, and leader's tips.
- Live Courses – Live courses on some topics are also available.

Texas WIC training materials may be found at <http://www.dshs.state.tx.us/wichd/tng/idl-trng-matrls.shtm>.

The following table will provide an overview of types of training materials and courses provided for the competency areas listed, instructional design principles observed upon review of materials, and general training program policies. It should be noted that this reviewer was unable to view the IDL courses, so comments related to those courses are based on a course description as opposed to actually participating in the course.

| Area                                | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Content Areas / Competencies</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Principles of life-cycle nutrition  | <p>Basic Nutrition self-paced module – contains in depth information on basic nutrition with an emphasis on nutrients of particular concern during pregnancy and infants and young children. The module was written in 2001 and therefore contains the old food guide pyramid and Dietary Guidelines for Americans. It also covers topic of interest to the WIC population such as weight management, reflux, and baby bottle tooth decay. The content is not state-specific and could be used by other agencies.</p> <p>Prenatal Nutrition Self-Paced Module – contains thorough information on nutrition, weight gain, and healthy habits during pregnancy as well as medical conditions that may require special care during pregnancy. The module does include the outdated food guide pyramid. The information in the module is not state-specific and could be used by other agencies.</p> <p>Preschool Nutrition Self-Paced Module – this module contains in depth information about nutrition for preschool-aged children and common nutritional issues in this age group. It does contain the outdated food guide pyramid for children. The content is not state-specific and could be used by other agencies.</p> |

| Area                         | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Nutrition assessment process | <p>Diet History / Diet Recall and Assessment Self-Paced Training Guide – this module covers some basic guidelines on obtaining diet information from a client, but the majority of the module is specific to the diet history forms used by Texas WIC. The module also focuses on calculating portion sizes and dietary deficiencies which may not be necessary to emphasize as strongly with VENA and Revision 8.</p> <p>There is an IDL course on ‘Diet Recall – Women and Children’ that utilizes the Diet History / Diet Recall and Assessment Self-Paced Training Guide as a reference. Other IDL courses on this topic include Health History / Nutrition Assessment, Identifying Participants at Risk for Anemia, and Infant Diet History (includes reference to diet history forms and related risk codes).</p> <p>Interviewing Skills Self-Paced Training Guide covers techniques for gathering diet assessment and history information. This content contains general information that could be used by other agencies. There is also a section within the IDL Certification course that covers this topic and uses the Training Guide as a resource.</p> <p>Nutritional Assessment / Individual Counseling Self-Paced Training Guide addressed some general concepts related to nutrition assessment. More of the module covers TX-specific forms and assessment procedures.</p> <p>There is an IDL course on ‘Plotting for Premature Infants’. Participants are asked to bring specific growth charts so they are able to practice.</p> |

| Area                                      | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Anthropometric data collection techniques | <p>Growth Assessment: Weighing and Measuring WIC Participants Self-Paced Guide – this module contains primarily standard information on procedures and rationale for weighing, measuring, and using growth charts. The information could be used by other agencies.</p> <p>There are two IDL courses on ‘Weighing and Measuring Techniques’ that cover proper weighing and measuring techniques, growth chart plotting, and interpretation of growth charts.</p>          |
| Hematological data collection techniques  | <p>There is an IDL course on ‘Identifying Participants at Risk for Anemia’. This includes an overview of anemia, iron-rich foods and iron absorption, procedures for obtaining blood samples and universal precautions.</p>                                                                                                                                                                                                                                               |
| Communication                             | <p>Answering the Telephone course in Leader’s guide format available online as PDF. This contains information that is not state-specific and could be used by other agencies.</p> <p>Interviewing Skills Self-Paced training guide includes a significant portion on general communication and specifically body language.</p> <p>There are a variety of videos available in the video library that cover customer service topics, including telephone communication.</p> |
| Multicultural awareness                   | <p>The Basic Nutrition self-paced module contains a short section on Cultural Dietary Practices that also includes a short section on cross-cultural communication. The content is not state-specific. It is a basic overview.</p>                                                                                                                                                                                                                                        |
| Critical thinking                         | <p>Not presented as a specific topic, but some of the courses encourage this type of thinking through examples and case studies.</p>                                                                                                                                                                                                                                                                                                                                      |
|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

| Area                                              | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Nutrition risk determination                      | <p>Diet History / Diet Recall and Assessment self-paced training guide provides information on nutrition risks for various dietary practices. These are embedded in the instructions on using the TX WIC diet history forms.</p> <p>IDL course on 'Infant Diet History' – overview slide available online. Content includes infant risk codes.</p> <p>There are two IDL courses on 'More About Risk Codes – Part I and Part II' that go into detail about assigning risk codes and the most misunderstood risk codes.</p> <p>There is an IDL course introducing the new risk codes that will be implemented October 1, 2007.</p>                                                    |
| Food package prescription and nutrition tailoring | <p>IDL 'Food Package' course; overview slides available online. The content is somewhat specific to TX food packages.</p> <p>WIC Food Packages and Food Issuance Self-Paced Training Guide – some information is general about WIC approved foods and nutrients found in those foods. Much of the content is specific to TX policies and food packages available. This module includes a unique crossword puzzle learning activity on WIC approved foods that would be useable by other agencies.</p> <p>There are also IDL classes on 'Allowable Foods', 'Food Packages', 'Handling Contract Formula and Formula Exchanges', and 'Issuing Contract and Non-Contract Formulas'.</p> |

| Area                  | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Appropriate referrals | <p>This is covered in the Nutritional Assessment / Individual Counseling Self-Paced Training Guide; reference to referrals is also provided in other modules such as the Breastfeeding Promotion and Support module.</p> <p>There is a series of IDL classes on 'Critical Referrals to Outside Agencies'. Referrals for a variety of concerns are covered including substance abuse, immunizations, Medicaid, newborn screening, and women's health.</p> |

| Area                                                                                                    | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p>Basic nutrition education and breastfeeding promotion and support</p>                                | <p>Basic Nutrition self-paced module – contains in depth information on basic nutrition with an emphasis on nutrients of particular concern during pregnancy and infants and young children. The module was written in 2001 and therefore contains the old food guide pyramid and Dietary Guidelines for Americans. The content is not state-specific and could be used by other agencies.</p> <p>Breastfeeding Promotion and Support self-paced module – this is a detailed module on various aspects of breastfeeding. The content is not state-specific and could be utilized by other agencies.</p> <p>WIC Breast Pump Programs 1-3 provide information specific to the TX WIC breast pump program; materials provided in PowerPoint format. Provides sample situations for discussion.</p> <p>A variety of on-site breastfeeding trainings are available.</p> <p>A wide variety of classes are offered via the IDL system on breastfeeding topics ranging from anatomy of the breast to counseling breastfeeding moms and issuing breast pumps. These classes offer a tremendous amount of information related to breastfeeding.</p> <p>There are IDL classes available on a wide range of nutrition topics. Some of them utilize the self-paced module content as a resource. Topics include Basic Nutrition, Feeding Preterm Infants, Food Intolerances and Allergies, GERD, Inappropriate Feeding Practices for Children, the 2005 Dietary Guidelines and MyPyramid, Diarrhea, Lead Poisoning and Iron Deficiency, Oral Hygiene, Physical Activity, Postpartum Nutrition, Prenatal Nutrition, Infant Nutrition, Preschool Nutrition, Reading Food Labels, and Diabetes.</p> |
| <p>The need for an individual care plan and its development for low-risk and high-risk participants</p> | <p>This topic was not specifically identified, but there is a series of IDL courses on high risk nutrition counseling.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

| Area                                                                                             | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p>Educational and counseling methods/techniques, including cross-cultural counseling skills</p> | <p>Breastfeeding Promotion and Support self-paced module contains some information about counseling breastfeeding women.</p> <p>Diet History / Diet Recall and Assessment Self-Paced Training Guide covers basic counseling skills. This section of the training is not state-specific and could be used by other agencies.</p> <p>Interviewing Skills Self-Paced Training Guide covers basic counseling strategies such as asking open-ended questions and building rapport.</p> <p>Nutrition Assessment / Individual Counseling Self-Paced Training Guide covers information on counseling and educating clients. Some TX-specific information is included, but much of the information in this section could be utilized by other agencies. It includes prioritizing education topics and helping participants with goal setting.</p> <p>There are IDL courses on 'Counseling – Developing a Helping Relationship', 'Counseling Skills', and 'Beyond Nutrition Counseling.</p> <p>There is a series of courses offered in the IDL format on teaching / facilitating group classes. Topics include Adult Learners, Class Management, Facilitated Discussion, and Teaching Group Classes.</p> |
| <p>Cultural competencies related to the participants population served</p>                       | <p>The Basic Nutrition self-paced module contains a short section on Cultural Dietary Practices that also includes a short section on cross-cultural communication. The content is not state-specific. It is a basic overview.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

| Area                       | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| Customer service practices | <p>Be Our Guest: Create a Culture of Service (leader’s guide format) provides a course on customer service practices. The content is not state-specific and could be used by other agencies. It includes suggested activities, and tips for the leader.</p> <p>Customer Service Self-Paced Training Guide is a module that staff could work through on their own. The content is not state-specific.</p> <p>Customer Service Overview: Who are WIC Customers? – Module 1 is a leader’s guide for facilitating a session on customer service. It includes suggested activities and role-plays. It is not state-specific and could be used by other agencies.</p> <p>There are several IDL courses covering Customer Service topics including those related to working with clients who speak a different language and working with clients over the telephone.</p> <p>There are a variety of videos available in the video library on customer service topics, including telephone communication.</p> |

| Area                                            | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| Issues specific to maternal and child nutrition | <p>Infant Formula self-paced module. Contains thorough information on infant formulas and food allergies/food intolerances. The information is not state- specific and could be used by other agencies.</p> <p>Prenatal Nutrition Self-Paced Module – contains thorough information on nutrition, weight gain, and healthy habits during pregnancy as well as medical conditions that may require special care during pregnancy. The module does include the outdated food guide pyramid. The information in the module is not state-specific and could be used by other agencies.</p> <p>Preschool Nutrition Self-Paced Module – this module contains in depth information about nutrition for preschool-aged children and common nutritional issues in this age group. It does contain the outdated food guide pyramid for children. The content is not state-specific and could be used by other agencies.</p> |
| State Information Systems                       | Training on the State Information System is done at the Local Agency.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Environmental and family dynamics               | Not specifically identified, however, there are multiple classes on counseling skills, working with diverse participants, customer service, and communication. These topics general help staff learn to deal with environmental and family dynamics.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Program integrity (client, staff, vendor)       | Not specifically identified.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

| Area                                                                                                       | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p>Program overview<br/>(certification periods, categories, food instrument use, income determination)</p> | <p>Screening for Eligibility Class Participant Manual – contains information on screening for eligibility. Some of the content is general and some is specific to the TX WIC Program (forms, policies, etc.). There are also IDL classes to accompany this information, covering ‘Advanced Income Screening’, ‘Category and Identification’, ‘Residency and Adjunctive Income Eligibility’, ‘Wages’, and the ‘WIC Income Questionnaire’.</p> <p>WIC Food Packages and Food Issuance Self-Paced Training Guide provides a brief history of the WIC Program.</p> <p>WIC Income Questionnaire Questions &amp; Answers gives additional information for training staff to collect income information.</p> <p>WIC Orientation Training Manual provides history of the WIC Program, Benefits of WIC, eligibility guidelines for WIC, services provided by WIC, and other general information about the WIC program. Some of the information is TX-specific, but much of it could be utilized or adapted by other agencies.</p> <p>There is an IDL class on ‘Orientation to WIC’ that provides a basic overview of the WIC Program.</p> |
| <p>Competency in technology</p>                                                                            | <p>Not observed.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>Basic office equipment<br/>(copier, phone, VCR/DVD)</p>                                                 | <p>Not observed.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>Writing care plans</p>                                                                                  | <p>Not specifically identified.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>Outreach</p>                                                                                            | <p>Not specifically identified.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>Civil Rights</p>                                                                                        | <p>There are several IDL classes covering Civil Rights and related topics.</p> <p>WIC Disability Issues Self-Paced Training Guide trains on issues related to serving clients with disabilities. Reference to the Civil Rights Act is given.</p> <p>There are a couple of videos in the video library on civil rights and related issues.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>Confidentiality</p>                                                                                     | <p>Covered in Interviewing Skills Self-Paced Training Guide and Screening for Eligibility course</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

| Area                                                                         | Notes                                                                                                                                                                                                                                                                                |
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| <b>Instructional Design Component</b>                                        |                                                                                                                                                                                                                                                                                      |
| Types of interaction available and encouraged:                               |                                                                                                                                                                                                                                                                                      |
| learner ↔ content                                                            | Yes.                                                                                                                                                                                                                                                                                 |
| learner ↔ instructor                                                         | Depending on the format of instruction used. Within the IDL courses, the learner has some ability to interact with the instructor. In self-paced modules, the learner would likely be interacting more with his or her supervisor. In live courses, there would be this interaction. |
| learner ↔ learner                                                            | This may be available in a live course or in an IDL setting if there are other learners participating in the same session.                                                                                                                                                           |
| instructor ↔ content                                                         | State staff primarily develops content that is available. Staff at the LA may provide additional content.                                                                                                                                                                            |
| instructor ↔ instructor                                                      | Multiple State staff are involved in content development and delivery, therefore it would be assumed they have an opportunity to interact with each other.                                                                                                                           |
| content ↔ content                                                            | No; this primarily applies to online learning activities which are not utilized in this program.                                                                                                                                                                                     |
| Expected outcomes are stated for learner                                     | Learning objectives are stated at the beginning of self-paced modules and within leader's guides for courses.                                                                                                                                                                        |
| Reasons for completing lesson is stated for learner                          | Some of the leader's guides (such as Be our Guest) emphasize the need of the facilitator to help learners know why the topic is important to them.                                                                                                                                   |
| Support is provided during learning process                                  | This would vary depending how the Local Agency decided to utilize training options.                                                                                                                                                                                                  |
| Structure of training allows learner to receive immediate or timely feedback | Leader's guides for individual sessions focus on interacting with learners and being learner-centered.                                                                                                                                                                               |

| Area                                                                                                                           | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| Material is sequenced in a way that allows learner to connect new information being presented to information already presented | There is not a specific sequence to material between modules or courses. An individual agency could put together a specific progression of materials that would allow this, however without that guidance, it may be more difficult for the learner to connect information.                                                                                                                                                                                                                                                                                                                                                                        |
| Learners are provided opportunity to assess current knowledge prior to beginning a lesson                                      | Pretests often given in the course materials for self-paced modules and training guides.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Important information is highlighted or emphasized                                                                             | Not specifically identified.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Learners are provided opportunity to reflect on information (through items such as embedded questions)                         | This is encouraged in live training leader's guides; some of them have suggested questions for learners to consider. Based on the descriptions of the IDL courses, this technique may be utilized within these classes.                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Learners are given opportunity to collaborate with other learners                                                              | This would depend on the type of classes/ learning materials selected. Live trainings or IDL courses attended with other students may allow this, however it does not appear that this is specifically encouraged.                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Learners are given opportunities to check their progress or assess their own learning during the lesson                        | Self-test questions are given within the self-paced modules. Answers to these questions are provided in different ways. Some modules suggest that the questions are "graded"/reviewed by the learner's supervisor, therefore exactly how this is done would depend on the individual supervisor. Some modules give answer keys to the questions within the module and some provide answers in a separate document. These self-test questions are provided throughout the module after each section of content, allowing the learner to assess their understanding of a specific part of the material prior to moving on to the remaining material. |
| Simulations of real-life situations are provided                                                                               | Occasionally case studies or role plays are utilized in the self-paced materials. These may be utilized more in the IDL courses.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

| Area                                                                                                                                      | Notes                                                                                                                                                                                                                                                                                                                                                            |
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| Learners are asked to apply information to real-life situations                                                                           | Not directly seen in materials reviewed. It is assumed, however, that learners would be practicing the content in the Local Agency allowing them to apply the information to real-life situations.                                                                                                                                                               |
| Multiple sensations are used by the learner<br><br>Textual<br>Verbal (auditory)<br>Visual (visual layout/appeal)<br>Kinesthetic / tactile | This depends on the type of training selected and how it is utilized. There is the opportunity for live trainings, video conference trainings, interaction with a supervisor for hands-on activities, and videos to view. The extent to which a multi-sensory approach is used would be largely dependant on which training materials and methods were selected. |
| Learners are given opportunity to link information being presented to their own life or personal/professional experiences                 | In some materials, this type of reflection is encouraged. May be utilized more in IDL courses.                                                                                                                                                                                                                                                                   |
| Learners are given the opportunity to evaluate information being presented and construct their own knowledge                              | In some of the courses presented in a leader's guide format, the facilitator is encouraged to promote this type of learning.                                                                                                                                                                                                                                     |
|                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Training Policies</b>                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                  |
| Preceptor / mentor guidelines or policies available                                                                                       | Not identified.                                                                                                                                                                                                                                                                                                                                                  |
| Trainee allowed to "test out" of training                                                                                                 | There is not a specific training format required. Local agencies are allowed to design their own program and receive approval for that from the State.                                                                                                                                                                                                           |
| Final test required for certification / competency evaluated<br>Knowledge<br>Practical/ "Hands-on"                                        | There is not a State-developed competency test at this time. The Local Agency would determine how they are going to evaluate competency and include that in their plan for the State to approve.                                                                                                                                                                 |
|                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Program Design</b>                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                  |
| Use of activities with preceptor/mentor/supervisor at Local Agency                                                                        | The self-paced modules often suggest that self-check questions are reviewed with the trainee's supervisor, but few hands-on type of activities are suggested.                                                                                                                                                                                                    |

| Area                                                                                                                          | Notes                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Trainees required to conform to specific time schedule ("classes" start/stop at specific time)<br>Synchronous<br>Asynchronous | Modules are self-paced. IDL classes are offered at a certain time, but are offered frequently and therefore the timing to complete training would be quite flexible. |
| Contract with agency outside of WIC utilized                                                                                  | No, not on an ongoing basis.                                                                                                                                         |
| Different levels of paraprofessional certification are available                                                              | No.                                                                                                                                                                  |

### Key to Colors and Abbreviations



**VENA competencies**



**FNS Nutrition Service Standards**



**Western Region Specifications for CPA competencies in addition to FNS Nutrition Service Standards and VENA competencies (per March meeting)**

### General Comments

Although the Texas WIC Program currently does not have one State-approved paraprofessional training program, they have a vast array of training materials and resources. The topics of their IDL courses cover many pertinent WIC issues and cover many of these topics in great depth. The satellite format is quite unique for WIC staff training. It allows a live instructor to be viewed by the trainees and some opportunity to interact with the instructor. At this point, the satellite courses are not available outside Texas WIC agencies.

Much of the content could be utilized by other agencies. Some of how much potential there is for sharing resources depends on the delivery methods available to other agencies.

## Virginia

### Program Overview

The Virginia WIC Program provides paraprofessional CPA training with online modules and accompanying activities to complete with a preceptor. The online modules are delivered using the Blackboard Learning Management System (LMS). The training program contains the following 11 modules:

- 1: What is WIC?
- 2: What are the Rights & Responsibilities of WIC Participants?
- 3: What Do I Need to Know About Nutrition?
- 4: What are the Nutrition Needs of WIC Participants?
- 5: How is Information Collected for WIC Risk Assessment?
- 6: How is Nutrition Eligibility Determined?
- 7: How is Nutrition Education Provided?
- 8: What Should I Know About Other Cultures?
- 9: How Do I Best Communicate With and Counsel WIC Participants?
- 10: How Can I Best Promote Breastfeeding?
- 11: How Can We Make Our Service Outstanding?

A list of these modules can be found on the Virginia WIC website at <http://www.vahealth.org/wic/training/asp> however a password is required to access the modules. A password could be requested to view these modules from the Virginia WIC Program. Each module is self-paced and contains educational content with some interactive self-assessment questions and case studies. At the end of each module, there is a post-test that is electronically scored and provides immediate feedback to the trainee.

Each trainee must have a preceptor in the Local Agency. The preceptor is the person who provides hands-on experiences for the trainee and assists the trainee through the training program. There are Completion Checklists for each module that includes activities for the preceptor to work on with the trainee.

Following completion of all activities and post-tests, the preceptor requests a final observation from the State Agency. This is when it is decided whether the trainee will be certified as a CPA. If they do not pass this final observation, they must wait a minimum of six months before requesting another observation.

The following table summarizes competencies covered in various parts of training program, instructional design strategies, training policies, and overall program design.

| Area                                | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Content Areas / Competencies</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Principles of life-cycle nutrition  | <p>Module 4: What are the Nutrition Needs of WIC Participants? addresses nutritional needs of pregnant, postpartum, and breastfeeding women, infants, and young children. The information is not state-specific and could be used by other agencies. The module is not updated with the new MyPyramid.</p> <p>Module 10: How Can I Best Promote Breastfeeding? addresses the physiology of breastfeeding as well as working with breastfeeding clients. The information is not state-specific and therefore could be easily utilized by other agencies.</p> |
| Nutrition assessment process        | <p>Module 5: How is Information Collected for a WIC Risk Assessment? covers the nutrition assessment process. It is somewhat specific to forms used for VA WIC. The module provides information on the 24 hour recall and Food Frequency tools which may not be as useful following Revision 8. Other basic information on obtaining a diet history is also provided. There is a video to accompany this module titled Dietary Assessment.</p>                                                                                                              |

| Area                                      | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Anthropometric data collection techniques | <p>Excellent presentation of collecting and recording anthropometric data is available at <a href="http://www.vahealth.org/wic/anthppt/Anthropometric%20Training%20Module.ppt">http://www.vahealth.org/wic/anthppt/Anthropometric%20Training%20Module.ppt</a></p> <p>The content is presented in PowerPoint format, but includes video clips with accompanying written instructions as well as “self-check” questions at the end of each section that allow the learner to attempt an answer and get immediate feedback if it is correct. There may be slight variations from state-to-state on policies related to weighing and measuring (such as whether or not an infant can be wearing a diaper or t-shirt), but otherwise the information could be useful to other agencies and is very well done. Some of the video clips do take a little bit of time to load. This is separate from the 11 modules.</p> <p>Module 5: How is Information Collected for a WIC Risk Assessment? gives written instructions on performing anthropometric measurements. There is a video available to accompany this module titled Anthropometric Assessment.</p> <p>Module 6: How is Nutrition Eligibility Determined? covers using and interpreting growth charts.</p> |
| Hematological data collection techniques  | <p>Module 5: How is Information Collected for a WIC Risk Assessment? provides basic information on why hemoglobin or hematocrit is checked and a simple explanation of how to obtain the measurement. A video is available to accompany this module titled Fingerstick Blood Collection.</p> <p>Module 6: How is Nutrition Eligibility Determined? goes into more depth on interpreting hematological measurements.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Communication                             | <p>Module 9: How do I Best Communicate with and Counsel WIC Participants? gives information on effective communication techniques. The information is not state-specific and could be utilized by other agencies.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

| Area                                              | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Multicultural awareness                           | Module 8: What Should I Know About Other Cultures? provides specific information on a variety of cultures including dietary habits, common health beliefs, and nutrition counseling tips for that particular cultural group. A self-assessment of cultural attitudes is provided for the trainee to complete. The content of this module could be utilized by any agencies who work with the cultural or religious groups addressed in the module.                                                                        |
| Critical thinking                                 | Not specifically identified.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Nutrition risk determination                      | <p>Module 5: How is Information Collected for a WIC Risk Assessment? provides basic information on how and why nutrition risk is assessed.</p> <p>Module 6: How is Nutrition Eligibility Determined? gives broad categories of risk factors and the preceptor is then to provide specific risk codes. Because the information is presented in this way, it could easily be adapted for other agencies.</p>                                                                                                                |
| Food package prescription and nutrition tailoring | Module 6: How is Nutrition Eligibility Determined? provides general information on assigning food packages and tailoring food packages for specific needs. There are no specifics about VA food packages or assigning food packages in the VA computer system so this information could be utilized by other states and supplemented with state-specific information as needed.                                                                                                                                           |
| Appropriate referrals                             | Module 6: How is Nutrition Eligibility Determined? contains good information about providing referrals. It includes how to prioritize what referrals to make and which referrals are required. They have developed a nice "Referral Table" that gives general categories of agencies a CPA may refer to and then provides a column for the CPA trainee to fill in specific agencies/contacts in their area that could provide those resources. The information is not state-specific and could be used by other agencies. |

| Area                                                                                                    | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p>Basic nutrition education and breastfeeding promotion and support</p>                                | <p>Module 3: What Do I Need to Know About Nutrition? covers Basic Nutrition including the digestion process, classes of nutrients (with emphasis given to nutrients provided by WIC foods), and basic nutrition guidelines. The old food guide pyramid is given in the module, but the link to the USDA website with MyPyramid is referenced. The module covers standard nutrition information that is not state specific.</p> <p>Module 10: How Can I Best Promote Breastfeeding? addresses the physiology of breastfeeding as well as working with breastfeeding clients. The information is not state-specific and therefore could be easily utilized by other agencies.</p> <p>They also provide a breastfeeding training via video conference.</p> |
| <p>The need for an individual care plan and its development for low-risk and high-risk participants</p> | <p>Module 7: How is Nutrition Education Provided? briefly covers the difference between high risk and low risk participants and what type of staff may provide education to each.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>Educational and counseling methods/techniques, including cross-cultural counseling skills</p>        | <p>Module 7: How is Nutrition Education Provided? gives basic information on providing nutrition education including the requirements for nutrition education contacts. Guidelines and strategies are given for group education classes. The content is not state-specific and could be utilized by other agencies.</p> <p>Module 9: How do I Best Communicate with and Counsel WIC Participants? provides basic counseling strategies that can be used with participants. They also provide a “Self-Assessment Counseling Checklist” that can be used by staff to help them assess their own counseling skills. The content of this module is not state-specific and could be utilized by other agencies.</p>                                          |

| Area                                                                | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cultural competencies related to the participants population served | Module 8: What Should I Know About Other Cultures? provides specific information on a variety of cultures including dietary habits, common health beliefs, and nutrition counseling tips for that particular cultural group. A self-assessment of cultural attitudes is provided for the trainee to complete. The content of this module could be utilized by any agencies who work with the cultural or religious groups addressed in the module. |
| Customer service practices                                          | Module 11: How Can We Make Our Service Outstanding? addresses customer service practices. The module contains general information that could be used by other agencies.                                                                                                                                                                                                                                                                            |
| Issues specific to maternal and child nutrition                     | <p>Module 4: What are the Nutrition Needs of WIC Participants? addresses nutritional needs of pregnant, postpartum, and breastfeeding women, infants, and young children. The information is not state-specific and could be used by other agencies. The module is not updated with the new MyPyramid.</p> <p>Module 6: How is Nutrition Eligibility Determined? addresses growth and weight gain issues for women and children.</p>               |
| State Information Systems                                           | Done at the Local Agency level through the Completion Checklists that are provided with the modules.                                                                                                                                                                                                                                                                                                                                               |
| Environmental and family dynamics                                   | Not specifically identified.                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Program integrity (client, staff, vendor)                           | <p>Module 1: What is WIC? covers some state policies that protect program integrity. This is specific to VA WIC, but may be similar for other agencies.</p> <p>Module 2: What are the Rights and Responsibilities of WIC Participants? covers information on program integrity related to participants' responsibilities. This information could be used by other agencies.</p>                                                                    |

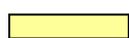
| Area                                                                                               | Notes                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Program overview<br>(certification periods, categories, food instrument use, income determination) | Module 1: What is WIC? covers these topic areas. Some of the content is specific to VA WIC, but much of it is standard to the WIC Program and could be utilized or easily adapted for other states. |
| Competency in technology                                                                           | Not identified.                                                                                                                                                                                     |
| Basic office equipment<br>(copier, phone, VCR/DVD)                                                 | Not identified.                                                                                                                                                                                     |
| Writing care plans                                                                                 | Module 7: How is Nutrition Education Provided? gives basic information on documentation and a description of SOAP note charting.                                                                    |
| Outreach                                                                                           | Not identified.                                                                                                                                                                                     |
| Civil Rights                                                                                       | Module 2: What are the Rights and Responsibilities of WIC Participants? covers basic information about civil rights.<br><br>An annual civil rights training is provided via video conference.       |
| Confidentiality                                                                                    | Module 5: How is Information Collected for a WIC Risk Assessment? addresses the need to maintain client confidentiality.                                                                            |
| <b>Instructional Design Component</b>                                                              |                                                                                                                                                                                                     |
| Types of interaction available and encouraged:                                                     |                                                                                                                                                                                                     |
| learner ↔ content                                                                                  | Yes, through online modules                                                                                                                                                                         |
| learner ↔ instructor                                                                               | The preceptor in the Local Agency would be the contact person for the learner. They would not have direct contact with state staff (those who developed the training materials).                    |
| learner ↔ learner                                                                                  | No                                                                                                                                                                                                  |
| instructor ↔ content                                                                               | State level staff develops the materials, but they do not then have direct contact with trainees.                                                                                                   |
| instructor ↔ instructor                                                                            | There are multiple state staff that work on developing content, but they do not have formal interaction with the preceptors in the local agencies.                                                  |
| content ↔ content                                                                                  | Yes, self-check type questions spaced throughout the module give different types of feedback based on answers chosen by the trainee.                                                                |

| Area                                                                                                                           | Notes                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Expected outcomes are stated for learner                                                                                       | Each module has specific learning objectives listed at the beginning of the module.                                                                                                                                                                        |
| Reasons for completing lesson is stated for learner                                                                            | The beginning of each module has a statement of what the learner can expect to be able to do following completion of the module.                                                                                                                           |
| Support is provided during learning process                                                                                    | Not at the state level. The preceptor in the local agency would provide the training support through the training program.                                                                                                                                 |
| Structure of training allows learner to receive immediate or timely feedback                                                   | Yes, questions and case studies within the modules as well as self-checks and post-tests at the end of each module provide immediate feedback to questions asked. Other feedback provided would be based on the interaction with the individual preceptor. |
| Material is sequenced in a way that allows learner to connect new information being presented to information already presented | Yes, the modules reference material that has already been learned and connect it to the WIC certification process.                                                                                                                                         |
| Learners are provided opportunity to assess current knowledge prior to beginning a lesson                                      | No.                                                                                                                                                                                                                                                        |
| Important information is highlighted or emphasized                                                                             | Yes, colored fonts and graphics are used within the modules to highlight important information. Headings on the left side of the text help the learner move logically through different concepts.                                                          |
| Learners are provided opportunity to reflect on information (through items such as embedded questions)                         | There is self-assessment type of questions throughout most of the modules, but these are more objective questions rather than subjective reflective questions.                                                                                             |
| Learners are given opportunity to collaborate with other learners                                                              | There is a discussion board link on Blackboard that learners could use to collaborate with others however there are no posts to that discussion board.                                                                                                     |

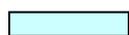
| Area                                                                                                                                      | Notes                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learners are given opportunities to check their progress or assess their own learning during the lesson                                   | Short multiple choice type questions are located within the modules that the learner can answer and get immediate feedback if they are correct and a short explanation. At the end of each module, there is a self check and a post-test for the learner to complete. They may complete either of these as many times as necessary to get all answers correct.                                                                 |
| Simulations of real-life situations are provided                                                                                          | Case studies are provided in many of the modules which provide simulations to real-life situations.                                                                                                                                                                                                                                                                                                                            |
| Learners are asked to apply information to real-life situations                                                                           | The Completion Checklists for each module have activities that would allow the learner to apply the information to real-life situations in the clinic.                                                                                                                                                                                                                                                                         |
| Multiple sensations are used by the learner<br><br>Textual<br>Verbal (auditory)<br>Visual (visual layout/appeal)<br>Kinesthetic / tactile | The online materials are text based. They do have a significant amount of colors and graphics that give visual appeal. There are no auditory components in the 11 modules, but the separate anthropometrics presentation does provide audio. Audio/video would be provided in the videos that accompany some of the modules. The Completion Checklists include hands-on activities that would be completed with the preceptor. |
| Learners are given opportunity to link information being presented to their own life or personal/professional experiences                 | This was identified occasionally, but not on a regular basis in the online modules. This type of learner may be made available during the interaction with the preceptor.                                                                                                                                                                                                                                                      |
| Learners are given the opportunity to evaluate information being presented and construct their own knowledge                              | Not specifically; it is more an opportunity to assess understanding of the material as it was presented, but not really construct their own knowledge.                                                                                                                                                                                                                                                                         |
| <b>Training Policies</b>                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Preceptor / mentor guidelines or policies available                                                                                       | A very basic preceptor policy including requirements of a preceptor is provided, but there are not specific guidelines for the preceptor to help the trainee through training.                                                                                                                                                                                                                                                 |
| Trainee allowed to “test out” of training                                                                                                 | No                                                                                                                                                                                                                                                                                                                                                                                                                             |

| Area                                                                                                                          | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Final test required for certification / competency evaluated<br>Knowledge<br>Practical/ "Hands-on"                            | Yes. The post-tests at the end of each module must be passed with a 90%, however the trainee does have unlimited number of attempts on those. There is a final observation checklist that is done by the State agency once the trainee has completed training. The preceptor must request this observation to be done once he or she feels the trainee is prepared. If the trainee does not pass the final observation, they must wait a minimum of six months before requesting another observation. |
|                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Program Design                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Use of activities with preceptor/mentor/supervisor at Local Agency                                                            | Yes, the preceptor plays a significant role in the training since the trainee does not have any formal contact with state agency staff.                                                                                                                                                                                                                                                                                                                                                               |
| Trainees required to conform to specific time schedule ("classes" start/stop at specific time)<br>Synchronous<br>Asynchronous | No, all modules are self-paced.                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Contract with agency outside of WIC utilized                                                                                  | No.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Different levels of paraprofessional certification are available                                                              | No, however some of the modules used for CPA training are also used for other staff such as clerical staff.                                                                                                                                                                                                                                                                                                                                                                                           |

### Key to Colors and Abbreviations



**VENA competencies**



**FNS Nutrition Service Standards**



**Western Region Specifications for CPA competencies in addition to FNS Nutrition Service Standards and VENA competencies (per March meeting)**

## **Comments Related to the Training Program**

Virginia WIC developed their eleven modules with funding that required a fairly generalized format (not state-specific). This was done by a contract dietitian in 2000. Updates were done in 2004 and they are now working on more updates. The majority of the content could be utilized by other agencies. State-specific information could be added to sections to customize the training for a particular state. Utilizing the Blackboard LMS provides the ability to track trainees and control access to any or all of the training, but may make the format less adaptable for a program if they are unable to use the Blackboard system. The state of Virginia is also planning to move content out of Blackboard and into another LMS which has not yet been decided on.

Although the online information is good, if a trainee would like to print it, it takes many pages. It may be helpful to have some of the content in a format that is easier for printing.

## Central Arizona College

### Program Overview

Central Arizona College's Dietetic Education Program has worked in conjunction with Arizona Department of Health Services, Office of Nutrition Services, Inter Tribal Council of Arizona, and Navajo Nation WIC Programs to develop a WIC Nutrition Assessment Certificate. This certificate program currently consists of eight classes that make up 15 credits of coursework. Many courses are available in an online format (also available in a live format). Online content is delivered using the Blackboard Learning Management System. The program has been adapted to incorporate VENA competencies for the 2007-2008 academic year. They are working on further adaptations to the Certificate Program for the 2008-2009 academic year. The following courses are currently required for the WIC Nutrition Assessment Certificate from Central Arizona College (courses in bold are offered online or in a distance format):

|                |                                                                                                                                                                  |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NTR134</b>  | <b>Healthy Weight for Kids*</b> (1 credit)                                                                                                                       |
| <b>NTR141</b>  | <b>Nutrition and Wellness*</b> (4 credits) <b>OR</b><br><b>NTR 104 – Nutrition</b> (3 credits) <b>and</b> <b>NTR141d – Nutrition and Wellness Lab</b> (1 credit) |
| <b>NTR123</b>  | <b>Nutrition Throughout the Lifecycle*</b> (3 credits)                                                                                                           |
| <b>NTR127</b>  | <b>Breastfeeding and Human Lactation*</b> (1 credit)                                                                                                             |
| NTR272         | The Certified Breastfeeding Counselor (2 credits)                                                                                                                |
| <b>NTR232A</b> | <b>Food and Culture (1 credit)</b>                                                                                                                               |
| NTR232C        | Changing Behaviors (1 credit)                                                                                                                                    |
| <b>NTR220</b>  | <b>Community Nutrition Field Experience (2 credits)</b>                                                                                                          |

Courses that are not currently a required portion of the Certificate Program, but may be of interest to WIC staff include:

|               |                                                            |
|---------------|------------------------------------------------------------|
| <b>NTR191</b> | <b>Nutrition Counseling Skill Development*</b> (3 credits) |
| <b>NTR222</b> | <b>Nutrition Assessment</b> (3 credits)                    |
| <b>NTR136</b> | <b>Management of Gestational Diabetes*</b> (1 credit)      |

\* These online courses were available for review for this project. Reference to other training competencies and instructional design components were assessed based on course descriptions and competencies provided.

Tuition costs are \$57 per credit for in state and \$114 per credit for out of state up to 6 credits. After 6 out-of-state credits, tuition increases to \$254.

A brochure for the program can be found at <http://www.centralaz.edu/x3131.xml>.

Current course descriptions can be found in the 2007-2008 catalog at <http://www.centralaz.edu/Documents/Academics/Catalog07-08.pdf>.

Class schedules for each semester can be found at <http://www.centralaz.edu/x631.xml>.

A listing of courses offered online for a given time period can be found at <http://www.centralaz.edu/x653.xml#Online>.

The following table summarizes competencies covered in the training courses available, instructional design strategies, training policies, and overall program design.

| Area                                                              | Notes                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Content Areas / Competencies</b>                               |                                                                                                                                                                                                                                           |
| Principles of life-cycle nutrition                                | NTR123 – Nutrition Throughout the Life Cycle<br>NTR141 – Nutrition & Wellness<br>NTR141d – Nutrition & Wellness lab<br>NTR104 – Nutrition<br>NTR127 – Breastfeeding and Human Lactation<br>NTR272 – The Certified Breastfeeding Counselor |
| Nutrition assessment process                                      | NTR222 – Nutrition Assessment<br>NTR134 – Healthy Weight for Kids<br>NTR141 – Nutrition & Wellness<br>NTR141d – Nutrition & Wellness lab<br>NTR104 – Nutrition<br>NTR123 – Nutrition Throughout the Life Cycle                            |
| Anthropometric data collection techniques                         | NTR123 – Nutrition Throughout the Life Cycle<br>NTR141d – Nutrition & Wellness lab<br>NTR222 – Nutrition Assessment<br>NTR134 – Healthy Weight for Kids<br>NTR141 – Nutrition & Wellness                                                  |
| Hematological data collection techniques                          | NTR123 – Nutrition Throughout the Life Cycle<br>NTR141d – Nutrition & Wellness lab<br>NTR222 – Nutrition Assessment                                                                                                                       |
| Communication                                                     | NTR191 - Nutrition Counseling Skill Development<br>NTR232C – Changing behaviors                                                                                                                                                           |
| Multicultural awareness                                           | NTR232A – Food and Culture<br>NTR127 – Breastfeeding and Human Lactation<br>NTR272 – The Certified Breastfeeding Counselor                                                                                                                |
| Critical thinking                                                 | NTR141 – Nutrition & Wellness<br>NTR141d – Nutrition & Wellness lab<br>NTR104 – Nutrition<br>NTR123 – Nutrition Throughout the Life Cycle                                                                                                 |
| Nutrition risk determination                                      | Not specific to WIC nutrition risk codes.                                                                                                                                                                                                 |
| Food package prescription and nutrition tailoring                 | No                                                                                                                                                                                                                                        |
| Appropriate referrals                                             | Not specifically identified.                                                                                                                                                                                                              |
| Basic nutrition education and breastfeeding promotion and support | NTR141 – Nutrition & Wellness<br>NTR141d – Nutrition & Wellness lab<br>NTR104 – Nutrition<br>NTR123 – Nutrition Throughout the Life Cycle<br>NTR127 – Breastfeeding and Human Lactation<br>NTR272 – The Certified Breastfeeding Counselor |

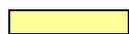
| Area                                                                                             | Notes                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The need for an individual care plan and its development for low-risk and high-risk participants | NTR191 - Nutrition Counseling Skill Development                                                                                                                                                                                           |
| Educational and counseling methods/techniques, including cross-cultural counseling skills        | NTR191 - Nutrition Counseling Skill Development<br>NTR232C – Changing behaviors                                                                                                                                                           |
| Cultural competencies related to the participants population served                              | NTR232A – Food and Culture                                                                                                                                                                                                                |
| Customer service practices                                                                       | Not specifically identified.                                                                                                                                                                                                              |
| Issues specific to maternal and child nutrition                                                  | NTR123 – Nutrition Throughout the Life Cycle<br>NTR141 – Nutrition & Wellness<br>NTR141d – Nutrition & Wellness lab<br>NTR104 – Nutrition<br>NTR127 – Breastfeeding and Human Lactation<br>NTR272 – The Certified Breastfeeding Counselor |
| State Information Systems                                                                        | No.                                                                                                                                                                                                                                       |
| Environmental and family dynamics                                                                | Included within various course content.                                                                                                                                                                                                   |
| Program integrity (client, staff, vendor)                                                        | No.                                                                                                                                                                                                                                       |
| Program overview (certification periods, categories, food instrument use, income determination)  | No.                                                                                                                                                                                                                                       |
| Competency in technology                                                                         | Not specifically within the required portion of the program, however they do strongly recommend a computer class be taken.                                                                                                                |
| Basic office equipment (copier, phone, VCR/DVD)                                                  | No.                                                                                                                                                                                                                                       |
| Writing care plans                                                                               | NTR191 - Nutrition Counseling Skill Development                                                                                                                                                                                           |
| Outreach                                                                                         | No.                                                                                                                                                                                                                                       |
| Civil Rights                                                                                     | No.                                                                                                                                                                                                                                       |
| Confidentiality                                                                                  | NTR191 - Nutrition Counseling Skill Development                                                                                                                                                                                           |
|                                                                                                  |                                                                                                                                                                                                                                           |

| Area                                                                                                                           | Notes                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Instructional Design Component</b>                                                                                          |                                                                                                                                                                                                 |
| Types of interaction available and encouraged:                                                                                 |                                                                                                                                                                                                 |
| learner ↔ content                                                                                                              | Somewhat- in computer graded quizzes                                                                                                                                                            |
| learner ↔ instructor                                                                                                           | Yes, there is interaction between the learner and instructor in each course.                                                                                                                    |
| learner ↔ learner                                                                                                              | Many of the courses have a discussion component that requires learner-learner interaction.                                                                                                      |
| instructor ↔ content                                                                                                           | Yes, content is developed by the instructor.                                                                                                                                                    |
| instructor ↔ instructor                                                                                                        | It is assumed that instructors have some interaction with each other.                                                                                                                           |
| content ↔ content                                                                                                              | Not generally.                                                                                                                                                                                  |
| Expected outcomes are stated for learner                                                                                       | Yes, learning objectives are clearly stated in the syllabus for each course.                                                                                                                    |
| Reasons for completing lesson is stated for learner                                                                            | In the form of learning objectives.                                                                                                                                                             |
| Support is provided during learning process                                                                                    | Yes, the instructor is available to the student throughout each course.                                                                                                                         |
| Structure of training allows learner to receive immediate or timely feedback                                                   | Yes, the presence of an instructor allows for this prompt feedback and there are some computer-scored tests that also allow immediate feedback.                                                 |
| Material is sequenced in a way that allows learner to connect new information being presented to information already presented | Yes.                                                                                                                                                                                            |
| Learners are provided opportunity to assess current knowledge prior to beginning a lesson                                      | Not noticed in review of courses.                                                                                                                                                               |
| Important information is highlighted or emphasized                                                                             | Important information seems to be emphasized in assignments. The textbook also likely highlights key points, although textbooks for the courses weren't specifically reviewed for this project. |

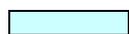
| Area                                                                                                                                                | Notes                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learners are provided opportunity to reflect on information (through items such as embedded questions)                                              | Yes.                                                                                                                                                                                         |
| Learners are given opportunity to collaborate with other learners                                                                                   | Yes, in most courses.                                                                                                                                                                        |
| Learners are given opportunities to check their progress or assess their own learning during the lesson                                             | Not generally noted in the courses.                                                                                                                                                          |
| Simulations of real-life situations are provided                                                                                                    | Yes; case studies and simulations of client experiences are utilized.                                                                                                                        |
| Learners are asked to apply information to real-life situations                                                                                     | Yes.                                                                                                                                                                                         |
| <p>Multiple sensations are used by the learner</p> <p>Textual<br/>Verbal (auditory)<br/>Visual (visual layout/appeal)<br/>Kinesthetic / tactile</p> | Somewhat. The vast majority of online learning is in a visual format. There are a few pieces with an audio component. The learning activities and assignments assist with hands-on learning. |
| Learners are given opportunity to link information being presented to their own life or personal/professional experiences                           | Yes, this is often provided in the form of discussion questions or study questions.                                                                                                          |
| Learners are given the opportunity to evaluate information being presented and construct their own knowledge                                        | Somewhat.                                                                                                                                                                                    |
|                                                                                                                                                     |                                                                                                                                                                                              |
| <b>Training Policies</b>                                                                                                                            |                                                                                                                                                                                              |
| Preceptor / mentor guidelines or policies available                                                                                                 | Not specifically noted.                                                                                                                                                                      |

| Area                                                                                                                          | Notes                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Trainee allowed to “test out” of training                                                                                     | No.                                                                                                                                                                                        |
| Final test required for certification / competency evaluated<br>Knowledge<br>Practical/ “Hands-on”                            | A cumulative GPA of at least 2.0 on a 4.0 scale is required for graduation from the program.                                                                                               |
| <b>Program Design</b>                                                                                                         |                                                                                                                                                                                            |
| Use of activities with preceptor/mentor/supervisor at Local Agency                                                            | NTR220 – Community Nutrition Field experience may be completed at the worksite                                                                                                             |
| Trainees required to conform to specific time schedule (“classes” start/stop at specific time)<br>Synchronous<br>Asynchronous | Courses begin and end on a certain schedule and there are due dates for assignments, by students aren’t generally asked to synchronize at a specific time in completely web-based classes. |
| Contract with agency outside of WIC utilized                                                                                  | N/A – this is a program that is offered outside of a WIC agency.                                                                                                                           |
| Different levels of paraprofessional certification are available                                                              | This outlines one certificate program, but Central Arizona College has other nutrition-related programs that coursework could be applied to.                                               |

### Key to Colors and Abbreviations



**VENA competencies**



**FNS Nutrition Service Standards**



**Western Region Specifications for CPA competencies in addition to FNS Nutrition Service Standards and VENA competencies (per March meeting)**

### Comments Related to Training

A significant strength of this program is that each course is taught by an instructor where the learner is required to have interaction with the instructor. This allows utilization of stronger instructional techniques. A variety of assessment tools are used in addition to multiple choice type testing. Projects, assignments, and discussion questions allow the instructor to assess the learner’s understanding of materials in a variety of ways. It also allows the learner opportunities for developing a deeper understanding of content. The discussion questions can encourage critical thinking from the learner; some questions stimulate critical thinking while

others request more of a recall of information. Timelines and due dates provided help the learner complete course requirements.

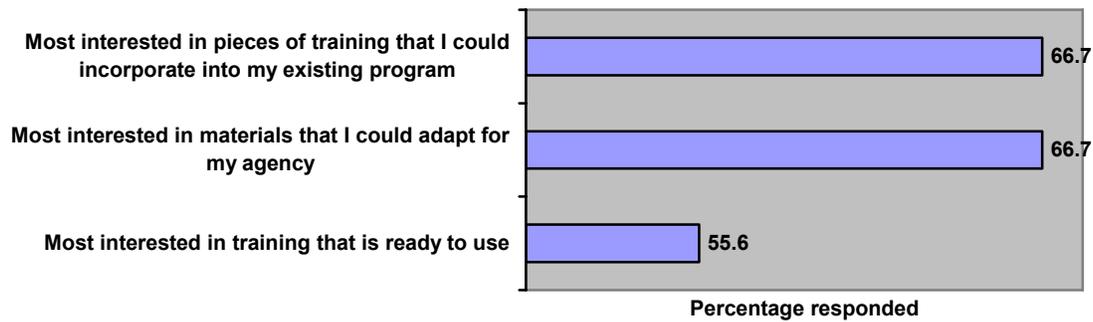
Having the courses developed as part of a college level certificate program helps ensure some strong curriculum design components such as clear learning objectives, course descriptions and assignments, and current content. Because the program contains courses that may be used by people other than WIC staff/trainees there may be some content that is not specifically related to the WIC population. For example, in the Lifecycle Nutrition course, it covers the entire lifecycle through adulthood and the older years. This is still valuable information for staff, but doesn't relate specifically to the target population.

Each course has a similar standardized format which allows the learner to quickly become comfortable with the format of training so they can focus on the content rather than the process as they move through courses. Assignments are clearly described with a clear outline of grading criteria. The use of published textbooks helps ensure quality of content from reputable authors and regular updates can be utilized.

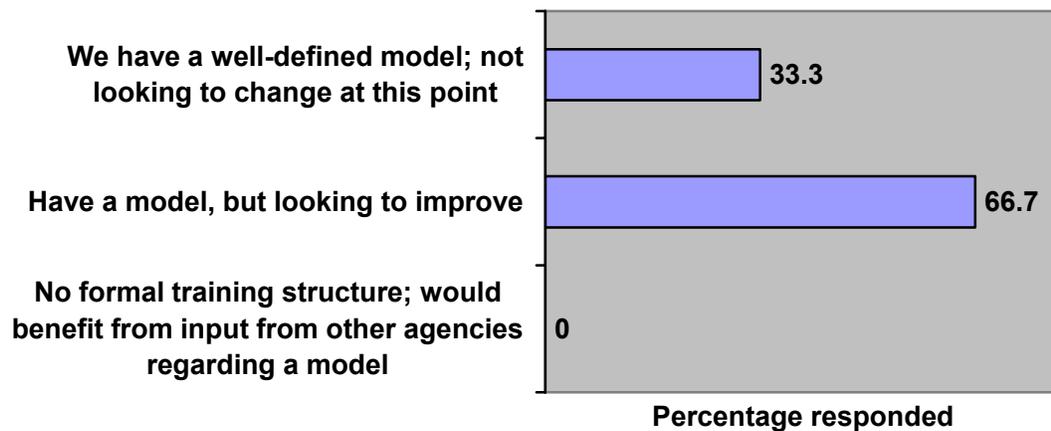
At least one course was noted to contain learning objects that give visual and auditory explanation of concepts such as reading food labels and understanding BMI. These learning objects came from the text book publisher.

## Appendix I: Feedback Survey Results

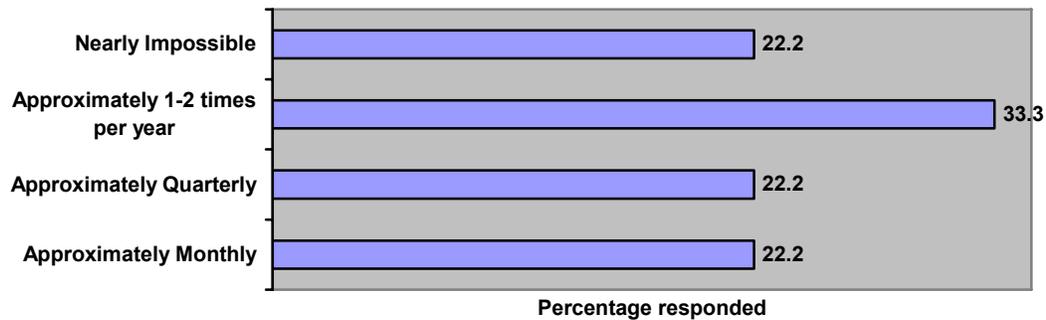
What best describes your interest in utilizing paraprofessional CPA training materials from another agency?



~~~~~  
What best describes your need for a “model” for training (such as policies, procedures, methods for completion)?

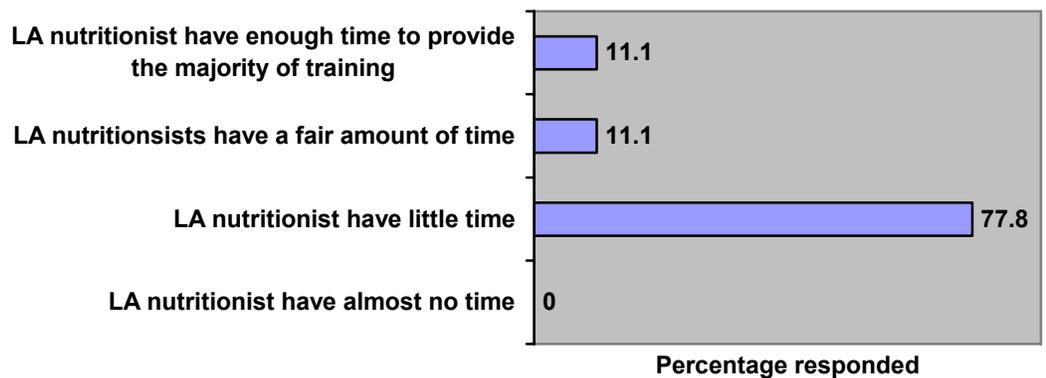


**What best describes your state's ability to bring paraprofessional CPA trainees to one location for training?**



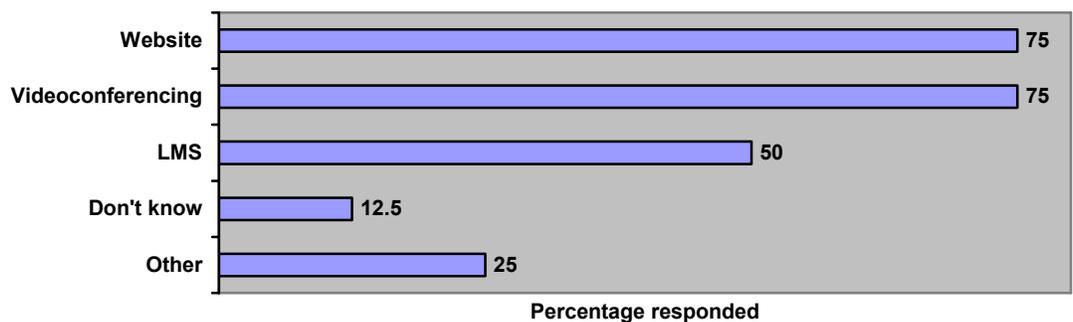
~~~~~

**What best describes the availability of Local Agency (LA) nutritionists to provide oversight and assistance to trainees in your state?**



~~~~~

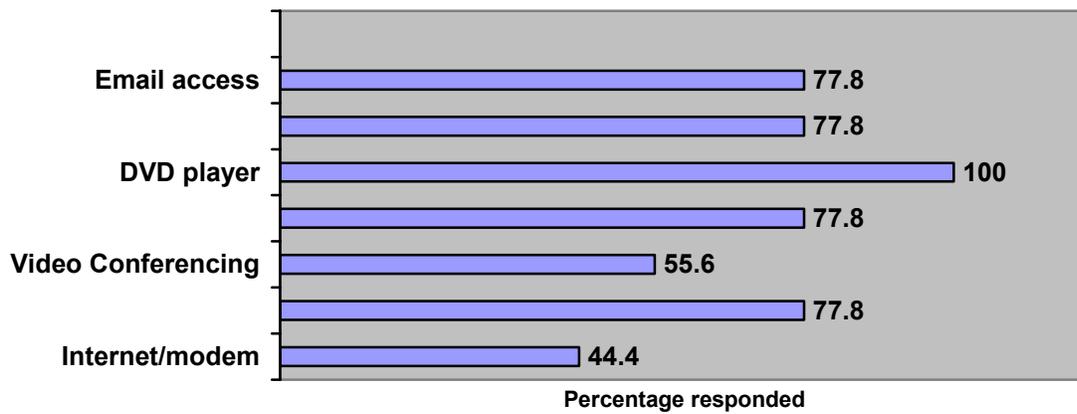
**What type of capabilities does your state currently have to deliver distance training?**



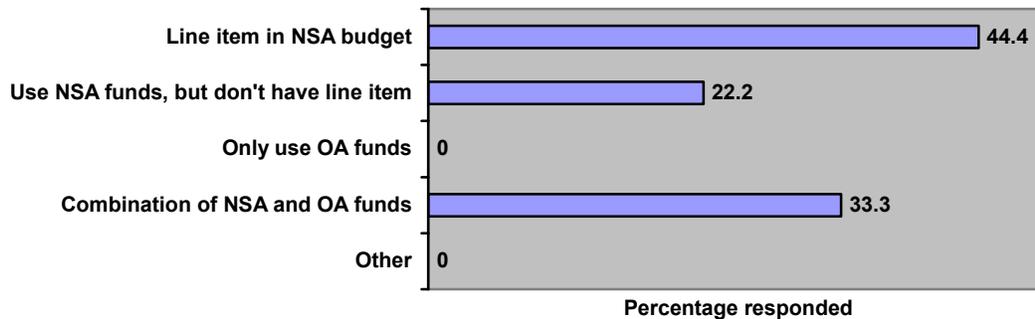
**Other / Explanation:**

- SmartPH Webconferencing via SmartPH or Genesys
- Blackboard
- Conference calling LMS is a state DOH program, also used by emergency preparedness, fairly new and still figuring out the uses for local agencies
- Blackboard

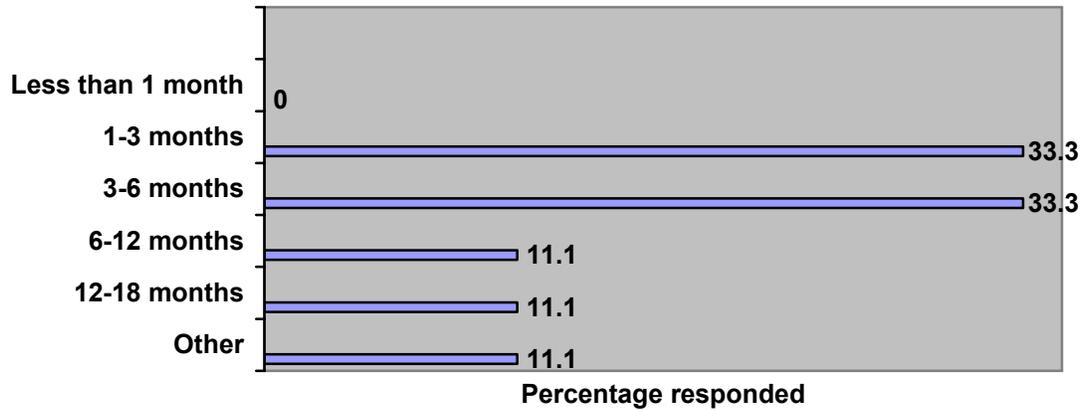
**What type of technology is available (or could realistically be made available) to local agency staff and potential paraprofessional CPA trainees?**



**What best describes your state's budget for staff training?**



**If you were designing a paraprofessional CPA training program in your state, what would your goal be for the length of time it would take a trainee to become certified?**



**Explanation :**

- Level I of the training manual takes up to 6 months to complete. Level II should be completed within 12 months

~~~~~  
**What are your most significant barriers or challenges with paraprofessional CPA staff training?**

- Not enough time for RD to do through training. Very remote and unable to access other training opportunities
- Regarding LA nutritionist time for training, it varies greatly in our state, some agencies have RDs do a lot of training, some agencies have only a contracted RD to see High Risk clients. Most significant barriers is providing ongoing training to CPAs and supporting LA's to do ongoing training/coaching/competency assessment
- Staff commitment and retention. Distance of local agencies. English as a second language. Monitoring and/or mentoring staff competencies
- Rural nature of the state creates the barrier of face to face training no more than once every other year, that is, training to the 160 WIC staff in Idaho. We are trying to use technology as it develops and becomes available
- Staffs are hired throughout the state at all different time, which makes it difficult to get a critical mass for state to provide training individually. Also, local agencies find it difficult to spend the time to provide training oversight and would like the state to take a bigger role in training. These two factors lead us to the places of providing self-directed modules, but would like to do more distance learning if we can find a way to do it, that is, interactive and build procedural knowledge/competence rather than just declarative knowledge
- Lack of resources and personnel available to develop training
- High turnover, geography, weather, lack of funding, lack of preceptors' training and uncertainty of secure employment with WIC are the most significant barriers. High Local

Agency Coordinators' workloads makes it difficult for them to also function as preceptors

- Only one person on State level who can plan, develop, and implement the training
- Local staff time for training is too limited
- Self paced modules require self motivated trainees (can't depend on unsatisfactory completion of probation to be enough motivation plus there is no probationary period for transfers from other areas)
- Lack of support for WIC training requirements from government personnel office