



EFNEP

Building for the Future

2017 National Coordinators' Conference

Eating Smart • Being Active

Moving EFNEP into the Future



EATING SMART
BEING ACTIVE

Eating Smart • Being Active

Moving EFNEP into the Future

Colorado
State
University

Extension

Susan Baker, EdD - EFNEP Coordinator

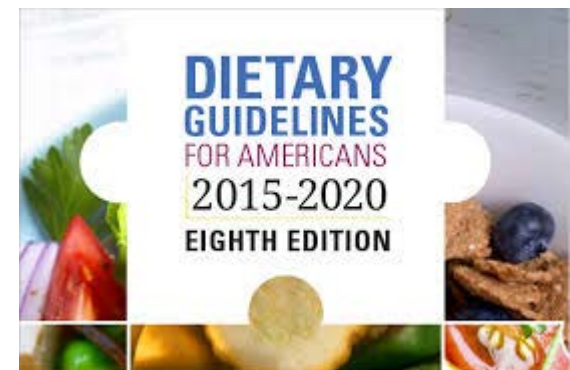
Katie McGirr, MS, RDN - Research Associate III - EFNEP

Rationale for Revision



EATING SMART
BEING ACTIVE

- *2015-2020 Dietary Guidelines for Americans*
- Feedback from frontline educators
- Increased focus on, and intensity of physical activity
- Increased focus on food preparation
- Increased detail in lesson plans



Rationale for Revision



EATING SMART
BEING ACTIVE

- Fresh look
- Customizable
- Mobile app



The Revision Process



EATING SMART
BEING ACTIVE

Revision
committee

Educator
feedback

Program
leader
survey

2015-2020
DGA &
2008 PAG

The Revision Committee



EATING SMART
BEING ACTIVE

● Revision
committee

● Educator
feedback

● Program
leader
survey

● 2015-2020
DGA &
2008 PAG

The Revision Committee



EATING SMART
BEING ACTIVE

Susan Baker – Colorado State University

Karen Barale – Washington State University

Gayle Coleman – University of Wisconsin (retired)

Lacey Corrick – University of Florida

Kathy Gunter – Oregon State University

Christine Hradeck – Iowa State University

Samantha Harden – Virginia Tech

Kathleen Manenica – Washington State University

Katie McGirr – Colorado State University

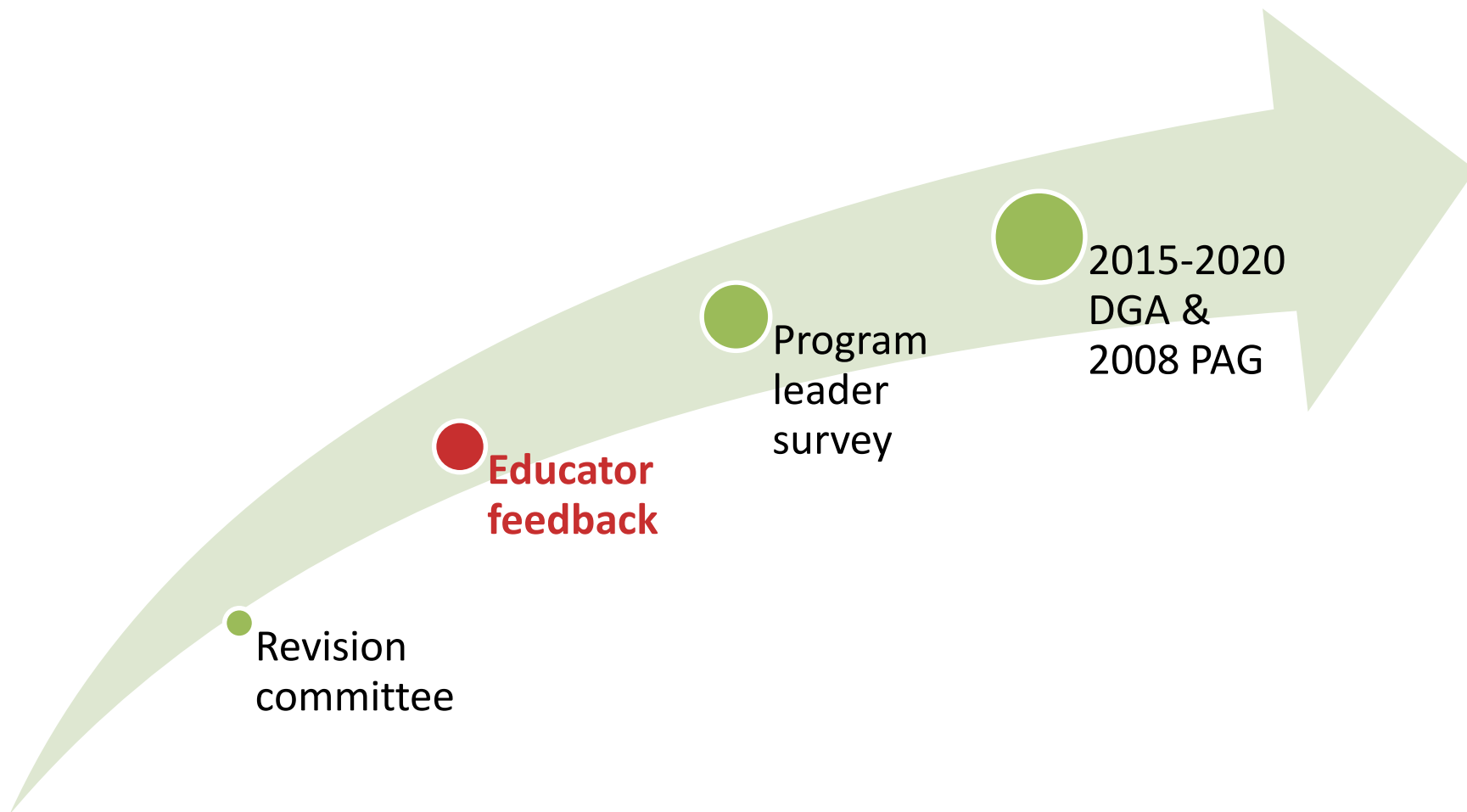
Mary Wilson – University of Nevada (Emeritus)

Kate Yerxa – University of Maine

Educator Feedback



EATING SMART
BEING ACTIVE



Educator Feedback



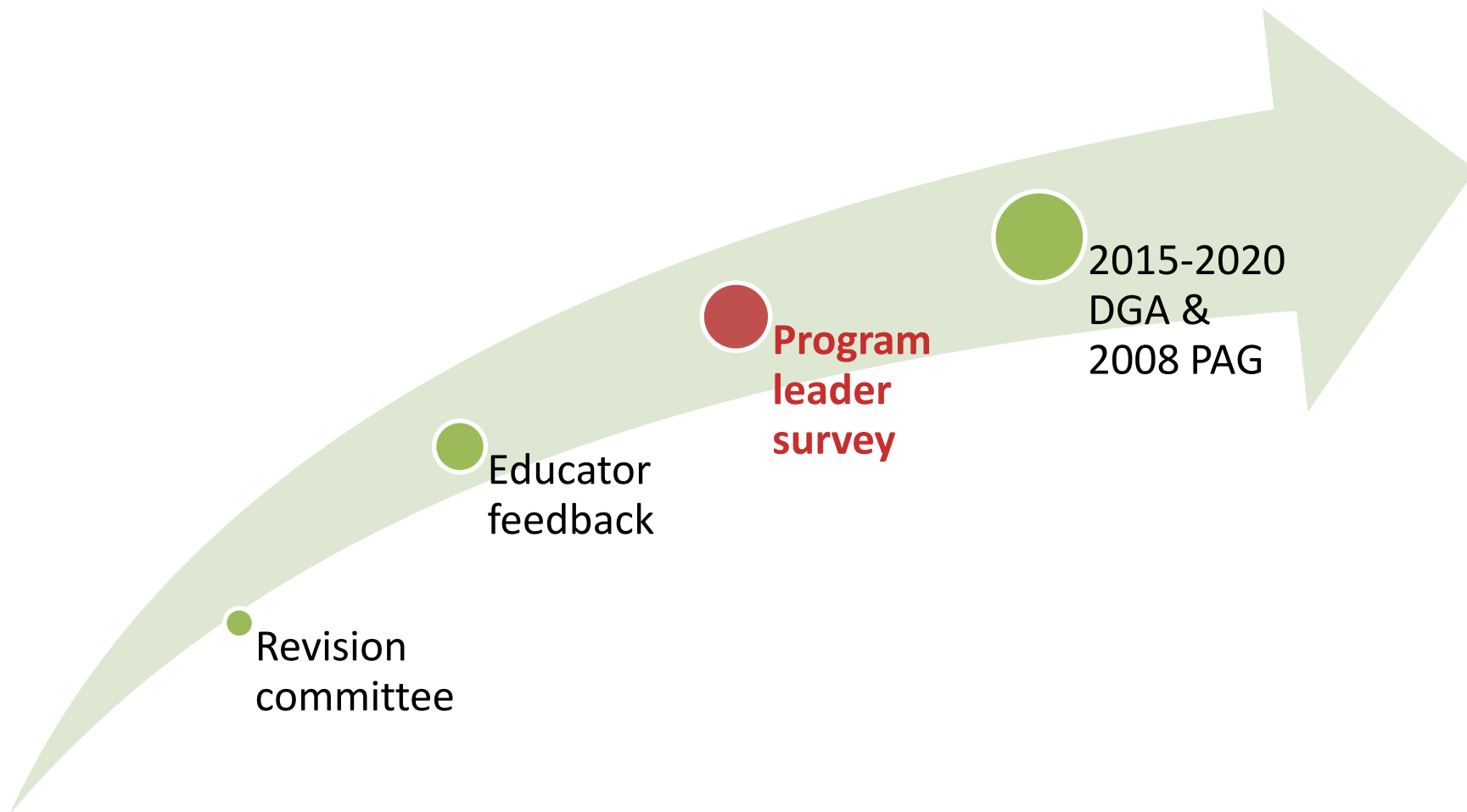
EATING SMART
BEING ACTIVE



Program Leader Survey



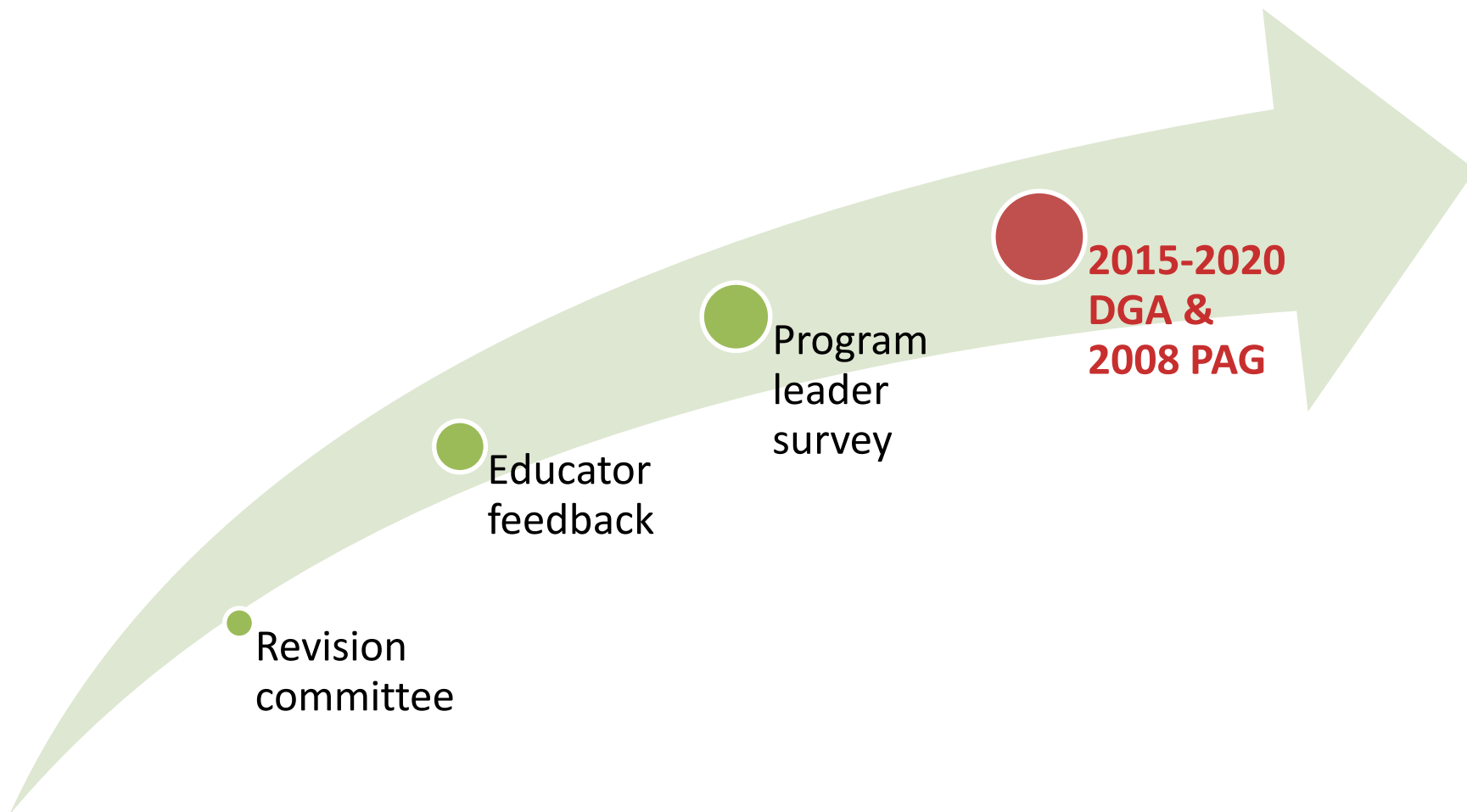
EATING SMART
BEING ACTIVE



2015-2020 DGA & PAG



EATING SMART
BEING ACTIVE



Evaluation of the Curriculum

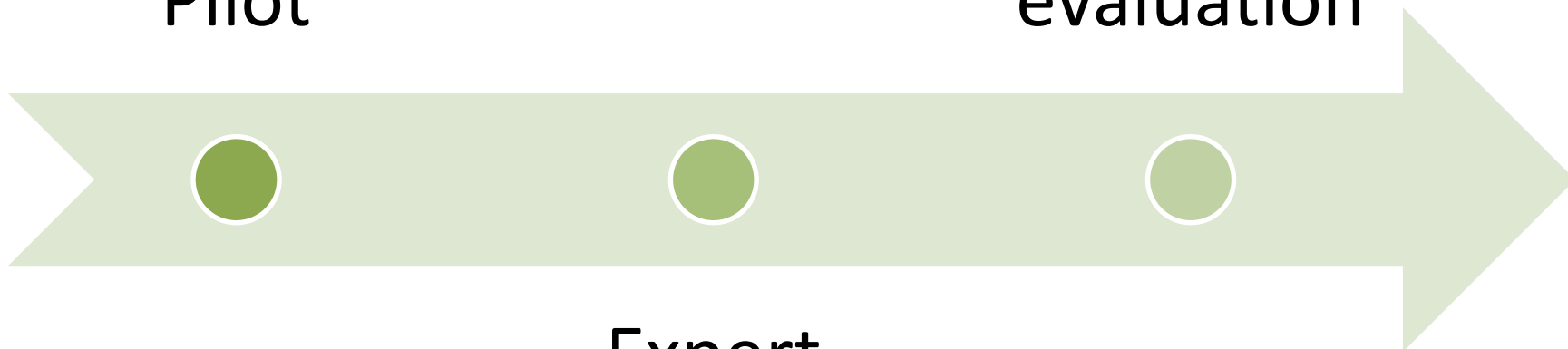


EATING SMART
BEING ACTIVE

Pilot

Outcome
evaluation

Expert
review



Pilot



EATING SMART
BEING ACTIVE

Pilot

Outcome
evaluation



Expert
review

Expert Panel Review



EATING SMART
BEING ACTIVE

Pilot

Outcome
evaluation



**Expert
review**

Expert Panel Review



EATING SMART
BEING ACTIVE

- Garry Auld – Colorado State University
- Catalina Aragon – Washington State University
- Shea Austin – Tennessee State University
- Marisa Bunning – Colorado State University
- Gayle Coleman – University of Wisconsin (retired)
- Shannon Coleman – Iowa State University
- Anne Lindsay – University of Nevada
- Joye Norris – Learning By Dialogue
- Ellen Schuster
- Taylor Spangler – University of Florida

Outcome Evaluation

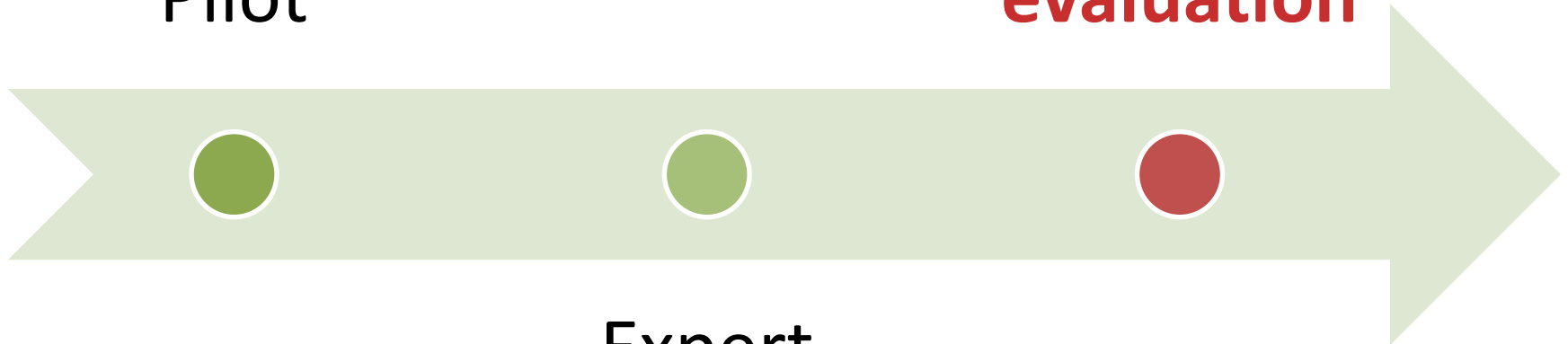


EATING SMART
BEING ACTIVE

Pilot

**Outcome
evaluation**

Expert
review



Outcome Evaluation



EATING SMART
BEING ACTIVE

Research Article

Outcome Effectiveness of the Widely Adopted EFNEP Curriculum Eating Smart • Being Active

Garry Auld, PhD, RD¹; Susan Baker, EdD¹; Lisa Conway, MS, RD²; Jamie Dollahite, PhD³; Maria Carmen Lambea, MD, MPH⁴; Kathryn McGirr, MS, RD¹

ABSTRACT

Objective: To determine the effectiveness of the Expanded Food and Nutrition Education Program (EFNEP) curriculum Eating Smart • Being Active (ESBA).

Design and Setting: A quantitative, multi-state, nonequivalent comparison group pretest-posttest design was used to compare nutrition-related behavior changes in participants. ESBA was compared to previously used curricula for 3 different time periods in 5 states using the EFNEP evaluation tool.

Participants: Adults enrolled in EFNEP who completed their entry and exit paperwork during any of the 3 time points.

Intervention: An 8-lesson adult curriculum based on the Dietary Guidelines for Americans and MyPlate.

Analysis: Analysis of variance and covariance (with pretest scores and demographic variables as covariates) were used to analyze data with significance at $P \leq .05$.

Results: ESBA elicited a mean positive behavior change for food resource management ($P < .01$), food safety ($P \leq .001$), nutrition ($P < .001$), and physical activity level in participating states ($P \leq .01$). Compared with previous curricula, ESBA produced better mean outcomes in food resource management, nutrition, physical activity, and intakes of fruit and vegetables.

Conclusion and Implications: ESBA is effective at eliciting positive nutrition-related behavior change. The results of this multi-state, practice-based approach suggest that ESBA is effective in multiple settings and has external validity for use in EFNEP and other community nutrition programs.

Key Words: EFNEP, outcome assessment, nutrition education, adult behavior change (*J Nutr Educ Behav.* 2015;47:19-27.)

Accepted July 22, 2014. Published online September 26, 2014.

INTRODUCTION

The Expanded Food and Nutrition Education Program (EFNEP) is a US federally funded program designed to assist limited-resource audiences in acquiring the knowledge, skills, and attitudes needed to improve their personal and community health and nutritional well-being.¹

Nationwide, EFNEP reaches over 130,000 adult participants directly and over 360,000 low-income (< 185% of poverty, eg, < \$43,567/year for a family of 4 in 2014) family members indirectly a year.²

To improve adult participants' diet and health, EFNEP curricula include topics related to nutrition, healthy food purchasing, meal planning, food preparation, food storage, food

safety, food resource management (managing food dollars), and physical activity.³ The EFNEP curricula are based on the latest nutrition research reflected in the current Dietary Guidelines for Americans (DGA)^{4,5} and are "tailored to the needs, interests, financial resources, ethnic backgrounds, and education levels of EFNEP participants."⁶ Each state chooses the curricula best suited to its needs. Multiple curricula are used nationally, but 3 curricula predominate for adults, reaching over 80% of participants and 60% of EFNEP programs. All curricula are assessed for their impact on participant behavior using national EFNEP outcome measures, but to the authors' knowledge, no specific curricula have been assessed across states.

The EFNEP employs trained paraprofessional educators to deliver the curricula and elicit behavior change in low-income populations.⁶ Paraprofessionals are typically indigenous to the communities in which they work, have a high school diploma or

JNEB
Best Article
Award 2016

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DOI: 10.1016/j.jneb.2014.07.001

A Modern Look



EATING SMART
BEING ACTIVE

- New photos
- Updated format
- New logo



A New Lesson!



EATING SMART
BEING ACTIVE

Lesson 1: Welcome to *Eating Smart • Being Active*

- Building rapport
- Info about the program and overview of curriculum
- Food preparation activity
- Introduces physical activity in future lessons
- Knife safety
- Paperwork

Welcome! 

Welcome to *Eating Smart • Being Active*

- Eat healthy food on a budget
- Plan meals and snacks
- Keep food safe to eat
- Be more physically active



Knife Safety 



Hold knife properly

Don't hold food in hand to cut

Bear claw or crab

Create a flat surface

Knife Safety 



Cut away from your body using a see-saw motion

Carry a knife with the blade pointed down

Pass the knife with handle

Transport knife in a thick kitchen towel or covered with a knife shield

Food Activities



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- All food activities are food preparations
- New recipes added to the curriculum and cookbook



Let's be active segments



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Cardio with Warm-Up

Option A: *Walk Indoors*
with Leslie Sansone DVD

Option B: Cardio
Pyramid with Warm-Up



Let's be active segments



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- Strength-building activity



Let's be active



EATING SMART
BEING ACTIVE

- Cool down



Learning the Physical Activities



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Step-by-Step Instructions

- Detailed instructions for learning and practicing the physical activities

Physical Activity Training Videos

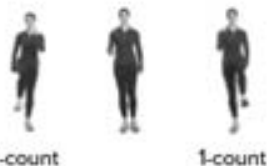
- Series of training videos for educators
- Available free at www.eatingsmartbeingactive.com



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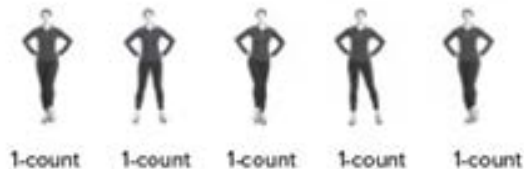
Step 1. March in Place

- Start in standing position with feet hip-width apart.
- Raise your right leg so your knee is halfway between your hip and the ground, then return to start.
- Raise your left leg, so your knee is halfway between your hip and the ground, then return to start.
- March in place for 2 counts of 8 (1 count per step).



Step 2. Step Touch

- Begin by stepping wide to the left. Without stopping, bring your right foot to your left foot, tap, and then step wide to the right.
- Without stopping, bring your left foot to your right foot, tap, and repeat this side-to-side.
- Do step touch for 2 counts of 8 (1 count per step).




Physical Activity Visuals



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Physical Activities



Warm-Up

1st: Reach for the Sky
2 to 3 times

2nd: March in Place
3 counts of 8

3rd: Step Touch
3 counts of 8

4th: March with Arms
3 counts of 8

5th: Step Touch with Arms
3 counts of 8

6th: March with Arms
3 counts of 8

7th: Step Touch with Arms
3 counts of 8

Cardio Pyramid with

Fruits & Veggies: Half Your Plate
Physical Activities

March in Place
2 counts of 8

Step Touch
2 counts of 8

Hamstring Curls
2 counts of 8

V Step
2 counts of 8

High Knees
2 counts of 8

Boxing Bag
2 counts of 8

Boxing Bag

Fruits & Veggies: Half Your Plate
Physical Activities

March in Place
3 counts of 8

Boxing Bag
2 counts of 8

High Knees
2 counts of 8

V Step
2 counts of 8

Hamstring Curls
2 counts of 8

Step Touch
2 counts of 8

March in Place
2 counts of 8

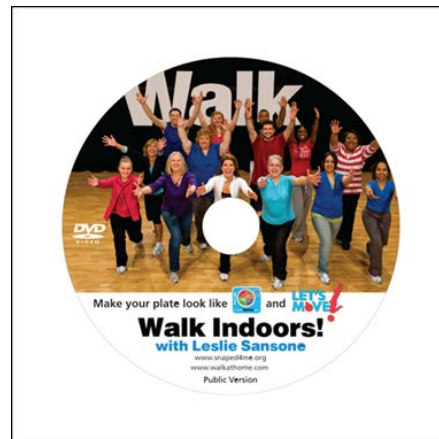
Walking DVD



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Walk Indoors with Leslie Sansone DVD

- Developed by Rutgers in conjunction with celebrity fitness expert Leslie Sansone
- Cardio option A in the *Let's be active* segment
- Enhancement for *Lesson 7: Build Strong Bones*

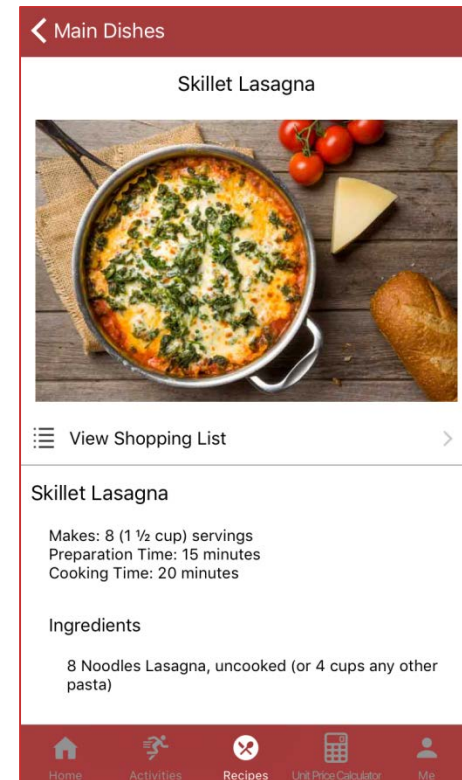


Smartphone Mobile App



EATING SMART
BEING ACTIVE

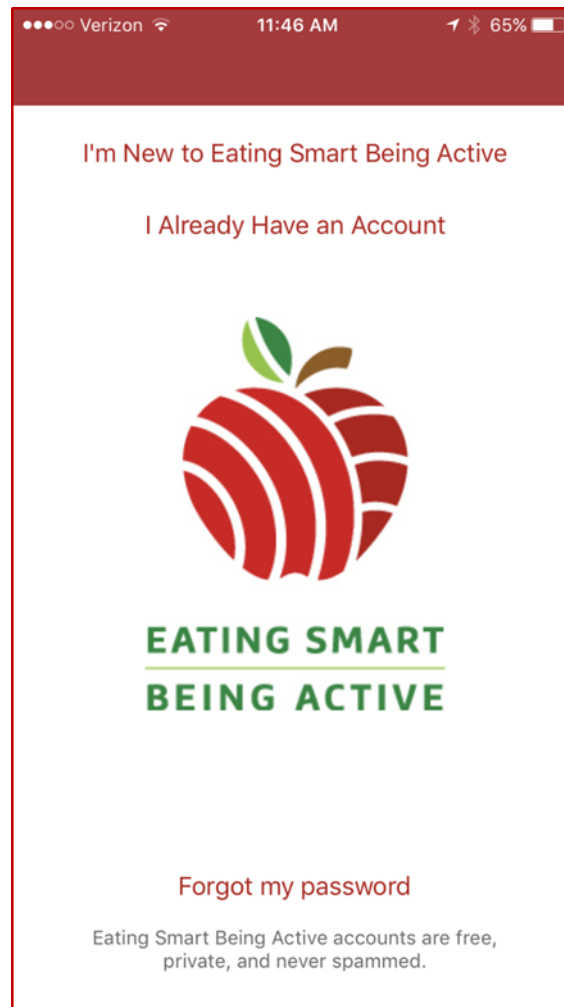
- Includes all recipes
- All physical activities
- Physical activity tracker
- Unit price calculator



Smartphone Mobile App



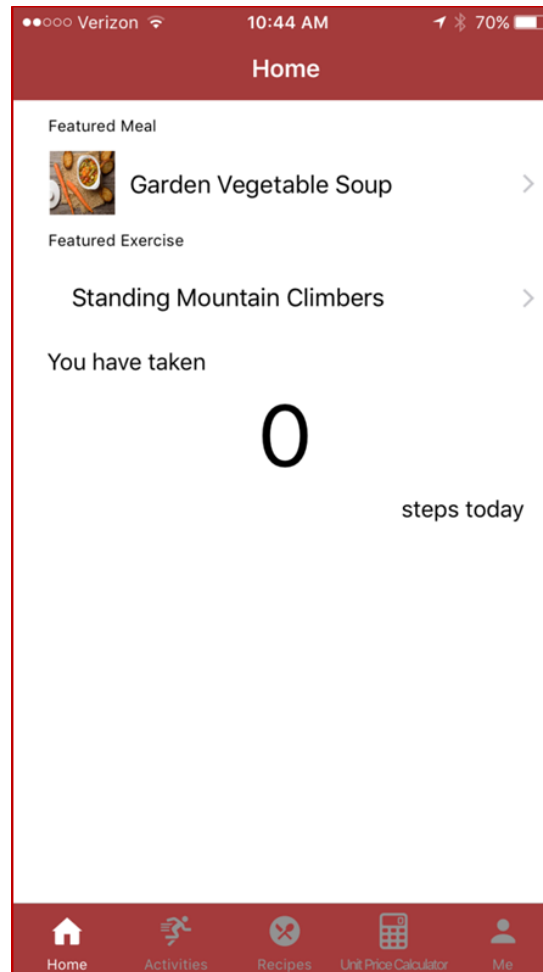
EATING SMART
BEING ACTIVE



Smartphone Mobile App



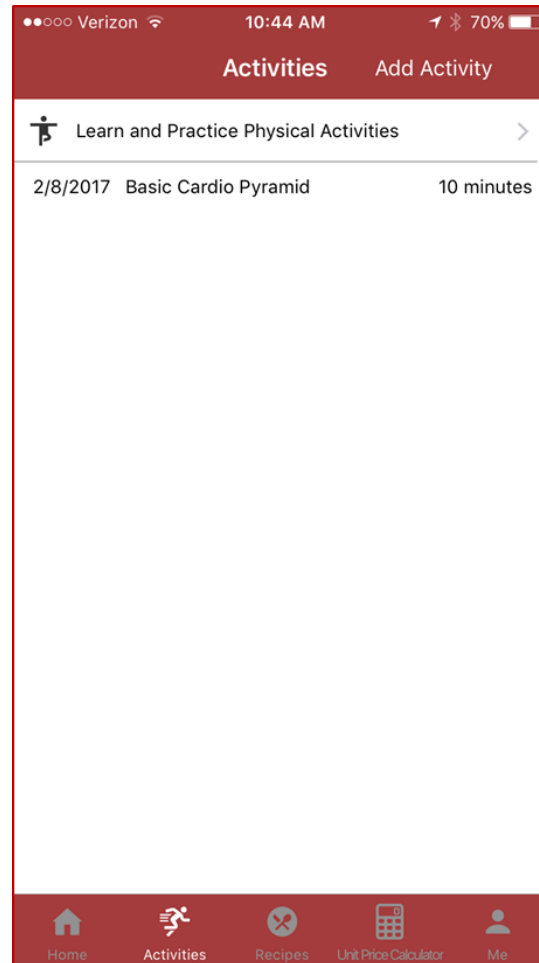
EATING SMART
BEING ACTIVE



Smartphone Mobile App



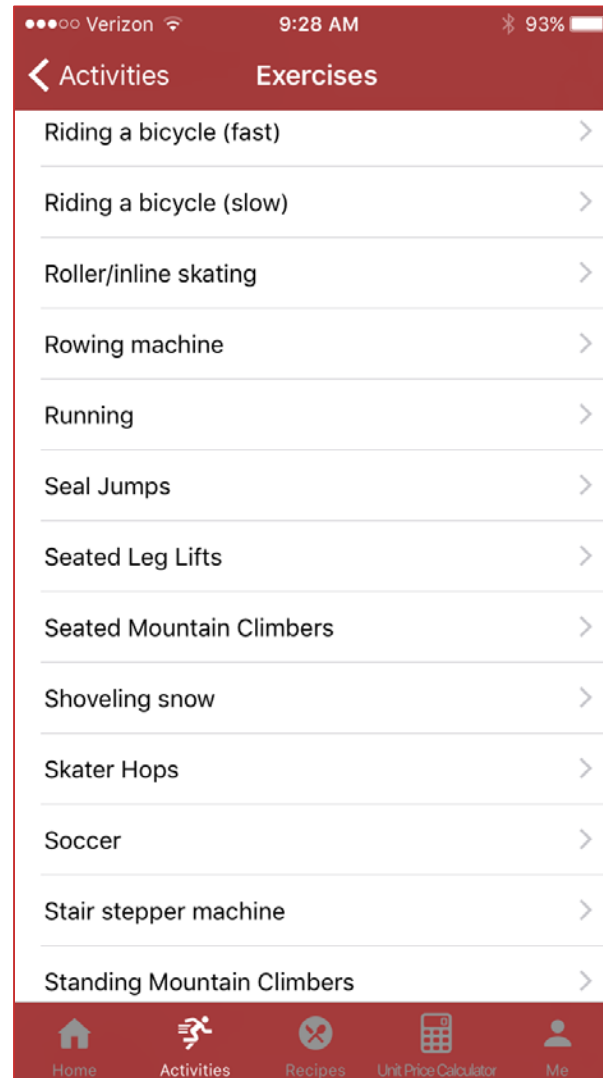
EATING SMART
BEING ACTIVE



Smartphone Mobile App



EATING SMART
BEING ACTIVE



Smartphone Mobile App




EATING SMART
BEING ACTIVE



Verizon 9:29 AM 93%

< Exercises Seated Leg Lifts



Add Activity to Physical Activity Tracker

- Sit down in a chair.
- Raise 1 leg off the floor, and hold it up for 3 seconds. Slowly lower your foot back to the floor. That is 1 repetition.
- Repeat 5 more times on the same leg for a total of 6 repetitions.

Home Activities Recipes Unit Price Calculator Me

Smartphone Mobile App



EATING SMART
BEING ACTIVE

Verizon 9:29 AM 92%

< Seated Leg Lifts New Activity

Activity Date
3/16/2017

Physical Activity
Seated Leg Lifts

Activity Name

Duration/Steps
12

Amount Performed
repetitions

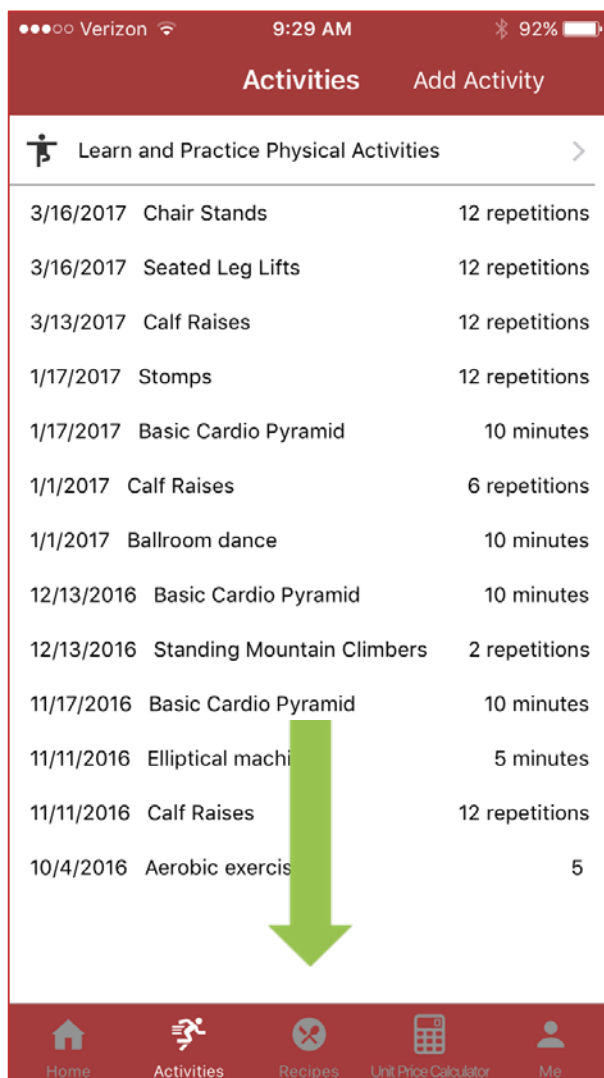
Save Activity

Home Activities Recipes Unit Price Calculator Me

Smartphone Mobile App



EATING SMART
BEING ACTIVE



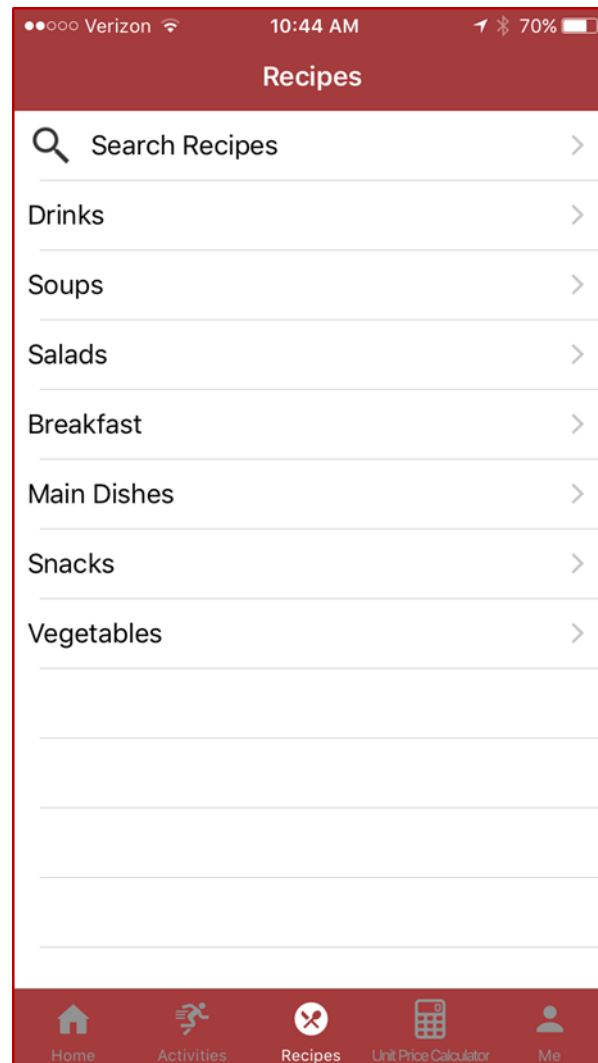
Activities			Add Activity
	Learn and Practice Physical Activities		>
3/16/2017	Chair Stands	12 repetitions	
3/16/2017	Seated Leg Lifts	12 repetitions	
3/13/2017	Calf Raises	12 repetitions	
1/17/2017	Stomps	12 repetitions	
1/17/2017	Basic Cardio Pyramid	10 minutes	
1/1/2017	Calf Raises	6 repetitions	
1/1/2017	Ballroom dance	10 minutes	
12/13/2016	Basic Cardio Pyramid	10 minutes	
12/13/2016	Standing Mountain Climbers	2 repetitions	
11/17/2016	Basic Cardio Pyramid	10 minutes	
11/11/2016	Elliptical machine	5 minutes	
11/11/2016	Calf Raises	12 repetitions	
10/4/2016	Aerobic exercise	5	

Home Activities Recipes Unit Price Calculator Me

Smartphone Mobile App



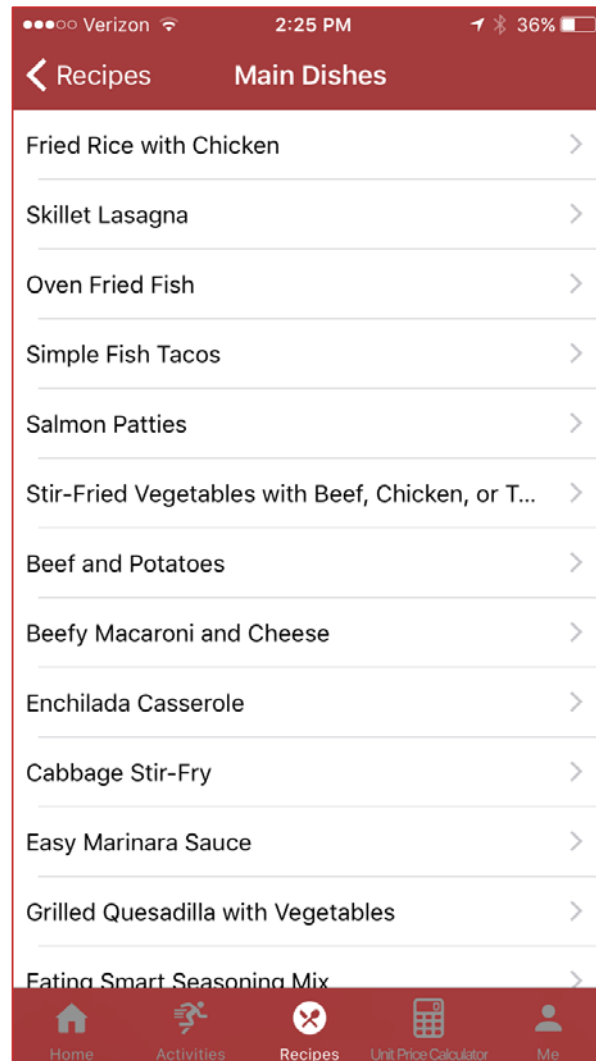
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Smartphone Mobile App



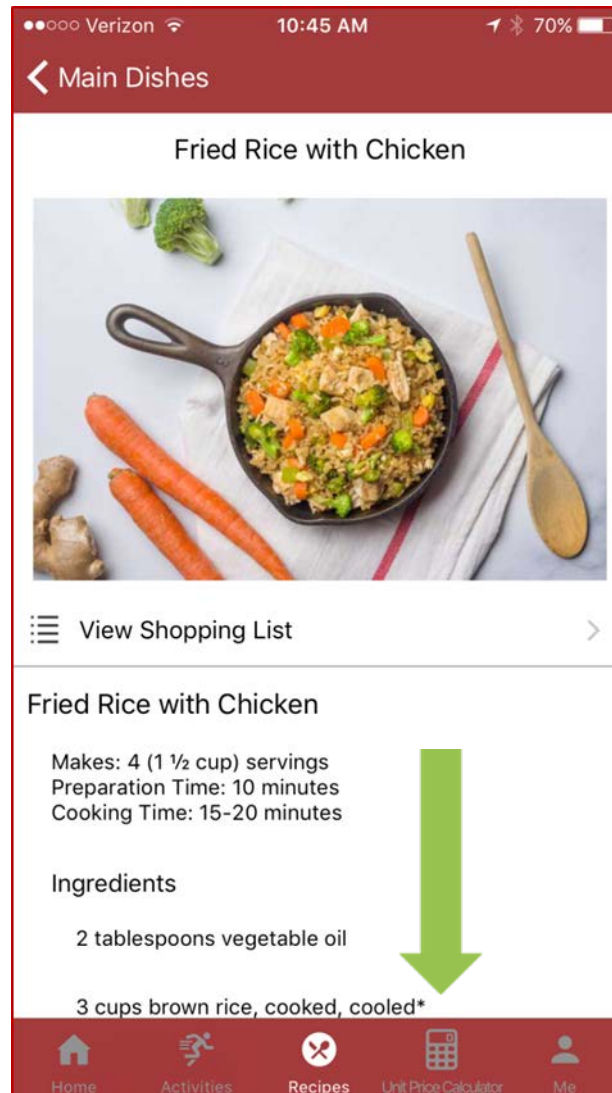
EATING SMART
BEING ACTIVE



Smartphone Mobile App



EATING SMART
BEING ACTIVE



Smartphone Mobile App



EATING SMART
BEING ACTIVE



Verizon 10:45 AM 70%

Unit Price Calculator

Total Size

Cost

Calculate

Unit Price

12	\$4.28	\$0.36
28	\$2.50	\$0.09

Home Activities Recipes Unit Price Calculator Me



Unit Pricing Activity



EATING SMART
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Verizon 10:45 AM 70%

Unit Price Calculator

Total Size

Cost

Calculate

Unit Price

12	\$4.28	\$0.36
28	\$2.50	\$0.09

Home Activities Recipes Unit Price Calculator Me

Calculate the unit price of two different **sizes** of tomatoes

Take the total cost of the item and divide it by the total size of the item.
(Example: $\$1.49 \div 29 = .05$ or 5 cents per oz.)

$$\frac{\text{total cost}}{\text{total oz.}} = \text{unit price}$$



$$\frac{\text{total cost}}{\text{total oz.}} = \text{unit price}$$



Calculate the unit price of two different **brands** of pinto beans

$$\frac{\text{total cost}}{\text{total oz.}} = \text{unit price}$$



$$\frac{\text{total cost}}{\text{total oz.}} = \text{unit price}$$



Calculate the unit price of two different **forms** of cheese

$$\frac{\text{total cost}}{\text{total oz.}} = \text{unit price}$$



$$\frac{\text{total cost}}{\text{total oz.}} = \text{unit price}$$



Lesson Enhancements



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Lesson 2



Lesson 3



Lesson 4



Lesson 5



Lesson 1



Lesson 6



Lesson 8

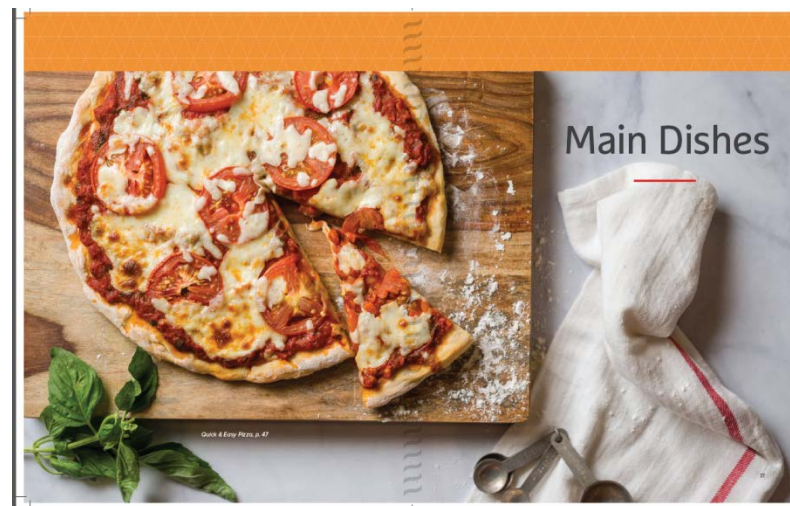
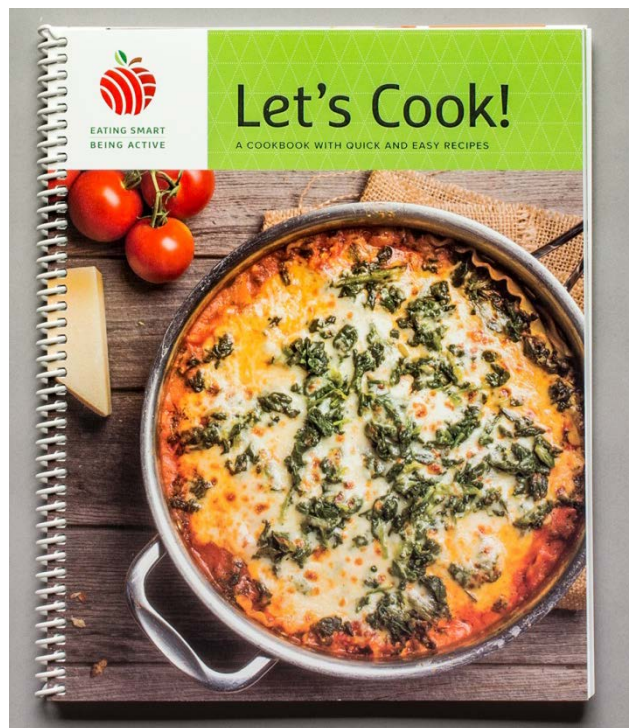


Lesson 7

Lesson Enhancements



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Worksheets & Handouts



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Fruits & Veggies: Half Your Plate



Fruits and vegetables are important

- They have vitamins, minerals, and fiber.
- Make **half your plate** fruits and vegetables.

Choose a variety

- Variety means **eating more than one kind** of vegetable and fruit each day.
- Choose **different colors**.
- Choose **fresh, frozen, canned, or dried**.










Photo © Vegetables: Half Your Plate Worksheet © 2018

Fruits & Veggies: Money when buying fruits and vegetables



Save money when buying fruits and vegetables


- Check weekly grocery store flyers.
- Buy fresh produce in-season.
- Buy frozen concentrate instead of fresh or canned juices.
- Prepare it yourself – washed, sliced, chopped, and shredded.
- Fruits and vegetables cost more.

Storing fruits and vegetables

Fruit or vegetables	Where to store
Onions, potatoes, sweet potatoes	Cool, dark place. Cut any green areas off potatoes – they are not safe to eat.
Bananas, whole tomatoes, and citrus fruits	Room temperature
Other fruits and vegetables	Lower refrigerator drawers
Leftover cooked or cut-up fruits or vegetables	Covered in refrigerator; use within 3 to 5 days.
Frozen fruits and vegetables	In the freezer
Canned fruits and vegetables	Room temperature

Photo © Vegetables: Half Your Plate Worksheet © 2018

Make Half Your Grains Whole



Whole grains have fiber, vitamins, and minerals which keep us healthy.




What makes it a whole grain?

Whole Grains

- Whole grain bread
- Whole wheat pasta
- Most ready-to-eat cereals
- Whole wheat tortillas
- Brown or wild rice
- Oatmeal
- Whole grain barley

Refined Grains

- White bread
- Most pasta
- White flour tortillas
- Most corn tortillas
- White rice
- Pearl barley

Make Half Your Grains Whole Worksheet © 2018

Make Half Your Grains Whole



Choose whole grains

- Ingredient list: "Whole" or "100% whole" before "wheat" or other grain as the first ingredient.
- Product name: "Whole grain" or "100% whole grain" in the product name.

Nutrition Facts

Per 1/2 cup (125g) of cereal

Amount per serving		% Daily Value*
Calories	190	
Total Fat	10g	20%
Sodium	10mg	20%
Total Sugar	10g	20%
Total Carbohydrate	40g	80%
Dietary Fiber	5g	10%
Total Protein	10g	20%

Fiber

High fiber

Read the Nutrition Facts Label to learn more about fiber.

Fiber has 20% more of the Daily Value.

Whole wheat


Make Half Your Grains Whole Worksheet © 2018

Special Handouts




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Physical Activities




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Warm-Up




1. Reach for the Sky, 2 to 3 times




2. March in Place, 3 counts of 8




3. Step Touch
3 counts of 8




4. March with Arms
3 counts of 8



5. Step Touch with Arms
3 counts of 8



6. March with Arms
3 counts of 8




7. Step Touch with Arms
3 counts of 8

Physical Activities Handout 6-2 ©2014

Shop at Farmers' Markets




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Why shop at farmers' markets?

- Most produce is locally grown. Local produce often tastes better.
- Farmers' markets may have fruits and vegetables typically not found in grocery stores.



Farmers' Market Handout 6-2 ©2014

Visuals



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Lesson content visuals

Build



Why is calcium important?



- Builds and maintains bones and teeth
- Reduces the risk of osteoporosis



Strength-building activities help build and maintain strong bones.

© 2014 Eating Smart Being Active

Strong



Keep dairy foods safe

- Keep dairy foods refrigerated
- Don't drink unpasteurized milk
- Do not eat cheese with mold

Save money

- Compare prices
- Buy milk in gallons or half gallons
- Breastfeed your baby



© 2014 Eating Smart Being Active

Bones



Low-fat (1%) milk, gallon

Nutrition Facts		
16 servings per container		
Serving size 1 cup (240 ml)		
Amount per serving		
Calories 110		
		% Daily Value*
Total fat	Total Fat 2.5g	4%
	Saturated Fat 1.5g	3%
	Trans Fat 0g	
	Cholesterol 15mg	5%
	Sodium 125mg	5%
	Total Carbohydrate 12g	4%
	Dietary Fiber 0g	0%
	Total Sugars 12g	
	Added sugars 0g	
	Protein 8g	16%
	Vitamin D 115 IU	25%
Calcium	Calcium 300mg	30%
	Iron 0mg	0%
	Potassium 360mg	10%

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.



Vitamin D

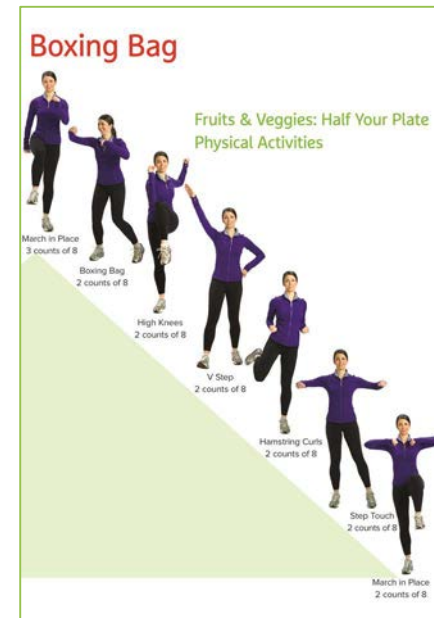
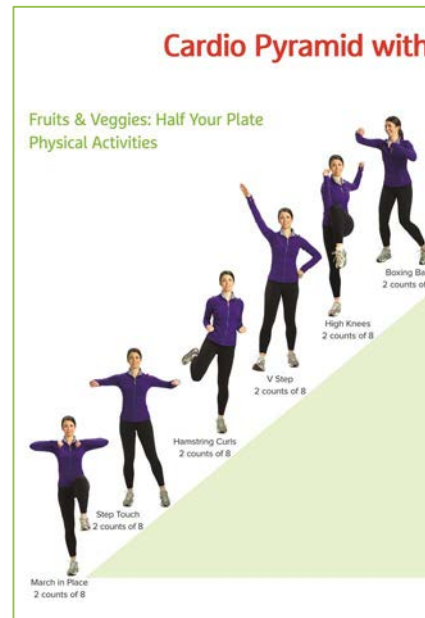
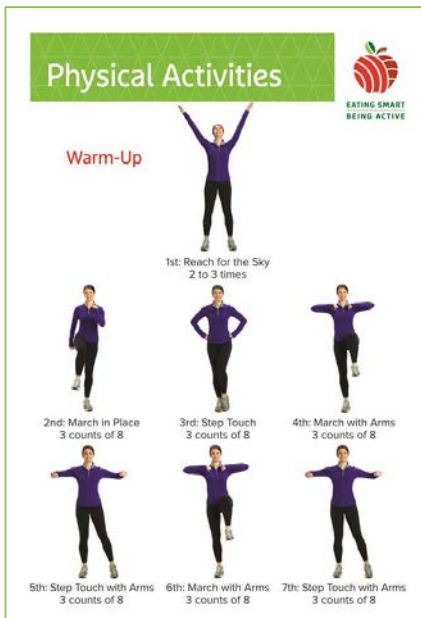
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Visuals



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Physical activity visuals




Visuals



**EATING SMART
BEING ACTIVE**


EFNEP paperwork visuals



**EATING SMART
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Name _____
Street _____
City _____ ZIP _____
Phone (____) _____
Email _____
Age _____ Check one: ☐ Female ☐ Male
If female:
Pregnant? ☐ Yes ☐ No
Breastfeeding? ☐ Yes ☐ No
Where do you live? (Check one)
☐ Farm/rural
☐ Towns under 10,000 and rural non-farm
☐ Towns and cities 10,000 to 50,000
☐ Suburbs of cities over 50,000
☐ Central cities over 50,000
Highest grade completed _____
☐ Graduated high school or GED
☐ Some college
☐ Graduated 2 year college
☐ Graduated college
☐ Post graduate
Monthly household cash income \$ _____
Check the ethnicity you identify with:
☐ Hispanic/Latino
☐ Non Hispanic/Latino

Entry



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Name _____
Street _____
City _____ ZIP _____
Phone (____) _____
Programs that you and your family participate in (check all that apply):
☐ Free or reduced school lunch or breakfast
☐ FDSRP (Food Distribution - Indian Reservations)
☐ SNAP (Food Stamps)
☐ House Stn.
☐ TANF (Temporary Assistance for Needy Families)
☐ TERAP (Commodities)
☐ WIC
☐ Other _____
If female:
Pregnant? ☐ Yes ☐ No
Breastfeeding? ☐ Yes ☐ No

Exit

For Educator's use only

Educator name _____ Participant exit date _____
Participant ID (provided by state office) _____ County _____
Number of sessions _____ Termination reason _____
Number of teaching visits (sessions) ☐ Returned to school
Number of return visits ☐ Took job
Lesson type: ☐ Group ☐ Individual ☐ Both
Comments _____
☐ Family concerns
☐ Staff vacancy
☐ Moved
☐ Lost interest
☐ Other obligation
☐ Lost contact with client
☐ Other _____

This is not a test and there are no wrong answers. These are questions about ways you plan and do things.

Circle the response that best describes how you usually do things.

	Never	Seldom	Sometimes	Most of the time	Always
1) How often do you plan meals ahead of time?					
2) How often do you buy food?					
3) How often do you eat of the month?					
4) How often do you...					

Circle the response that best describes how you usually do things.

	Never	Seldom	Sometimes	Most often	Always
11) Do you eat more than one kind of vegetable each day?					
12) Do you eat more than one kind of fruit each day?					
13) How often do you participate in at least 30 minutes of moderate physical activity every day?					
14) I wash my hands with soap and warm running water before preparing food.					
15) How often do you let your children choose how much to eat?					
16) Do you eat low fat foods?					
17) When you have the option of getting a "super-sized" portion of food or beverage, how often do you order it?					
18) Do your meals consist of a variety of foods?					
19) How often do you use a meat thermometer to measure the doneness of meat?					

Do you take nutritional supplements (vitamins, herbs)? ☐ Yes ☐ No

How much money did you spend on food last month (money plus SNAP)? \$ _____

How much moderate physical activity do you get on an average day?
☐ Less than 30 minutes ☐ 30 to 60 minutes ☐ More than 60 minutes

What did you have to eat and drink yesterday? (Give as much detail as possible, more detail is better.)

	Food or Drink Item and How Prepared	How Much?	Food or Drink Item and How Prepared	How Much?
Morning meal				
Snack				
Midday meal				
Snack				
Evening meal				
Snack				

Visuals



EATING SMART
BEING ACTIVE

Visual sizes

- Small visuals
 - 8 ½" x 11"
- Medium visuals
 - 18 ¼" x 28"
- Large visuals
 - 22" x 32"



Small visual easel binder

Other Materials



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Participant folders



Aprons



Certificate paper

Website



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www.eatingsmartbeingactive.com

Moving Forward



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