

## DIETARY GUIDELINES AND EFNEP – TABLE DISCUSSION SUMMARY

17 tables returned surveys (each dot represents comments from one table group)

### QUESTION 1: How do you continually re-introduce the DGA to your educators' efforts?

- “Scavenger hunt” using web-based resources to find answers; online modules & links to USDA resources: articles in newsletters; facilitated discussions to talk about difficult questions that may arise from participants to help educators better address these questions; create “cheat sheets” for educators.
- Lessons are based on DGA’s and updated as needed; monthly staff training; annual in-service; model up-to-date use of materials from campus
- (AR) – working on the basics with EFNEP educators continually; EFNEP asst. brief overview of MyPlate; (KS) – In-service on new DGA’s for their content knowledge, but they don’t teach outside the EFNEP-approved curriculum; EFNEP asst. sure they....; (SD) – within context of programming
- Will be putting it in a monthly newsletter – put links in newsletter; can possibly tweet; in mixing bowl recipes, can they put icons on the different recipes & food fact sheets
- Introduce through cooking demonstrations/visuals; relevant foods; fun/exciting/real; explain research and idea behind changes to educators
- Make adjustments to curriculum; when train new employees, change section on DGA’s; webinar on DGA’s; static presentation for staff; re-emphasize that DGA is our ‘bible’ and that is what we stick to
- Presentations @ state training; quarterly statewide training overall, key in on special areas need work; publish a cookbook based on key messages; use 10 tips in programming; intro at new staff training & updates as needed; regional meetings to reintroduce topics; Use Utah’s NNCP to train on DGA; LSU National Certification program – East Smart Lessons; plans to use new videos on SM; possibly try 2+2+2 w/staff; if EFNEP could update diet summary report to match DGA, that would be great
- By conducting trainings prior to the release and after the release.
- Check back on websites; 2+2+2 – challenge for kids; prof development training; program specialists – use USDA’s terminology often; videos on Facebook pages; send link to remind participants about class (text; email)
- In-service training; sharing information from the national office with educators; interpret & simplify info; reminders to use the consumer tips with university logo

- During recalls – 10% sugar – beverages; Rethink your Drink; use new information during meetings
- Unit mtgs; monthly newsletter; social media; games; observation visits; scavenger hunt
- Staff meetings/trainings
- Staff trainings – changes, updates; translating – considering localize; scavenger of website – familiarize themselves “webquest”
- Webinar (AZ); monthly conference call (AL); emailed link (TN) – asked staff to get familiar with changes; monthly zoom meetings
- Update every 5 years – statewide training – PPT presentation & showcase new materials; discuss why things have changed at trainings; use gamification for updates; links in newsletter for videos; train the trainer (review DGA’s) with each other
- Have been doing short trainings with staff

**QUESTION 2: How do we demonstrate to our stakeholders that we are successfully making changes that align with the guidelines?**

- Use graphs and visual aids to demonstrate positive impacts of educational programs or participants’ dietary behaviors. Ex. Number of participants who increase vegetable consumption; show positive outcomes.
- Use DGA concepts to anchor success stories; impact statements sent to NIFA and impact sheets shared with partners and leadership; let partners know we have adjusted lessons to suit guidelines; letting them know we’re staying current; capture video testimonials, not just written
- (KS) – Keeping info, logos, & packaging, messaging current asap; EFNEP prof staff CH. 3 environmental settings; EFNEP assistant – focus on WebNEERS
- Similar to our CEDH report; is posted on their website EFNEP
- Do lesson demos for county/state leaders; handouts need to reflect the culture of the nation
- On impact report, show improvement in food groups and how it relates to DGA/MyPlate recommendations; building more on linkage between diet and physical activity – doing more with physical activity in lessons, resources
- Layers of stakeholders, providing 24 hr. recall reports to participants (update report); Impact reports w/results to stakeholders; cost analysis showing benefits of programs; promote to SNAC team
- Talking with program partners telling them we have updated our ucurrricula and letting them know that the staff have been trained

- Recruitment meetings – Use MyPlate; use in impact reports; Moovly.com video clips, photographs; use infographics
- Partnership with other agencies to share program impacts (educational) and reference DGA during presentation
- Share with Congressional members
- Success stories; reports (county state, local); updated C. (ESMM); WebNEERS info – healthy eating patterns
- Impact reports
- Success stories – agencies (local) - disaggregate data?; USDA; focus groups evaluation; curriculum – demonstrate DGA updates; SNAP; Team Nutrition (preschool; two-bite)
- Write impact statements related to the new standards of DG
- Success stories – stakeholders, community partners (EFNEP is about behavior change & healthy eating patterns) – they don't know about guidelines; need more national data – HEI graphic; 1 out of 2 – recognize MyPlate graphic (this is good marketing); USDA/MyPlate – on websites; impact statements match new guidelines (qualitative)
- Don't think most care

**QUESTION 3: Is there a portion of the new guidance that you will focus on with your educators? What new tools do you plan to introduce?**

- Use new videos as part of “scavenger hunt;” focus on decreasing added sugar portion; clarifying cholesterol, saturated fat and trans fat portion.
- Need to focus on added sugar but don't feel like we have good tools to help the public understand; My Plate My Wins is a great message – small changes add up to a lot; social media material is very helpful; maybe use 10 tips in other languages
- (KS) – EFNEP asst. and administrators – meeting focused on introducing & overview of new guidelines; have EFNEP asst. refer nutrition questions to agents and administrators
- Can start using the hashtags; changes are subtle – we will focus on sweetened beverages; use a scavenger hunt
- Based on the needs of the audience; focus on lower salt/fat/sugar
- Added sugars – do a lot with Rethink Your Drink; MyPlate, My Wins – using on social media, videos
- Lifelong patterns of eating – matching patterns/using new language; using new tools/videos/challenges on social media (My Plate, My Wins); use a scavenger hunt
- Tools – using the My Wins graphic; continuous training of staff

- Focus on tips in recommendation section during staff in-service training; introduce – super tracker; My Plate, My Win; videos prepared via CNPP; develop video using program participants (youth)
- That they are encouraging families to make changes and small changes; we would use new tools/videos – great resources
- My Plate, My Wins; Supertracker; Challenge; videos, “small changes add up”
- My Plate, My Wins
- Focus on reducing sodium; WHO – added sugar with DBA’s and focus on SSBs (sugar sweetened beverages)
- Rethink Your Drink – visuals (retractable banner, poster); fruit and vegetable intake – more emphasis on each, taste testing at farmers’ market, food bank- gleaning; sodium – seasoning mixes/blend
- Resources – show “who wants to be a millionaire” – not specific for nutrition ed and have to build it; jeopardy template; crossword puzzles; look at themes/tip sheets; use new videos (MyPlate, My Wins); PPT from online – Texas A&M template; would like to have the “how to eat healthier” tools
- Less than 10% sugar – and difference between added and natural sugars; how to convey cholesterol to be as little as possible to participants