

# EFNEP

## Connecting the Pieces

2016 National Coordinators' Conference

March 14-17, 2016 - Arlington, VA



# Understanding PSE Change- Ways to Include PSE into 1890 EFNEP

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# Tentative Definition of PSE (CDC)



# PSE Change Background

- In 2003 the Institute of Medicine of the National Academies (IOM) reported:
- **“It is unreasonable to expect that people will change their behavior easily when so many forces in the social, cultural, and physical environment conspire against such change.” (IOM, 2003)**



# PSE Change Background

- In 2007 the Centers for Disease Control and Prevention (CDC) recommended interventions that emphasize:
- **Living and working conditions, as well as broad social, economic, cultural, health, and environmental conditions** (Liburd and Sniezek, 2007).
- **This marked the beginning of the Policy, Systems, and Environmental (PSE) change approach.**



# Difference between PSE Change and Program?





# Defining a Program

- PROGRAM = Activities targeting individuals or groups to change knowledge or behaviors

A Program:

- Has a beginning and an end
- Involves curricula &/or training



# Defining a Program

- **PRORAM EXAMPLES:**
- Biggest Loser
- Health fair or screening event
- EFNEP Activities
- SNAP-Ed Activities
- Etc.





# WHAT IS PSE CHANGE? (CDC)



# Defining Policy Change

## Policy Change definition (CDC)

- Interventions that use:
  - laws,
  - ordinances,
  - rules,
  - regulations, and/or
  - mandates
- to affect change in population behavior
- in schools, faith institutions, daycare centers, senior living centers, jails, worksites, hospital, etc.

### PLAYGROUND RULES

1. PLAYGROUND HOURS ARE FROM 10:00am - 10:00pm.
  2. PLAYGROUND EQUIPMENT IS DESIGNED FOR CHILDREN UNDER 14 YEARS OLD.
  3. YOUNG RESIDENTS MUST BE ACCOMPANIED BY A PARENT OR GUARDIAN.
  4. NO FOREIGN OBJECTS (BICYCLES, TRICYCLES, WAGONS ETC.) ARE ALLOWED IN THE PLAYGROUND AREA.
- MANAGEMENT ASSUMES NO LIABILITY FOR INJURIES OR ACCIDENTS THAT MAY OCCUR.  
EMERGENCY PHONE # 911

## Rules & Regulations

**OPEN UNTIL**  
**DECEMBER 19<sup>TH</sup>!**

SATURDAYS  
9-NOON

**SALISBURY**  
ROWAN COUNTY  
**FARMERS MARKET**

# Policy Change Examples

- Changing local zoning ordinances so that corner markets can display produce outdoors.
- Provision of county or city public land (or previously vacant land) for green spaces or farmers' markets.
- Changing community park laws to allow fruit trees
- Establishing healthy concession stand policies in local parks or recreation facilities.
- Schools requiring healthy food options for all students.
- School policy that prohibits unhealthy food in school fundraising drives.
- Passing a law allowing residents to plant community gardens in vacant lots.
- A human resources policy that requires healthy foods to be served at meetings.
- Safe Routes to School
- Mandated fitness assessments

Sources: CDC & Environmental Nutrition and Activity Community Tool (ENACT)





# Defining Systems Change (CDC)



# Defining Systems Change (CDC)

- **Systems change** involves change made to the rules **within an organization**.
- **Systems change and policy change** often work hand-in-hand.
- Often systems change focuses on
- **changing Infrastructure within an organization, or**
- **instituting processes or procedures at the system level that ensure a healthier institution, organization, or system .**



# Systems Change Examples

- Implementing the national school lunch program across the state school systems.
- Farm to School Programs (school system).
- Creating a certification process for school bake sales to ensure they are in line with school policy.
- Connecting emergency food providers with local growers in a sustainable way.
- Creating a community plan to account for health impacts of new projects.
- Wellness policy.
- Baby friendly hospital (Breastfeeding in hospital system).
- Screening for Hunger in Hospitals and developing ongoing mechanisms to refer hungry residents to food
- Ensuring a hospital system goes smoke free

*Sources: CDC & Environmental Nutrition and Activity Community Tool (ENACT)*





# Defining an Environmental Change



# Defining Environmental Change (CDC)

## Environmental Change Definition

- Interventions that involve changes to
- the economic, social, or built/physical environment.
- the environmental changes are not isolated to a few households or individuals, but instead reflect a population focused effort.



# Environmental Change Examples

- Incorporating sidewalks, paths, pedestrian friendly intersections, and recreation areas into community designs.
- Installing signage on already established walking or biking routes.
- Municipality ensuring better pedestrian and bicycle access to main roads and parks.
- Availability of healthy food choices in restaurants or cafeterias.
- Increase in acceptance of limiting candy as rewards in classrooms across a school district.
- Charging higher prices for less healthy products to decrease their use.
- Provision of health insurance discounts or bonus dollars for those who exercise frequently.



*Sources: CDC & Environmental Nutrition and Activity Community Tool (ENACT)*



# Relationship between EFNEP Socio Ecological Model (SEM) & Dietary Guidelines for Americans DGA



# EFNEP-SEM & DGA

- EFNEP nutrition activities are based on the DGA
- EFNEP activities use SEM as a conceptual framework



# Relationship between PSE Change SEM & DGA





# PSE Change –SEM & DGA

- The Social-Ecological Model includes sectors and settings of influence at the population level
- SEM's sectors and settings of influence are addressed in the DGA.
- PSE Change Approaches take into consideration Sectors and Settings of influence .

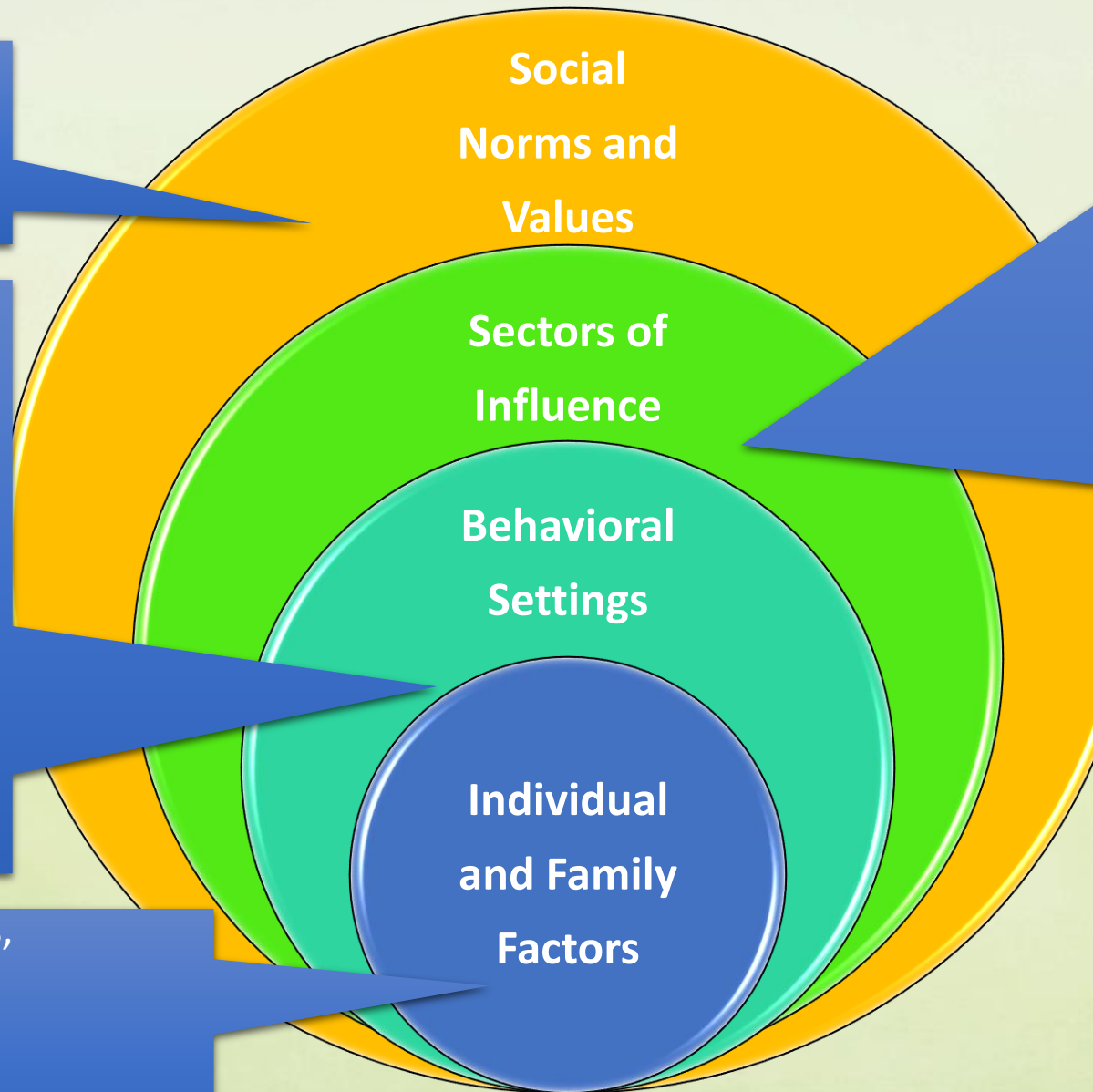


# DGA: SECTORS & SETTINGS

Cultural Norms  
Personal Values  
Beliefs & Attitudes  
Policies & Laws

HOME  
AWAY FROM HOME  
Early care and Education Programs  
child care,  
preschool,  
Schools,  
Worksites,  
Community centers, and  
Food retail &  
Food service establishments.

Age, Sex, Socioeconomic status,  
Race/ethnicity,  
Presence of a disability  
Physical health,  
Knowledge & skills, and  
Personal preferences.



## SYSTEMS

Governments,  
Education,  
Health care, and  
Transportation & Land use

## ORGANIZATIONS

Public health,  
Community, and  
Advocacy

## BUSINESSES and INDUSTRIES,

Planning and development,  
Agriculture,  
Food and beverage,  
Retail,  
Entertainment, Marketing, and  
Media

# PSE and Socio-Ecological Model (SEM)

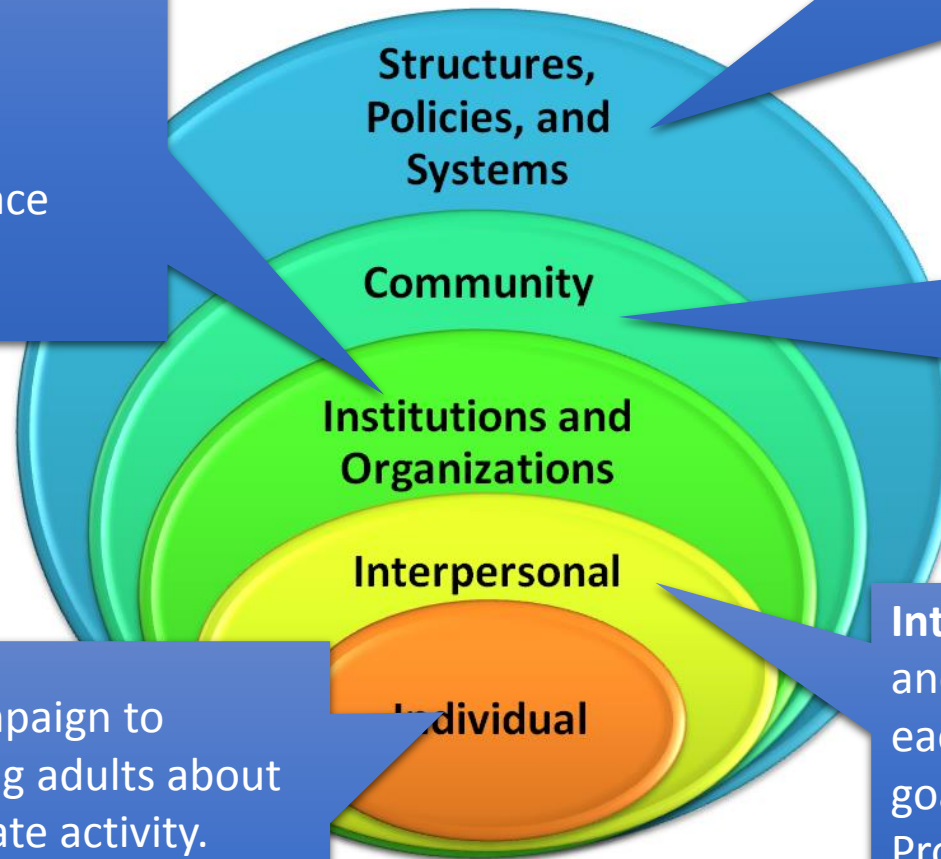
**Institutions and Organizations:** A private business replaces fast food and soft drink options in the cafeteria with water, fresh sandwiches and salad bars to encourage employees to replace unhealthy options with more vegetables and water.

**Structures and Systems:** Structural changes are made towards the development of safe parks, recreational areas, and sidewalks statewide to help facilitate physical activity

**Community:** In a town with disproportionately low access to fresh fruits and vegetables local school officials, community leaders, and business owners help establish a food cooperative as well as a biweekly farmers market

**Individual:** A social media campaign to educate adolescents and young adults about the benefits of regular moderate activity.

**Interpersonal:** Peer support groups recipe swaps and walking groups encourage members to keep each other accountable to nutrition and activity goals.  
Programs utilize relationships between individuals and social support networks to influence change



Promote positive attitudes toward physical activity 3/22/2016



# Examples of PSE Change in Different Settings (CDC)



# Examples of PSE Change in Different Settings

## Faith

Remove vending machines

Serve healthier foods

Adopt staff wellness policies

Install playground or exercise equipment

## Healthcare

Hospitals reduce sales of sugar sweetened beverages

Clinics support farmers markets for the general public

Implement baby-friendly hospital policies

Use chronic care model to improve quality of care for co-morbidities

## Schools

Implement high quality nutrition standards

Adopt physical education standards

Adopt wellness policies for students and staff

Safe Routes to School Programs

Farm to School

## Childcare

Farm to Preschool

Adopt wellness policies for children and staff

Activity breaks

Reduce screen time and promote activity time

Install playground equipment



# Examples of PSE Change in Different Settings

## Food Systems

Farmers markets increase access for SNAP and WIC vouchers

Incentivize grocery stores to promote healthier products

Community supported agricultural agreements to low-income communities

Implement menu labeling regulations for restaurants

Neighborhood restaurants increase healthy items on menus

## Local Government

Cities adopt bike and pedestrian master plans

Include healthy eating/active living elements in plans

Adopt healthy vending and meeting policies

Implement pedestrian safety street improvements to support walking

## Parks

Joint-use agreements

Switch to healthy vending machines

Offer sessions to target specific groups (women-only swim)

Install and maintain safe playground and outdoor exercise equipment

Provide well lit and maintained trails





# From EFNEP to PSE Change

SETTING	EFNEP	PSE Change
School	Provide hands-on learning for healthy snacks	Adopt a healthy snack policy so that all snacks are healthy <i>(Policy change)</i>
Community	Emphasize the importance of walking	Implement a Complete Streets policy to ensure community roads are constructed for safe biking, walking, and driving <i>(Policy &amp; Environmental Change)</i>
Worksite	Emphasize the importance of breastfeeding	Implement the WHO 10 Steps to Successful Breastfeeding at the hospital and become a baby friendly hospital <i>(Systems Change)</i>
Worksite	Emphasize the importance of Healthy beverage and snacks	Implement a healthy vending machine policy that offers water and healthy snacks at an affordable price <i>(Policy and Environmental Change)</i>

# Examples from UMES



# EFNEP & One Stop JOB Market (unemployment office)

## STEPS FROM EFNEP TO PSE CHANGE

1-EFNEP (individual/group teaching)

2-One Stop Job Market, Employment Agency,

- skills training for job seekers

3-Stakeholder education

4-Letter of Agreement

### OUTCOME

- Include healthy eating/active living elements in plans
  - Adopt EFNEP as a skill needed
  - EFNEP included in required skills
  - EFNEP continued/sustained
- Systems Change within organization
- DGA Sectors and Settings
- Sector: Local Government
- Setting: Employment Agency,





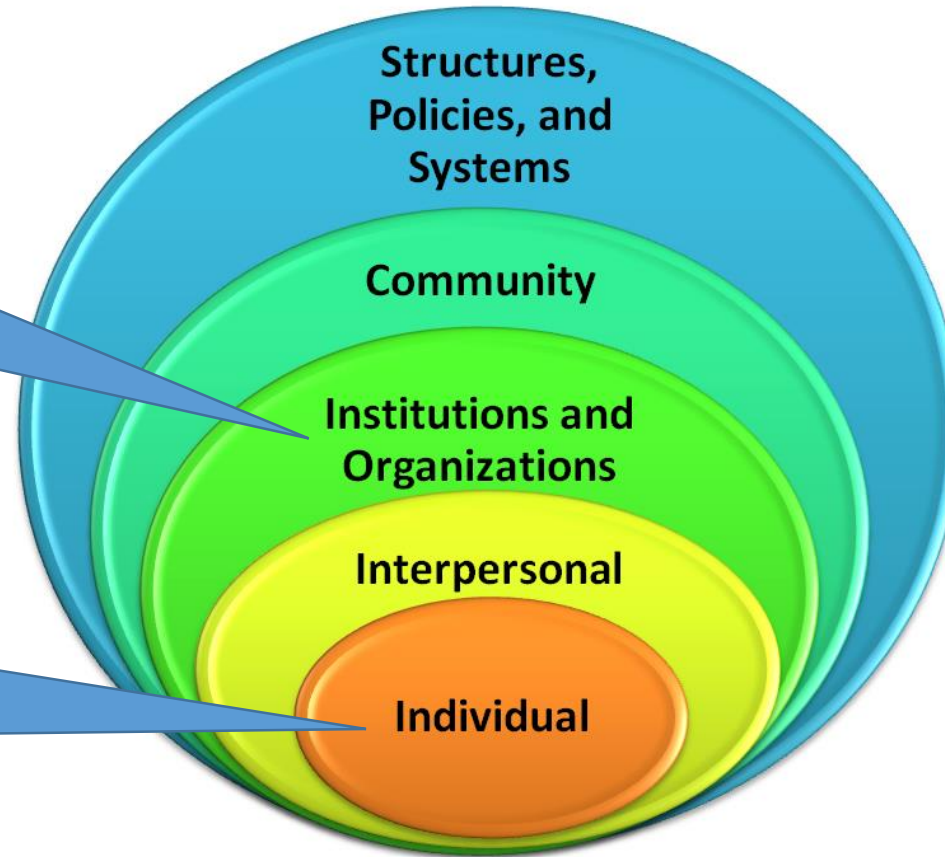
# EFNEP & Center for Clean Start

## Institutions and Organizations:

EFNEP help include /Adopt *healthy eating/active living elements in plans*

*(System and policy change )*

**Individual level:** EFNEP increase the knowledge of healthy lifestyle



# EFNEP & Center for Clean Start

## STEPS FROM EFNEP TO PSE CHANGE

- 1- EFNEP (individual/group teaching)
- 2- Approach Center for Clean Start (Provides a variety of behavioral health services
  - i.e. counseling, training, etc.)
- 3- Stakeholder education
- 4-Letter of Agreement

- OUTCOME/PSE Change
- Include healthy eating/active living elements in plans
  - Center Adopts EFNEP as a skill needed
  - EFNEP included in required skills
  - EFNEP continued/sustained
  - System Change within organization

### DGA Sector and Settings

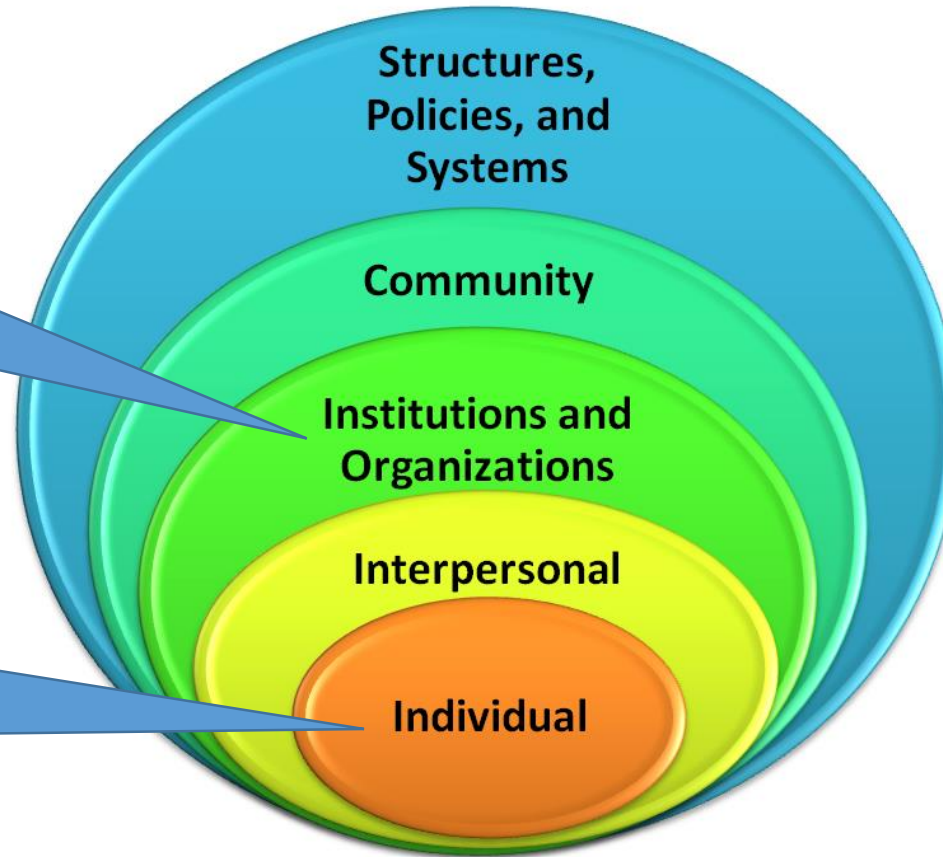
- Sector: Local Government
- Setting: Treatment Center



# EFNEP & Center for Clean Start

**Institutions and Organizations:**  
EFNEP help include /Adopt  
*healthy eating/active living*  
*elements in plans*  
(System and policy change)

**Individual level:** EFNEP increase  
the knowledge of healthy  
lifestyle





# EFNEP & Head Start Centers

## STEPS FROM EFNEP TO PSE CHANGE

- 1-EFNEP (individual/group teaching)
- 2- Approach Head Start (Parents and Children)
- 3-Stakeholder education
- 4- MOU
- 5-Strategic Plan

- OUTCOME/PSE Change

### Farm to Preschool and Parents

- Adopt High Tunnel and F&V production
- EFNEP included in Monthly meeting
- EFNEP continued/ sustained

### Systems Change within organization

### DGA Sectors and Settings

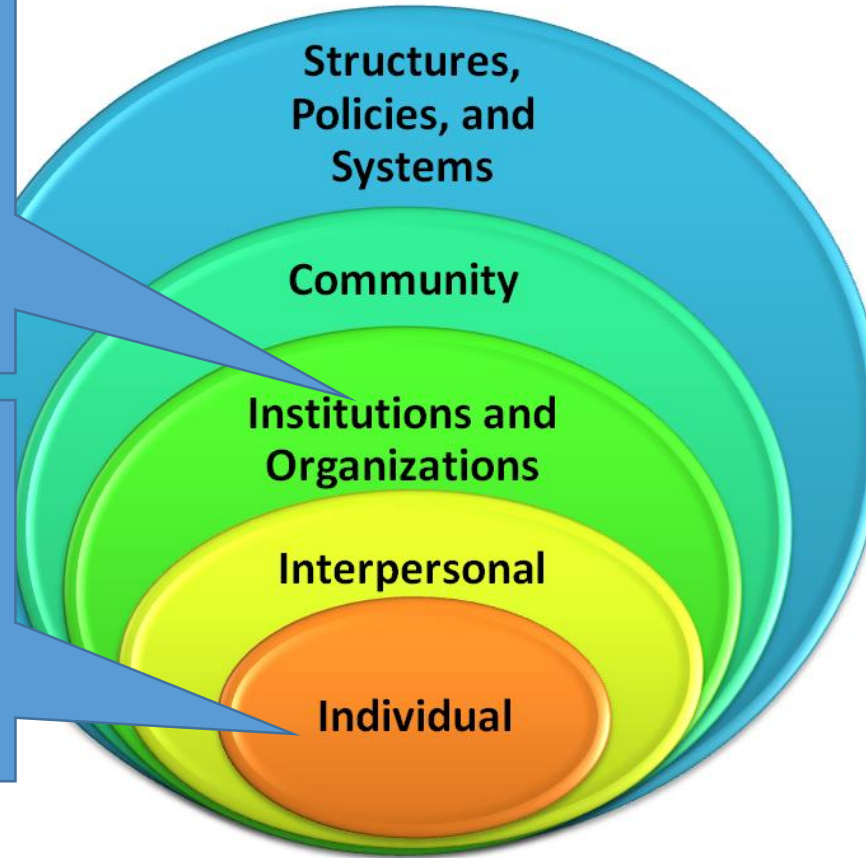
- Sector: Education
- Setting: Early care and Education Programs



# EFNEP & Head Start Centers

**Institutions and Organizations:**  
EFNEP help include /Adopt  
*healthy eating/active living*  
*elements in plans*  
(*System and policy change*)

**Individual level:** EFNEP increase  
the knowledge and awareness of  
the origin and importance of  
Fruits and Vegetables among  
low-income parents with  
children



# DISCUSSION – 1890 Pre-Conference

- Report on PSE Working group activities
- Several states reported some examples of PSE Change work
- More examples of PSE Change are needed
- Coordinators need “blueprints” of what should be called PSE Change in EFNEP





# DISCUSSION – 1890 Pre-Conference

Who will take the Lead: PSE change will be conducted by Program Supervisors.

It will be a difficult task for the 1890 coordinators as they wear several different hats. In general we don't have Program Supervisor

REACH: What will be the right approach to reach and collaborate with the agencies, and who to reach?



# DISCUSSION – 1890 Pre-Conference

- Reporting System In WEBNEERS

## **Environmental Settings and Sectors of Influence sections of WebNEERS.**

- How to report PSE Change in WebNEERS? (Annual report ??? etc)
- How to add more qualitative data (testimonials) in WebNEERS?
- How to build on qualitative data year after year in order to see the progress in terms of short term, mid-term, and long term?
- Where to add lessons learned?



# Conclusion

These are some

- Concerns from the 1890 –EFNEP coordinators
- We hope that this information will be helpful for the PSE –WebNEERS Working group





# THANK YOU

**Virginie Zoumenou PhD CNS LDN**  
**Associate Professor**  
**1890 EFNEP program Director**  
**University of Maryland Eastern Shore (UMES)**



# Reframing PSEs: EFNEP's Role from a National Perspective

## EFNEP Conference

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Helen Chipman, PhD, RD  
National Program Leader, NIFA, USDA  
March 2016



# Overview

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Ensuring program fidelity

Incorporating the social-ecological model

Terminology

- Community Nutrition Education (CNE) Logic Model
- U.S. Dietary Guidelines
- Other research and resources

Key considerations

Next steps





# Program Fidelity – Legislation & Policy

## PRIMARY purpose of EFNEP

Paraprofessional staff conduct direct education  
with program families



# Program Fidelity – Legislation & Policy

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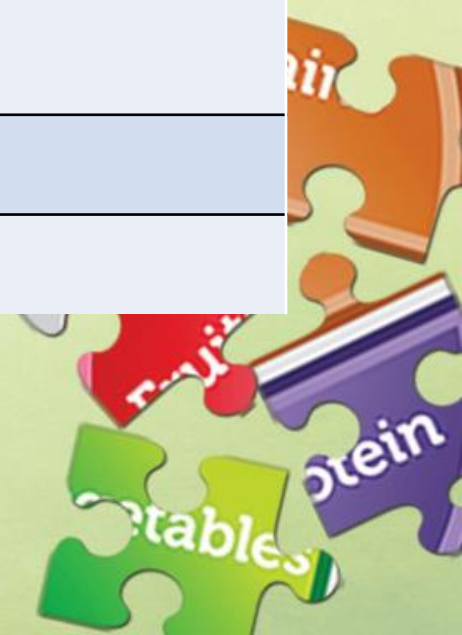
Secondary focus – Professional staff work with others to:

- ✓ Increase program reach and learning opportunities
- ✓ Support paraprofessional teaching efforts through coordinated community and state efforts
- ✓ Improve participants' food and physical activity environment
- ✓ Strengthen support systems to enhance participants' success
- ✓ Inform stakeholders of changes that can positively impact EFNEP population.
- ✓ Accomplish local and state identified priorities associated with EFNEP's four core areas



# Spheres of Influence - Terminology

2002 Community Nutrition Education (CNE) Logic Model	2010 US Dietary Guidelines*	2015-2020 US Dietary Guidelines
Communities and Institutions	Environmental Settings	Settings
Social Structures, Policies, Practices	Sectors of Influence	Sectors
		- Multi level
		- Multi-component





# Key Considerations

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Engaging others – not the work of a single program, organization, or agency

RESULT of COMBINED efforts

Focus is on changes for the low-income population that we serve

Complements paraprofessional teaching and builds upon community and state relationships

Supports EFNEP's four core program areas



# WebNEERS Reporting – A Work in Progress

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Includes both numbers and narratives

Work in progress... Reporting on current data being collected

Outputs – Reach

Outcomes

- Four core areas
- Types
  - Short – How “partners” are coming together
  - Medium – What “partners” are doing
  - Long – How situation is changing



# Current Status and Next Steps

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## Ensuring Program Fidelity

PRIMARY purpose - Paraprofessional staff conduct direct education with program families

## Reporting on other spheres of influence

Reflected in 5-year plan and annual updates

## EFNEP national work groups

PSE work group

Paraprofessional supervision workgroup

## Research underway





# Reframing PSEs: EFNEP's Role in “Environmental Settings and Sectors of Influence” Change



# ***Interested in helping with the PSE committee work?***

Contact Debra Garrard-Foster  
([debra.greene\\_garrard@okstate.edu](mailto:debra.greene_garrard@okstate.edu))  
or Katherine Cason  
([kcason@clemson.edu](mailto:kcason@clemson.edu))



# PSE Best Practices

**Debra Garrard-Foster**  
CNEP State Coordinator  
Oklahoma State University  
EFNEP National Meeting  
March 2016



# What is the best way to implement PSEs?

- Be flexible in approaches so issues can be addressed at the local or community level.
- Must be strategic in the way you gather the information from “field staff.”
- Requires partnerships or buy-in from others.
- Requires training of staff.





# Health & Hunger Application

## Health & Hunger County Grants

**Proposals are due November 7, 2014**

**Grant recipients will be announced by November 24, 2014**

**Mission /Purpose of funds:**

To improve dietary quality within a limited budget and choose physically active lifestyles consistent with the Dietary Guidelines for Americans and the USDA food guidance system.

**Who can apply?**

FCS Educators, 4-H Educators, Ag Educators, District, Area, & State Specialist

**Award Amounts:** Individual County Award- up to \$2500

Multi-County Award-up to \$5,000

**Selection Criteria:**

All projects will be reviewed according to the criteria on the review sheet. Each sub-grantee's project must be community or county --based through the county extension office. Projects should be interdisciplinary with a focus on changing policies and/or environment.

**Grant Delivery Options:** Grant funds can be implemented over a three year period depending on overall project goals.

**Goals:**

- ☐ Mobilize underserved youth/adults to take action around nutritional deficiencies, healthy food choices, and physical activity.
- ☐ Enhance partnerships, capacity, evaluation and sustainability of food resources to low-income families
- ☐ Each grantee much reach underserved youth and their families in rural, suburban, and urban communities through direct program participation (minimum of 6 hours/meetings) in high quality activities
- ☐ Improve dietary choices and increase physical fitness
- ☐ Improve attitude toward and understanding of healthy foods
- ☐ Improve local resources available to underserved families that support and provide further

October 10, 2014 Final Page 1



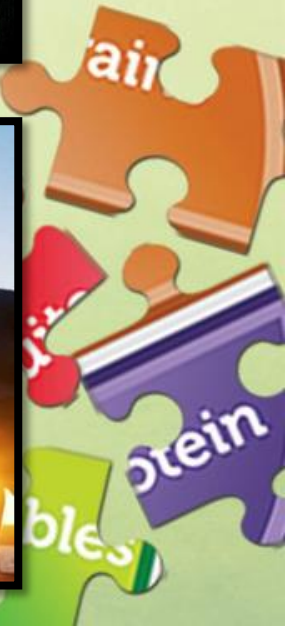
# Health & Hunger Grants Process

- Sought approval and support from Extension administration;
- Assembled a committee of state specialists (4-H, Horticulture, FCS);
- Developed a grant application based on WebNEERS Environmental Settings, Sectors of Influence, and Impacts sections;
- Offered webinar training to **all** Extension staff interested in applying.



# Five Focus Areas of Grant

- Dietary Quality
- Physical Activity
- Food Resource Management
- Food Safety
- Food Security





# Short, Medium and Long-term Goals

- ◉ **Short-term:** Communities gain awareness, knowledge, and/or interest
- ◉ **Medium-term:** Communities commit to change
- ◉ **Long-term:** Communities experience improved conditions





# Dietary Quality

## Dietary Quality (Check one)

### Short Term Indicators (Up to 1 year)

Goal: Organizations and Communities gain awareness, knowledge, and/or interest.

	Diet Quality	Physical Activity	Food Resource Management	Food Safety	Food Security
Hold discussions to identify challenges and opportunities for low-income populations that can be addressed from a community context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commit to collaborate to address identified needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct needs assessment to determine the extent of concern and potential for resolution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Form partnerships or coalitions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Dietary Quality (Check one)

### Medium Term Indicators (Up to 2 years)

Goal: (Organizations and Communities commit to change)

- ☐ Partnership/Coalition adopts a written plan that contains specific objectives and action steps for diet quality.
- ☐ Facilitate the use of more nutritious foods at organization and community events and programs, such as food fairs and public meetings.
- ☐ Expand nutrition education opportunities through schools, community education programs, and electronic media.
- ☐ Implement consistent messaging and/or local branding.
- ☐ Increase nutrition education referrals across programs and agencies.
- ☐ Develop access to Community Supported Agriculture shares.
- ☐ Reduce disparities in policies that encourage healthy eating.
- ☐ Change policies, practices, and physical environment of an organization (e.g., a workplace, health care setting, school/daycare, faith organization, restaurant, or other public eating site to support and improve the quality of foods offered.

## Dietary Quality (Check one)

### Long Term Indicators (Up to 3 years)

Goal: Organizations and Communities experience improved conditions. A culture exists for resolving concerns and taking action at a multi-organization/community level.

- ☐ Nutrient-dense foods are offered in schools, restaurants, grocery stores, farmers markets, worksites, food pantries, and other locations.
- ☐ Transportation infrastructures support access to grocery stores, farmers markets, food assistance offices, etc.
- ☐ School and worksite wellness policies have been developed and are implemented to provide healthier foods at school and worksite events, in vending machines, etc.



# Physical Activity

## Physical Activity (Check one)

### Short Term Indicators (Up to 1 year)

Goal: Organizations and Communities gain awareness, knowledge, and/or interest.

	Diet Quality	Physical Activity	Food Resource Management	Food Safety	Food Security
Hold discussions to identify challenges and opportunities for low-income populations that can be addressed from a community context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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## Physical Activity (Check one)

### Medium Term Indicators (Up to 2 years)

- ☐ Partnership/Coalition adopts a written plan that contains specific objectives and action steps for physical activity.
- ☐ Expand opportunities for increased physical activity through planned organizational and community games, sports, programs, and competitions.
- ☐ Organize and implement neighborhood/community walking programs, gardens, etc.
- ☐ Reduce disparities to access and use of community sports and other physical activity programs.  
(Example: Low-income school now allows organized sports on the weekends to use facilities)
- ☐ Change policies, practices, and/or physical environment of organizations and community settings (e.g. worksites, schools/daycares, city planning of businesses, neighborhoods, etc.) to increase daily physical activity.

## Physical Activity (Check one)

### Long Term Indicators (Up to 3 years)

- ☐ A family-friendly physical activity environment exists as a result of the revitalization of existing parks, trails, playgrounds, and other means.
- ☐ Policies supporting increased physical activity at schools, worksites, and other public buildings are in place and are followed.
- ☐ The community infrastructure includes safe walking paths, biking trails, and school routes, readily accessible bicycle racks, lighted stairwells, etc.





# Food Resource Management

	Diet Quality	Physical Activity	Food Resource Management	Food Safety	Food Security
<b>Food Resource Management (Check one)</b> Short Term Indicators (Up to 1 year) Goal: Organizations and Communities gain awareness, knowledge, and/or interest.					
Hold discussions to identify challenges and opportunities for low-income populations that can be addressed from a community context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commit to collaborate to address identified needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct needs assessment to determine the extent of concern and potential for resolution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Form partnerships or coalitions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Food Resource Management (Check one)</b> Medium Term Indicators (Up to 2 years)					
<input type="checkbox"/> Partnership/Coalition adopts a written plan that contains specific objectives and action steps for food resource management.					
<input type="checkbox"/> Establish grocery stores, farmers markets, and neighborhood/community gardens in low-income neighborhoods.					
<input type="checkbox"/> Increase food resource management education through schools, faith organizations, worksites, community centers, and other public places.					
<input type="checkbox"/> Change policies, practices, and/or physical environments of organizations (e.g. schools, community centers, faith organizations, and other public sites) to encourage family and community food production, preparation, and storage.					
<b>Food Resource Management (Check one)</b> Long Term Indicators (Up to 3 years)					
<input type="checkbox"/> Food deserts have been reduced or eliminated.					
<input type="checkbox"/> Nutritious and affordable foods are more readily available where food is purchased (corner stores, grocery stores, supermarkets, gas stations, etc.)					
<input type="checkbox"/> Food preparation education is a component of school standard requirements.					
<input type="checkbox"/> Community members have sufficient food and water supplies and the skills to prepare and use such supplies in the event of an emergency or disaster.					



# Food Safety

## Food Safety (Check one)

### Short Term Indicators (Up to 1 year)

Goal: Organizations and Communities gain awareness, knowledge, and/or interest.

	Diet Quality	Physical Activity	Food Resource Management	Food Safety	Food Security
Hold discussions to identify challenges and opportunities for low-income populations that can be addressed from a community context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Form partnerships or coalitions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Food Safety (Check one)

### Medium Term Indicators (Up to 2 years)

- ☐ Partnership/Coalition adopts a written plan that contains specific objectives and action steps for food safety.
  - Establish a monitoring, evaluation, and prevention system based on a systematic preventative approach (such as HACCP) to improve food safety education for organizations and community partners that serve low-income individuals, families, and/or households.
- ☐ Conduct an audience appropriate social marketing campaign on family and community food safety in low-income communities.

## Food Safety (Check one)

### Long Term Indicators (Up to 3 years)

- ☐ Food handling factors that negatively impact the safety of foods in a community (such as selling or distributing unsafe foods) have declined.
- ☐ Environmental factors that negatively affect the safety of foods in a community (such as contamination, residue, etc.) have declined.
- ☐ Foodborne illness outbreaks among low-income populations, especially those at increased risk, such as pregnant women and young children have declined.





# Food Security

**Food Security** (Check one)  
**Short Term Indicators (Up to 1 year)**  
 Goal: Organizations and Communities gain awareness, knowledge, and/or interest.

	Diet Quality	Physical Activity	Food Resource Management	Food Safety	Food Security
Hold discussions to identify challenges and opportunities for low-income populations that can be addressed from a community context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commit to collaborate to address identified needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct needs assessment to determine the extent of concern and potential for resolution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Form partnerships or coalitions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Food Security** (Check one)  
**Medium Term Indicators (Up to 2 years)**

- ☐ Partnership/Coalition adopts a written plan that contains specific objectives and action steps to establish or increase food assistance programs.
- ☐ Establish a monitoring or tracking system based on a systematic approach to improve food assistance programs for organizations and community partners that serve low-income individuals, families, and/or households.

**Food Security** (Check one)  
**Long Term Indicators (Up to 3 years)**

- ☐ Emergency and non-emergency food assistance programs are well known and used, as needed.
- ☐ Emergency and non-emergency food assistance programs have sufficient healthy food resources.
- ☐ Information is available on selecting and preparing foods provided through emergency and non-emergency food sources for a healthy and adequate diet.
- ☐ Emergency and non-emergency systems coordinate efforts to increase access and participation.



# Requirements/Deliverables

- Each grantee must reach the targeted audience with the grant award by engaging low-income adults and/or youth in one of the five areas related to **food, nutrition and physical activities**.
- Grantees will utilize the EFNEP, SNAP-Ed, Extension and 4-H names and emblems in accordance with all relevant regulations when implementing and publicizing the program.
- Grantees agree to participate in and complete assessment, reports on activities, and impact evaluations as outlined in the grant timeline(6 month & annual reports).



# Requirements/Deliverables

- Grantees must confirm that the program is in compliance with state OCES policies and regulations governing “Working with Minors” training for adult professionals, volunteers, and leaders.
- Grantees will provide at least **three** (3) stories with pictures of participants who benefitted from the program.
- A customizable media release will be provided by Ag Communications and grantees are encouraged to send this to local outlets.





# Program Evaluation

- Grantees will agree to participate in and complete assessment, reports on activities, and impact evaluations as outlined in the grant timeline (6-month and annual reports).
- Quantitative or Qualitative data needs to be reported in final annual report(s)  
(\*Example: 250 pounds of strawberries @ \$0.99/ lb. were harvested)

\*\*Note: Work with state specialist to assist with the design of evaluation tools if needed.





# 14 Projects Awarded

<b>Health and Hunger Projects Summary</b> <b>"Addressing Policy, Systems and Environmental Changes in the Community"</b>		
<b>Project Outcomes Addressed</b>	<b>Evaluation</b>	<b>Amount Awarded</b>
Dietary Quality & Food Security- Garfield County-Partner with Loaves & Fishes & community site to develop raised beds and plant various vegetables. Kay County will plant vegetable garden and fruit trees at Marland Children's Home.. (Extension Educators) Purchase Curriculum- Health & Nutrition from the Garden, JR Master Gardner's , The Great Garden Detective Adventure	-Interview those participating in the gardens. -Weigh produce.	<b>\$3850</b> Plants for 2 yrs. (1000) Fruit Trees (400) Mulch, soil, Fertilizer, pesticides, tools (300) Loaves & Fish Plants (1200) Mulch, soil, fertilizer, pesticides, tools (300) Jr. Master Gard (100) Scales (350) Signage (600) Misc. (200)
Create mobile traveling raised bed vegetable gardens for those who have physical challenges. Two raised beds in 3 counties. Provide training on selection growing media, construction materials, requirements for managing the watering system. Fact sheets	Evaluate the training component by observing practices. Written quiz to assess the group member knowledge gained on watering tech. purpose of plant covers, knowledge & understanding the nutritional values of food/crop.	<b>\$3410</b> Nine polyethylene lined trough raised beds (1260) Electrical conduit pipe (100) Plant row cover materials (150) Growing media (400) Fertilizer (100) Irrigation supplies (500) Vegetable Seeds (800) Travel to purchase & transport supplies, attend educational sessions (800)
Dietary Quality -Learn to Grow gardening child care facilities-Native American. (Partners included: OSU, Cherokee Nation, Head Start, DHS) Hands on gardening experience, nutrition recipes, cooking experiences. Parents are encouraged to increase meal preparation at home. At Learn to Grow Conference-Second year plan food challenge," Beyond the Garden" learning stations. Curriculum used will be Grow It, Try It, Like It USDA lessons.	Health & Hunger Evaluation Tools, Conference Evaluation, # of lbs. of vegetables grown, \$ value of facilities by growing own vegetables, amt. veg donated to families, increased veg consumption of families	<b>\$4975.00</b> Binders(550) Speaker Expensed, Workshop Supplies(500) Learning session (1,000) Food (1500) Seeds (660) Poster (200) Bags for Seeds (15)
Food Security-Assess 2-3 sites for planting fruit trees & plants. -CNEP curriculum on Eating More Fruits & Vegetables. Produced foods will be distributed by host agencies/sites and CNEP in low-income areas	# of People helping with project # served by project # of indirect contacts # of new partnerships Community changes made.	<b>\$2500.00</b> Fruit Trees/bushes, containers
Dietary Quality & Physical Activity-Sterling School, SW Fit Kids Coalition, Assess school wellness policy. After research team's responses to WellSAT and Focus Group Survey FCS County Educators will work with school on recommended policy or environmental changes.	Score the wellness policy, Well SAT-I, Focus Group, Survey	<b>\$2500.00</b> School use at discretion (\$500) from OSU Research Team. After needs assessment budget will be submitted for items from ONE/SNAP-Ed (2500)



# Example Project Report





# What is the public value or impact?

## Value of produce?



## Community Impact

- Harvested 742 pounds of fresh produce
- Distributed to three sr. citizen centers, community center and county youth shelter
- Service learning for 4-H and youth groups



## Community garden to help the hungry

By Lellani Roberts Ott  
Staff Writer

The McIntosh County Extension Office has been working diligently the past few months to get their new community garden established.

McIntosh County Commissioners stopped by the McIntosh County Fairgrounds in Eufaula recently to see the new garden. It is primarily funded by a Health and Hunger Grant through the Community Nutrition Education Programs (CNEP) at Oklahoma State University.

Potatoes, onions, squash, okra, cucumbers, zucchini, tomatoes, strawberries and more are growing in raised beds.

"This is one of the prettiest gardens I've seen," Michael Burns, District 3 commissioner, said. "The others have washed away."

Chuck Tankersley, McIntosh County OSU Extension program assistant, said the garden is doing great because the ground is really sandy and water doesn't stand in it. There are eight beds that are 4X32 feet. There are plans to plant 12 fruit trees, too, he said.

See GARDEN, Page A2



McIntosh County Commissioners stop by the McIntosh County Fairgrounds in Eufaula to see the new community garden. They are Michael Burns, District 3 commissioner, left; Bill Phillips, District 1 commissioner; Tim Pendley, District 2 commissioner; Ronda Prince, McIntosh County clerk; Pamela Ward, McIntosh County OSU Extension, agriculture educator/ 4-H Youth and Development; Susan Wood, McIntosh County Extension extension administrative support specialist; Melanie Taylor, McIntosh County OSU Extension director; and Chuck Tankersley, McIntosh County OSU Extension program assistant. (Staff photo by Lellani Roberts Ott)

## Garden

Continued from page A1

Melanie Taylor, McIntosh County OSU Extension director, said the three-year grant includes a greenhouse that will be built later.

Pamela Ward, McIntosh County OSU Extension, agriculture educator/ 4-H Youth and Development, said if it wasn't for the support of the county this would not have been possible.

She wanted to recognize a few of the local supporters: McIntosh County Fair Board for the use of the garden spot at the fairgrounds; James Dawson for the donation of railroad ties.

Wealey Dawson for county inmate supervision during railroad tie delivery as well as supervision during the build-

ing of the raised garden beds.

Tim Pendley and his crew at District 2 for topsoil and delivery.

Michael Burns and his crew at District 3 for topsoil and delivery.

Jason Rippey for the use of his tractor.

Dane Yandell for the use of his tractor and donation of his time to help move soil.

Team Up To Clean Up (Patty Daniel/Pam Husky) 15 bags of compost donation.

Eldon Brittain for helping build fence pickets.

Rod and Mary Parker for donation of T-posts.

Jon Burdine for railroad tie donation.

Gail Burdine for plant and seed donations.

McIntosh County 4-H members weeding and planting.

Mann's Greenhouse in McAlester for plants for beau-

tification of garden entry.

Produce will be distributed to the youth shelter, senior meal sites/nutrition centers and to county residents in need by request through the extension office.

"We encourage anyone wanting to help with the garden to come out or call the McIntosh County Extension Office, 918-689-7772, for any further information," Ward said. "We have work days set aside for any youth that would like to participate in the planting and growing of the garden."

Tankersley said 4-H members are coming every couple of weeks to work in the gardens.

If you are interested in the Master Gardener program this fall, contact the county extension office to sign up. Dates and times will be announced later.





# What have we learned?

- It may take years to see PSE changes. Change is slow!
- Start with a smaller number of projects (10 or less)
- We talk about “community” and not PSE since it is “jargon” to other organizations.
- Better to be focused around an overarching goal such as “increase access to healthy foods” than trying to cover all areas.
- You need to develop “capacity” within your organization and community to be successful.



# Questions encountered along the way

- Can we change our project if a partner drops out?
- Can we add a fence to the garden because of pests?
  - (Encountered unexpected expense with project)
- Questions about what the funds can be used on with the project.
  - (Different than what was on approved budget)
- Signage zoning



# Questions?



# Identifying Allowable PSEs: Play Along!





EFNEP has been asked to collaborate with another Extension program. As part of the project, the EFNEP paraprofessionals will be implementing their after school series with youth at a handful of Title 1 schools. The EFNEP paraprofessional and the other Extension program staff have different roles in this project. The EFNEP paraprofessional is asked to administer the EFNEP youth surveys and the other program surveys as part of the evaluation for this project. EFNEP collects the data for both surveys and then gives the other Extension program surveys to one of the leaders for their database entry and analysis.



Is it a PSE?

No



Two paraprofessionals who offer direct education in an elementary school work with a 5<sup>th</sup> grade teacher to develop and implement a policy for promoting healthy snacks and food in the classroom.





Is it a PSE?

Yes



# Is it allowable?

# Yes & No



An EFNEP professional has an opportunity to participate on a county-based coalition group, which may lead to new partnerships and recruitment of new families, so he attends the first few meetings on a monthly basis. As a result of attending these meetings, he has obtained several new collaborative opportunities in the area and is now teaching the EFNEP series with several new clients at different agencies.





Is it a PSE?

No



An EFNEP professional works with agencies through a local Consortium for a Healthier County promoting health and disease prevention. In addition to promoting direct nutrition education and advocating for limited resource families, the role of the EFNEP professional as part of the Consortium is to 1) distribute flyers about farmer's markets throughout the community, 2) advise food pantries on healthful foods to distribute, and 3) encourage SNAP enrollment and EBT usage at farmer's markets.



Is it a PSE?

Yes





Is it allowable? **Yes**



The EFNEP professional works with the city Move More committee that focuses on limited resource families. The committee goal is to encourage physical activity in the city, which is where EFNEP direct education is offered. The committee has determined that community trash pick-up days held quarterly will make the communities more appealing for physical activity. The EFNEP paraprofessionals drive around and pick-up trash on “trash pick-up days.”



Is it a PSE?

Yes





# Is it allowable?

# Yes & No



# ***From the national EFNEP PSE committee:***

- 1) What is now clear?
- 2) What are your challenges?
- 3) What topics need to be addressed by training opportunities?
- 4) What questions do you still have?







# EFNEP

## Connecting the Pieces

2016 National Coordinators' Conference

March 14-17, 2016 - Arlington, VA

