

EFNEP

Connecting the Pieces

2016 National Coordinators' Conference

March 14-17, 2016 - Arlington, VA



PSE Change Measurement and EFNEP EFNEP Conference

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



Overview

Program requirements

Incorporating the social-ecological model

Terminology

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

Key considerations

Examples



Program – Legislation & Policy

PRIMARY purpose of EFNEP

Paraprofessional staff conduct direct education with program families



Program – Legislation & Policy

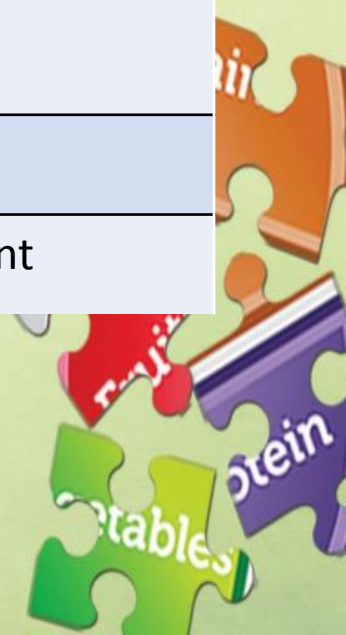
Secondary focus – Professional staff work with others to:

- ✓ 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

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



WebNEERS

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



Environmental Settings Examples

Short – coming together

- Holding discussions
- Committing to work together
- Conducting needs assessment and determining extent of concern and potential for resolution
- Forming partnership or coalition



Environmental Settings Examples

Medium – actions taken by partners

- Expanding learning opportunities through various venues
- Having consistent messaging and branding
- Referring across organizations
- Establishing policies that reduce disparities
- Changing policies, practices, or physical environments (within organizations and communities – smaller scale)



Environmental Settings Examples

Long – Changes as a result of partner efforts

- Nutrient dense foods are offered where people eat, live, work, and play
- Transportation and infrastructures are more accessible
- Policies have been developed and are being implemented



Sectors of Influence Examples

Short – coming together

- Engaging sector representatives
- Convening task forces, expert committees, or advisory groups
- Committing to work across sectors to address needs and determine respective roles of responsibility



Sectors of Influence Examples

Medium – actions taken by partners

- Establish local or statewide food policy councils to inform key sector decision makers
- Conduct broad scale social marketing campaigns
- Communication actions taken by sectors and public's response
- Bring affordable options to places low-income populations eat, live, work, and play
- Adapt national initiatives to state and local situations



Sectors of Influence Examples

Long – Changes as a result of partner efforts

- Adequate age-appropriate food and nutrition education is available for all students K-12, statewide
- State sponsored events reflect shift in offering more of nutrient-dense foods
- Nutrient-dense foods are more readily available statewide where food is purchased and served
- Smaller portions and lower-calorie options are more readily available where food is purchased and served



What now?

PRIMARY purpose - Paraprofessional staff conduct direct education with program families

Other spheres of influence – reported in 5-year plan and annual updates

Working group – revisiting environmental settings and sectors of influence indicators

Work in progress

