

2015 NATIONAL COORDINATOR'S CONFERENCE

EXPANDED FOOD AND NUTRITION EDUCATION PROGRAM (EFNEP)



HYATT REGENCY CRYSTAL CITY
2799 JEFFERSON DAVIS HWY, ARLINGTON, VA
MARCH 16-19, 2015



EFNEP
Expanded Food and Nutrition Education

Ensure EFNEP's Future Telling Our Story Effectively

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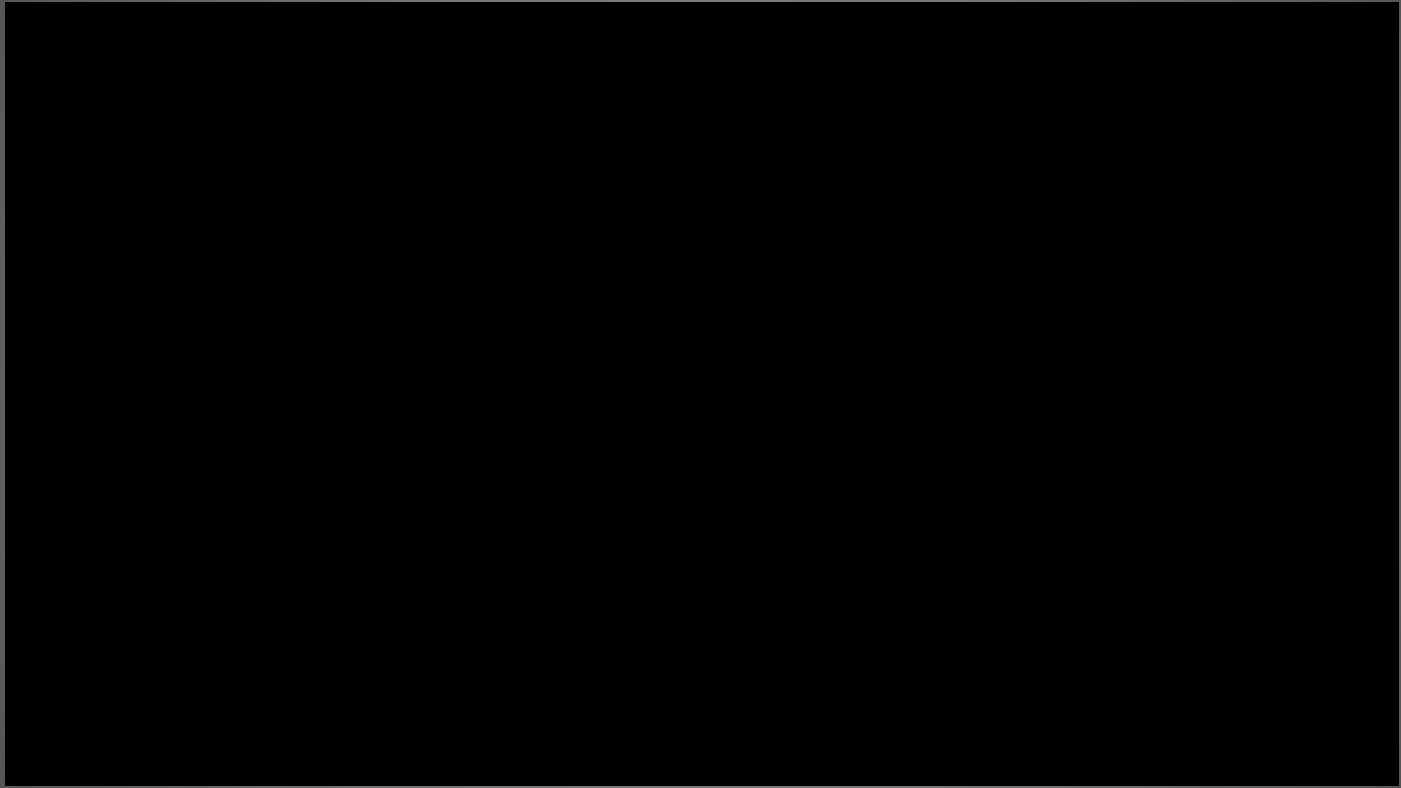
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PRESENTATION MATERIALS

A decorative graphic at the bottom of the slide consists of two overlapping, wavy shapes. The upper shape is a vibrant green, and the lower shape is a bright yellow. Both shapes have a white outline and a slight gradient, giving them a three-dimensional appearance. They are set against a dark gray background with a fine, light-colored dot pattern.







www.efnep.colostate.edu

“Today it’s important to be present, relevant, and add value.”

– Nick Besbeas

TELLING OUR STORY

Reporting to stakeholders

Motivating
organizations
to partner

Recruiting
participants

Educating the
community

HOW DO WE TELL OUR STORY?

HOW DO WE TELL OUR STORY?

- ▶ What can we use to communicate impact?
 - ▶ Program outcome data
 - ▶ Quantitative impacts from program evaluation (BCQ and 24 Hour Recall)
 - ▶ Success stories
 - ▶ Qualitative stories from agencies, participants, and educators
 - ▶ Impact reports
 - ▶ What is the direct impact on the participant?
 - ▶ Public value statements
 - ▶ How does the program impact our society at large?

EXAMPLES

- ▶ Program outcome data
 - ▶ 92% of participants showed improvement in nutrition related behaviors
- ▶ Success stories
 - ▶ *“In my EFNEP classes, I learned how to prepare vegetables in a variety of ways. Now I serve my family vegetables every day and they enjoy them!”*
- ▶ Impact reports
 - ▶ See Colorado State University Impact Report
- ▶ Public value statements
 - ▶ <http://www.ext.colostate.edu/snaped-efnep/efnep-mission.html>

COMMUNICATING IMPACT

WHEN TO USE WHAT

- ▶ **Program outcome data**
 - ▶ Federal reporting, Extension reporting, program reports and slicks, in impact reports
- ▶ **Success stories**
 - ▶ Recruitment of agencies and participants, in impact reports
- ▶ **Impact reports**
 - ▶ Reporting to stakeholders and legislators that have limited time
- ▶ **Public value statements**
 - ▶ Reporting to stakeholders and legislators and the general public

MAKE IT A STORY!



The **P**articipant

The **P**artners

The **P**roblem

The **P**rogram

The Im**P**act

QUOTE TO SUCCESS STORY

Anecdote: “Thank you so much for these classes! From the stuff I learned from you, I have been able to have enough food to last all month for my kids!”

Success story: Holly is a single mother of three children. *(the participant)* When Holly started the EFNEP classes, she talked about how she felt she was failing as a mother because she couldn't afford to feed her children all month. *(the problem)* After taking the 8 week class series *(the programming type)* at the TANF office, *(the partner)* Holly states that she is stretching her food resources further because she is using the tips from the classes about saving money at the grocery store. She finds it particularly helpful to plan meals ahead of time, use a grocery list and use unit pricing. She states that she now has enough food for her family all month long. *(the impact)*

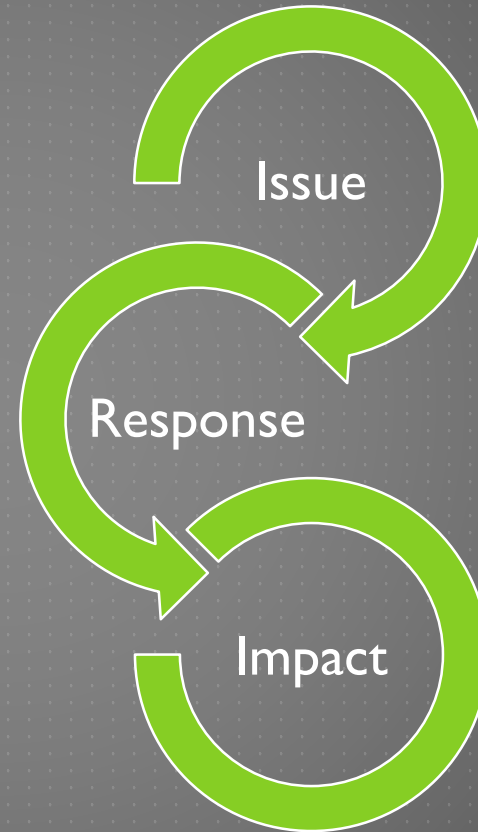
DEVELOPING IMPACT REPORTS

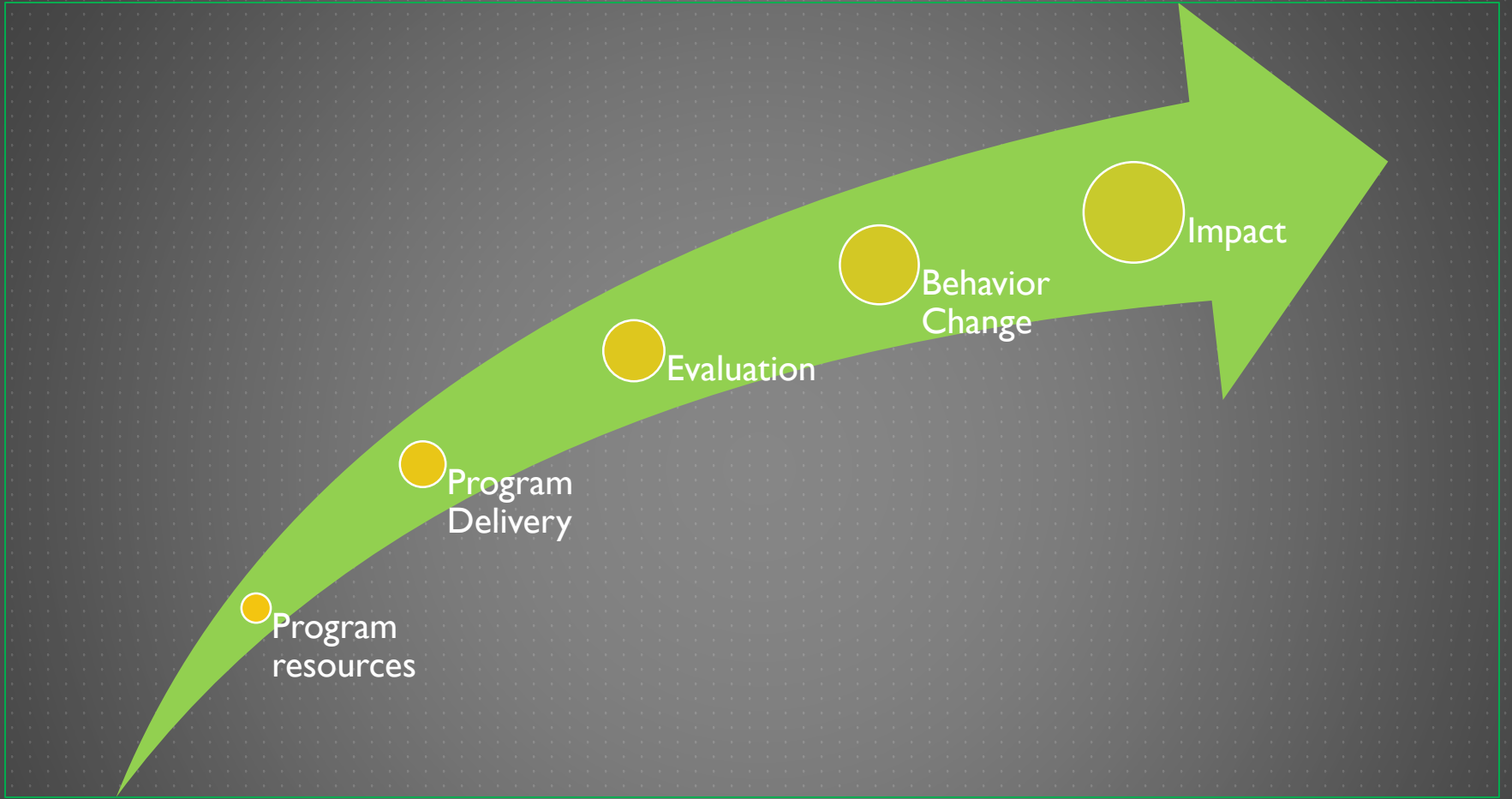
SO WHAT IS PROGRAM IMPACT?

*SHARING THE DIFFERENCE OUR PROGRAM
MAKES IN PEOPLE'S LIVES AND THEIR
COMMUNITIES.*

COMMUNICATING IMPACTS SUCCINCTLY

- ▶ The community's **issue**
- ▶ Program's **response**
- ▶ The **impact** of our efforts





Program resources

Program Delivery

Evaluation

Behavior Change

Impact

IMPACT REPORTS



Problem/issue/
opportunity

EFNEP's Response

EFNEP's
Impact

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graph LR; A[Problem/issue/opportunity] --> B[EFNEP's Response]; B --> C[EFNEP's Impact]; C --> D((Long term outcomes));
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Problem/issue/
opportunity

EFNEP's Response

EFNEP's
Impact

Long term
outcomes

ANATOMY OF AN IMPACT REPORT

- ▶ 3 part narrative framework
 - ▶ Issue
 - ▶ Response
 - ▶ Impact
- ▶ Bottom line
- ▶ By the numbers
- ▶ Success stories
- ▶ Contact information
- ▶ Optional information



ANATOMY OF AN IMPACT REPORT

Impact

Colorado State University
Extension

Sharing the difference CSU Extension makes in people's lives and their communities.

The Expanded Food and Nutrition Education Program (EFNEP)— Better living through nutrition education

is a nutrition education program helping low-income Colorado families improve their food budget and nutrition.

Issue


Eating healthy on a limited budget can be challenging. Since 1969, the Expanded Food and Nutrition Education Program (EFNEP) has helped low-income families, adults and youth learn to eat healthier for less money. Funded by the USDA, National Institute of Food and Agriculture and operated by Extension programs in all 50 states and U.S. Territories, EFNEP consistently improves the choices participants make regarding nutrition, food preparation and physical activity. This happens through a series of free lessons taught by trained peer educators working at the county level. When the U.S. government released significant changes to dietary guidelines in 2010, EFNEP curricula became immediately outdated.

Extension's Response

To fill this gap, CSU Extension's EFNEP Coordinator, Susan Baker, partnered with the University of California Davis Extension (UCDE) to create a new EFNEP curriculum called *Eating Smart • Being Active*. With over 25 years experience directing EFNEP programs and writing curriculum, Baker's expertise in education helped strengthen the curriculum's nutrition-based lessons.

CSU Extension and UCDE designed *Eating Smart • Being Active* as a series of classes that teach parents and adults with children how to spend less on food, eat better and be more active. The curriculum includes a physical activity, recipes, food preparation activity, and lessons on grocery shopping, and parenting. In eight weeks, participants learn to increase physical activity, plan meals, read nutrition labels, shop smarter, and increase their vegetable, fruit and fiber intake. They also learn how to limit fat, sugar, and salt and choose lean sources of protein and low-fat calcium foods.

Eating Smart • Being Active was updated for the 2010 Dietary Guidelines and will be updated for the 2015 Dietary Guidelines set to be released at the end of 2015.



The Bottom Line

EFNEP is a cost-effective way to teach families, adults and youth the skills and resources they need to make choices that save money, increase self-sufficiency and improve their health.

By the Numbers

In 2014:

- Number of adult participants served: 848
- Number of family members reached: 8,888
- Number of youth participants served: 689
- Reported average monthly food savings per family: \$75
- 98% of participants improved nutrition related behaviors
- 52% of participants increased their level of physical activity
- 68% of participants improved food safety practices
- 91% of participants improved food resource management behaviors

Impact

According to the most recent Colorado EFNEP evaluation data obtained from *Eating Smart • Being Active* participants, 98 percent say they have made positive changes related to nutrition behaviors, including planning meals, choosing healthy foods, preparing food without adding salt, reading nutrition labels and serving children breakfast. They also increased their physical activity by 52 percent.

With an increased awareness of food safety, 68 percent of participants improved one or more ways they store or prepare food. Participants also report saving an average \$75 per month on their food bill while 91 percent claimed improvement in one or more food management practices including meal planning and shopping skills. As a result of these improvements, 48 percent of the participants were less likely to run out of food by the end of the month.

County Partners

The following counties are currently participating in CSU Extension EFNEP programs.

Denver
Jefferson
Pueblo
Weld

Counties apply to the state EFNEP office for two years of funding and then offer EFNEP programs that meet the needs of their communities.

“The EFNEP classes helped me learn to prepare healthier meals for my family. I also learned how to shop, prepare, serve and eat more fruits, vegetables, and whole grains while saving money on food at the same time!”

— 2014 EFNEP participant
Weld County

Contact Information

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Colorado State University Extension, U.S. Department of Agriculture and Colorado counties cooperating. Extension programs are available to all without discrimination. Updated February, 2016.
Written by Carol Busch.



WORK WITH A COMMUNICATIONS SPECIALIST

- ▶ Tips for successfully working with a Communications Specialist:
 - ▶ Be proactive
 - ▶ Know your timeline
 - ▶ Meet with them to explain the program and answer questions
 - ▶ Review, edit, revise, repeat
 - ▶ Keep impact reports current



TIPS & TRICKS FOR WRITING IMPACT REPORTS

- ▶ Use a program implementation plan as a basis
- ▶ Create an attention grabbing title/subtitle
- ▶ Know your audience
- ▶ Use action verbs
- ▶ Qualitative (success stories) and quantitative (outcomes) data give meaning and numbers to the impact report
- ▶ Use pictures
- ▶ Have an objective 3rd party review
- ▶ Keep IRB in mind
- ▶ Graphic standards



IMPACT REPORT CHECKLIST

YOUR TURN!

- 1) Read the success story samples.
- 2) Pick a partner and pick a success story.
- 3) Use the checklist to discuss how to turn the success story into an impact.

Success Stories Colorado State University
extension

Sharing the difference CSU Extension makes to people's lives and their communities.

Small steps lead to big changes in matters of health and wealth

Making consistent to implement changes in their behavior that substantially improves their health and personal finances is the goal of the Small Steps to Health and Wealth program.

Situation

Many Americans are currently experiencing low levels of employment and education, insufficient access to health and financial education programs, as well as a shortage of health care services. Negative financial behaviors can lead to health problems such as anxiety and insomnia, while negative health behaviors can lead to financial problems such as expensive medical bills.

Extension's Response

In Colorado, the Small Steps to Health and Wealth (SSHW) program was adapted from a national model and designed to motivate people to adopt constructive habits. Research has shown that by integrating 13 positive behavior change strategies (see sidebar) into their diet, sleep, simultaneous improvements to both individual health and personal finance is possible.

After securing a \$105,000 grant from the Rural Health and Safety Education Competitive Program of the USDA National Institute of Food and Agriculture, Extension Financial Resources Management Specialist Nancy Porter and Assistant Professor and Extension Specialist Lara Bellows implemented the first SSHW program in Colorado.

To take full advantage of the available material that often coincides with the start of a new year, workshops began in January 2012. A total of 17 Extension county agents and four staff members received training and materials to conduct their ability to market, deliver, and evaluate the interdisciplinary health and personal finance education program. Since then, 51 face-to-face workshops have been conducted across the state.

One of the ways participants are encouraged to enact positive behavioral change is by tracking their current behaviors. To this end, the Extension agents provide attendees with Pucker Bucklers. These account books are small enough to fit inside a wallet but serve as a handy reminder that helps participants monitor their spending and dietary habits.

Even though a majority of participants surveyed indicated they did not use the Pucker Buckler, over one-third (24.5 percent) indicated that they did and use it regularly to help them bring awareness about how much they ate, moved, and saved over a period of time. Most of those who used the Pucker Buckler reported that it helped them take small steps that increased both their health and wealth.

"We hope the Small Steps program is a motivator and is a positive approach," says Porter. "Sometimes, in personal finance, offering a get-out-of-debt workshop has a negative connotation that puts in trouble, and that's really your enemy. This is a positive approach, taking small steps which can have long impacts, long term."

**Colorado State University
extension**

Small Steps to Health and WealthSM

The Bottom Line

- The Small Steps to Health and Wealth program requires people to monitor their health and financial behaviors and to measure their progress.
- When individuals make positive choices to improve their health, their financial situation will likely improve as well, and vice versa.

By the Numbers

- Percentage of Coloradans who are overweight: 56.9
- Average per capita credit card debt in Colorado: \$11,505
- Percentage of SSHW participants with improved eating habits: 65.1
- Percentage of SSHW participants who reduced debt: 26.8

**Communicating Extension Impact
Checklist**

Report Description

Title: _____

Targeted Recipient(s): _____

Program Level (Circle One): State Level County Level

Inclusion of Key Elements:

___ Yes ___ No Issue (Who cares and why)

___ Yes ___ No What's been done (Description of educational efforts)

___ Yes ___ No Impact (So what?)

___ Yes ___ No Partners (Optional)

___ Yes ___ No Funding (Optional)

Desired Characteristics: (Does the report include the following?)

___ Yes ___ No Used clear and simple language (no jargon, acronyms, vague words)

___ Yes ___ No Used a casual style

___ Yes ___ No kept sentences & paragraphs short

___ Yes ___ No Used active verbs

___ Yes ___ No Clearly explained units of measure

___ Yes ___ No Used caution in drawing conclusions

___ Yes ___ No Used bullets

___ Yes ___ No Used graphics and illustrations that gain attention

___ Yes ___ No Used clear titles and tables for tables

Note: Other sign include proofing or errors and matching reading & expertise level with intended audience.

Take Another Look-Potential Reporting Shortcomings: (Does the report contain any of the following?)

___ Yes ___ No Too long or short in length (for intended user)

___ Yes ___ No Extension's role is hidden or unclear

___ Yes ___ No Short on content regarding importance to society

___ Yes ___ No Focuses on activities and/or effort, not impact

___ Yes ___ No Full of claims, lacks evidence (indications)

___ Yes ___ No Question/Inconsistent/Incorrect impacts

___ Yes ___ No Takes credit for too much impact

Comments/Observations: (What You Liked and Suggestions for Improvement)

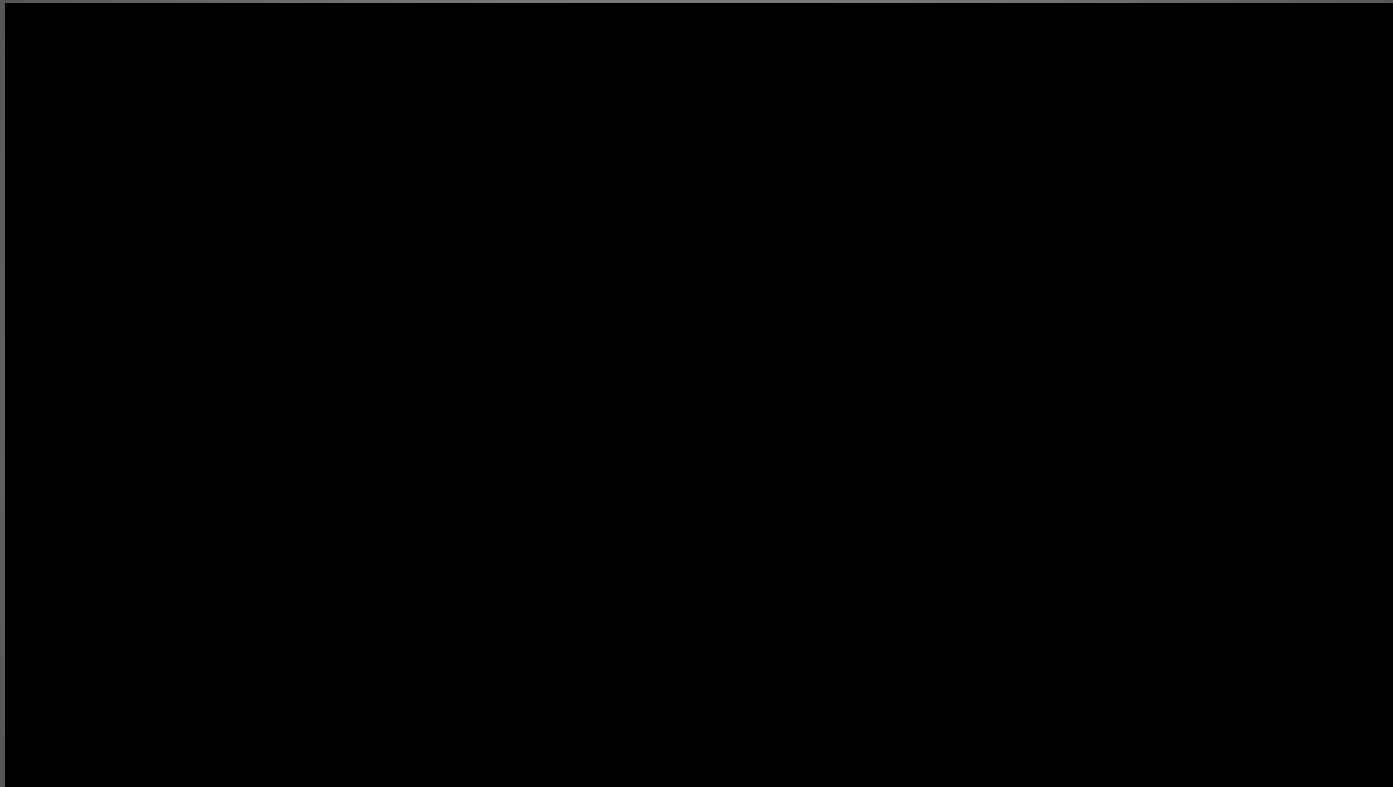
Prepared by Nancy Clarke for 2014-2015 National Conference Consumer Services and adopted from Impact Report Checklist, Nebraska Cooperative Extension Service.

THINK OUTSIDE THE BOX

- ▶ Social media
- ▶ Extension resources
- ▶ Peer reviewed journals
- ▶ Journal of Extension (JOE)
- ▶ Journal of Nutrition Education and Behavior (JNEB)
- ▶ eXtension
 - ▶ http://www.extension.org/low_income_nutrition_education
- ▶ Video impact reports



VIDEO IMPACT REPORTS



What questions do you have?



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