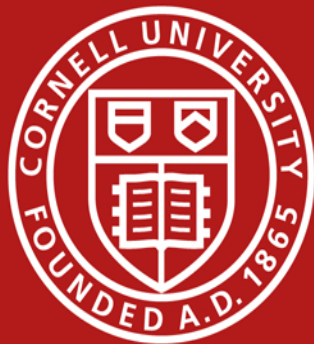




College of  
Veterinary Medicine



College of  
Industrial Labor Relations



# Cornell University



College of  
Agriculture & Life Sciences



College of  
Human Ecology

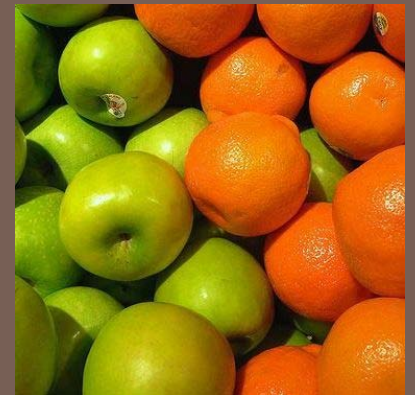
# APPLES AND ORANGES? A TALE OF TWO COUNTIES IN NEW YORK STATE

Jamie Dollahite

Division of Nutritional Sciences

Cornell University

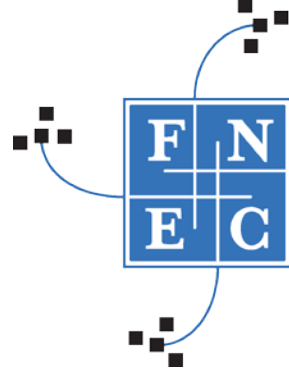
March 3, 2011



# Overview



- ❑ Cornell Cooperative Extension nutrition programs, including EFNEP
- ❑ Statewide distribution
- ❑ Showcasing 2 counties: Oswego and New York
- ❑ Campus guidance/initiatives
- ❑ Questions



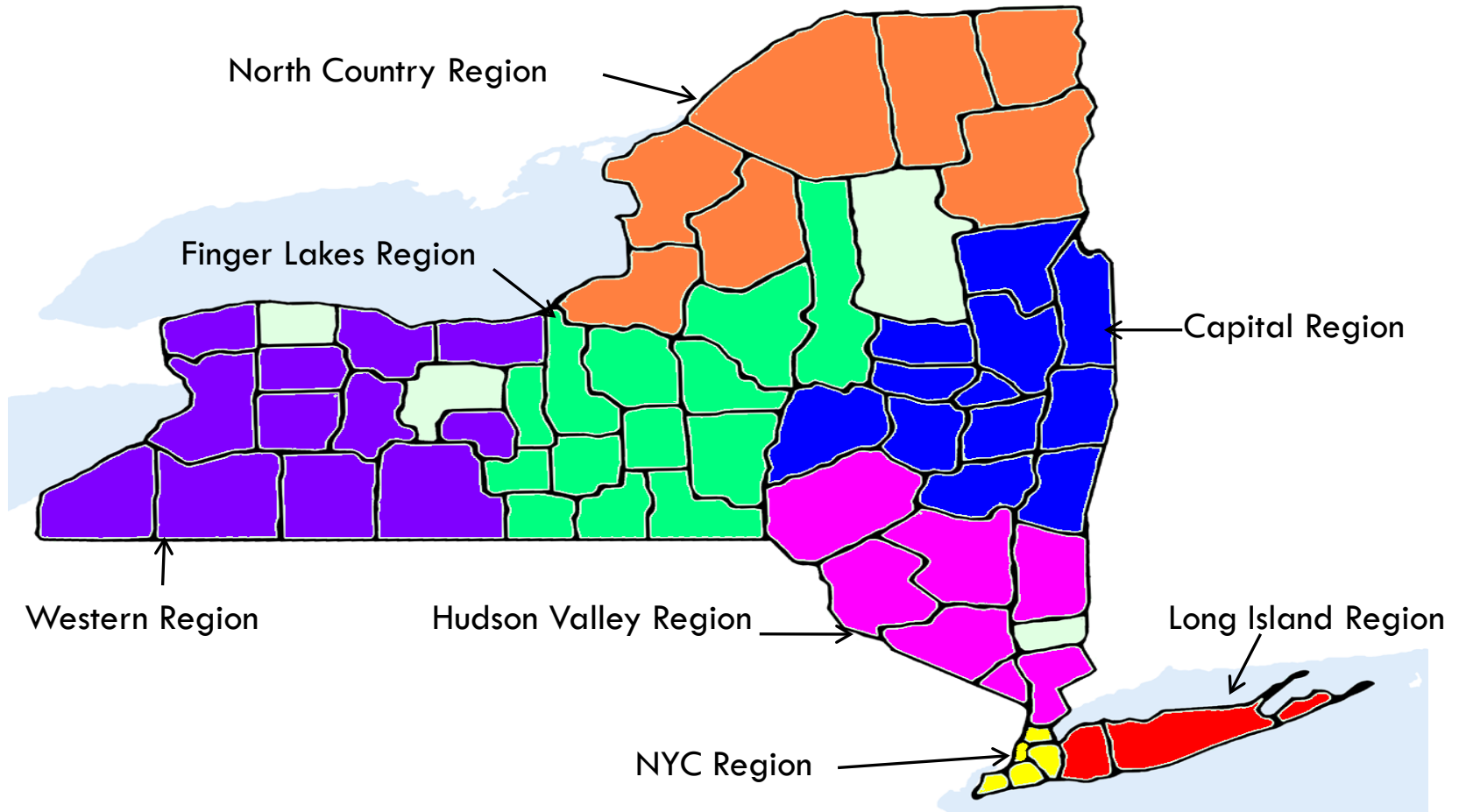
# FOOD and NUTRITION EDUCATION in COMMUNITIES

*programs that turn research into action*

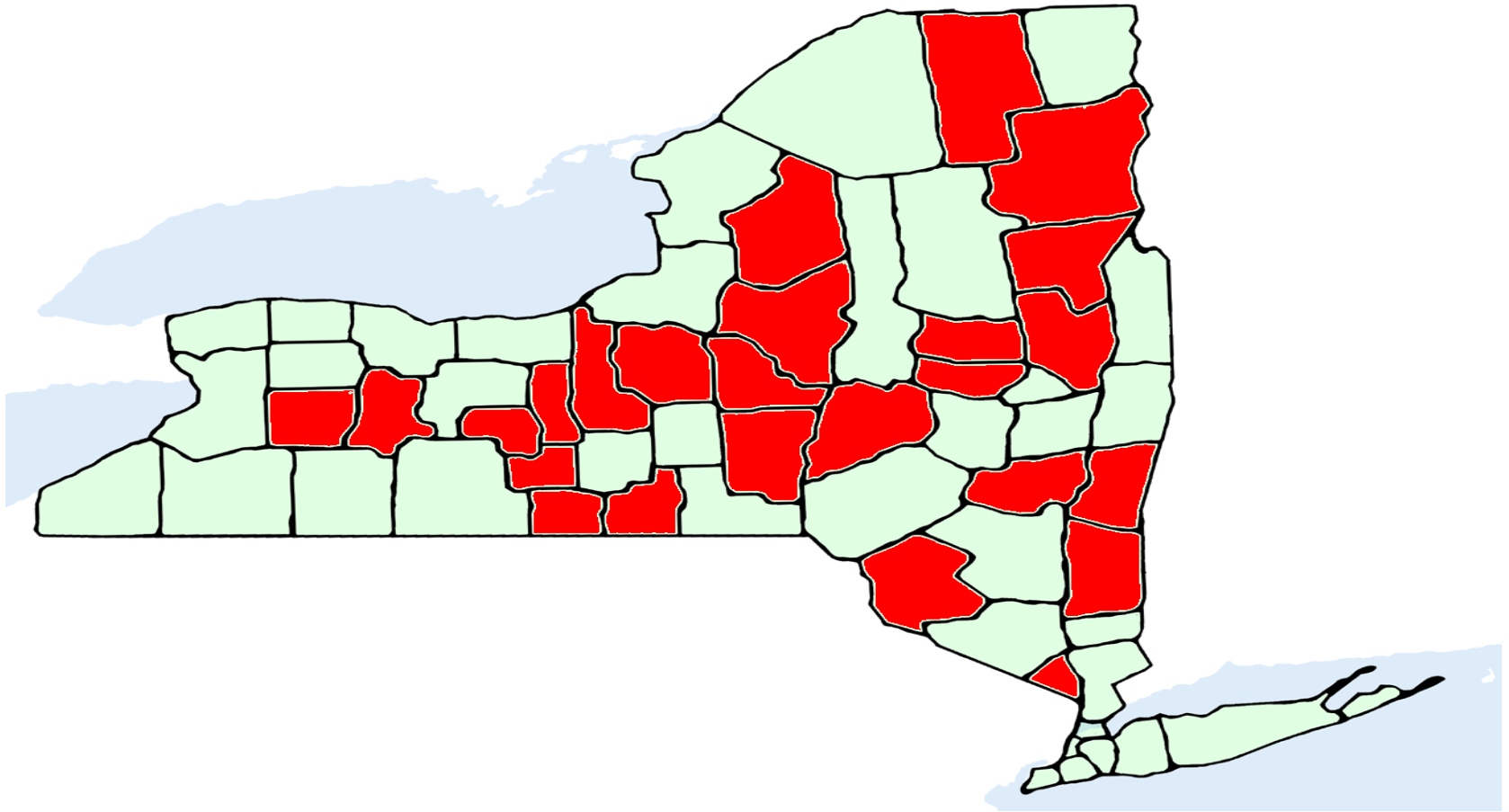
- ❑ Seamless programming with EFNEP and SNAP-Ed
- ❑ Mostly small group audiences
- ❑ Minimum of 6 lessons per participant for graduation
- ❑ Currently 58 different counties offer nutrition programming—supervisor + paraprofessional staff in each site (~350 total staff)



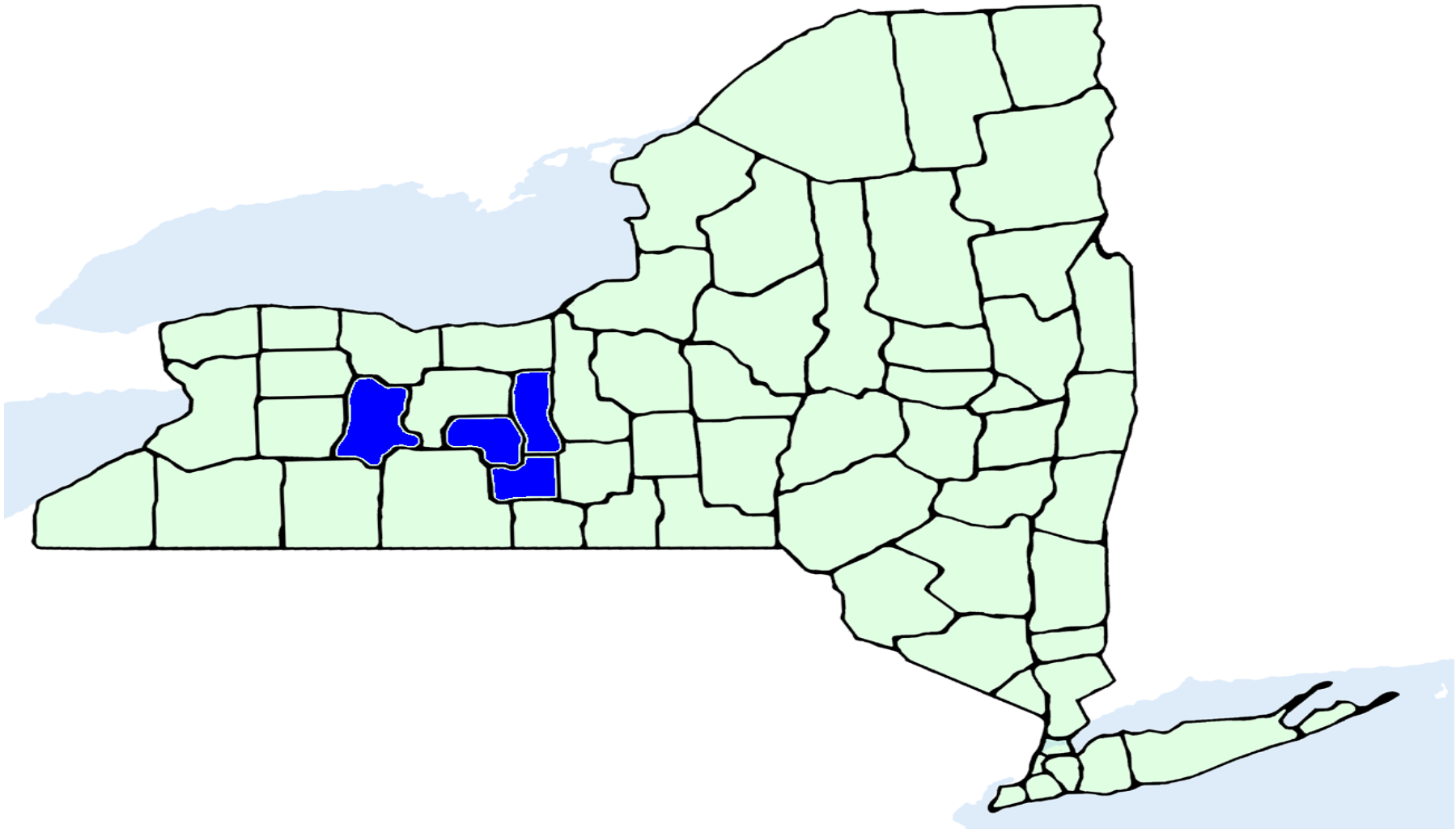
# CCE Nutrition Programs



## Counties with only SNAP-Ed



# Counties with 1 Nutrition Educator



# Oswego County and NYC

Cornell Cooperative Extension  
Oswego County



Cornell Cooperative Extension  
Brooklyn, New York City



# Snapshot of Oswego

- Residents: 121,377 (128/sq mile)
- Poverty : 16% < poverty level  
34% ≤ 185% poverty:
- Staff: 2.7 FTE's  
(1.4 EFNEP; 1.3 SNAP-Ed;  
effort ~95% adult: 5% youth)
- Adult graduates per year: ~200  
53% one-on-one  
47% group
- Key initiative: *Stork* program for pregnant women



# A Story from Oswego



# Snapshot of Brooklyn

- ❑ Residents: 2,486,235 (10,000/sq mile)
- ❑ Poverty: 22%
- ❑ Staff on site: 18.6 FTE's  
(5.7 EFNEP; 12.9 SNAP-Ed; effort ~90 adult:10 youth)
- ❑ Adult graduates per year: ~2,500  
100 % group
- ❑ Key initiatives: CHANCE, Farmer's Market Nutrition Program, Brownsville Medical Center partnership

# A Story in Brooklyn



Courtesy of Megan Lent



Courtesy of Adrian Miles

# At the end of the day....

- ❑ **“It’s all neighborhoods!”** - Ruth Lowenburg, former extension associate in Harlem





# Foundation for all programming:

## Professional Development

- Initial training
  - ▣ Paraprofessionals—*Navigating for Success*)
  - ▣ Supervisors—Training for New Nutrition Supervisors; *Taking the Helm*)
- Continuing Professional Development
  - ▣ Nutrition Updates—twice a year for supervisory staff
  - ▣ Regional trainings—at least quarterly for paraprofessional staff



# Foundation for all programming:

## **Standard Operating Procedures**

- ❑ Policy and Procedure Manual
- ❑ Site visit protocol
- ❑ Dialogue approach/ 4A lesson planning
- ❑ Approved curricula
- ❑ Progression records

# Current campus-based initiatives

## □ Children

- ▣ CHANCE (Collaboration for Health, Activity and Nutrition in Children's Environments—including *Healthy Children, Healthy Families: Parents Making a Difference*)
- ▣ *Choose Health: Eat and Play Well* (for 8-11 year olds)
- ▣ *Cooking Up Fun!* (for 9+ years old)
- Pre-diabetes/diabetes-oriented curriculum
- Breastfeeding/perinatal curriculum

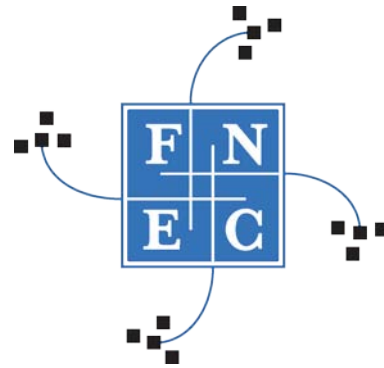
# Questions?











## Initiative: Childhood Obesity

Based on the data we're already collecting:

- Are we addressing this national initiative?  
**Response 1:** Yes (indirectly) but we don't have health data to show trends for obesity or even health.  
**Response 2:** Indirectly- through healthy eating physical activity, effecting environment. We're affecting the obesity environment.  
**Response 3:** Of course. Making healthier choices, exercise, etc. this is a multifaceted issue.  
**Response 4:** Yes  
**Response 5:** Yes we do.  
**Response 6:** No  
**Response 7:** Yes, may not be collecting correct outcome data to demonstrate it.  
**Response 8:** Directly measuring knowledge and behavior change addressing. Behavior checklist.
- Can we based on the data already collected?  
**Response 1:** No  
**Response 2:** We can and should through change of habits and environment. Need to emphasize SOFAS and reductions in consumption, very usable data to measure.  
**Response 3:** Yes  
**Response 4:** Yes  
**Response 5:** Yes  
**Response 6:** Yes  
**Response 7:** Yes  
**Response 8:** Add to behavior checklist. Add more direct measurements.
- Should we based on the data already collected?  
**Response 1:** No – out of scope.  
**Response 2:** Yes  
**Response 3:** Yes  
**Response 4:** Yes  
**Response 5:** Yes- easy, affordable.  
**Response 6:** Provide more consistent behavior questions. Collaborate with other groups.

## **Initiative: Community Garden**

Based on the data we're already collecting:

- Are we addressing this national initiative?

Response 1: No

- Can we?

Response 1: Introduce foods into lunch program.

## Initiative: Farm to School

Based on the data we're already collecting:

- Are we addressing this national initiative?  
Response 1: Varies among states in New England
- Can we?  
Response 1: Yes
- Should we?  
Response 1: Yes
- If we are, how? If we could, how? If we should, how?  
Response 1: In schools working with school nutrition staff to get them excited.
- If appropriate create a short statement framing our outcomes around your chosen issue.  
Response 1: Access, consumption, intake and broader economic value for local agriculture.
- How can we strengthen our communication to stakeholders based on your answers?  
Response 1: Working with kids: Taste Tests, incorporating local foods, in nutrition ed classes, school gardens.

## **Initiative: Food Resource Management (Food Security)**

Based on the data we're already collecting:

- Are we addressing this national initiative?

Response 1: yes

- If we are, how? If we could, how? If we should, how?

Response 1: Incorporate/Address food security as part of foods resource management.

- If appropriate create a short statement framing our outcomes around your chosen issue.

Response 1: Promotes food resource management practices through domestic gardens education. Gives them tools for food preparation at home

- How can we strengthen our communication to stakeholders based on your answers?

Response 1: Through collaborative work with other agencies, dissemination the information by different mass communication (TV, internet) stories from participants (success stories).



## Initiative: Infant Feeding

Based on the data we're already collecting:

- Are we addressing this national initiative?  
Response 1: Partnerships with WIC, health depts., Head Start. Reach pregnant women with messages about benefits of breast feeding and when it may not work extend reach of WIC peer counselors through state dept. of health.
- Can we?  
Response 1: Yes
- Should we?  
Response 2: Yes
- If we are, how? If we could, how? If we should, how?  
Response 1: Link with childhood obesity pieces too. EFNEP as part of statewide comprehensive campaigns (billboards, articles, regional groups). Teens moms too.
- If appropriate create a short statement framing our outcomes around your chosen issue.  
Response 1: Beginning early to prevent child obesity and facilitate good health.
- How can we strengthen our communication to stakeholders based on your answers?  
Response 1: Capture maternal and infant feeding data through NEERS5.

## Initiative: Let's Move

Based on the data we're already collecting:

- Are we addressing this national initiative?

**Response 1:** Yes, built into every lesson in many programs. Pre-post physical activity data from NEERS

**Response 2:** Yes

**Response 3:** No

**Response 4:** Yes Empowering parents and info to make good choices for themselves and families.

**Response 5:** Yes

**Response 6:** We have an exercise program with my Pyramid Program, we go into the schools using Organ Wise Guys and have contributed to a change of menu offerings.

**Response 7:** Yes

- Can we based on the data already collected?

**Response 1:** Yes

**Response 2:** Yes

**Response 3:** Yes

**Response 4:** Yes

**Response 5:** We have gardens on school campuses that have contributed to the change in activity among middle school students.

**Response 6:** Our evaluation of physical activity is dated and needs updating to communicate in depth impact.

- Should we based on the data already collected?

**Response 1:** Yes, we are a program that is about optimal energy balance, not just nutrition.

**Response 2:** Yes

**Response 3:** Yes

**Response 4:** Yes

**Response 5:** Look at a new way of measure? Check list questions.

- If we are, how? If we could, how? If we should, how?

**Response 1:** Continue to incorporate physical activity into all lessons. Tips on effectively using practical tips in real life.

**Response 2:** Physical activity in all lessons. Include caloric intake and physical activity. Encourage gardening. Encourage good setting.

**Response 3:** Incorporated physical activity, but need evaluation to measure this. Talk about energy intake- need to focus on this as some recalls show that kcal increase at exit. Look at methods of data collection: Retro-spective post, need to develop and validate tools to go with initiatives.

**Response 4:** Working with parents/nutritional gatekeepers.

**Response 5:** Incorporating into lesson, use at the end of each lesson.

**Response 6:** How to teach?

- If appropriate create short statement framing our outcomes around your chosen issue.

**Response 1:** Increase physical activity within curriculum.

**Response 2:** Teach youth to eat smart and move more. We utilize social marketing campaigns. We must role model.

**Response 3:** States can frame their own outcome related to the curriculums they use. Try to compile nationally, for instance F&V intake among families.

**Response 4:** EFNEP supports Let's Move by empowering parents to make informed decision and be advocates for promoting healthy foods and physical activity for themselves, their families and the school environment.

**Response 5:** Physical activity is increasing because of the knowledge the client is receiving.

- How can we strengthen our communication to stakeholders based on your answers?

**Response 1:** Newsletters/ Publications. Success stories about not just eating/nutrition, but also physical activity!

**Response 2:** Collect data that can be aggregated, need core set of indicators from the national level.

**Response 3:** Our NEERS data can show improvement in eating patterns and physical activity.

## **Initiative: Providing Healthy Foods to Families**

Based on the data we're already collecting:

- Are we addressing this national initiative?  
Response 1: Yes
- Can we?  
Response 1: Yes
- Should we?  
Response 1: Yes
- If we are, how? If we could, how? If we should, how?  
Response 1: Through life skills and demonstrations taught in lessons. Reporting back to national outcomes related to behavior change and improvements.
- If appropriate create a short statement framing our outcomes around your chosen issue.  
Response 1: Families will use Dietary Guidelines to choose healthy foods for families.  
Families will learn new skills to improve food security or family.
- How can we strengthen our communication to stakeholders based on your answers?  
Response 1: Writing key words in impact statements that resonate with different state holder groups.

## **Initiative: Reducing the Risk of Chronic Diseases**

Based on the data we're already collecting:

- Are we addressing this national initiative?  
Response 1: No, not currently, however we collect the data that lends itself to instruction.
- Can we?  
Response 1: Yes
- Should we?  
Response 1: Yes, under the guides of a prevention model.
- If appropriate create a short statement framing our outcomes around your chosen issue.  
Response 1: After taking an EFNEP class, people are encouraged to eat healthier and exercise more- leading to a reduction in the risk of chronic diseases.

## **Initiative: Smith Lever Act**

Based on the data we're already collecting:

- Are we addressing this national initiative?

Response 1: Yes, congressional visits present fact sheets on quantitative and qualitative outcomes.

- Can we?

Response 1: Yes

- Should we?

Response 1: Yes

# 2011 National Expanded Food and Nutrition Education Program (EFNEP) Coordinators' Conference

February 28 – March 3, 2011

Four Seasons Hotel Washington, DC  
2800 Pennsylvania Ave. NW, Washington, DC 20007  
Corcoran Ballroom

## CONFERENCE AGENDA

### Monday, February 28<sup>th</sup> - Corcoran Ballroom, Salon A

<b>5:00-6:00pm</b>	<b>Registration</b>
<b>6:00 pm</b>	<b>Opening Reception with light hors d'oeuvres</b>

### Tuesday, March 1<sup>st</sup> - Corcoran Ballroom, Salon A

<b>7:00-9:00am</b>	<b>Breakfast</b> ( <i>7:45am: New Coordinator Breakfast in Salon B</i> )
<b>7:00-9:30am</b>	<b>Registration</b>
<b>9:30am</b>	<b>Opening Session</b>  <i>Opening Remarks &amp; Logistics</i> Stephanie Blake, USDA-National Institute of Food and Agriculture (NIFA) Helen Chipman, USDA-NIFA  <i>NIFA Update</i> Ralph Otto, USDA-NIFA  <i>CNPP Update</i> Robert Post, USDA-Center of Nutrition, Policy and Promotion (CNPP)
<b>10:45am</b>	<b>Break</b>
<b>11:00am</b>	<b>Introductions of New Staff &amp; Ice Breaker Activity</b> Megan Ness, North Dakota State University
<b>11:15am</b>	<b>Session I - National Perspective on Nutrition Education</b> Helen Chipman, USDA-NIFA Molly Kretsch, USDA-Agricultural Research Service (ARS)
<b>12:30pm</b>	<b>Lunch</b>

<b>1:30pm</b>	<p><b>Session II - Training Paraprofessionals</b></p> <p><i>Summary of Caseload/Workload Survey</i> Mira Mehta, University of Maryland</p> <p><i>Colorado Model for Determining Caseload/Workload for Paraprofessionals</i> Susan Baker, Colorado State University</p> <p><i>Group Discussion and Sharing</i> Kari Bachman, New Mexico State University (Facilitator)</p> <p><i>Western Region Paraprofessional Training Curriculum Review Project</i> Mary Kay Wardlaw, University of Wyoming Katie Rogers McGirr, Colorado State University Lauren Tobey, Oregon State University Kari Bachman, New Mexico State University</p> <p><i>Paraprofessional Certification Course</i> Heidi Leblanc, Utah State University Debra Christofferson, Utah State University</p> <p><i>Paraprofessional Training Curriculum Speed Learning</i> Mindy Meuli, University of Wyoming Wanda Lincoln, University of Maine Heidi LeBlanc and Debra Christofferson, Utah State University Susan Stephenson-Martin, Rutgers University Beverly Phillips and Shelly King-Curry, University of Wisconsin</p>
<b>3:15pm</b>	<p><b>Break &amp; Physical Activity Demonstration</b> Scottie Misner, University of Arizona</p>
<b>3:45pm</b>	<p><b>Session III - Youth Evaluation</b> Beverly Phillips, University of Wisconsin Linda Gossett, University of Idaho Yenory Hernandez Garbanzo, Clemson University Stephanie Blake, USDA-NIFA Helen Chipman, USDA-NIFA</p>
<b>5:00pm</b>	<p><b>Adjourn</b></p>



## Wednesday, March 2<sup>nd</sup> - Corcoran Ballroom, Salon A

<b>6:00-9:00am</b>	<b>Exhibit Set-up</b> ( <i>Salon B</i> )
<b>7:00-9:00am</b>	<b>Breakfast</b> (7:45am: 1890 EFNEP Coordinator Breakfast in Salon B)
<b>9:00am</b>	<b><i>Optional Morning Walk (DVD)</i></b> Debra Palmer, Rutgers University
<b>9:30am</b>	<b>Session IV - Diet Recalls</b>  <b><i>Development and Evaluation of the Healthy Eating Index-2005</i></b> Patricia Guenther, USDA-CNPP  <b><i>Steps to Ensure an Accurate 24-Hour Food Recall</i></b> Brenda Sheik, Oklahoma State University
<b>10:45am</b>	<b>Break</b>
<b>11:00am</b>	<b>Session V - Communicating Outcomes</b>  <b><i>Using Qualitative Data: Quality of Life Research Report</i></b> Wanda M. Koszewski, University of Nebraska  <b><i>Using Quantitative Data</i></b> Maria Carmen Lambea, The Ohio State University  <b><i>Using EFNEP Outcomes to Align with Initiatives: table groups</i></b> Melissa Maulding, Purdue University (Facilitator) Joyce McDowell, The Ohio State University (Facilitator)
<b>12:30pm</b>	<b>Lunch</b>
<b>1:30pm</b>	<b>Session VI - Structures and Models</b> Marion Halim, Lincoln University (Moderator) Lorelei Jones, North Carolina State University Debbie Jones, Virginia State University Mary McFerren, Virginia Tech Kari Bachman, New Mexico State University Vicky Clarke, Virginia Tech
<b>3:00pm</b>	<b>Break &amp; Physical Activity Demonstration (Zumba)</b> Yenory Hernandez Garbanzo, Clemson University

<b>3:30pm</b>	<b>Session VII - Committee Updates, Interactive Sharing Session and Exhibits</b>  <i><b>Web-Based NEERS Project</b></i> Katherine Cason, Clemson University  <i><b>EFNEP Research Committee</b></i> Janie Burney, University of Tennessee  <i><b>NC1169: Multi-State Research Project</b></i> Mary Wilson, University of Nevada Cooperative Extension  <i><b>NIFA Nutrition and Health Committee for Program Planning and Guidance</b></i> Susan Baker, Colorado State University  <i><b>Exhibits</b> (see insert in conference folder for complete list of exhibits)</i>
<b>5:00pm</b>	<b>Adjourn</b>
	<b>Regional Dinners</b>

## Thursday, March 3<sup>rd</sup> - Corcoran Ballroom, Salon A

<b>7-9am</b>	<b>Breakfast</b>
<b>9am</b>	<i><b>Optional Morning Walk (DVD)</b></i> Debra Palmer, Rutgers University
<b>9:30am</b>	<b>Session VIII - Dietary Guidelines</b> Sandy Procter, Kansas State University
<b>10:00am</b>	<b>Session IX – National Update &amp; Conference Wrap-up</b> Helen Chipman, USDA-NIFA Roger Beachy, USDA-NIFA
<b>11:00am</b>	<b>Break</b>
<b>11:15am</b>	<b>Session X - Program Highlight: New York EFNEP</b> Jamie Dollahite, Cornell University
<b>11:45am</b>	<b>Closing Session</b>  <i><b>Closing Remarks</b></i> Helen Chipman, USDA-NIFA
<b>12:00pm</b>	<b>Adjourn</b>

**CONFERENCE PLANNING COMMITTEE**  
**(Alphabetical by First Name)**

***Our Appreciation***

We would like to express our sincere appreciation to the 2011 Conference Planning Committee members for all of the time and energy they committed to making this conference a success!

***Thank you,***

Angela Abbott, Purdue University  
Bret Luick, University of Alaska - Fairbanks  
Debra Jones, Virginia State University  
Joyce McDowell, The Ohio State University  
Linda Gossett, University of Idaho - Extension  
Linda Sebelia, University of Rhode Island  
Lorelei Jones, North Carolina State University  
Mary Wilson, University of Nevada, Reno  
Melissa Maulding, Purdue University  
Mira Mehta, University of Maryland - College Park  
Stephanie Blake, USDA-NIFA (co-chair)  
Sylvia Montgomery, USDA-NIFA (co-chair)

## PRESENTER BIOS

Name	Institution or Agency	Title	Short Presenter Bio	Email Address
Beverly Phillips, MS	University of Wisconsin--Extension	Wisconsin State Coordinator for EFNEP & SNAP-Ed	Bev has worked in Wisconsin EFNEP and SNAP-Ed for over 20 years, first as a content specialist and currently as the state coordinator. Her work helping lead conversations and efforts related to youth evaluation started in the late 1990's as states in the NorthCentral Region worked together to develop a list of outcomes related to youth programming and continues to evolve as the need for these types of resources goes on.	<a href="mailto:beverly.phillips@uwex.edu">beverly.phillips@uwex.edu</a>
Brenda Sheik, MPA	Oklahoma State University	CNEP Evaluator	Brenda Sheik has worked for the Oklahoma Cooperative Extension Service since 1986, and currently serves as Evaluator for the Community Nutrition Education Programs. In this capacity she has developed two video training packages used to train nutrition paraprofessionals: The Learning Journey (2003) and The 24-Hour Food Recall: An Essential Tool in Nutrition Education (2nd Edition, 2010). She served on the NEERS5 Training Committee and was selected to Beta test the CRS5 system. Brenda specializes in the management and analysis of NEERS5 data and uses system subgroups and filters extensively to track program progress and compliance. She is a member of the American Evaluation Association, NEAFCS and a graduate and member of Leadership Oklahoma. Brenda and husband, Mike, live in NW Oklahoma, where they have raised and trained two Labrador retrievers to be assist dogs for those with physical disabilities.	<a href="mailto:brenda.sheik@okstate.edu">brenda.sheik@okstate.edu</a>
Bret Luick, PhD	University of Alaska Fairbanks	Foods & Nutrition Specialist	Dr. Bret Luick has been the EFNEP coordinator for Alaska Cooperative Extension Service since 1995. As the foods and nutrition specialist he conducts the Alaska Food Cost Survey as well USDA and NIH funded research in food safety and security and obesity prevention.	<a href="mailto:bluick@alaska.edu">bluick@alaska.edu</a>
Debbie Christofferson, MDA, RD	Utah State University	Utah Food \$ense Assistant Director	Debbie Christofferson is the Assistant Director for Food \$ense she has worked with program as a paraprofessional (prior to getting her BS & MDA) and now in the state office. When Debbie was working towards her MDA the idea of certification came up and this excellent resource was developed and piloted in Utah with both EFNEP and SNAP-Ed. She understands what paraprofessionals need and also what is needed to run a state program.	<a href="mailto:debra.christofferson@usu.edu">debra.christofferson@usu.edu</a>
Debra M. Palmer, PhD	Rutgers University	NJ State EFNEP Coordinator	Dr. Debra Palmer is an Associate Professor/Extension Specialist at Rutgers University who also holds a teaching and research appointment in the Dept. of Nutritional Sciences. Her most recent research centers on the identification of practical means for incorporating physical activity into paraprofessional-led nutrition education classes. Her work in this area thus far includes a soon-to-be released DVD featuring six lessons and recommendations for their use based on a pilot done in EFNEP/SNAP-Ed classes. The DVD lessons are led by Leslie Sansone, a nationally renowned, certified fitness instructor; focus on varying fitness goals; and are designed to be incorporated into the last 20 minutes of adult nutrition education classes. Current additional research endeavors include: an examination of the extent of food safety risk associated with various food acquisition and management practices employed by limited-resource individuals; the extent to which nutrition education is grasped by pre-schoolers; and, consumer knowledge of omega-3 fats.	<a href="mailto:dpalmer@njaes.rutgers.edu">dpalmer@njaes.rutgers.edu</a>
Debra S. Jones, MPH	Virginia State University	Human Health Specialist	I began serving as Health Specialist for Virginia State University - Virginia Cooperative Extension 15 years ago. Before coming to extension, I served as lab director for a public health lab and clinics and a hospital microbiology lab. Community education is my passion and working with minority, low-income, and disadvantaged populations is a privilege. Building the 1890 EFNEP program is my priority. These days, I focus programming/research efforts on obesity and chronic disease prevention. In addition, I also teach a couple of introductory courses in Nutrition and Family and Community Health to undergraduate students.	<a href="mailto:Dsjones@vsu.edu">Dsjones@vsu.edu</a>
Heidi LeBlanc, MS, CFCS	Utah State University	Utah Food \$ense Director	Heidi LeBlanc has been the director of Utah's Food \$ense program for the past 6 years, prior to that she was the Extension Agent in San Juan County Utah.	<a href="mailto:heidi.leblanc@usu.edu">heidi.leblanc@usu.edu</a>

## PRESENTER BIOS

Name	Institution or Agency	Title	Short Presenter Bio	Email Address
Helen Chipman, PhD, RD	USDA-NIFA	National Program Leader	For the past eight years, Dr. Chipman has provided national leadership to Land-Grant Universities that conduct low-income nutrition education. In this capacity, she has served as a liaison among universities and federal agencies and has fostered shared understanding across organizational systems and structures. Additionally, she has given leadership to the development of a socio-ecological program management and reporting system, paraprofessional core competencies, and two national reports. Prior to taking on these responsibilities, Dr. Chipman provided administrative leadership for the Expanded Food and Nutrition Education Program (EFNEP), Food Stamp Nutrition Education (FSNE) and its associated state nutrition network, and had teaching, advising, and research responsibilities as an extension specialist and professor at South Dakota State University. Dr. Chipman is a member of the American Dietetic Association, American Society for Nutrition, and the Society for Nutrition Education. She chairs the Journal Committee for the Journal of Nutrition Education and Behavior. She has given numerous refereed and invited presentations at regional and national meetings and one international meeting on topics as diverse as risk communication, community needs assessment, program management, theory, logic models, and program evaluation. Her publications focus primarily on low-income nutrition education programming and risk communication. Dr. Chipman received a PhD in Food Science and Human Nutrition from Colorado State University, Fort Collins Colorado, with an emphasis in applied nutrition education.	<a href="mailto:hchipman@nifa.usda.gov">hchipman@nifa.usda.gov</a>
Jamie Dollahite, PhD, RD	Cornell University	Associate Professor and Director, Food and Nutrition Education in Communities	Jamie Dollahite is a registered dietitian with more than 30 years of experience in community and clinical nutrition. Her research has been in the area of chronic disease prevention. She has worked in nutrition education for limited-resource audiences for 20 years. Currently, she directs the Food and Nutrition Education in Communities programs, which include EFNEP and Cornell Cooperative Extension's SNAP-Ed, since 1998. She takes an integrative approach to her work in that research questions emerge from extension programming and results of the research inform extension practice. Her current work addresses (1) program management and delivery practices; and (2) the development of innovative approaches to effective community nutrition programming.	<a href="mailto:jsd13@cornell.edu">jsd13@cornell.edu</a>
Janie Burney, PhD, RD	University of Tennessee Extension	Professor/Nutrition Specialist	Janie Burney is the state EFNEP coordinator for the University of Tennessee. In addition to coordinating EFNEP, she provides expertise in maternal and child nutrition and consumer food safety for University of Tennessee Family and Consumer Sciences programs. Currently, she is a Co-PI for an AFRI integrated project on modification of infant formula through dilution and addition of infant cereal and impact on infant growth. She also is Co-PI on two NIFSI projects involving food safety for 7th graders called, "Hands On: Real World Lessons for Middle School Students." Beginning in 2011, she will be facilitating meetings of the national EFNEP research committee.	<a href="mailto:jburney@utk.edu">jburney@utk.edu</a>
Joyce R McDowell, MS	The Ohio State University	Associate Professor and Leader Community Nutrition Programs	My career has focused upon nutrition education for low income individuals, beginning with EFNEP and later including SNAP-Ed. I first was an FCS Educator in an Appalachian Ohio county and managed its EFNEP program and supervised the EFNEP paraprofessionals. Currently, as Leader of Community Nutrition Programs, I am Coordinator of Ohio EFNEP and Principle Investigator for the Ohio SNAP-Ed project. My responsibilities include contributing to the translation of food safety and nutrition research findings into science-based programming for community nutrition programs (EFNEP and SNAP-Ed) that target low income individuals and families. A personal professional goal is to partner Ohio EFNEP and SNAP-Ed with scientists who research nutrition, health and well-being issues of low income youth and/or adults to enhance the science-base of the two community nutrition programs.	<a href="mailto:mcdowell.1@osu.edu">mcdowell.1@osu.edu</a>

## PRESENTER BIOS

Name	Institution or Agency	Title	Short Presenter Bio	Email Address
Kari Bachman, BA, MA	New Mexico State University Cooperative Extension Service	Program Coordinator	On her way to earning her bachelor's degree in political science, Kari decided she liked people and the outdoors too much to go to law school. She instead served as a fish culture volunteer with the Peace Corps in Africa, where she was first introduced to the concept of Extension. After a few other adventures in nonformal education settings, she moved to New Mexico, where she obtained her master's degree in Agricultural and Extension Education. She has now racked up 16 years experience working with EFNEP and SNAP-Ed in the state. In addition to coordinating training and evaluation, she has developed a variety of multimedia educational and training materials, including many in Spanish. Kari's interests include experiencing other cultures, learning languages, conducting oral histories, and being physically active.	<a href="mailto:kbachman@nmsu.edu">kbachman@nmsu.edu</a>
Katherine Cason, PhD, RD, LD	Clemson University	Professor	Cason currently serves as the director of the Center for Healthy Living, a partnership with the Department of Food, Nutrition, and Packaging Sciences and the Youth Learning Institute at Clemson University. As Center Director, she provides leadership and support for the development, coordination, implementation and evaluation of nutrition, health and wellness educational programs, including EFNEP.  In addition to community nutrition outreach activities, she is also involved in research projects that involve the examination of the food and nutrition practices of audiences; the relationship between diet-related chronic diseases such as obesity, diabetes, and hypertension and dietary practices; and the impact of nutrition education on dietary adequacy, food and nutrition practices of limited resource audiences. In addition to working with NIFA to develop the web-based evaluation system, she is involved in grant projects in South Carolina, such as a new farm to school initiative that will involve 75 schools throughout the state.	<a href="mailto:kcason@clemson.edu">kcason@clemson.edu</a>
Kathryn Rogers McGirr, MS, RD	Colorado State University	Research Associate - EFNEP	Kathryn Rogers McGirr received a BA in kinesiology from the University of Colorado at Boulder. She then went on to get an MS at Colorado State University in Food Science and Human Nutrition. Kathryn's graduate work was with EFNEP where she met her then advisor Dr. Susan Baker. After completing her dietetic internship, she joined the EFNEP team at Colorado State University. She has been working with EFNEP for 4 ½ years developing curriculum, hiring and training paraprofessional educators, and working on various research projects related to EFNEP. Kathryn lives in Fort Collins, Colorado with her husband Joe McGirr, their black lab puppy Baxter and their cat Dot. Kathryn and her husband are expecting their first child in May of this year.	<a href="mailto:Kathryn.McGirr@colostate.edu">Kathryn.McGirr@colostate.edu</a>
Lauren Tobey, MS, RD	Oregon State University Extension	Statewide Program Coordinator	Lauren Tobey is the Program Coordinator of the Oregon State University Extension Nutrition Education Program (NEP). NEP, funded in part by SNAP-Ed and EFNEP, serves thousands of limited income Oregonians in every County of Oregon in partnership with hundreds of organizations. The program goals are to increase healthy eating and physical activity and prevent obesity amongst the target audience. Lauren holds an M.S. in Human Nutrition and B.S. in Dietetics from the University of Illinois. Her professional experience includes several years working for WIC in San Diego including being a manager of multiple clinics, and as an R.D. for University of Illinois students and student athletes. Additionally she was an AmeriCorps VISTA at the Oregon Food Bank and cooked for scientists in Antarctica and athletes and coaches at the Olympics. In her free time Lauren enjoys biking, cooking, gardening, playing with her cats, and exploring the globe with her family.	<a href="mailto:lauren.tobey@oregonstate.edu">lauren.tobey@oregonstate.edu</a>

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Name	Institution or Agency	Title	Short Presenter Bio	Email Address
Lorelei Jones, MEd	NC State University	EFNEP Coordinator	With a background in home economics education, nutrition and curriculum and instructional supervision, Ms. Jones brings her expertise to NC State University and Cooperative Extension as the Expanded Food and Nutrition Education Program (EFNEP) Coordinator. Ms. Jones completed her Masters degree in Curriculum and Instructional Supervision at the University of North Carolina, Wilmington. Her thesis: The association between supervisor characteristics and program assistant motivation and success was a study of the North Carolina supervision model for nutrition education programs utilizing paraprofessionals for program delivery. This study included EFNEP. Lorelei has a BS in Home Economics Education with a concentration in nutrition from East Carolina University. She is a lead author for the curricula, EFNEP's Families Eating Smart and Moving More and EFNEP's Faithful Families.	<a href="mailto:lorelei_jones@ncsu.edu">lorelei_jones@ncsu.edu</a>
Maria Lambea, MPH, CHES	The Ohio State University	Ohio EFNEP Program Director	Maria Carmen Lambea, MD, MPH, CHES. As a physician she worked in the medical field for 6 years in Mexico, having contact during those years with Mexican population of different socio-economic and literacy levels, from urban and rural areas. She received a Master of Public Health degree from the Ohio State University with emphasis in the area of Health Behavior and Health Promotion. After receiving her MPH degree, she worked for four years in a nonprofit agency as a health educator and public health professional implementing health education programs in the Latino community in Columbus, Ohio. For two years, from 2004-2006 she worked as Research Associate in the department of Human Nutrition at The Ohio State University, when she was involved in research related to food security and nutrition in Latino population groups in Ohio. In 2006 she started working as the Ohio Expanded Food and Nutrition Education Program Director.	<a href="mailto:lambea.1@osu.edu">lambea.1@osu.edu</a>
Mary Kay Wardlaw, PhD	University of Wyoming	Director, Cent\$ible Nutrition Program	Mary Kay Wardlaw is the director for the Cent\$ible Nutrition Program (EFNEP and SNAP-Ed). She completed her PhD in 2009 with a qualitative and quantitative research project on the long-term impacts of nutrition education with past program graduates one to four years following their participation. Mary Kay spent 15 years as a county extension educator then was education specialist for WIN the Rockies, a multi-state research and education project promoting pleasurable and healthful eating, enjoyment of physical activity and respect for body-size diversity.	<a href="mailto:wardlaw@uwyo.edu">wardlaw@uwyo.edu</a>
Mary McFerren, EdD	Virginia Tech	Project Director, FNP, (EFNEP/SNAP-Ed)	My professional experiences have been varied within Virginia Cooperative Extension. I was a Family and Consumer Sciences and 4-H Extension Agent from 1987-1995. I became an Area Program Coordinator for eight years for EFNEP and SNAP-Ed and covered twenty nine counties. I was a Project Associate, EFNEP/SNAP-Ed for two years and then became the Project Director for EFNEP/SNAP-Ed in 2005. My passion has always been to serve the limited-income population using education as the methodology to help people make changes. My emphasis is on teaching and learning styles. The research I have conducted has allowed me to spend time with our participants. They have shared with me how they want to learn and what they want to learn. Our programs have been able to translate these findings into practice.	<a href="mailto:mmcferre@vt.edu">mmcferre@vt.edu</a>

## PRESENTER BIOS

Name	Institution or Agency	Title	Short Presenter Bio	Email Address
Mary Wilson, MS, RD	University of Nevada, Reno	Extension Nutrition Specialist	<p>Mary Perry Wilson received her bachelor's of science degree in dietetics from the University of Wyoming, her master's of science from the University of Arizona in nutrition and food science, and is a registered dietitian. She joined University of Nevada Cooperative Extension in 1989 where she has focused her efforts on nutrition education and the relationship of diet and chronic disease. Mary is the statewide coordinator of the Expanded Food and Nutrition Program (EFNEP) and administers Cooperative Extension's Supplemental Nutrition Assistance Education Program which includes two of her programs, Calcium, It's Not Just Milk and Eat Smart Live Strong.</p> <p>Mary is active in several professional associations and committees and currently serves as treasurer and member of the Board of Directors of the Society for Nutrition Education. In 2001, she also served as faculty senate chair at University of Nevada, Reno, representing over 1,200 UNR faculties.</p>	<a href="mailto:wilsonm@unce.unr.edu">wilsonm@unce.unr.edu</a>
Mindy Meuli, MS, RD	University of Wyoming	Cent\$ible Nutrition Program Manager	Mindy Meuli joined the University of Wyoming Cent\$ible Nutrition Program (CNP), which includes both the SNAP-Ed and EFNEP Programs in 2006. Meuli is responsible for CNP employee hiring, training, evaluation and reporting. Prior to joining the CNP team, she was the Director of Nutrition Services at Iverson Memorial in Laramie, Wyoming and served as the clinical dietitian for over 20 years. Meuli has a master's degree in Food Science and Human Nutrition and is a registered dietitian. This is her first time to attend the National EFNEP Coordinators meeting.	<a href="mailto:mmeuli1@uwyo.edu">mmeuli1@uwyo.edu</a>
Mira Mehta, PhD	University of Maryland College Park	Diirector, Maryland EFNEP	Mira Mehta is the Director of the Maryland EFNEP in the Department of Nutrition and Food Science at the University of Maryland since 1998. She has developed and implemented programs for limited resource families with an emphasis on diverse audiences and those at particular risk for the development of Type 2 diabetes, obesity and other chronic disease. She is interested in developing effective strategies for empowering limited resource families to take control over the prevention and management of their health and disease. She received her MS and PhD in International Nutrition from Cornell University and her BS in Nutritional Sciences from India.	<a href="mailto:mmehta@umd.edu">mmehta@umd.edu</a>



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Name	Institution or Agency	Title	Short Presenter Bio	Email Address
Molly Kretsch, PhD, RD	USDA, Agricultural Research Service	Deputy Administrator for Nutrition, Food Safety and Quality	<p>Dr. Molly Kretsch currently serves as the ARS Deputy Administrator providing national scientific and technical leadership for program planning, coordination, review, and evaluation of the ARS intra-mural research programs in Human Nutrition, Food Safety, and Quality and Utilization of Agricultural Products. During 2010, she also served as the Senior Advisor to the USDA Under-Secretary and Chief Scientist for Research, Education and Economics (REE) in the priority areas of Nutrition and Food Safety providing research leadership and coordination across USDA and representing the Under Secretary/Chief Scientist at White House and other high-profile interagency activities. She represented REE on the First Lady's Childhood Obesity initiative, "Let's Move", the President's Task Force on Child Obesity, and most recently the Surgeon General's National Prevention Council. Previously, she served as ARS National Program Leader for Human Nutrition for five years providing programmatic leadership to the internationally recognized USDA human nutrition research centers located in Boston, MA; Beltsville, MD; Davis, CA; Grand Forks, ND; Houston, TX; and Little Rock, AR. Other positions and appointments have included: Research Leader, Lead Scientist, and Research Physiologist at the ARS, Western Human Nutrition Research Center at the University of California, Davis, CA; Adjunct Associate Professor in the Department of Nutritional Sciences at UC Davis, CA; Associate Clinical Professor, Division of Clinical Nutrition and Metabolism, UC Davis, CA; and Research Nutritional Scientist at the U.S. Department of Defense, Letterman Army Institute of Research in San Francisco, CA.</p> <p>Dr. Kretsch has wide expertise in human nutrition and health ranging from human metabolic and clinical research to nutritional status assessment and has published widely in scientific journals. Metabolic studies have included research on energy, protein, and vitamin requirements of humans (vitamins B-6, C, and folic acid). Clinical studies encompassed international, multidisciplinary work on energy restriction and neurocognitive function, as modulated by iron and zinc status, as well as the development of new energy intake and expenditure measurement tools. Relative to this last area of research, she led the R&amp;D, patented and commercially licensed an innovative, computerized dietary assessment tool called the Nutrition Evaluation Scale System (NESSy) for use in studies on diet and health. Nutritional status assessment surveys have covered military and civilian populations, including the people of Guam and immigrant and refugee children from China, Mexico, Latin America, and the Philippines.</p>	<a href="mailto:Molly.Kretsch@ars.usda.gov">Molly.Kretsch@ars.usda.gov</a>
Patricia M. Guenther, PhD, RD	USDA Center for Nutrition Policy and Promotion	Nutritionist	<p>Patricia Guenther is a nutritionist at the USDA Center for Nutrition Policy and Promotion, where she conducts research related to dietary assessment and the Dietary Guidelines for American and is the project leader for the Healthy Eating Index. She was a member of the writing team for the Dietary Guidelines for Americans, 2010 and of the team that supported the 2010 Dietary Guidelines Advisory Committee. Dr. Guenther is a former member of the Food Surveys Research Group of the USDA Agricultural Research Service, where her work focused on developing improved methods for collecting and analyzing dietary intake data. Dr. Guenther received her bachelor's and master's degrees in nutrition from Case Western Reserve University and her PhD in Nutritional Sciences from the University of Maryland. She completed an internship in clinical dietetics at the University of Michigan. Dr. Guenther is a registered dietitian and serves on the editorial board of the Journal of the American Dietetic Association.</p>	<a href="mailto:Patricia.Guenther@cnpp.usda.gov">Patricia.Guenther@cnpp.usda.gov</a>
Ralph Otto, BS, MS, PhD	National Institute of Food and Agriculture	Deputy Director	<p>Dr. Ralph A. Otto serves as the Deputy Director of the National Institute of Food and Agriculture within USDA. In this position, he gives leadership to policy and programs that work through the university system to bring new knowledge to the American people.</p> <p>Dr. Otto has been with USDA since 1980, and has worked in both international and domestic agencies. He has degrees in wildlife biology from Rutgers and Virginia Tech, and was a Peace Corps Volunteer in Malaysia.</p>	<a href="mailto:rotto@nifa.usda.gov">rotto@nifa.usda.gov</a>

## PRESENTER BIOS

Name	Institution or Agency	Title	Short Presenter Bio	Email Address
Robert Post, PhD, MEd, MSc	Center for Nutrition Policy and Promotion, USDA	Director	Since June 2007, Dr. Robert C. Post has been the Deputy Director of USDA's Center for Nutrition Policy and Promotion (CNPP). As the senior administrative official in the Agency, he represents the Department in matters related to nutrition policy and guidance. In this position, Dr. Post is responsible for overseeing the planning, development, review, and promotion of national nutrition policy through the 2010 Dietary Guidelines for Americans, the MyPyramid food guidance system, and programs, including the Healthy Eating Index, the USDA Food Plans, and the Cost of Raising a Child. He joined CNPP with over 25 years of experience in food and agriculture public policy, food production, nutritional science, food marketing, and public health communications and education. As a national leader in delivering dietary guidance, areas of emphasis today are on inventive uses of social marketing approaches to magnify and expand the reach of actionable and behavioral change-oriented messages to various audiences. Previous to the Center, he headed USDA's food labeling policy program. Dr. Post is also an adjunct professor in the Nutrition and Food Science Department of the University of Maryland, instructing courses in nutrition, food and public policy, and food industry quality control and marketing. He holds a Ph.D. in Public Health, and Science Education Policy and Program Administration, from the University of Maryland, where he also earned a Master of Education in Health Communications, Media, and Technology; a Master of Science in Food Science and Microbiology; and a Bachelor of Science in Food Science.	<a href="mailto:robert.post@cnpp.usda.gov">robert.post@cnpp.usda.gov</a>
Roger Beachy, PhD	U.S. Department of Agriculture/NIFA	Director	Roger Beachy, Ph.D., is the new Director of the National Institute for Food and Agriculture (NIFA), part of the United States Department of Agriculture, Washington, D.C. As founding president of the Donald Danforth Plant Science Center, he was responsible for setting the scientific mission of the Center. Beachy is recognized for his work in molecular virology, gene expression and in particular for development of transgenic plants that are resistant to virus infection. Current research in his group includes: studies of mechanisms of transgenic virus resistance in model plants as well in crop plants, including rice and sweet potato; characterizing functional activities of transcription factors; and developing a chemical gene switching system for use in plants.  Beachy held academic positions at Washington University, St. Louis, and The Scripps Research Institute, La Jolla, California, where he was co-founder of the International Laboratory for Tropical Agricultural Biotechnology. He is a member of the U.S. National Academy of Sciences, a Fellow of the American Academy of Microbiology, and a Foreign Fellow of the National Academy of Sciences of India and the Indian National Science Academy, among others. A few of his awards include the Wolf Prize in Agriculture, the D. Robert Hoagland Award from the Society of Plant Biologists and Ruth Allen Award from the American Phytopathological Society.	<a href="mailto:rbeachy@nifa.usda.gov">rbeachy@nifa.usda.gov</a>
Sandy Procter, PhD, RD/LD	Kansas State University	Extension Specialist and EFNEP Coordinator	Sandy Procter has served as Kansas EFNEP Coordinator since 1998. Prior to joining Extension, she enjoyed a varied career in the dietetics profession, including acute clinical nutrition support, long term care clinical and foodservice administration, university foodservice and nutrition education. In her present role, in tandem with EFNEP program duties, Sandy provides statewide Extension leadership in maternal and child nutrition programming and hunger/household food security issues. She is involved with the multi-state EFNEP project NC1169, and served from 2008 to 2010 on the NIFA Nutrition and Health Program Planning and Guidance Committee. Current projects include the beginning stages of a multi-state 2010 AFRI grant addressing childhood obesity, and a collaborative presentation on rural hunger and food access this summer. Sandy is married, and has two grown sons and a pre-teen golden retriever.	<a href="mailto:procter@ksu.edu">procter@ksu.edu</a>

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Name	Institution or Agency	Title	Short Presenter Bio	Email Address
Shelley King-Curry, MS	UW-Extension	Nutrition Education Program Specialist	<p>Shelley serves as the statewide Training Coordinator, program advisor and Food Resource Management (FRM) specialist for county-based nutrition educators and coordinators working with the Wisconsin Nutrition Education Programs (WNEP). Shelley joined UW-Extension in November 1, 2005 after working with the Food Stamp Nutrition Education Program (FSNE) and the Breastfeeding Initiative at Michigan State University Extension. She has experience both in managing Extension county based programs and working as a regional program coordinator responsible for training, resource development and fiscal management of projects. She has also worked in community nutrition as a nutritionist for the Special Supplemental Nutrition Program for Women, Infants and Children (WIC) in Michigan. In her current role she:</p> <ul style="list-style-type: none"> <li>- Design, develop and coordinate training for staff development and program delivery</li> <li>- Program advisor for WNEP in the Quad and Central districts of Wisconsin</li> <li>- Provide support for development of Food Resource Management resources</li> </ul> <p>Her education is a Bachelor's degree in dietetics from Michigan State University in East Lansing, MI and a Master's degree in nutrition from Eastern Michigan University, Ypsilanti, MI.</p>	<a href="mailto:shelley.king-curry@uwex.edu">shelley.king-curry@uwex.edu</a>
Stephanie M. Blake, MA	USDA-NIFA	Program Specialist	<p>Stephanie Blake began her tenure at the United States Department of Agriculture as an intern in the Office of Planning and Accountability in September of 2004. In December of 2004 she completed her Master's Degree in Social Psychology at American University and in July of 2005 she accepted a full time Social Science Analyst position. She had major responsibilities working with National Program Leaders across the agency to complete the Portfolio Review Expert Panel (PREP) process and the Program Assessment Rating Tool (PART) as required by the Office of Management and Budget (OMB). In May of 2006, she was offered a position as a Program Specialist for the Expanded Food and Nutrition Education Program (EFNEP). Over the past four years her major responsibilities have included: providing national guidance and leadership for the program; analyzing data, program plans, and budgets; preparing national EFNEP impact reports; providing technical support for EFNEP evaluation and reporting software; and responding to program and policy related questions.</p>	<a href="mailto:sblake@nifa.usda.gov">sblake@nifa.usda.gov</a>
Susan Baker, EdD	Colorado State University	Associate Professor, EFNEP Coordinator, SNAP-Ed PI	<p>Susan Baker began her career with EFNEP in 1989 as a county Extension Agent supervising a group of EFNEP paraprofessionals. After 6 years in this position, she transferred to the state office of Extension and worked with EFNEP and SNAP-Ed. She was EFNEP Coordinator as well as SNAP-Ed Coordinator in North Carolina for a number of years before moving to Colorado. At Colorado State University she is an Associate Professor in the department of Food Science and Human Nutrition. She supervises graduate students' research projects, leads multiple national research grant projects, co-chairs the NC1169 AES multi-state research project looking at EFNEP evaluation, and she leads the EFNEP and SNAP-Ed programs. Susan's academic preparation includes a BS in Food and Nutrition from Meredith College, MEd and EdD in Adult Education from North Carolina State University.</p>	<a href="mailto:susan.baker@colostate.edu">susan.baker@colostate.edu</a>

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Name	Institution or Agency	Title	Short Presenter Bio	Email Address
Susan Stephenson-Martin, MS	Rutgers University	Senior Project Administrator	Mrs. Stephenson-Martin has 18 years experience in nutrition, 13 of which has been in the area of Community Nutrition. Mrs. Stephenson-Martin graduated with her BS in Nutritional Sciences, from Rutgers University and with an MS in Human Nutrition and Food Sciences from the University of Maine at Orono. Prior to her tenure at Rutgers, Mrs. Stephenson-Martin worked several years in Clinical Nutrition, notably in the field of Renal Nutrition and Weight Loss Counseling. Mrs. Stephenson-Martin was the Nutrition Coordinator of the WIC (Women, Infant and Children) program at Columbia Presbyterian in New York. Additionally, Susan has been a guest lecturer at Rutgers University, Montclair University and was the previous chair of the Nutrition Education with Children division of the Society of Nutrition Education (SNE), which is a national organization of nutritionists. At Rutgers, she is currently the Sr. Project Administrator for the state wide Expanded Food Nutrition Education Program (EFNEP) and the Supplemental Nutrition Assistance Program (SNAP-Ed). New Jersey EFNEP & SNAP-Ed are successful outreach programs, which are a part of the Department of Family and Community Health Sciences in cooperation with the Department of Nutritional Sciences at Rutgers.	<a href="mailto:smartin@njaes.rutgers.edu">smartin@njaes.rutgers.edu</a>
Victoria Clark, MEd	Virginia Cooperative Extension	State Coordinator, Cooking Matters	Victoria Clark is currently the State Coordinator for the Share Our Strength, Cooking Matters Grant program. She retired on December 31, 2010 after 31 years with Virginia Cooperative Extension. She was Northern District Area Coordinator for EFNEP/SNAP-Ed for 6 years and 4-H Agent for 25 years. Her mother was one of the first EFNEP Program Assistants in Virginia in 1969. Victoria received a Master of Education Degree in Career and Technology Education with a concentration in Home Economics from Bowling Green State University, Ohio in 1979. In 1978, she graduated cum laude from Norfolk State University, receiving her Bachelor of Science Degree in Home Economics Education. She currently resides in Alexandria.	<a href="mailto:veclark@vt.edu">veclark@vt.edu</a>
Wanda Koszewski, PhD, RD, LMNT	University of Nebraska	Associate Professor	Dr. Wanda M. Koszewski (Ko Chef ski) is an Associate Professor and Dietetic Internship Director at the University of Nebraska-Lincoln. She completed the Coordinate Program at Utah State University in Logan, Utah and her master's degree at the University of Nebraska. Her PhD is from Kansas State University with an emphasis in nutrition education. Her research focus is in the area of nutrition education. She currently directs two large nutrition education programs for the state of Nebraska; EFNEP and SNAP-ed. This past year she was received two AFRI grants focused on childhood obesity. She is the Co-Chair for NC1169 research project focusing on the impact of EFNEP.	<a href="mailto:wkoszewski@unl.edu">wkoszewski@unl.edu</a>
Wanda Lincoln, BS, Med	University of Maine Cooperative Extension	Eat Well Program State Coordinator	Wanda taught Home Economics and Health at a middle school in Bangor for 15 years before starting her career with the University of Maine Cooperative Extension. In 1993 she joined UMe Extension as a part time EFNEP Coordinator. She then accepted a full time position with UMe Extension as the State Coordinator of the Senior Companion Program. After completing studies for a Master's in Education, concentrating on continuing education, Wanda left UMe Extension for a couple years to be the Program Manager for the Foster Grandparent Program. In July 1999 she returned to UMe Extension as the State Coordinator for the Limited Income Nutrition Education Program. This UMe Extension program is now the Eat Well Nutrition Education Program and includes both EFNEP and SNAP-Ed. In her spare time, Wanda is "Meme" to three beautiful granddaughters and listens to Elvis on Pandora.com while she works on her computer.	<a href="mailto:wanda.lincoln@maine.edu">wanda.lincoln@maine.edu</a>

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Name	Institution or Agency	Title	Short Presenter Bio	Email Address
Yenory Hernandez-Garbanzo, PhD candidate	Clemson University	Nutritionist, Research and Teaching Assistant	Yenory Hernandez-Garbanzo is currently working toward her Doctoral Degree in Human Nutrition from the Food Science and Human Nutrition Department at Clemson University. Her dissertation addressed the outcome evaluation of Youth EFNEP program. She came from Costa Rica three years ago, and since then she has worked on multidisciplinary teams within the Clemson Food Science and Human Nutrition Department, EFNEP and the Youth Learning Institute. Her tasks have included to conduct research as well as extension projects for targeting crucial health problems such as: childhood obesity and food insecurity, particularly among Hispanic audiences. Also, she has had the opportunity to co-lead two creative inquiry classes (undergraduate student research), mentor master's students and international internship fellows. During her free time she loves to do Zumba, dance, travel and talk through Skype with her mom, niece and nephews.	<a href="mailto:hernanh@clemson.edu">hernanh@clemson.edu</a>

# Determining Colorado EFNEP Paraprofessional Educators' Caseload



# Choosing Annual Caseload

- FTE
  - 1.0 or .75 FTE
- Adults vs. Youth
  - No more than 50% youth

# Choosing Annual Caseload

**Fiscal Year EFNEP Time and Effort Distribution**

1.0 FTE EFNEP Educator			.75 FTE EFNEP Educator		
Adult/Youth Ratio	# of adult teaching visits per month	# of youth graduates per month	Adult/Youth Ratio	# of adult teaching visits per month	# of youth graduates per month
50:50	45-60	42	50:50	34-45	32
60:40	54-72	33	60:40	42-54	25
70:30	63-84	25	70:30	48-63	19
80:20	72-96	17	80:20	55-72	13
90:10	81-108	9	90:10	62-81	7
100:0	90-120	0	100:0	68-90	0



# Teaching Adults

**Teaching Visits:** A teaching visit is a “unit of instruction” with an individual or group, which covers a lesson from approved curricula.

**Group Teaching Visits:** A group receiving one “unit of instruction” counts as one teaching visit per participant. For example, 6 people attending one unit of instruction equals 6 teaching visits.

# Adult Teaching Visits

Fiscal Year EFNEP Time and Effort Distribution					
1.0 FTE EFNEP Educator			.75 FTE EFNEP Educator		
Adult/Youth Ratio	# of adult teaching visits per month	# of youth graduates per month	Adult/Youth Ratio	# of adult teaching visits per month	# of youth graduates per month
50:50	45-60	42	50:50	34-45	32
60:40	54-72	33	60:40	42-54	25
70:30	63-84	25	70:30	48-63	19
80:20	72-96	17	80:20	55-72	13
90:10	81-108	9	90:10	62-81	7
100:0	90-120	0	100:0	68-90	0

# Switching from Graduate Goals to Teaching Visits

- Graduates
  - Old system used graduates to determine caseloads
- Teaching visits
  - As of FFY11, new system uses teaching visits to determine caseloads

# Teaching Youth

- Youth caseload is determined by graduates
  - Minimum of 5 lessons to graduate
  - Recommended number of lessons per graduate is 5-11

# Youth Graduates

Fiscal Year EFNEP Time and Effort Distribution					
1.0 FTE EFNEP Educator			.75 FTE EFNEP Educator		
Adult/Youth Ratio	# of adult teaching visits per month	# of youth graduates per month	Adult/Youth Ratio	# of adult teaching visits per month	# of youth graduates per month
50:50	45-60	42	50:50	34-45	32
60:40	54-72	33	60:40	42-54	25
70:30	63-84	25	70:30	48-63	19
80:20	72-96	17	80:20	55-72	13
90:10	81-108	9	90:10	62-81	7
100:0	90-120	0	100:0	68-90	0

# Monthly Caseload

Fiscal Year EFNEP Time and Effort Distribution					
1.0 FTE EFNEP Educator			.75 FTE EFNEP Educator		
Adult/Youth Ratio	# of adult teaching visits per month	# of youth graduates per month	Adult/Youth Ratio	# of adult teaching visits per month	# of youth graduates per month
50:50	45-60	42	50:50	34-45	32
60:40	54-72	33	60:40	42-54	25
70:30	63-84	25	70:30	48-63	19
80:20	72-96	17	80:20	55-72	13
90:10	81-108	9	90:10	62-81	7
100:0	90-120	0	100:0	68-90	0

# Quarterly Performance Monitoring

- Quarterly reports
  - Number of volunteers and volunteer hours
  - List of participants
  - # of adult teaching visits to date
  - # of youth graduates to date
  - % of teaching visits and youth compared to yearly goal

# Quarterly Caseload Report

## EFNEP Quarterly Summary

Fiscal Year 2010-2011

Educator: Mary Brown

### Monthly Teaching Goals:

80% effort = 72 to 96 Adult Teaching Visits per month

20% effort = 17 Youth Graduates per month

### Quarterly Teaching Goals:

216 to 288 Adult Teaching Visits per quarter

51 Youth Graduates per quarter

### Yearly Teaching Goals:

864 to 1152 Adult Teaching Visits for the year

204 Youth Graduates for the year

Progress Towards Goals	Oct-Dec 2010	Jan-Mar 2011	Apr-Jun 2011	Jul-Sep 2011	Total YTD	% of Goal YTD*
Adult Graduates	30				30	
Total Adult Teaching Visits	248				248	21 to 28%
Youth graduates	58				58	28%
# Volunteers / Volunteer Hours contributed	10 / 65hrs				10 / 65hrs	

\*% of Goal YTD is figured using 864 to 1152 teaching visits, which is the range for your Yearly goal.



# Bi-Annual Performance Evaluations

- Performance evaluations are done twice a year
- Performance level determined once a year



# EFNEP and the Dietary Guidelines for Americans 2010

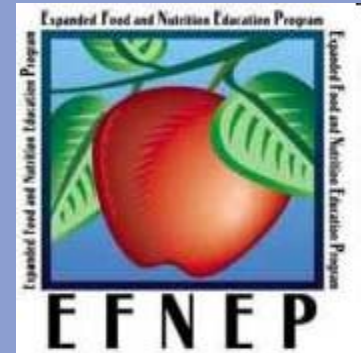
*Examining Our Program Through  
the Lens of Emerging Nutrition  
Guidance*





# Dietary Guidelines for Americans 2010

- Establish scientific and policy basis for all Federal nutrition programs, including:
  - research
  - education
  - nutrition assistance
  - labeling
  - nutrition promotion





# Foods and Nutrients to Increase

- Protein -- Choose protein from a variety of animal- and plant-based foods
  - Choose seafood, lean meat, eggs, beans, peas, nuts and seeds, soy products, oils
- Increase seafood in place of some meat and poultry
- Nutrients of concern: Potassium, dietary fiber, calcium and vitamin D (***These reflect inadequate intake of key foods rather than individual nutrients***)



# Foods & Food Components to Reduce

- Eat more nutrient dense foods
  - Limit sodium
  - Limit calories from
    - Solid Fats– including *trans* fats and cholesterol
    - Added Sugars

**SO FATS!**



## Also Reduce...

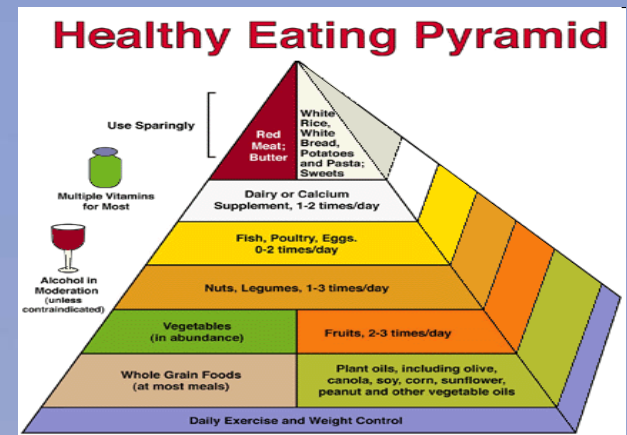
- Sodium intake to less than 2,300 mg daily
  - Reduce to 1,500 mg per day for certain populations
  - Strategies provided to help meet this recommendation

***Are these recommendations addressed in EFNEP lessons?***



# Building Healthy Eating Patterns

- The USDA Food Pattern, the DASH Eating Plan and the Harvard Plan
  - Are flexible
  - Allow Americans to meet nutrient needs, and
  - Stay within calorie limits, and
  - Reduce chronic disease risk







# Balancing Calories to Manage Weight

- Healthy weight, overweight, and obesity are now overarching themes in 2010 Guidelines
- *Breakfast* is encouraged for its association with weight loss, weight loss maintenance and improved nutrient intake







# Balancing Calories to Manage Weight

- Balance calories and physical activity
- Include nutrient-dense foods and beverages
  - Fruits, vegetables, beans and peas, seafood, whole grains, lower fat milk and milk products
- For overweight and obese adults, change diet and activity to prevent weight gain, promote weight loss



# Helping Americans Make Healthy Choices

- The current food and physical activity environment influences choices Americans make – for better, and for worse
- For the first time, dietary guidance takes into account the multiple factors facing individuals and families about what they eat, drink and how physically active they will be.





# Social Ecological Framework for Nutrition, Physical Activity Decisions

- All elements of society have a role to play in making America healthier
  - Individuals
  - Families
  - Communities
  - Business and industry
  - Various levels of government





Thank You!





# EFNEP YOUTH QUEST: IMPACT ASSESSMENT TOOL

Development Issues and Lessons Learned

Yenory Hernández-Garbanzo, PhD candidate  
Clemson University



# YOUTH EFNEP EVALUATION



Measures must be:

- ☐ Valid
- ☐ Reliable
- ☐ Appropriate

# HOW WE TELL THE STORY?

**Miss Judie & Friends** [Discuss](#) | [Back to Blog](#)





## IMPORTANCE OF QUESTIONNAIRE DESIGN



How a child responds an evaluation questionnaire in 15-20 minutes is one of our primary ways to assess the child's current situation and to demonstrate the impact of Youth EFNEP...





**THERE IS NO MAGIC OR STANDARD RECIPE  
TO DESIGN QUESTIONNAIRES**

# “INGREDIENTS” & PROCEDURES USED IN EFNEP YOUTH QUEST RESEARCH PROJECT



## RESEARCH GOAL



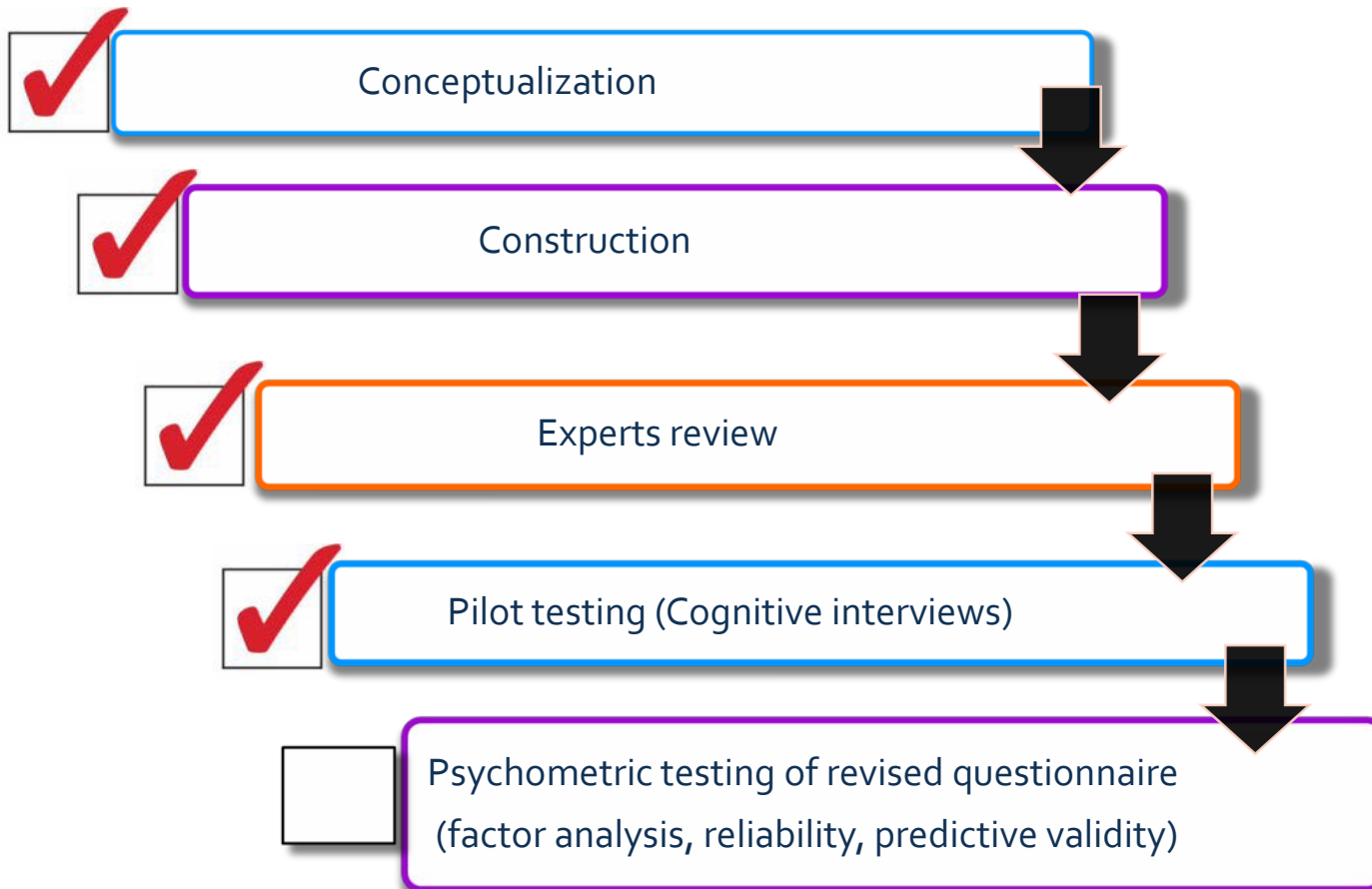
- + To develop a questionnaire for Youth EFNEP with the following characteristics....

# INGREDIENTS FOR A YOUTH EFNEP QUESTIONNAIRE



- Theory driven
- Content appropriate
- Age appropriate
- Appropriate for low-income audiences
- High validity
- High-acceptable reliability
- Practical and easy to respond and administer (20 min)
- Self-report

# PROCEDURES FOR QUESTIONNAIRE DEVELOPMENT & TESTING



**FINAL  
DRAFT  
READY ON  
SUMMER  
2011**

# WHAT IS EFNEP YOUTH QUEST?

...is an impact assessment tool  
designed & tested for :

...Youth EFNEP participants in 3<sup>rd</sup>,  
4<sup>th</sup> and 5<sup>th</sup> grade

... that includes psychosocial  
measures that could be modified by  
Youth EFNEP interventions.



The image shows a survey form titled "EFNEP Youth Quest". At the top, there are checkboxes for "Pre-test" and "Post-test". Below these are fields for "Your Age" and "Your Grade". Further down, there are radio buttons for "Check one: Boy" and "Girl". The main body of the form features a large, stylized title "EFNEP Youth Quest" overlaid on a photograph of a young boy in a yellow shirt holding a blue ball. Below the title, there is a photograph of a basket of fresh vegetables (tomatoes, bell peppers, corn, etc.) and a carton of "SKIM MILK". At the bottom right, there is a logo for "EFNEP" which includes a red apple icon and the text "EFNEP" in bold letters.

Pre-test ☐ Post-test ☐

Your Age \_\_\_\_\_

Your Grade \_\_\_\_\_

Check one: ☐ Boy ☐ Girl

## EFNEP Youth Quest

GRADE A  
VITAMIN A & D  
SKIM MILK

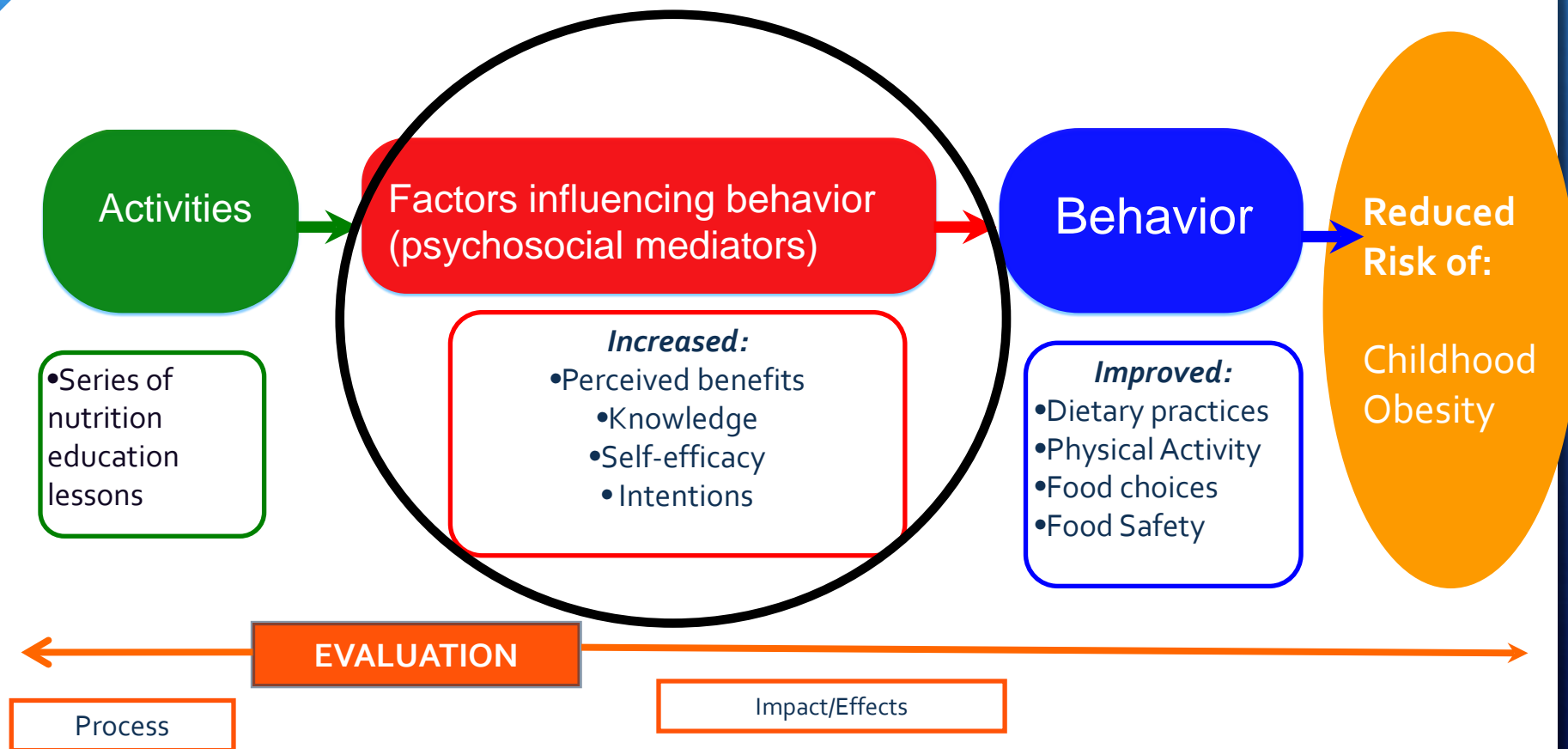
 **EFNEP**  
NATIONAL FOOD AND NUTRITION EDUCATION PROGRAM

# WHY ONLY FOR 3<sup>RD</sup>, 4<sup>TH</sup> AND 5<sup>TH</sup> GRADERS?

- + Critical to focus on one age-group at the time (cognitive-development issues)
- + This grade group is aligned to one of the grade spans of the National Health Education Standards
- + 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> graders are considered developmentally appropriate to answer a self-report questionnaire.



# WHY PSYCHOSOCIAL MEASURES?



\*Based on Social Cognitive Theory, adapted from the Community Nutrition Logic Model



## HOW IS EFNEP YOUTH QUEST ORGANIZED?

+ After a **content analysis** of multiple Youth EFNEP curricula, **experts review** (n=6) and a **pilot-cognitive testing** (n=14), EFNEP Youth Quest was organized as follows...

# HOW IS EFNEP YOUTH QUEST ORGANIZED?

- + **3 core areas:** Nutrition, Physical Activity and Food Safety.
- + **Key measures:** Intentions, Self-efficacy, Perceived Benefits and Knowledge.
- + **Key topics:** Eating breakfast, My Pyramid Food Groups, Reading Food Labels, Choosing Healthy Foods/Beverages instead of Unhealthy Food/Beverages Options, Fight Bac Rules, Ways to improve Physical Activity.

# TABLE 1. CONTENT CHARACTERISTICS

Measures	1. Nutrition	2. Physical Activity (PA)	3. Food Safety
Perceived benefits	Eating a variety of foods, Breakfast, Fruits and vegetables, Dairy	-Physical activity	--
Knowledge	My Pyramid food groups and recommended daily intake	--	-Fight Bac rules
Self-efficacy	-Choose or ask for: whole grains, low-fat-sugar foods, more fruits and vegetables -Skills to read food labels	-Ways to increase PA	-To enhance skills related to food safety practices
Intentions	-Intentions to choose whole grain foods, lean meats, low-fat calcium products, low-fat-sugar foods/beverages	-Intention to become more active during free time	--

# HOW IS EFNEP YOUTH QUEST ORGANIZED?

- + **Questions:** based/adapted from existing questionnaires.
- + **Response formats:** 4-Point Multiple Choice, Paired-Choose Format, 3-Point Ordered
- + **Length format: Rule of thumb-** long enough to ensure reliability and short enough to avoid respond burden (*at least three items/measure*)
- + **Total questions without factor analysis:** 58 items
- + **Time for completion:** about 20 minutes

# SAMPLE OF QUESTIONNAIRE FORMAT AFTER COGNITIVE TESTING (n=14)

## + SELF-EFFICACY

### Section E

**DIRECTIONS:**  
Choose one. How  
sure are **YOU** that  
you **CAN** successfully  
do the following



Questions	Not sure I <u>CAN</u>	A little bit sure I <u>CAN</u>	Sure I <u>CAN</u>
31. I <u>CAN</u> get my parents to find a place where I can be physically active	Not sure I <u>CAN</u>	I'm a little bit sure I <u>CAN</u>	Sure I <u>CAN</u>
32. I <u>CAN</u> get my parents to do physical activity or sports with me.	Not sure I <u>CAN</u>	I'm a little bit sure I <u>CAN</u>	Sure I <u>CAN</u>
33. I <u>CAN</u> be physically active no matter how busy my day is	Not sure I <u>CAN</u>	I'm a little bit sure I <u>CAN</u>	Sure I <u>CAN</u>

### I CAN play even if it is hot or cold outside

35. I <u>CAN</u> be physically active even if it is hot or cold outside	Not sure I <u>CAN</u>	I'm a little bit sure I <u>CAN</u>	Sure I <u>CAN</u>
36. I <u>CAN</u> do physical activity 60 minutes (1 hour) each day.	Not sure I <u>CAN</u>	I'm a little bit sure I <u>CAN</u>	Sure I <u>CAN</u>
37. During my free time on most days:	I am sure I will <b>not</b> be physically active	I may or may not be physically active	I am sure I will be physically active

Continue to next page



Jumping Rope



Running



Doing hand stands



Dancing



skating











Riding Bikes

## INTENTIONS

### Section A

**DIRECTIONS:**  
Choose one. Of the  
two foods which one  
would **YOU** pick if **YOU**  
had to choose just one.



1. Which one would you pick if you are thirsty?	Can of soda 	or	Bottle of water 
2. Which bread would you choose for a sandwich?	White bread	or	Whole wheat bread
3. Which would you choose to eat		or	Bowl of cereal 
<b>Which one would you pick to drink ?</b>			
going to eat a piece of chicken?	Leave on the skin	or	eat the skin
4. Which food would you choose for a snack?	Frozen yogurt 	or	Ice cream 
6. Which food would you ask the adults in your house to buy?	Bag of fruit (e.g. oranges, apples, peaches)	or	Bag of tortilla chips or potato chips
7. Which would you pick to drink?	Whole milk 	or	Low fat or fat free milk 
8. Which one would you order at a fast food restaurant?	A regular cheeseburger	or	Grilled chicken sandwich

STOP HERE

# HOW WAS EFNEP YOUTH QUEST TESTED?

- + IRB Clemson University Approval
- + Recruitment: Minimum 290 participants (ratio 5 participants per question)
- + Selection criteria:
  - Low-income (SNAP-eligible schools)
  - Ethnically diverse children
  - In 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade
  - With parent's consent and assent form
- Location: 6 counties at SC and 1 county at NC

# **PARTICIPANTS' DEMOGRAPHICS CHARACTERITICS**

## **(n=454)**

<b>ETHNIC/RACE</b>	<b>% OF CHILDREN (n=454)</b>
White or Caucasians	47.4
Blacks or African Americans	37.9
Hispanics	10.9
Other	3.5
<b>GRADES</b>	<b>% OF CHILDREN (n=454)</b>
Third grade	35.8
Fourth grade	33.8
Fifth grade	30.5
<b>GENDER</b>	<b>% OF CHILDREN(n=454)</b>
Boys	50.6
Girls	49.4

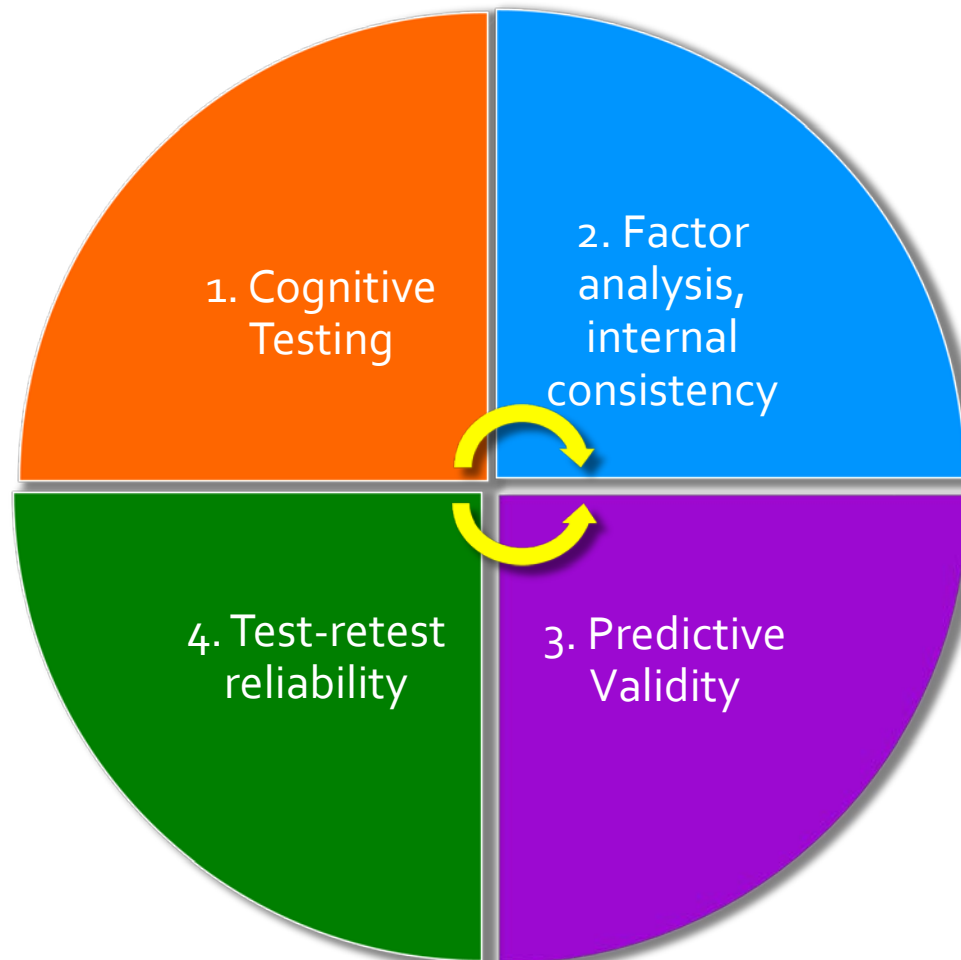
# RESEARCH TEAM

- + Advisory committee: EFNEP leaders, nutrition, physical activity, public health, psychology and education experts.
- + One nutrition PhD candidate
- + Three nutrition masters' students
- + 10 Clemson University nutrition undergraduate students\*\*





# HOW WAS EFNEP YOUTH QUEST TESTED?



# Participation Incentive



A bottle of water or a decorative lunch bag with two or more of the following things: bookmarks, notepads, erasers, magnets, rulers, magnets, puzzles, door hanger, pens, pencils, etc.



# LESSONS LEARNED

# TOP 5 DEVELOPMENT LESSONS

- + Theory provides a roadmap to prioritize the questionnaire's measures
- + Content analysis and experts review are excellent tools to ensure the content validity of the questionnaire.
- + Length of the questionnaire matters. Not too short (reliability) and not too long (response burden)
- + To maximize age-appropriateness is crucial to : focus on an age group at the time, do cognitive testing and be creative.
- + Questionnaires have to take into account the reality of the audience (low-income)

# TOP 3 TESTING LESSONS

- + To maximize reliability and validity select a large and ethnically diverse sample from the targeted population (good practice at least 5 participants per item)
- + Get into the schools is difficult. Therefore, work with community partners and always keep a positive attitude.
- + Joint efforts between advisory committee, graduate and undergraduate students was fundamental to complete this process with success .

# ACKNOWLEDGMENTS

## For funding:

- + Dr. Katherine Cason to provide me the opportunity and funding to study in Clemson University
- + Clemson University Creative Inquiry Initiative
- + Costa Rica-CONICIT-MICIT Fellowship

## Collaborators:

- + Advisory committee: Katherine Cason, PhD, RD, LD; Joel Williams, MPH, PhD; Sarah Griffin MPH, PhD; Aubrey Coffee, PhD; Susan Baker, EdD; Maria Mercedes Rossi, MS; and Joanne Brosh PhD.
- + Recruitment Team: Tarana Khan, Kristen Welch, Patsy Smith, Sandra Blankenship, Arelis Moore, Debheror Walker, Trevor Boggs, Nichole Bulow, Susan Haury, Jonathan Pitts.
- + Data Collection Team: Ginger Thomas, Victoria Hayden, Trisha Hall, Melissa Ikerd, Hannah Clark, Amelia Gannon, Kathryn Lybrand, Laura Johnson, Mariam Roshua, Katherine Cancona, Maciel Ugalde, Catalina Aragon and Jermaine Shaw.
- + Graphic designer: Lori Frager
- + Clemson University Youth Learning Institute: Zest Quest and Youth EFNEP





Poas Volcano, Costa Rica

# THANK YOU!

Contact information: [kcason@clemson.edu](mailto:kcason@clemson.edu); [hernanh@clemson.edu](mailto:hernanh@clemson.edu)

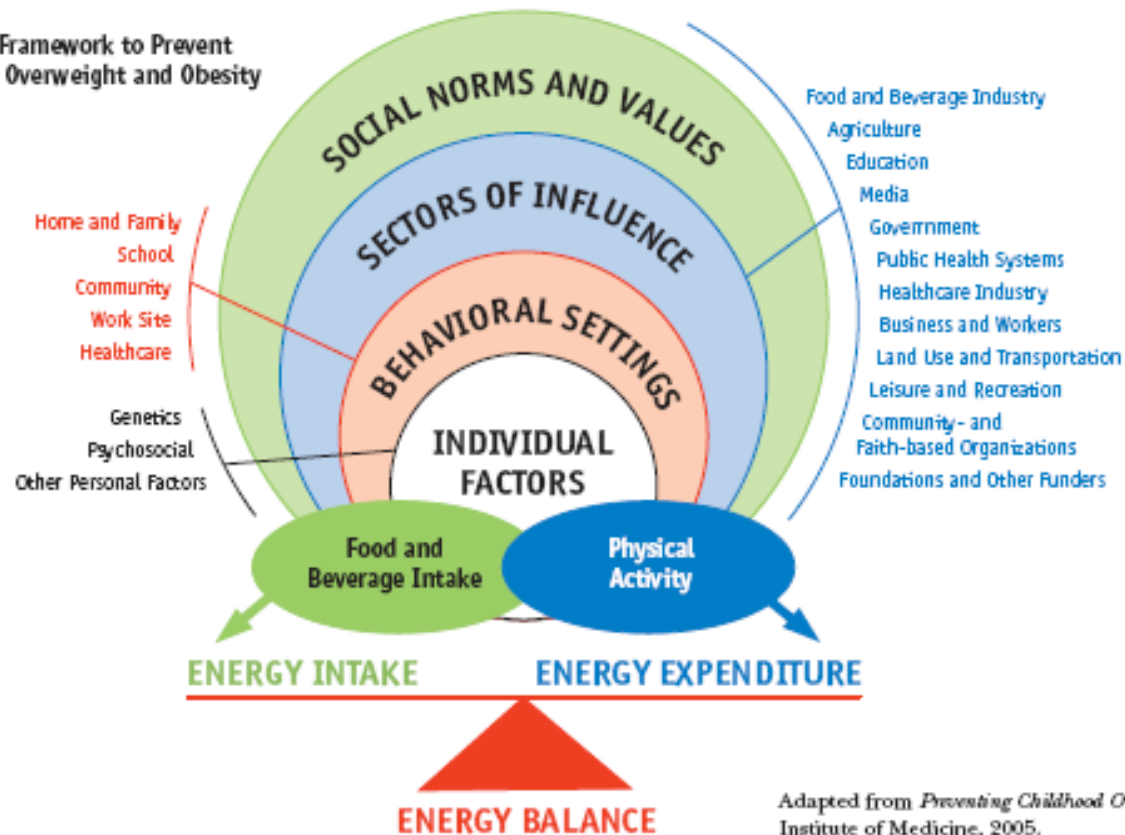


Lorelei Jones  
EFNEP State Coordinator  
North Carolina State University



## Socioecological Approach

Figure 1. A Framework to Prevent and Control Overweight and Obesity



# Eat Smart, Move More NC Plan

The plan recommends evidence-based strategies that promote healthy weight and reverse the obesity epidemic.



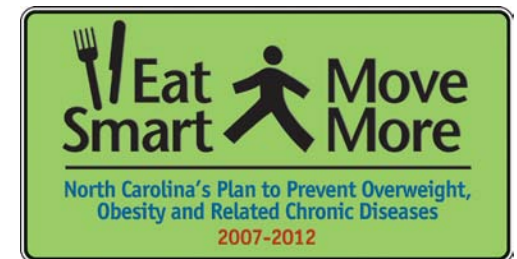
**Policy and Environmental Strategies**



**Community and Schools Strategies**



**Individual and Family Strategies**





- Over 60 partner organizations
- Where you Live, Learn, Earn, Play, and Pray
- Tools and programs for many audiences
- [www.EatSmartMoveMoreNC.com](http://www.EatSmartMoveMoreNC.com)

# Why work with Faith Communities?

- Holistic focus
- Community organization
- Connection to personal faith
- Educate to change policy and enforce policy



# Why work with Faith Communities?

- Family Focus
- Accountability
- Never heard sermon on gluttony or sloth



# Which Faith Communities to Target

- Tied to funding and EFNEP guidelines
- Low income related to EFNEP regulations
- Must adapt for faith community
  - Everyone welcome

# Successes and Lessons Learned

- Many policies in place
- Recruitment is work
- Our timeline is not binding on others
- Lay leaders need communication and encouragement



**NC1169:**

**EFNEP Related Research,  
Program Evaluation and  
Outreach**



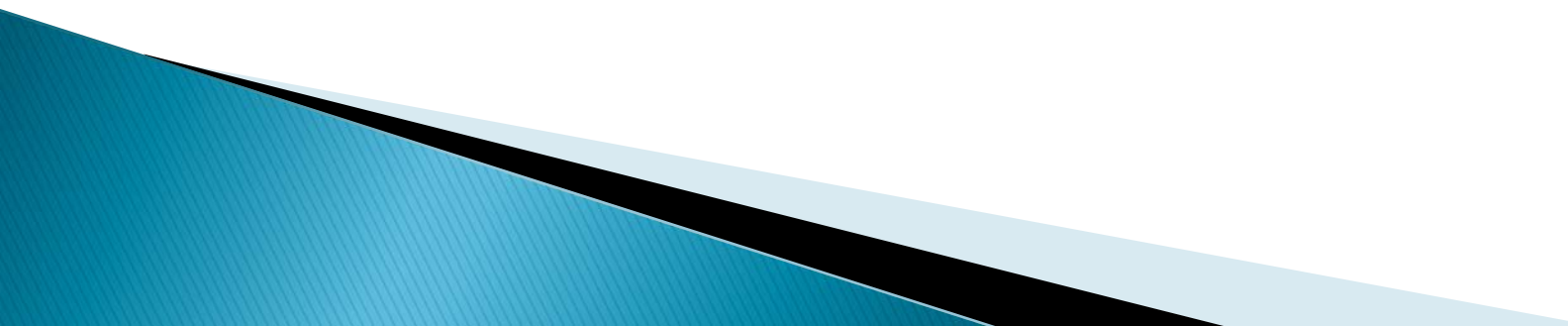
# Current Members

- ▶ Susan Baker (CO)
  - ▶ Garry Auld (CO)
  - ▶ Wanda Koszewski (NE)
  - ▶ Jean Anliker (MA)
  - ▶ Karen Barale (WA)
  - ▶ Nancy Betts (OK)
  - ▶ Katherine Cason (SC)
  - ▶ Hazel Forsythe (KY)
  - ▶ Joyce McDowell (OH)
  - ▶ Jan Scholl (PA)
  - ▶ Sandy Proctor (KS)
  - ▶ Mary Kay Wardlaw (WY)
  - Siew Sun Wong (UT)
  - Kate Yerxa (ME)
  - Susan Welsh (NIFA representative)
  - Dave Weatherspoon (MI)
  - Deb Hamernik (Administrative Advisor)
  - Helen Chipman (NIFA)
  - Katie McGirr (CO)
  - Mary Wilson (NV)
  - Scottie Misner (AZ)
  - Josh Phelps (OK)
- 

# Why are we doing this?

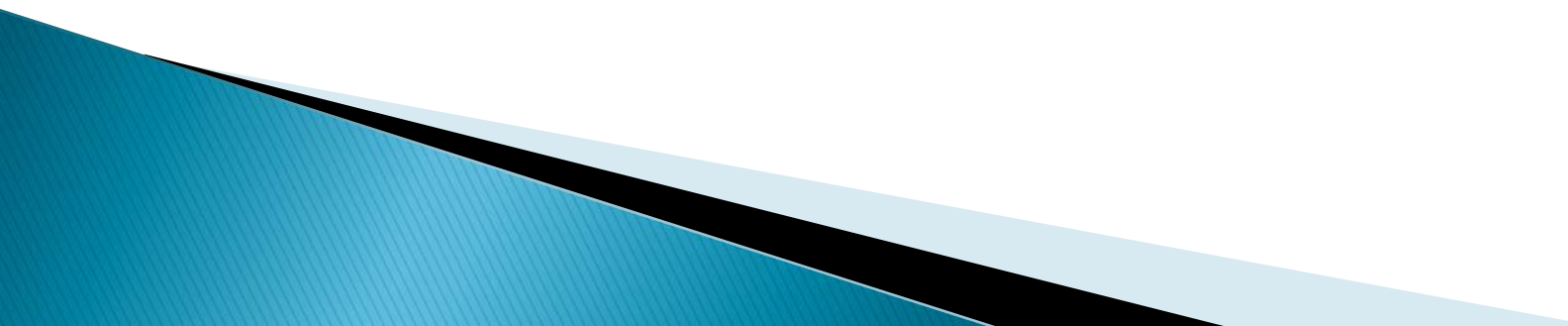


# Since EFNEP began....

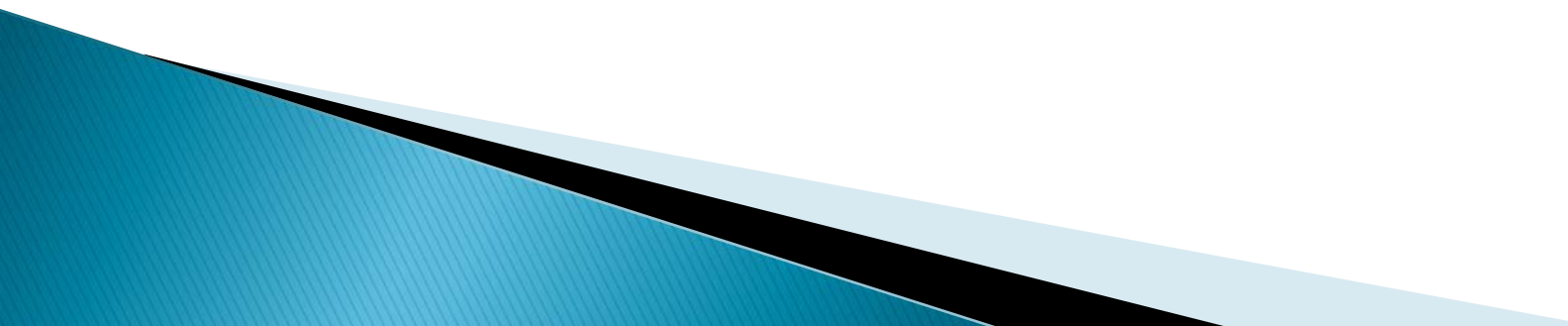
- ▶ Nutritional changes in limited resource families
  - ▶ Societal changes in limited resource families
  - ▶ Further research on use of dietary assessment tools
  - ▶ Development of new assessment tools
- 

What is /are the best method(s) for measuring the dietary intakes and related behaviors of EFNEP participants?

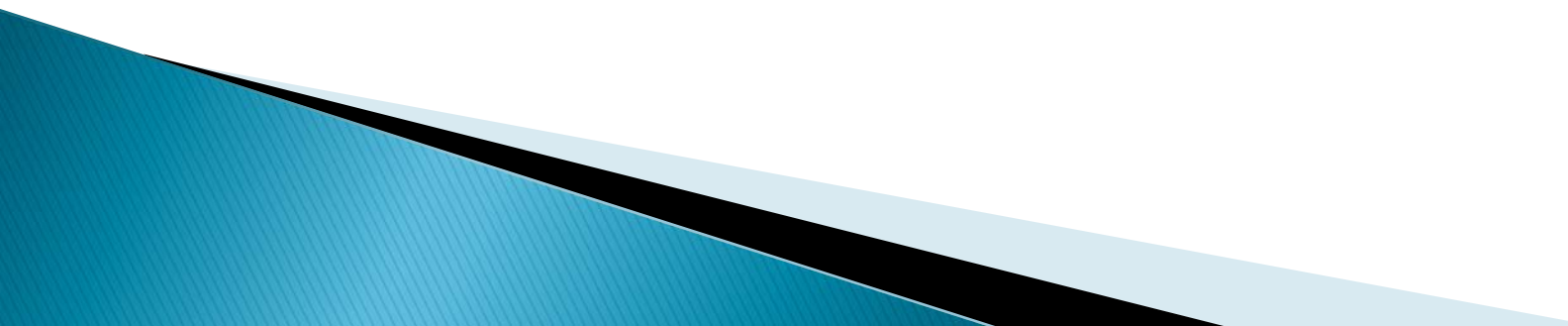
# NC 1169 Objectives

- ▶ Objective #1 – Identification of potential evaluation tools
  - ▶ Objective #2 – Testing of potential evaluation tools
  - ▶ Objective #3 – Quality of life
- 

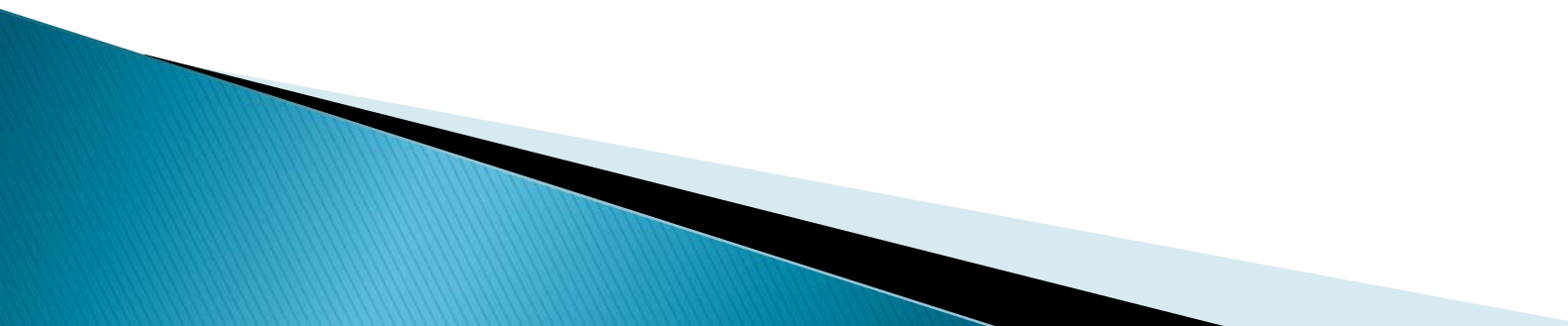
# Accomplishments

- ▶ Located 564 citations related to EFNEP research. Funding has been obtained to put the citations online.
  - ▶ Accepted article in Family and Consumer Sciences Research Journal – to be published in spring 2011.
- 

# Accomplishments (cont.)

- ▶ Completed a survey with EFNEP Coordinators on most important aspects of conducting evaluations with EFNEP participants.
  - ▶ Manuscript of survey results have been submitted for publication in JOE.
  - ▶ Conducted a feasibility study of the ASA24 with EFNEP participants with grant and publication submission to be completed in 2011/2012.
- 

# Accomplishments (cont.)

- ▶ Completed data collection on the QOL pilot. Transcription is underway for completion Summer 2011.
  - ▶ Finished collection of QOL success stories. Master thesis completed.
  - ▶ QOL data were shared with national EFNEP office for consideration in web-based system.
  - ▶ Will present QOL research at the 2011 SNE annual conference.
- 



# Stay tuned!

- ▶ To be successful, we'll need the support of EFNEP nationwide as we collect data and conduct research.

*Thank You for Your Support!*



## Session II: Training Paraprofessionals: Caseloads

### Responses/notes from Question for Group Discussion

*When we started this session, we acknowledged that as program leaders we are charged with ensuring that our paraprofessionals achieve an appropriate balance between excellent **quality of work** (effective teaching that changes behaviors) and sufficient **quantity of work** (reaching enough numbers of participants). In our small groups, please share some of the ways in which you work to achieve these equally important goals in your state. Again, we ask that someone in your group record the key points, so that they can be summarized and shared with the entire group. Your successes and challenges/barriers are welcome here!*

Quality: for behavior change and participant feedback

Quantity: based on FTE time and estimated by average number of lessons/workshops weekly

A way we address quality is using ‘testimonies’ and ‘anecdotes’ from clients that they have actually written themselves. Observation of teaching methods is also key in our state.

Our program assistants’ like quantitative goals and objectives. Although we look at their performance holistically – such as agency and client feedback, and their individual recruitment efforts – it has been a challenge in gaining the program assistants’ confidence in meeting performance if quality is considered.

Quality vs. Quantity – how do you balance. Make sure they are trained well.

Quality is essential. Quantity will result if quality of program is excellent. Community grapevine will result in increased number of participants.

We are constrained by fear of losing the client; minimum of 5 lessons, 8 maximum.

Use state data; aggregate 5 years of state data for quantity/quality to set standards for performance.

The external environment is a challenge. Barriers are welfare reform, reaching working families.

Develop quality first and then increase quantity; use larger groups in order to increase quantity and maintain quality while reaching desired numbers.

Quantity managed primarily at the unit level. Quality – state office gives feedback to offices on impacts (annually) and the supervisor’s monitor local program delivery.

Quantity – NEERS data. Quality – site visits, observation of delivery of lessons, review of participant records which include lesson plans and session notes.

Provide/refresh training on teaching methods to ensure paraprofessionals are confident in their ability to teach.

Quality is assessed by observing teaching and using NEERS 5 data.

Best practice = we provide clear instruction to our staff about what topics/lessons they need to present/evaluate. All graduates get a minimum of a certain set of information plus move on some folks.

Quality is ensuring that the message is clear and understood. Quantity – number of people that graduate the program.

Quality – paraprofessional training; selection of sites (target audience, etc.); quality curriculum.

Quantity – don't currently have caseload policy or guidelines, are working on this; staff should spend majority of their time teaching.

Quantity vs. Quality – realize there are so many differences in audiences (rural, metro, Hispanic, Somali, adults, youth, seniors parenting, Russian, etc.) that we need to consider EPAs caseload diversity individually vs. getting blanket recommendations.

Require a minimum number of lessons; base numbers on community size.

We moved from enrollment to graduation rate.

High quality – standard curriculum statewide, group observation checklist conducted by EFNEP supervisors both with and without notice.

Quantity – goal of 75 graduates per FTE statewide may phase out of county and move elsewhere if not enough people.

Success stories from paraprofessionals collected on-line; forge partnerships at state office.

Allow staff time needed to work to do a good job to complete all aspects of their job with adults; may wind up with fewer adults.

Quality vs. quantity balance

Quantity – establish number of meetings/week

Quality – paraprofessional reviews; FBC and 24-hour recalls to assist with class content emphasis. Supervisor and paraprofessional reviews – supervisor reviews quarterly NEERS and examines by educator. We establish clientele and partner relationships to assist with retention.

Quality/Quantity – data collection system.

Quality vs. quantity – use standards to determine caseloads. Most learning takes place in 6 min.

Quality and quantity – encourage paraprofessionals to let participants select topics they would like to know more about (nutrition related).

Quality vs. quantity – we set some minimum standards or expectations, re: # of participants and lessons per paraprofessional. But we also emphasize a minimum of 6 lessons for graduation.

Limit the number of lessons taught and teach in a more considered timeframe (if not over 12 mos.)

By conducting observations, trainings and assessments.

Examine change in behavior, however, I do not emphasize this during the evaluation process so that so that evaluations are not compromised.

We review the entry/exit food recall data with each unit.

Address quality vs. quantity – observe paraprofessional in teaching session; weekly summaries submitted to supervisor.

Comparison of diagnostic reports pre and post graduation.

Tying performance evaluation to both caseload and behavior change outcomes.

The quantity should be balanced with quality when NEAs can't do their job effectively, then quality suffers. Programs should be well-planned and structured efficiently and focused.

Quality vs. quantity – stress program input indicators; group work to meet quotas.

Utilize state approved curriculum, but delivered to a large audience (ex. youth in schools – 25 classrooms/semester).

Paraprofessional teaching visit for input; quarterly paraprofessionals send their challenges and good ideas to share; frequent seminars.

Teach as many but graduate a certain number of adults/youth.

Quality – gains of student knowledge and signed intent to change, certificate.

Quantity – simply require six – 1 hour sessions for 400 youth

Quality – Outcomes on NEERS – shows behavior changes.

Quantity – Having trouble enrolling enough people.

Use end-of-year paraprofessionals participant outcomes to determine balance between amount of behavior change & number of graduates.

Limiting the number of lessons helps the paraprofessional be engaged in recruitment.

Thought (adults) – have target goals for caseload numbers plus goals for a % of those who graduate? 900 + 70% graduates or 150 individuals?

Quantity – caseloads share info to everyone; re: unit = performance (not individual).

Quality – personal discussion, community feedback, observation with checklist, need better tools like CO's charts.

Observations at least 2 times/yr by local supervisor and/or campus staff using standardized protocol. Follow-up conducted with educator (and supervisor if supervisor is not observer) for strengths, focused conversation and constructive criticism. All this looked at on county level in context of (1) behavior change of graduates/discontinued participants, and (2) number of participants enrolled/graduated.

Balance between behavior changed, number reached and number graduated.

NEERS5 data and annual summaries from educators.

Quantity is an issue (our program is still in infancy), however youth numbers are very good. As coordinator I encourage staff to do their very best job in teaching lessons and help participants learn.

Quality + quantity: 'that is the question'.

The quality may see to the positive outcomes. And the quantity is accomplished with the visits.

We observe NEA's with site/observation visits. Evaluation results keep the quality of work to the standard we expect. If there are areas to improve upon we use these as training topics. Staff have a caseload of 50% graduation rate required on the yearly evaluation.

Use core research-based curricula. Teach time expectation 10 hours/week average.

Quality & Quantitative – we not only take into consideration number of graduates, but outcomes data: BCL, 24-hr food recall, physical activity. Lesson observations are also part of performance appraisals. In some counties we need to emphasize the quality and in some places we need to emphasize quantity.

Quality – Work on teaching methods that meet client's needs – interactive methods – not focusing on covering all lessons but provide the clients help with information that will change behavior.

One-on-one meeting once every two months with direct supervisor to discuss caseload and progress and quality of work especially paperwork like 24-hr. food recall.

I spend much time on teaching content and strategies and data collection and less on caseload, but our numbers of grads increase every year.

How do we address the quantity vs. quality balance? Points are given for both areas. Some paraprofessionals score higher in one area or both. There is also the opportunity to earn bonus points when performance exceeds in another area.

Quantity – work with groups than individuals; focus on number of graduates who learned rather than number of enrolled clients.

Paraprofessionals are part of our statewide nutrition work team and task groups (decision making bodies). Our vision team set yearly goals to increase number of lessons to 8 and minimum caseloads per year of 150, not stressing graduation.

Quality – targeting key topics that will have the most effective impact on their behavior.

Quantity – minimum of 6 lessons and try to retain enrollees over shorter period of time. Number of enrollees = 100 per/yr. per educator.

Quantity vs. quality – how do we balance. We have started using the tier data to benchmark our efforts.

Use of teaching visits; continuous education of PAs through monthly unit meetings.

Reach as many low-income families to teach a series of 6-8 lessons, including 240 recalls before and after the series.

Be careful when forming groups – interest, commitment.

Address participants concerns (quality).

Continues recruitment (quantity).

Look at % poverty and % on benefits with DHS and try to target 50% of the documented.

How are we balancing quality and quantity? Overall, training, ensuring there is new curricula and paraprofessionals are educated on the process and material.

Provide clear caseload expectations; provide paraprofessionals the tools (teaching + curricula) to do their job; minimum of 4 trainings per year for paraprofessionals.

Impact data, observation and realistic caseload expectations.

Observation: checklist forms; trainings twice/year; motivation to paraprofessionals; friendly user curriculums that are also appropriate for the audience.

Quality – through teaching observations and feedback forms sent to community partners.

Quantity – graduation requirements; are pp's busy; more groups lined up when one ends.

Paraprofessional evaluations are based on both quality and quantity. They have caseloads and also expectations for quality. We have teaching observations and evaluations. We also look at year-end reports of participant behavior change. This is also a part of their evaluation.

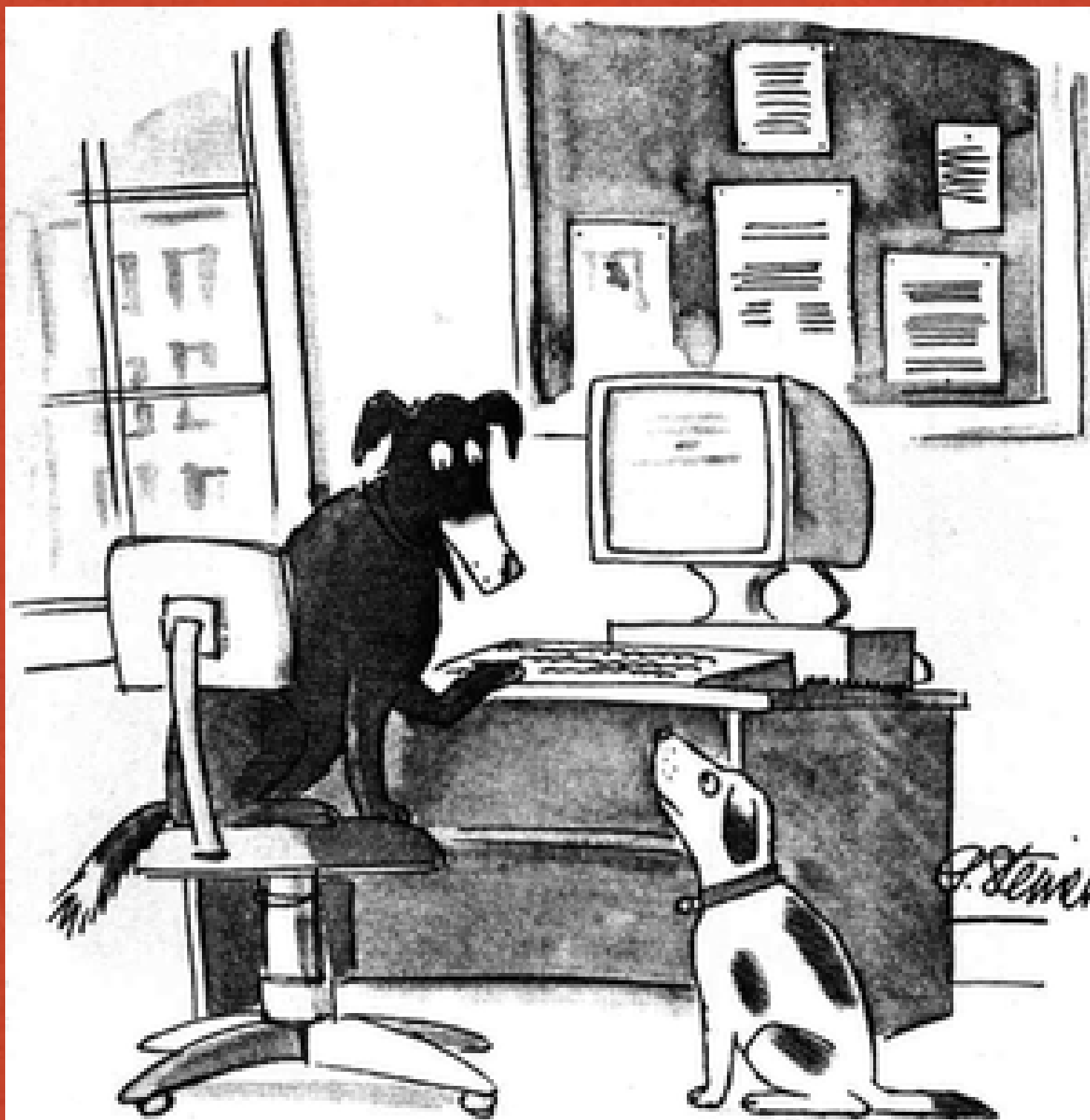
Observation visits, training resources and curricula.





# Nutrition Education Evaluation System

Katherine L. Cason, PhD, RD, LD



*"On the Internet, nobody knows you're a dog."*



# The Development Team

- **NIFA:**
  - Stephanie Blake
  - Bill Bristow
  - Helen Chipman
- **Clemson University:**
  - Shannon Baldwin
  - Katherine Cason
  - Jason Eichelberger
  - Toby Kirkland





# Advisory/Work Group

- Angela Abbott, Purdue University
- Karen Barale, Washington State University
- Karen Craig, Tuskegee University Cooperative Extension
- Candy Gable, University of Missouri Extension
- Kimberly Klinger McNabb, University of Florida
- Mira Mehta, University of Maryland
- Amanda Scott, Texas A & M
- Michelle Scott Pierce, Cornell Cooperative Extension
- Suzanne Stluka, South Dakota State University
- Mary Kay Wardlaw, University of Wyoming
- Dwayne Watson, North Carolina Cooperative Extension
- Steve Williams, University of Missouri Extension

# Development Team

- Monthly Meetings
- Thorough review
- Careful, thoughtful consideration





# Project Goal

- “to develop a user-friendly web-based information system, with improved functionality and ability to synchronize with other agency and university data collection systems.”





# The new system will:

- Include the good things we have with NEERS
- Be more comprehensive
- Include additional components





# Timeline

- Spring 2011 begin testing – Stephanie and then some of the work group members

Nov -- 2012 launch beta testing (full year of testing)

FY2013 implement the new system for full use





# What we still need to do:

- Behavior Checklist Questions
- Youth Evaluation
- Reports





# Questions?





# Paraprofessional Certification

Nutrition Education

By: Debra Christofferson & Heidi LeBlanc  
Utah State University SNAP-Ed, Food \$ense

# Goal

- Provide paraprofessionals with a basic understanding of nutrition science

# Intent & Return

- This program was created with the intent of increasing the knowledge based, confidence, and satisfaction of paraprofessional nutrition educators. In return, it has also created a confidence on the management level that the paraprofessionals are providing current and correct nutrition education.

# How to be a certified paraprofessional . . .

- Pre-test
- Lessons, notes, handouts. . .
- Quizzes
- Post-test
- Satisfaction survey (print, email &/or fax)
- Certificate will be mailed

# Course Content

- 14 Lessons
  - Scope of Practice
  - Art of Teaching
  - Basic Nutrition
  - Vitamins, Minerals, Water and Phytochemicals
  - Carbohydrates
  - Fats & Lipids
  - Protein
  - Nutrients & Metabolism
  - Nutrition and Energy Balance
  - Menu Planning and Smart Shopping
  - Nutrition and Chronic Disease
  - Nutrition During Pregnancy, Lactation and Infancy
  - Nutrition During Childhood
  - Food Safety

# Scope of Practice

## Scope of Practice

Describe the difference between public health nutrition education and individual counseling.

Describe laws for certification and license to practice within a state.

Define Scope of Practice.

Describe the proper use of a referral list for services.

Describe SNAP-Ed and EFNEP Scope of Practice.

List reliable web sites.

List reliable experts.

List concepts from the Ten Signs of Junk Science.



# Art of Teaching

## The Art of Teaching

Explain what learning is and define the capacities and limitations of the human learner.

Explain the advantages and disadvantages of various educational methods and techniques.

Identify the five parts of the universal learning model and their functions.

List three parts of a presentation (introduction, body, conclusion) and what each should provide.

Identify steps in preparing for & delivering a successful food demonstration.

Demonstrate teaching proficiency by conducting a mini class that incorporates the above listed skills (objectives 1-5) on a later site visit from your county supervisor.

# Basic Nutrition

Basic Nutrition and  
MyPyramid®

List the 5 food groups.

Identify ounce/cup/serving  
equivalents from each of the five food  
groups.

Identify the nutritional benefits of each  
of the five food groups.

Explain the concept of discretionary  
calories.

# Vitamins, Minerals, Water & Phytochemicals

Vitamins, Minerals,  
Water, and  
Phytochemicals

Name the 6 classes of nutrients and identify which are macronutrients and which are micronutrients.

Identify which nutrients yield energy and how much energy each yields per gram.

Understand the basic mechanics of digestion, absorption, and transport of nutrients in the body.

Describe the meaning and nutritional relevance of the following terms:

- DRI
- RDA
- EAR
- AI
- UL
- EER
- AMDR

# Carbohydrates

## Carbohydrates

Define what a carbohydrate is.

Describe the differences between simple carbohydrates and complex carbohydrates.

Name foods that contain simple and complex carbohydrates.

Outline carbohydrate metabolism.

Define the dietary recommendations for concentrated sugars, starches, and fiber.

# Fats & Lipids

## Fats/Lipids

List the 3 classes of lipids and describe their functions.

Differentiate between saturated fats, monounsaturated fats, polyunsaturated fats, and trans fats.

Differentiate between the lipid transport proteins: chylomicrons, VLDL, LDL, and HDL.

Name the essential fatty acids, their relationship to health, and their dietary sources.

Define the dietary recommendations for fat and cholesterol and the health implications of an excess of these nutrients.

# Protein

## Protein

Define what protein and amino acids are.

Identify essential and non-essential amino acids.

Name protein-containing foods.

Outline protein metabolism.

Define the dietary recommendations for protein consumption.

Describe the relationship between protein and health.



# Nutrition and Metabolism

## Nutrition and Metabolism

Describe basic functions of vitamins, minerals, water, and phytochemicals.  
Identify sources of fat & water soluble vitamins and minerals.  
Identify deficiencies and toxicities of vitamins and minerals.  
Identify sources of phytochemicals and their health claims.

# Nutrition and Energy Balance

## Nutrition and Energy Balance

Define energy balance in terms of energy in and energy out.

Understand the relationship between energy balance and weight.

Identify a healthy body composition.

Understand the relationship between body composition and health.

# Menu Planning & Smart Food Shopping

## Menu Planning and Smart Food Shopping

Create a meal plan using MyPyramid® recommendations.

Identify time saving tips for shopping.

Explain shopping behaviors and how shopping tools can help individuals and families save money.

Identify basic grocery store layout and its impact on shopping behavior.

Identify components of food labels, their purpose and how they benefit health.

Identify meal preparation methods.

Explain shortcuts to clean up.

# Nutrition and Chronic Disease

## Nutrition and Chronic Disease

List the major chronic diseases affecting Americans.

Know the incidence and prevalence of major chronic diseases.

Understand how major chronic diseases develop.

Identify the relationship between diet and major chronic diseases.

# Nutrition During Pregnancy, Lactation, and Infancy

## Nutrition During Pregnancy, Lactation, and Infancy

Describe normal changes in maternal physiology during pregnancy.

Describe the implications of poor maternal nutrition on the infant.

Define energy requirements in pregnancy and pregnancy weight gain recommendations.

Name important nutrients to obtain in pregnancy and foods that contain these nutrients.

Name substances to avoid during pregnancy and their related health consequences.

Explain food safety issues related to pregnancy and their health consequences.

Define common health problems or ailments associated with pregnancy and ways to alleviate the symptoms.

Identify an appropriate diet for a lactating woman.

Identify community resources available to lactating women.

Describe appropriate feeding practices in early infancy.

Describe the development of infant feeding skills.

Explain the progression of the introduction of solid foods.

Explain unsafe feeding practices in infants.

# Nutrition During Childhood

## Nutrition During Childhood

Identify childhood obesity statistics and possible causes.

Identify recommended servings from each food group.

Identify ways to make family meals approachable.

Identify the reasoning behind the importance of food safety for children.

Identify appropriate snacking.

Identify appropriate physical activity.



# Food Safety

## Food Safety

Differentiate between foodborne infections and intoxications.

Define the four steps to FightBac!® (Clean, Separate, Cook, Chill).

Describe commonly occurring natural toxicants in foods and ways to avoid them in food preparation.

Identify types and uses of pesticides, and how to handle food safely.

Describe the regulations governing additives and differentiate between intentional (direct) and indirect food additives.

Describe how to choose and store fresh, frozen, and canned products.

# Food \$ense Certification

blackboard Learning System

uen.org https://online.uen.org/webct/urw/lc129121021.tp0/cobaltMainFrame.dowebct

Getting Started Latest Headlines

Firefox Updated Food \$ense Nutrition Education... Blackboard Learning System (Untitled)

State  
ersity

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NEA Nutrition Education - Food Sense Certification Program -

Your location: Home Page

**Food  
\$ense  
Certification**

 **Start Here**

 **Course Content**


 **Quizzes**


 **Assignments**

Department of Nutrition and Food Sciences  
Technical Support: Service Desk 435.797.HELP  
Service Desk Toll Free: 1.877.878.8325  
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# Sample Lesson


## Vitamins, Minerals and Phytochemicals


uen.org https://online.uen.org/webct/urw/lc4870525738321.tp4870347364181/displayscom.dowebct?scormId=4936906083271 

[Help](#) 

### Vitamins, Minerals, Water, and Phytochemicals

#### Certification Preview

TOC  Page: [1](#) | [2](#) | [3](#) | [4](#) | [5](#) | [6](#) | [7](#) | [8](#) | [9](#) | [10](#) | [11](#) | [12](#) | [13](#) [print all](#)



### Vitamins, Minerals, Water, and Phytochemicals


Welcome to the eighth lesson in the certification program. Today, you will become better acquainted with vitamins, minerals, water, and phytochemicals.

#### Objectives


You will be able to do the following after completing this lesson:

- Describe basic functions of vitamins, minerals, water, and phytochemicals
- Identify sources of fat and water soluble vitamins and minerals
- Identify deficiencies and toxicities of vitamins and minerals
- Identify sources of phytochemicals and their health claims

[return to top](#) | [next page](#)

TOC 

#### On this Page



- Vitamins, Minerals, Water, and Phytochemicals
- Objectives

#### ~ FYI ~

If you are having problems viewing any of the text and/or pictures, make sure that you maximize the window so that you are viewing the lesson in full screen mode.



# Vitamins, Minerals, Water, and Phytochemicals

## Certification Preview



### Definitions

As we begin this lesson you should understand a few words in reference to vitamins, minerals and phytochemicals.

- A **deficiency** occurs when an individual does not obtain enough of a nutrient.
- A **toxicity** occurs when an individual obtains too much of a nutrient.
- **Vitamins** are a group of powerful organic substances essential for normal growth, reproduction, and health maintenance. They occur naturally in wholesome foods.
- **Minerals** are elements found in the earth. They, too, are essential for health. They help maintain the body's fluid balance and play a major role in bone growth and



### ~ FYI ~

If you are having problems viewing any of the text and/or pictures, make sure that you maximize the window so that you are viewing the lesson in full screen mode.

# Self Check

Definitions review. Solve the crossword puzzle.

**Across**

2.) A powerful substance necessary for normal body function.

5.) Protective chemicals found naturally in wholesome foods.

**Down**

1.) The principle chemical component needed by every cell in the body.

3.) Elements needed for fluid balance, growth, health, etc.

4.) Too much of a good thing results in this.

**Finish** **Re-start**

# Self Check

Definitions review. Solve the crossword puzzle.

1 MINERAL

2 TOXIN

3 WATER

4 PHYTOCHEMICALS

5

### Across

3.) The principle chemical component needed by every cell in the body.

4.) Protective chemicals found naturally in wholesome foods.

5.) A powerful substance necessary for normal body function.

### Down

1.) Elements needed for fluid balance, growth, health, etc.

2.) Too much of a good thing results in this.

Finish Re-start



## Vitamins

The word "vitamin" means "vital to life".

It was recognized early in the 1900's that these compounds were "vital" or important for proper body function and without enough of them the body would suffer severe consequences such as blindness, dementia, or retarded bone growth, just to name a few. All 13 vitamins are essential for the human body to function properly. Some of these vitamins can be made in the body. All can be obtained from a balanced diet.



TOC

~FYI~

If you are having problems viewing any of the text and/or pictures, make sure that you maximize the window so that you are viewing the lesson in full screen mode.

There are two classes of vitamins:

- water soluble
- fat soluble


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# Self Check

What did you learn about water soluble vitamins?

**B Vitamins**  
Needed by every cell in body to metabolize nutrients.

**Vitamin C**  
Deficiency = bleeding gums, bruising, poor wound healing.

  
5/10

Found in oranges, strawberries, kiwi, broccoli, tomatoes, potatoes.

Value: 10   Score 5

Re-start

# Self Check/Corrected

Value: 4

Match the items.

- |            |                                  |   |
|------------|----------------------------------|---|
| <b>a</b> ↕ | <b>1.</b> Functions of Vitamin A | <b>a.</b> vision, skin and cell health, strong immune system, antioxidant                                 |
| <b>d</b> ↕ | <b>2.</b> Functions of Vitamin D | <b>b.</b> helps blood to clot, bone formation   |
| <b>c</b> ↕ | <b>3.</b> Functions of Vitamin E | <b>c.</b> antioxidant, may reduce risk of heart disease   |
| <b>b</b> ↕ | <b>4.</b> Functions of Vitamin K | <b>d.</b> helps body absorb calcium and phosphorus, prevents bone disease, promotes healthy immune system |

Check Answer

Right! Good job!  
Correct!

Points scored this item: 4.

Score:   
19 / 64

# Another Sample Lesson

## Scope of Practice

In this lesson you will learn about your role as a nutrition educator, particularly your **scope of practice** and how you can find reliable answers to nutrition questions that your participants may have. Every profession has a scope of practice. Scope of practice defines what an individual in that profession is allowed to do. A scope of practice promotes the provision of safe and effective care.

## Objectives

After this lesson you will be able to:

- Define the national core competencies for a paraprofessional nutrition educator.
- Perform your role as a public health nutrition educator.
- Identify reputable professionals who can provide nutrition counseling.
- Find reliable nutrition resources.

[return to top](#) | [next page](#)

### On this Page



[Scope of Practice](#)

[Objectives](#)

### Learn More



Scroll your mouse over highlighted words to learn their definition.

### ~ FYI ~

If you are having problems viewing any of the text and/or pictures, make sure you are viewing the lesson in full screen mode.

# Another Sample Lesson

## Nutrition Counseling

Individual nutrition counseling focuses on the specific dietary needs of the individual patient. Those needs are based on their diagnosis if they have one, their body measurements like weight and height, their laboratory values or blood work, their clinical signs, and their current dietary habits. It is for these reasons that offering individualized recommendations can be very complicated.

If your participants need individual nutrition counseling, do not try to offer them individual counseling. You should refer them to a qualified health practitioner instead. Check with your supervisor for a list of places to refer participants with special nutrition education needs. The list may include resources like the outpatient dietitian at a nearby hospital, the health department, the WIC clinic, community health clinics, and the participant's personal physician.

### Dietitian

A registered dietitian has the education, training, and experience necessary to provide individual nutrition counseling. To become a registered dietitian, one must graduate from an accredited undergraduate program in nutrition science or a related field. To be accredited, the program must require students to take at least 60 semester hours in nutrition, food science, and other related subjects like physiology and chemistry. The individual must also complete a 1 year clinical internship during which they practice and work with mentors to learn how to individually treat patients. Then they must pass a national examination administered by the American Dietetic Association. Registered Dietitians are required to maintain up-to-date knowledge by participating in continuing education activities.



◀ TOC

### On this Page



[Nutrition Counseling](#)

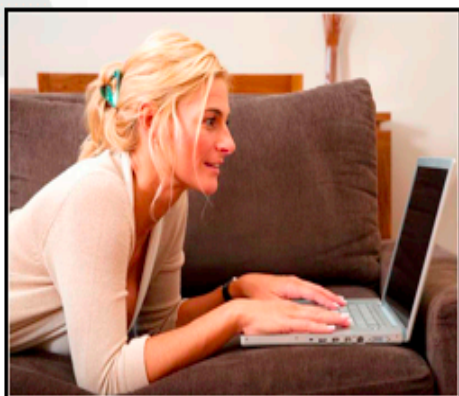
[Dietitian](#)

### ~ FYI ~

If you are having problems viewing any of the text and/or pictures, make sure you are viewing the lesson in full screen mode.

# Another Sample Lesson

## Finding Reliable Nutrition Information



The next section of this lesson will discuss how you and your participants can find reliable nutrition information. The advent of the world wide web has made information easily accessible. With the benefits of having so much information at your fingertips comes the price of decreased control. It is sometimes difficult to discern whether the information you are receiving is accurate or not. There are questions you need to ask yourself before accepting the information as fact, whether on the internet or anywhere else.

Ask yourself *who, when, where, why* and *what*.

◀ TOC

~ FYI ~

If you are having problems viewing any of the text and/or pictures, make sure you are viewing the lesson in full screen mode.

# Findings in Utah

- NEA in Millard County
- Job Satisfaction (more comfortable with job)
- Cost Savings
- NEAs current in Basic Nutrition Science



# Paraprofessional Certification

For more information:

Debra Christofferson [debra.christofferson@usu.edu](mailto:debra.christofferson@usu.edu)

Heidi LeBlanc [heidi.leblanc@usu.edu](mailto:heidi.leblanc@usu.edu)



# FOOD \$ENSE

# Qualitative study to determine quality of life factors based on reported EFNEP stories



Know how. Know **now.**



**Wanda M. Koszewski, PhD, RD, LMNT**  
**University of Nebraska-Lincoln**

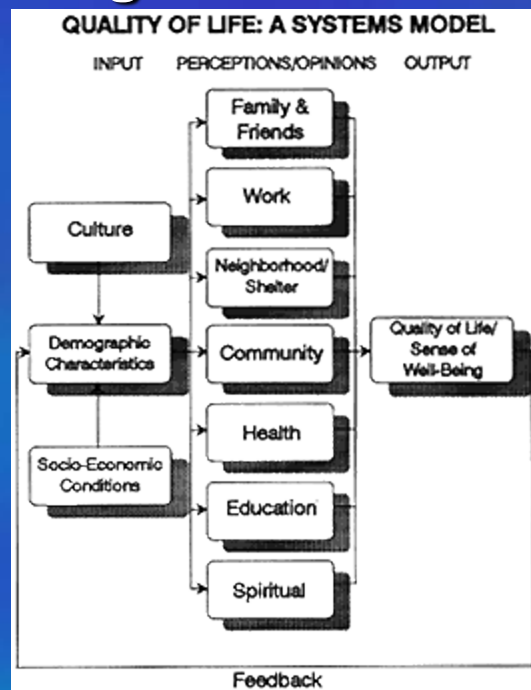


# Quality of Life

- **University of Toronto's Quality of Life Profile**
  - **The conceptual framework focuses on three domains; being, belonging, and becoming.**
- **Quality of Life Index**
  - **Developed by the Ontario Social Development Council**
  - **Interplay among social, health, economic, and environmental conditions which affect human and social development.**

# Quality of Life

- **Quality of Life: A Systems Model**
  - Developed by the University of Oklahoma School of Social Work
  - Based on the position that there are different domains of living



# Quality of Life

- **Human Development Index**
  - Published by the United Nations Development Program
  - Measures three basic components of human development:
    - *Health* determined by life expectancy at birth
    - *Knowledge* determined by educational achievement
    - *Wealth* determined by standard of living
  - Provides a reference for a country's social and economic development.
  - The goal of the HDI is to focus attention on human outcomes rather than economic statistics.



# Purpose Statement

- To synthesize an understanding of how adult participants describe quality of life during or after participation in EFNEP programs at sites across the United States.

## Quality of Life:

The degree of satisfaction or dissatisfaction with personal, social, and environmental expectations beyond basic human needs

# Objectives

- 1.) To synthesize an understanding of how adult participants describe their experiences with EFNEP by generating themes from the participant success stories.
- 2.) To analyze the themes produced from the success stories and establish five questions that could be validated as a way for EFNEP to start documenting its effect on participant quality of life.



# Methods

- **Subjects**
  - Success stories written by EFNEP staff and participants
- **Data Collection**
  - 9 states were included: Arizona, Colorado, Kansas, Maine, Nebraska, Nevada, Texas, Utah, & Virginia
  - 1,057 stories were analyzed
- **Data Analysis**
  - ATLAS<sup>ti</sup> version 5.2
  - Developing 1-3 word codes
  - Grouping codes into themes

# Validation

- **Consensual Validation**
  - **Expert opinion of others**
- **External Audit**
  - **External consultant to audit both the process and the product, accessing its accuracy**
  - **Another UNL graduate student will code and analyze 50 randomly chosen success stories to validate codes and overall themes**

# Results

- **Seven Major Themes:**

- 1.) Increased Knowledge**
- 2.) Improved Overall Health**
- 3.) Enjoyment & Desire to Learn**
- 4.) Support & Confidence**
- 5.) Impact on Family**
- 6.) New Perspective on Health**
- 7.) Positive Change**

# Theme 1: increased knowledge

## Codes to Support Theme 1:

- Food Resource Management
- Importance of Healthy Eating
- Cooking
- Food Safety
- Importance of Exercise

# Theme 1: increased knowledge

## ○ Food Resource Management

- Budget Management
- Meal Planning
  - Use Food on Hand, Make a List, Stick to a List
- Smart Shopping
  - Compare Prices, Coupons/Sale Ads, Buy Store Brands, Not Shopping When Hungry, Nutrition Fact Label Awareness
- Eat Out Less
- Waste Less Food
- Utilize Community Resources
- Extend Financial Resources
- Save Money



- “After taking the classes I am saving \$50.00-\$60.00 each month on groceries. I am able to do this by comparing prices and only buying what I need. I accomplish this by making a weekly menu with the food that I have in the house and buy the rest from the sale ads and then write a shopping list from the foods I don’t have, and buy only what is on it.”
- “Now I read the fats, calories, salt and the ingredient list on a label to make sure I’m getting what I think I’m getting. Lots of drink I had been buying were nothing by pop. I will be buying less Sunny D, Bug Juice, and that kind of stuff for my kids.”

# Theme 1: increased knowledge

- Importance of Healthy Eating
  - Food Groups & Nutrient Needs
    - Understanding and Tracking calories, Benefits of Fruits and Vegetables, and Benefits of Dairy
  - Variety
  - Correct Portion Sizes
    - Moderation
  - General Nutrition Information



- “The most important thing I learned was that everyone’s caloric intake is different depending on their lifestyles and physical activity. Because we are not all built the same and not all physically active to the same degree our caloric needs are different. Before these classes I thought of the food groups as just that but now I know we must have so much from each group in our daily foods we eat in order to reach a healthy eating goal.”
- “I was extremely surprised to learn the proper portion sizes were much less than what I eat normally. It’s not that the nutrition was out of balance just the portions sizes.”

# Theme 1: increased knowledge

## ● Cooking

- Learned How to Cook
- Improved Cooking Skills
- Learned and Tried New Recipes
- Cooking More
- Cooking Healthier

## ● Food Safety

- Sanitation
- Cross Contamination
- Proper Thawing Techniques

## ● Importance of Exercise

- “...due to this program I am willing to make things from scratch and try new recipes.”
- “I started cooking (previously I was eating out every meal) and I LOVE IT!”
- “After learning about the danger of not handling food properly, I no longer defrost my meat on the counter. When I might forget to take meat out for dinner I would set it outside in the sun to defrost faster and I will no longer do that because I learned how fast bacteria can grow and I don’t want to make my family sick.”

## Theme 2: improved overall health

### Codes to Support Theme 2:

- Increased Knowledge Codes
- Healthier Eating Habits
- Increased Physical Activity
- Weight Management
- Managing Disease States
- More Energy

## Theme 2: improved overall health

- **Healthier Eating Habits**
  - **Balanced Meals**
  - **Breakfast Daily**
  - **Reduced Portion Sizes**
  - **Monitoring Intake**
  - **Eating More Of...**
    - **Drinking more milk and water, eating more fruits, vegetables, fish, beans, and whole grains**
  - **Eating Less Of...**
    - **Less junk food, fast food, processed foods, soda and caffeinated beverages, fat, sodium, and sugar**



- **“We purchased salad plates to use as our main dinner plates. We are eating more correct portion sizes.”**
- **“Remember how I didn’t like fish? I started by eating salmon and now I’ve tried three others.”**
- **“I just graduated and since I started the program I have stopped drinking pop and those energy drinks. You know what is funny, I actually have *more* energy now that I stopped drinking them!”**

## Theme 2: improved overall health

- Increased Physical Activity
- Weight Management
- Managing Disease States
- More Energy



- “Since attending the ENP classes I started an exercise program and I am starting to feel the results. I have gone from walking to “fast” walking and working in a couple of laps of running. I do feel better and have more energy.”
- “This class gave me more usable information and I find it easier to control my blood sugars because I am eating more balanced meals.”
- “I feel so much better, both physically and mentally.”

# Theme 3: enjoyment & desire to learn

## Codes to Support Theme 3:

- Increased Knowledge Codes
- Improved Overall Health Codes
- Enjoy Classes
- Excitement
- Helpful
- Look Forward to the Next Class
- Request Continuation of Classes
- Appreciation
- Eager to Learn

- “I enjoyed everything about this class: learning, meeting new friends and more!”
- “Wow! Anything that can help my family to eat healthy and feel better is the best.”
- “I look forward to every Thursday morning because I know I will learn things that help me save money.”
- “I’m glad that this program was able to reach our Hispanic community and teach us the importance of eating a variety of low fat and healthy foods, and to live an active lifestyle. I want to thank you over and over again for making this educational program available to all families in need.”
- “When I told them it was time to end the class, they wanted to take a break and come back and work until lunch time. “

# Theme 4:

## Support & Confidence

### Codes to Support Theme 4:

- ⊙ Increased Knowledge Codes
- ⊙ Improved Overall Health Codes
- ⊙ Enjoyment & Desire to Learn Codes
- ⊙ Formed Relationships
  - Seeking Help
  - Credible Information Source
- ⊙ Increased Confidence
- ⊙ Creativity
- ⊙ Attainable
- ⊙ Pride
- ⊙ Role Models
  - Determination & Enthusiasm
  - Sharing Information with Others

## Support –

- “[IN], you are a great teacher and a wonderful leader. I hope you will continue to teach nutrition classes at the [EFNEP site] so that other women will and/or can experience the valuable information you have to share.”
- “[IN] was the instructor and I just need to let you know that she helped me and my family so much...[IN] came into my life and gave me hope.”
- “I am no longer so lonely, I have made new friends, and they are struggling with health issues just like me.”



## Confidence –

- “Because of you I am becoming positive, I look good and I feel good about myself.”
- “I lost 7 pounds in a month and feel better about myself and appearance.”
- “Wow, I never thought I could make bread.”
- “I learned about MyPyramid and now I realize it isn’t as hard to use it as I have always thought.”
- “I am so proud to say that I weigh 210 lbs and have a very good outlook on my life.”

## Theme 5: Impact on family

### Codes to Support Theme 5:

- Increased Knowledge Codes
- Improved Overall Health Codes
- Enjoyment & Desire to Learn Codes
- Support & Confidence Codes
- Family
- Family Happy With Changes



- “Being involved in this nutrition program has improved my family’s eating habits as well as eating behaviors... This program has influenced our family into being healthier and has improved our habits and behaviors for the better.”
- “This program is working for me and my family.”
- “My husband thanks me each week for attending the classes. He is appreciative that I am learning to feed my family in a healthier manner.”
- “I’m buying more fruits and veggies instead of cookies & chips and the weird thing is the kids LOVE IT...”

## Theme 6: New perspective on health

### Codes to Support Theme 6:

- Increased Knowledge Codes
- Improved Overall Health Codes
- Enjoyment & Desire to Learn Codes
- Support & Confidence Codes
- Impact on Family Codes
- Increased Awareness
- Realized Need for Change
- Changed my Thinking
- More Open to New Things
- Take Control

- “This program has really opened my eyes to the importance of an active and healthy lifestyle.”
- “The “fat weighing” example was extremely alarming and will cause me to think twice about the amount of fast food I (will) allow my kids to consume.”
- “This class has really changed my way of thinking. From now on, I will prepare nutritious meals for my family.”
- “I have learned to be more responsible with my eating habits and consider my body as a priority in my life.”

# Theme 7: Positive Change

## Codes to Support Theme 7:

- Increased Knowledge Codes
- Improved Overall Health Codes
- Enjoyment & Desire to Learn Codes
- Support & Confidence Codes
- Impact on Family Codes
- New Perspective on Health Codes
- Made an Impact
- Changed my Life



## Made An Impact –

- “32 months ago I worked with a very sick sad lady. Since then she has dropped 58 pounds and only has to go for dialysis 3-4 times a year compared to once per month.
- “I believe this program has made a dramatic change in my family, my eating habits, and the overall nutrition in my family.”
- “I am 46 years old I have been constipated all my life and had acne like a teenager, I never thought that would change, well...it did. After learning that I was not eating enough fiber or drinking enough water I made the goal to eat 3 cups of raw vegetables everyday and make each one of the cups a different color of vegetable. Now I am drinking at least 5, 16 ounce, bottles of water each day and eating 3 cups of raw veggies too. I am no longer constipated and my acne has cleared up for the first time and my friends say my complexion is so beautiful and what did I do. I tell them too eat at least 3 cups of raw vegetables and drink plenty of water. They are amazed that is it, but my family and myself are believers.”

## Changed My Life –

- “Today I am very happy. I am renting my own apartment. I quit drinking sodas. I eat breakfast every day. (I never did before because my shift rotates every two weeks) I am taking my lunch to work. I learned how to measure a cup for my baby's bottle and what surprised me more -- I found myself in the kitchen . . . doing what? Cooking! That was a big surprise.”
- “These classes have changed my family and my own life forever.”
- “I really learned a lot from you, I’m so health conscious now, my whole life has changed, the way I cook, what we eat, how to shop, and the info I got from you has been very helpful and I use it every day.”

# Discussion

- Theme #1 – Increased Knowledge
  - University of Toronto's Quality of Life Profile
    - Becoming Domain - Achieving personal goals, hopes, and aspirations
      - Growth Becoming – Activities that promote improvement of knowledge and skills
- Theme #2 – Improved Overall Health
  - University of Toronto's Quality of Life Profile
    - Being Domain - Who one is
      - Physical Being – Involves physical health, nutrition, exercise, and general physical appearance



# Discussion

- **Theme #3 - Enjoyment & Desire to Learn**
  - **University of Toronto's Quality of Life Profile**
    - **Being Domain – Who one is**
      - **Psychological Being – Recognizes psychological health and adjustment, cognitions, feelings, self-esteem, self-concept, and self-control.**
      - **Specifically – Cognitions and Feelings**

# Discussion

- Theme #4 - Support & Confidence
  - University of Toronto's Quality of Life Profile
    - Support → Belonging Domain –  
Connections with one's environment
      - Social Belonging – Friends and  
community which best describes the  
support participants get from other  
participants
      - Community Belonging – Educational  
programs and participants receiving  
support from EFNEP instructors
  - Confidence → Being Domain – Who one is
    - Psychological Being – Specifically self-  
esteem

# Discussion

- **Theme #5 – Impact on Family**
  - **University of Toronto's Quality of Life Profile**
    - **Belonging Domain - Connections with one's environment**
      - **Social Belonging – Family**
- **Theme #6 – New Perspective on Health**
  - **University of Toronto's Quality of life Profile**
    - **Being Domain – Who one is**
      - **Psychological Being – Specifically psychological health and adjustment, cognitions, and self-control**

# Discussion

- **Theme #7 – Positive Change**
  - **University of Toronto's Quality of Life Profile**
    - **Not supported by one particular domain or subdomain**
  - **However, positive change is the most important theme because it describes the overall effect EFNEP has on the quality of life of its participants.**
  - **EFNEP has changed the lives of its participants by inspiring positive change.**

# Conclusion

- Seven major themes describe quality of life
  - Increased Knowledge
  - Improved Overall Health
  - Enjoyment & Desire to Learn
  - Support & Confidence
  - Impact on Family
  - New Perspective on Health
  - Positive Change



- 1.) Enjoyment of coming to the EFNEP classes and participating in the lessons
- 2.) Desire to learn more about ways to improve nutrition and health
- 3.) Increased self confidence since participating in the program
- 4.) Positive impact on family since learning new information in the program
- 5.) Feeling sense of control over health



# Limitations

- **Credibility of the Success Stories**
  - The credibility and value of the success stories is based on the assumption that participants and staff submitted stories that are honest about participant progress.
  
- **Interpretation of the Success Stories**
  - With qualitative research, the data is subjected to personal interpretation by the researcher(s).

# Recommendations for future research

- If possible, establish guidelines for the content and format of the success stories.
- Conduct one-on-one or focus group interviews with EFNEP participants. This would allow the researcher to probe further and obtain a deeper understanding of how EFNEP classes affected the participant's life.
- From the five themes, develop entry exit question(s) to be validated for national extension to determine the impact of EFNEP on quality of life.

**Extension is a Division of the Institute of Agriculture and Natural Resources at the University of Nebraska–Lincoln cooperating with the Counties and the United States Department of Agriculture.**

**University of Nebraska–Lincoln Extension educational programs abide with the nondiscrimination policies of the University of Nebraska–Lincoln and the United States Department of Agriculture.**

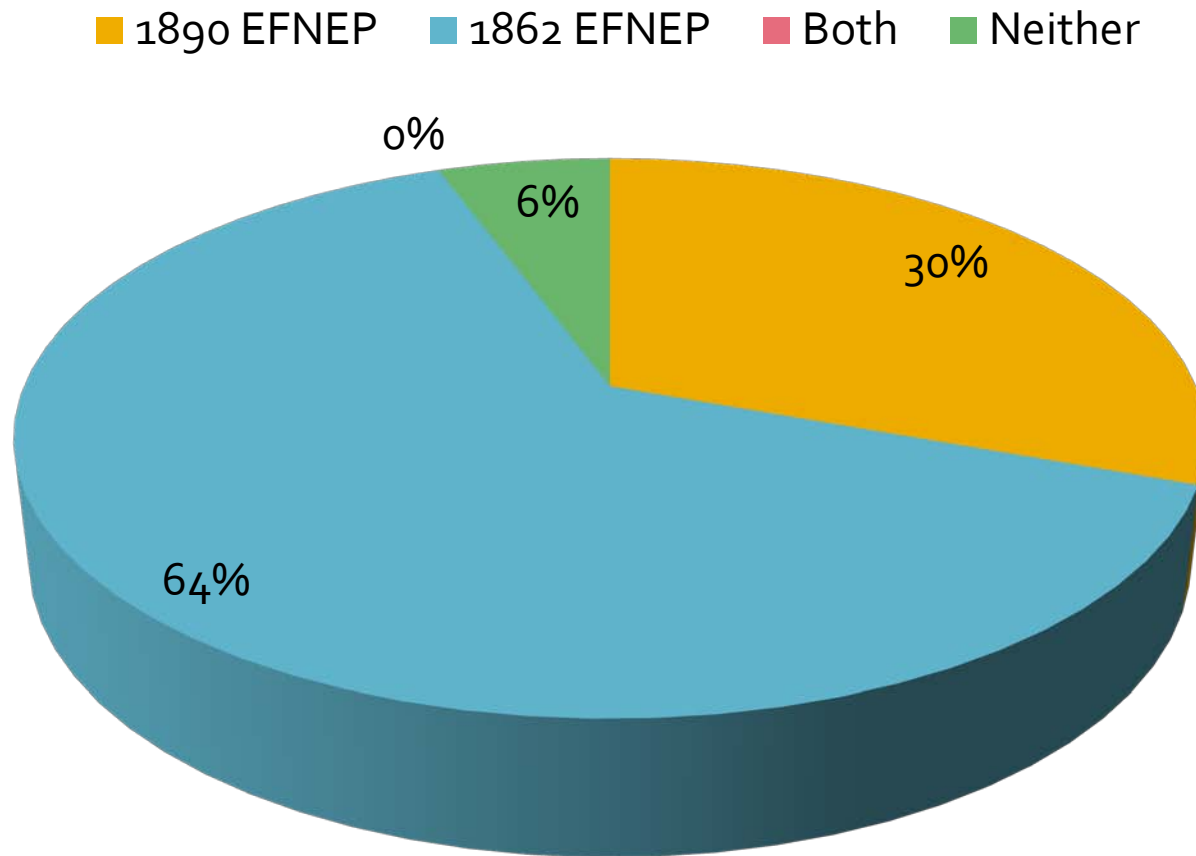
Mira Mehta  
Maryland EFNEP  
Department of Nutrition and Food Science  
University of Maryland, College Park

# **Results of the EFNEP Caseload/workload Survey**

# Response to the online survey

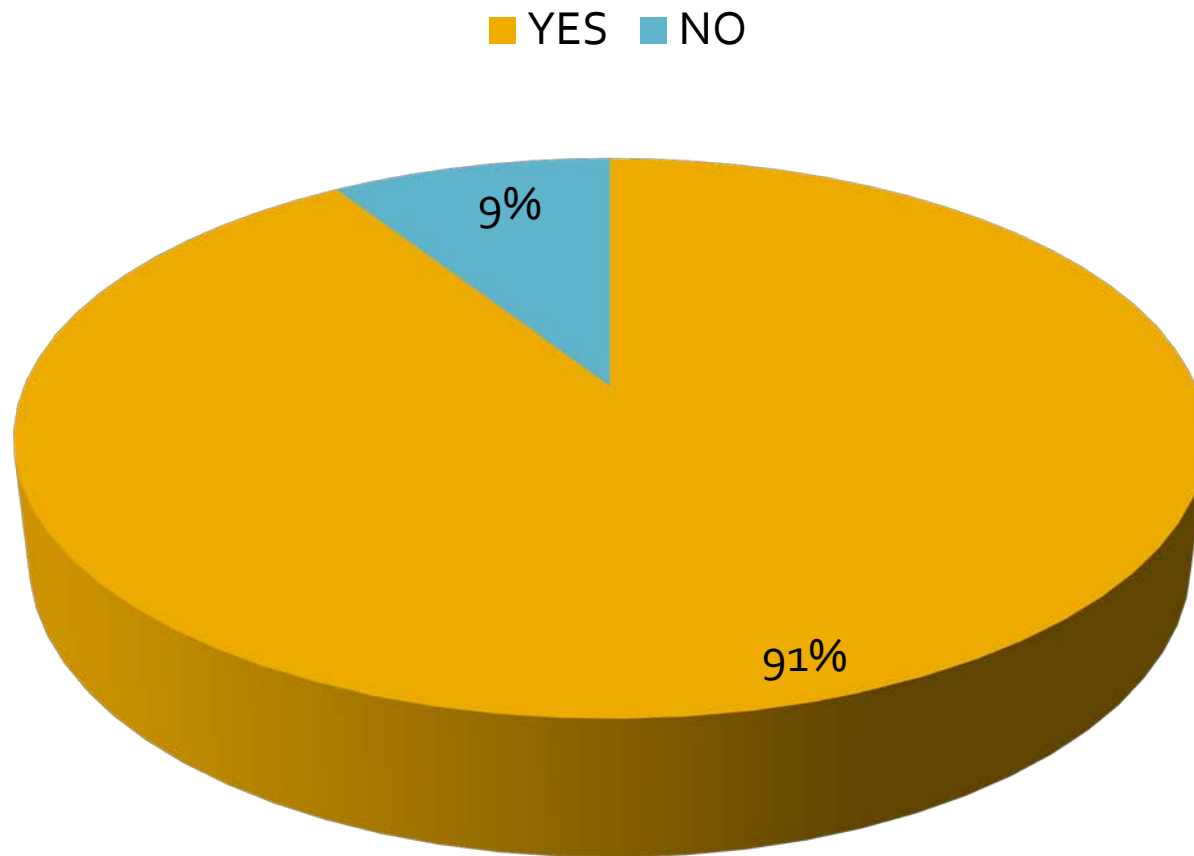
- Thirty six respondents or approximately 51% of programs responded to the survey .
- The link to the survey was sent in an email message via the EFNEP Coordinators listserv

# Question: Please indicate whether you lead:

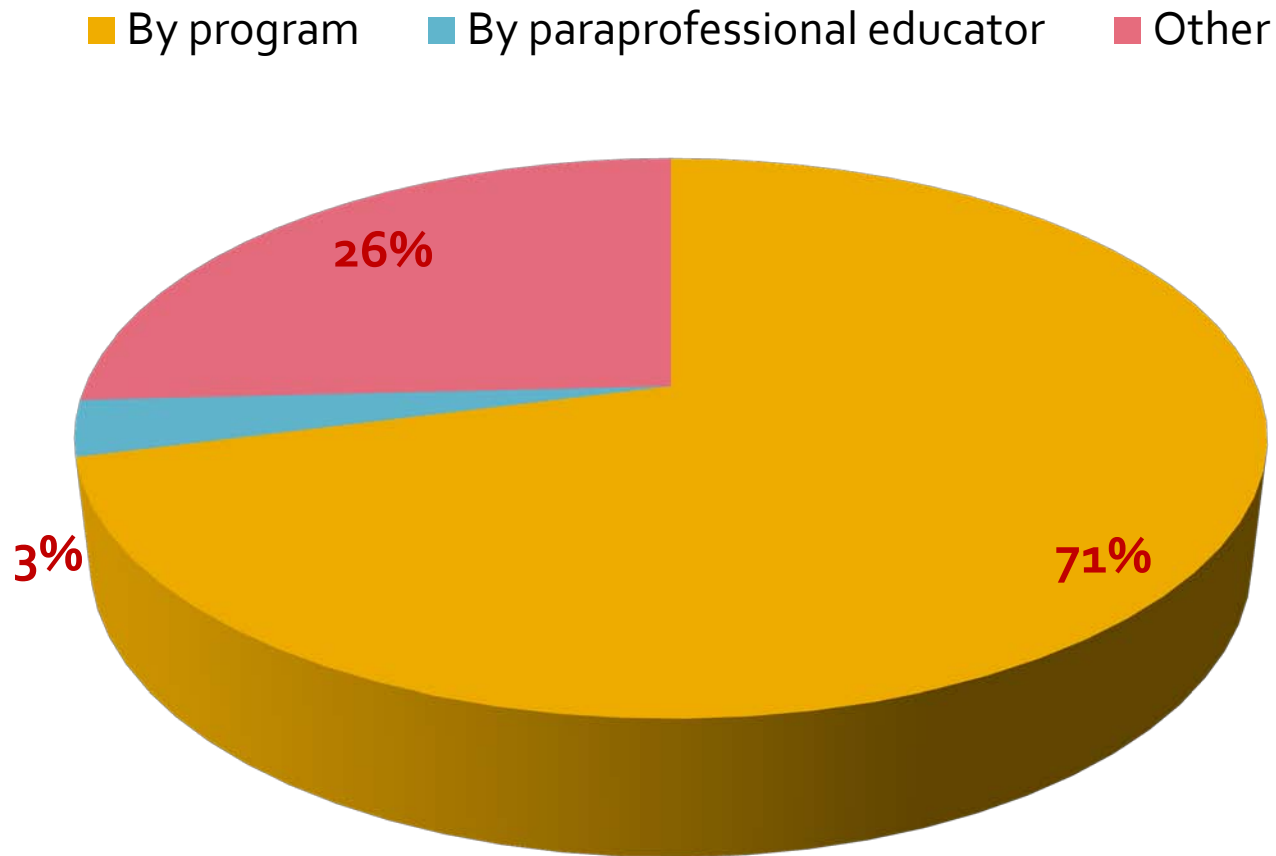




# Question: Do you have a policy regarding workload for paraprofessionals



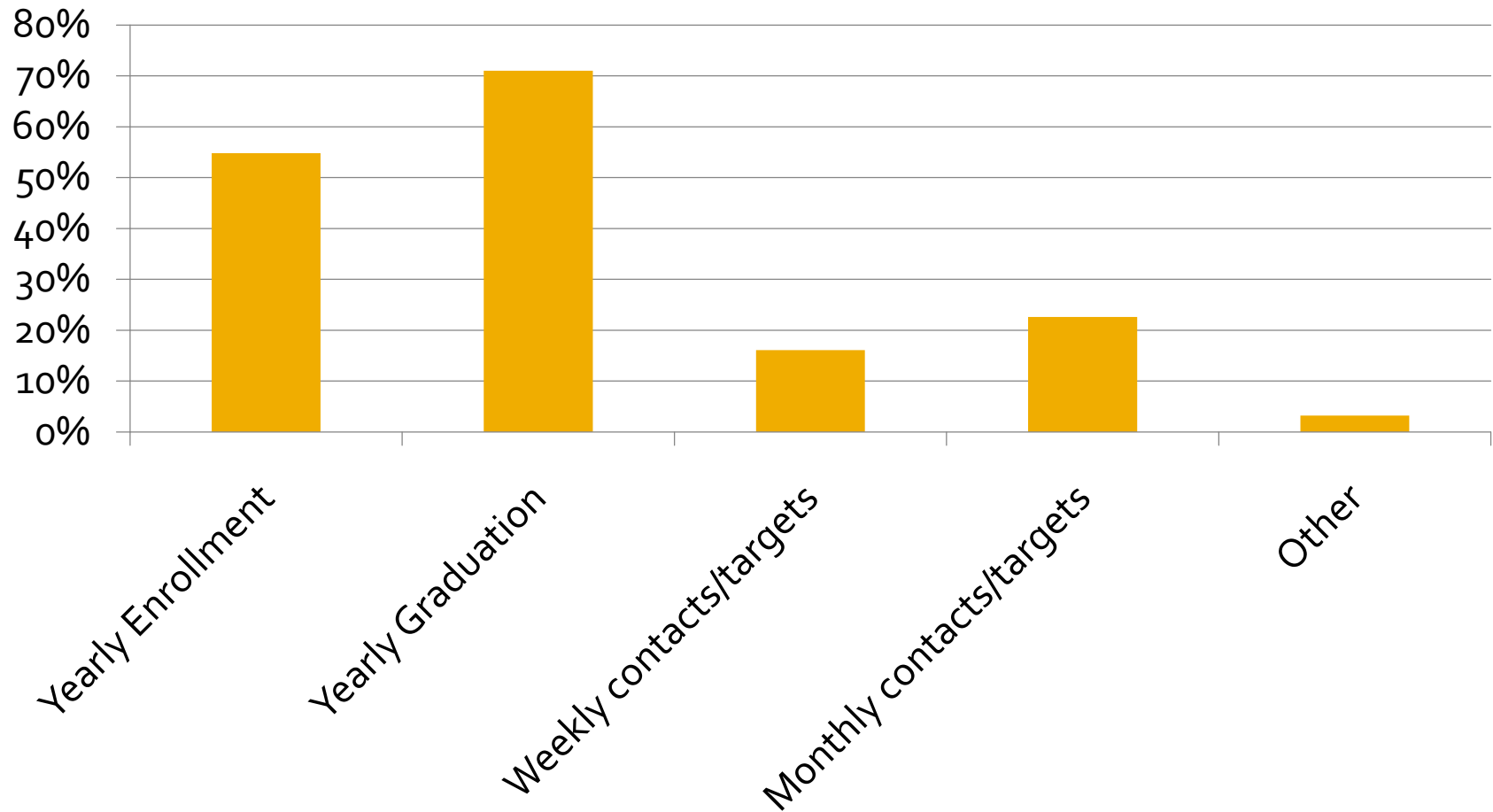
# Questions: Who sets caseloads in your program?



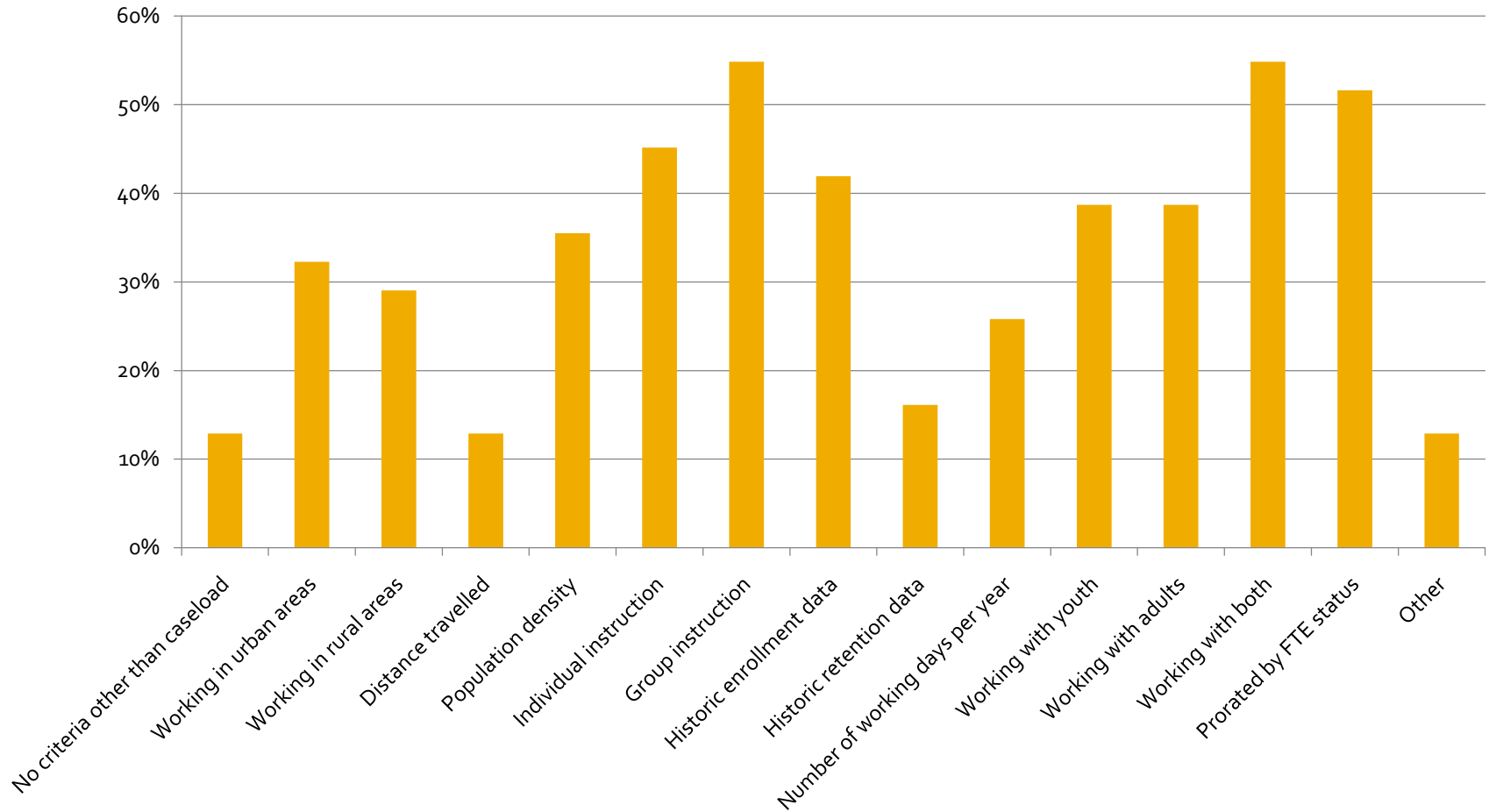
# Who sets case load? Responses by those who said 'other'

- We also select some indicators from NEERS5 to help set goals
- Supervising staff in each county
- Paraprofessionals work with the supervisor in their county to determine a reasonable caseload. This figure is proposed to the state office. All visit by phone to agree on final goals.
- Both. We have general guidelines and then set individual goals by paraprofessional .
- Caseload is set each year by our EFNEP and SNAP-Ed faculty (State Coordinator, Project Associates and Area Coordinators).
- Through conversations, past performance. Our caseloads need to be revisited, so this will be great information.
- We don't have a written policy per se - our policy is that caseload goals are set together by each paraprofessional and their supervisor - depending on travel involved, size of groups, etc
- Paraprofessional sets case load but also guided by supervisor. We try to have them teaching 3-4 days per week.
- Caseloads are determined jointly by supervisor and each individual paraprofessional on a yearly basis
- Minimum - 10% of pregnant teens in your county/month = the number of teaching contacts you should have per month (a teaching contact = each person taught)  
target - 15% of pregnant teens in your county/month

# Do you set goals for:



# What criteria do you use to set case load expectations



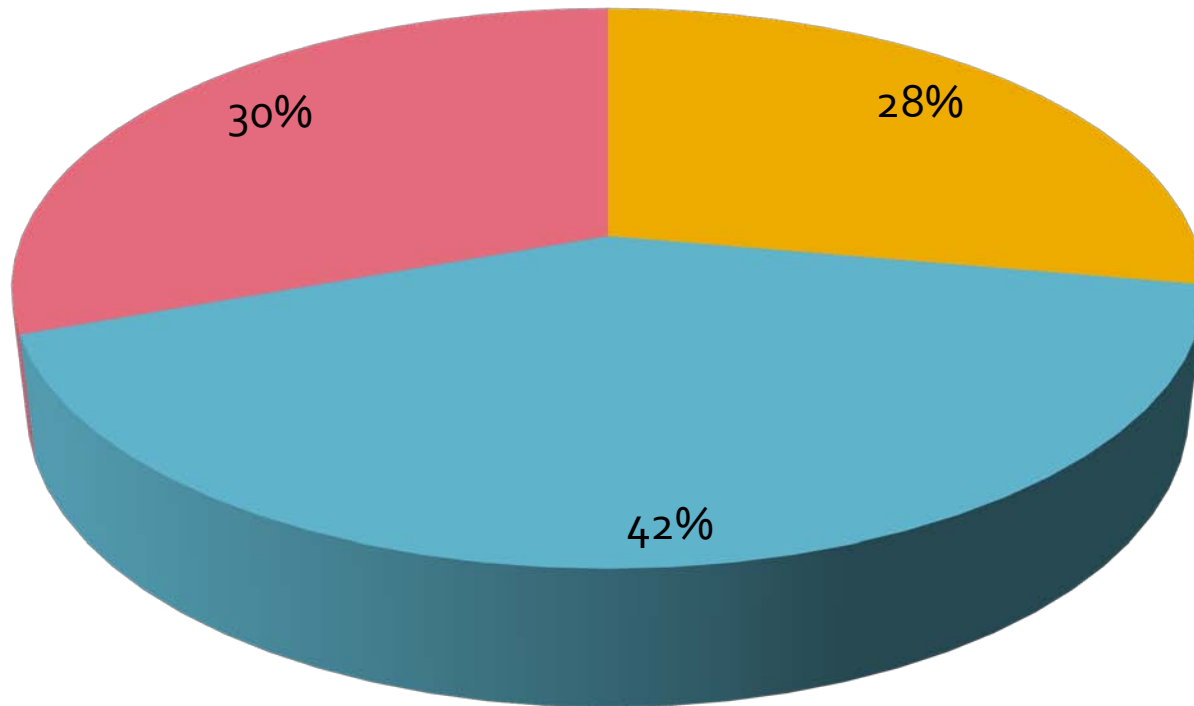
# If you answered other please explain briefly

- The criteria used depend on the paraprofessional. We don't do individual classes, so that isn't an issue.
- How long the educator has been working
- Supervisory assignments
- I have been on the job less than three weeks.
- Entry level has lower caseload expectation.
- Poverty status
- Targets based on historic data re: graduation of participants by individual nutrition assistant.



If you have a policy, would you be willing to share the method for developing caseload/workload with EFNEP coordinators?

■ YES ■ NO ■ NO RESPONSE



# Questions/comments

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# Steps to Ensure an Accurate 24-Hour Food Recall





# The Development and Evaluation of the Healthy Eating Index-2005

**Patricia M. Guenther, PhD, RD**  
**Center for Nutrition Policy and Promotion**  
**US Department of Agriculture**





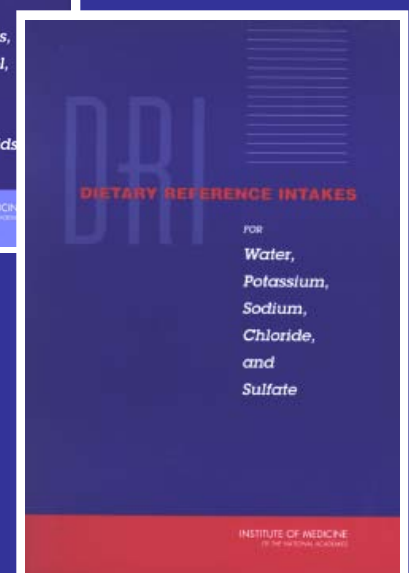
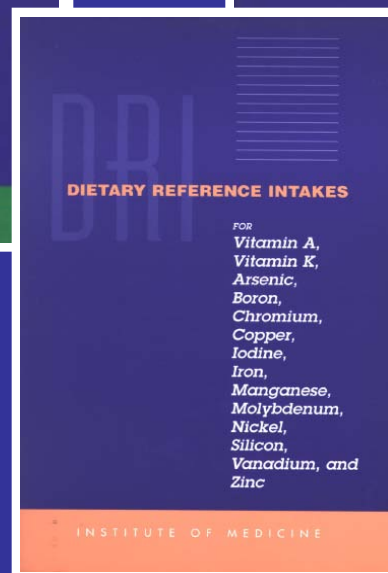
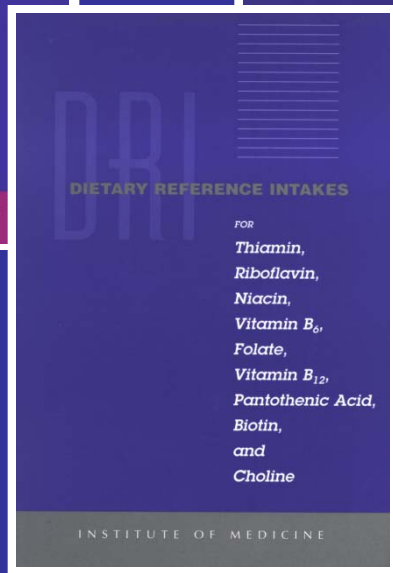
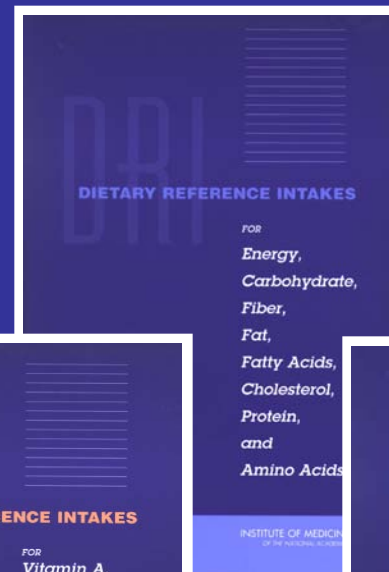
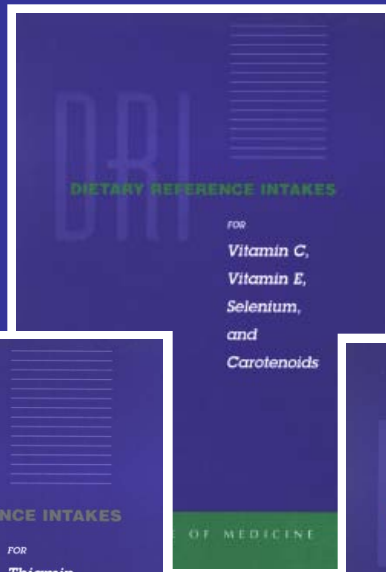
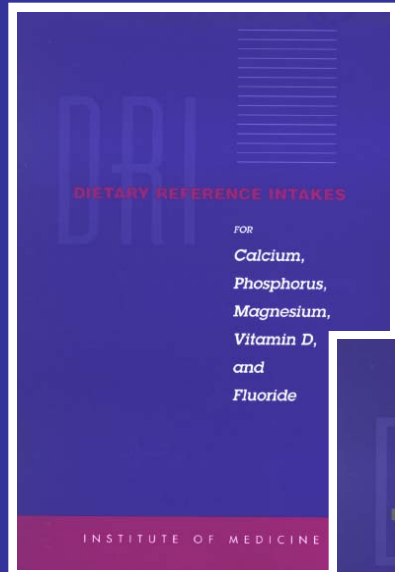
# Overview

- Background
- Purpose
- HEI-2005
  - Components and standards
    - Empty calories
  - Evaluations
- Recommendations
- Questions





# From science to assessment



# From science to assessment





# From science to assessment



[www.DietaryGuidelines.gov](http://www.DietaryGuidelines.gov)

# From science to assessment



# From science to assessment



# From science to assessment



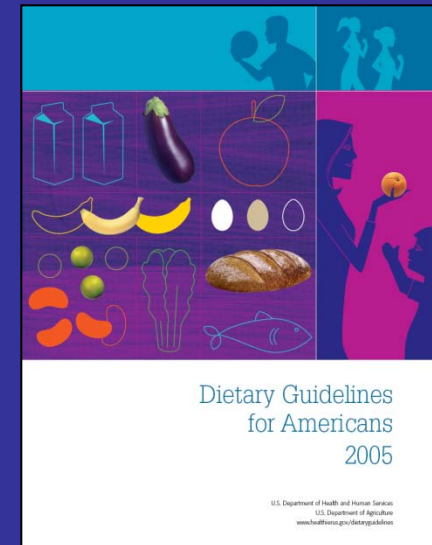


# Applications

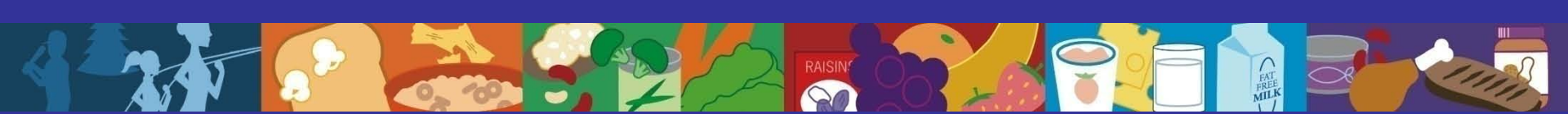
- Assess diet quality of populations
- Research on dietary patterns and health
- Nutrition interventions

# Purposes of this project

- Revise HEI to conform to 2005 Dietary Guidelines
- Evaluate psychometric properties
  - Validity
  - Reliability



Guenther et al, *J Am Dietet Assoc*, Nov, 2008



# Original Healthy Eating Index

## Adequacy:

- Total Fruit
- Total Vegetables
- Total Grains
- Milk
- Meat & Beans

## Moderation:

- Total Fat
- Saturated Fat
- Cholesterol
- Sodium

## Variety







# Healthy Eating Index-2005

## Adequacy:

- Total Fruit
- Whole Fruit
- Total Vegetables
- Dark Green/Orange/  
Legumes
- Total Grains
- Whole Grains

- Milk
- Meat & Beans
- Oils

## Moderation:

- Saturated Fat
- Sodium
- Calories from Solid Fats,  
Alcohol, Added Sugars



# Healthy Eating Index-2005

## Adequacy:

- Total Fruit
- Whole Fruit
- Total Vegetables
- Dark Green/Orange/  
Legumes
- Total Grains
- Whole Grains

- Milk
- Meat & Beans
- Oils

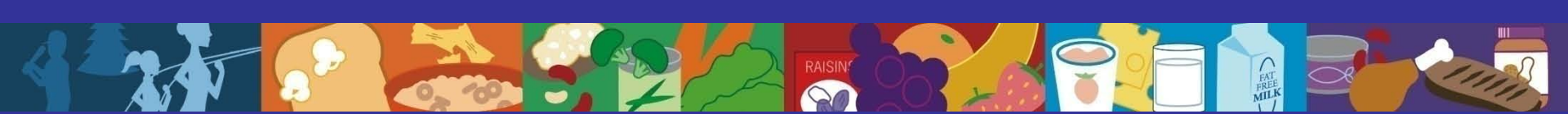
## Moderation:

- Saturated Fat
- Sodium
- Calories from Solid Fats,  
Alcohol, Added Sugars  
("empty calories")



# Scoring

- Fruit
  - Total (5)
  - Whole (5)
- Vegetables
  - Total (5)
  - Dark Green/Orange/Legumes (5)
- Grains
  - Total (5)
  - Whole (5)
- Milk (10)
- Meat & Beans (10)
- Oils (10)
- Saturated Fat (10)
- Sodium (10)
- Calories from Solid Fats, Alcohol, Added Sugars (20)



# Density standards

- Density approach
  - Express recommended amounts per 1000 calories
- True to pattern intentions
  - Over time intake should have these proportions of food groups
- Assesses the mix of foods
- No need to determine an individual's appropriate calorie level

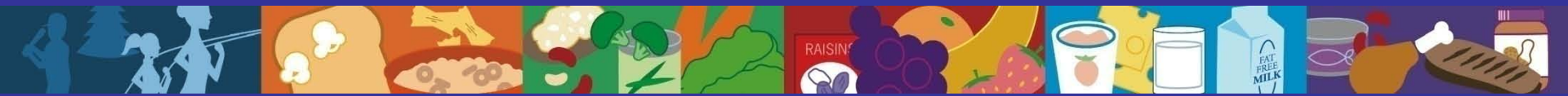


A horizontal banner at the top of the slide featuring a variety of colorful icons related to health and nutrition. From left to right, it includes silhouettes of people running and walking, a bowl of soup, a plate of food with vegetables, a glass of juice, a carton of milk, a glass of water, a carton of fat-free milk, a bowl of cereal, a piece of bread, and a jar of jam.

# Complementary measures

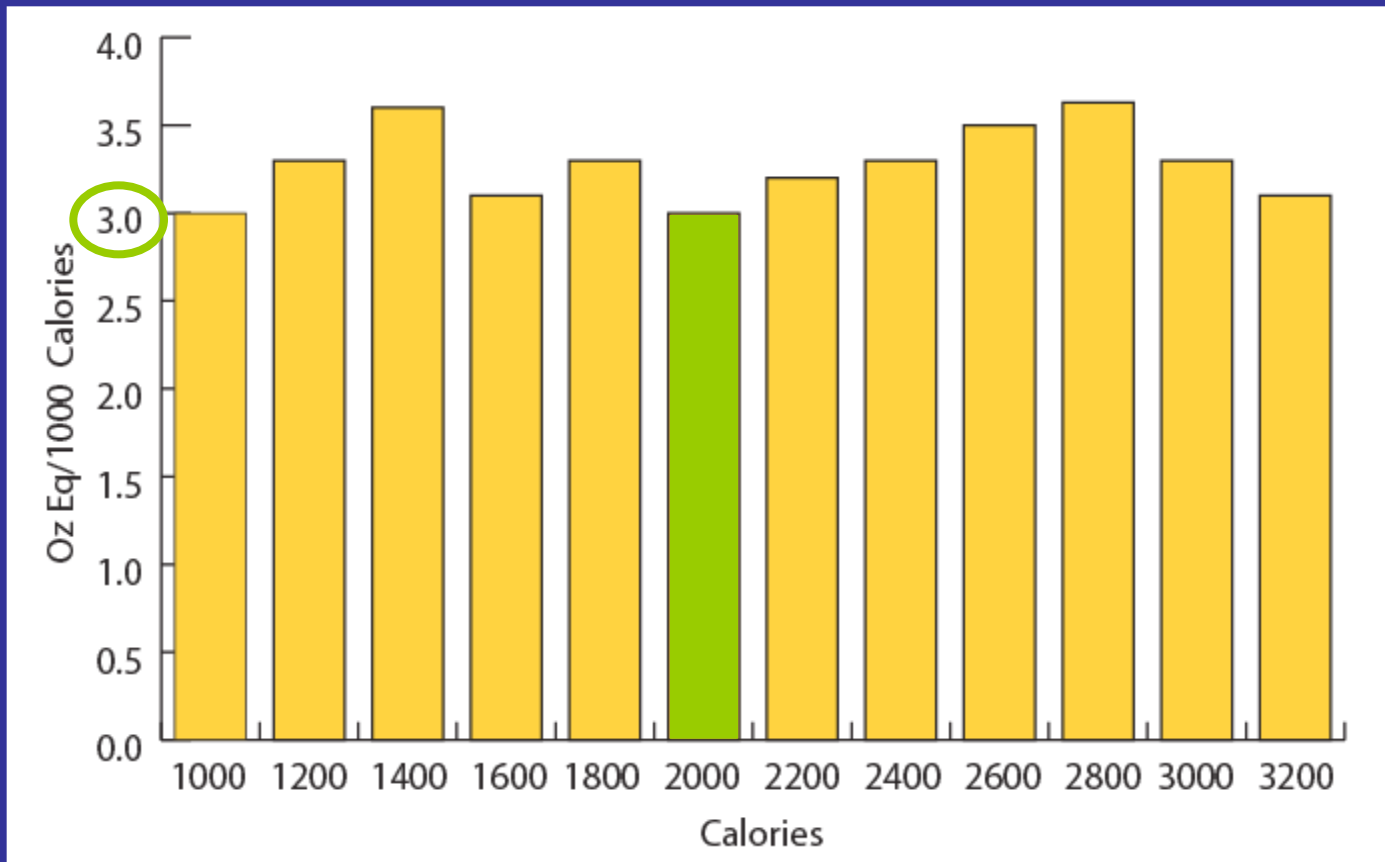
- Anthropometrics
  - Body Mass Index
  - Waist circumference
- Physical activity





# Total Grains

Recommended amounts per 1000 calories

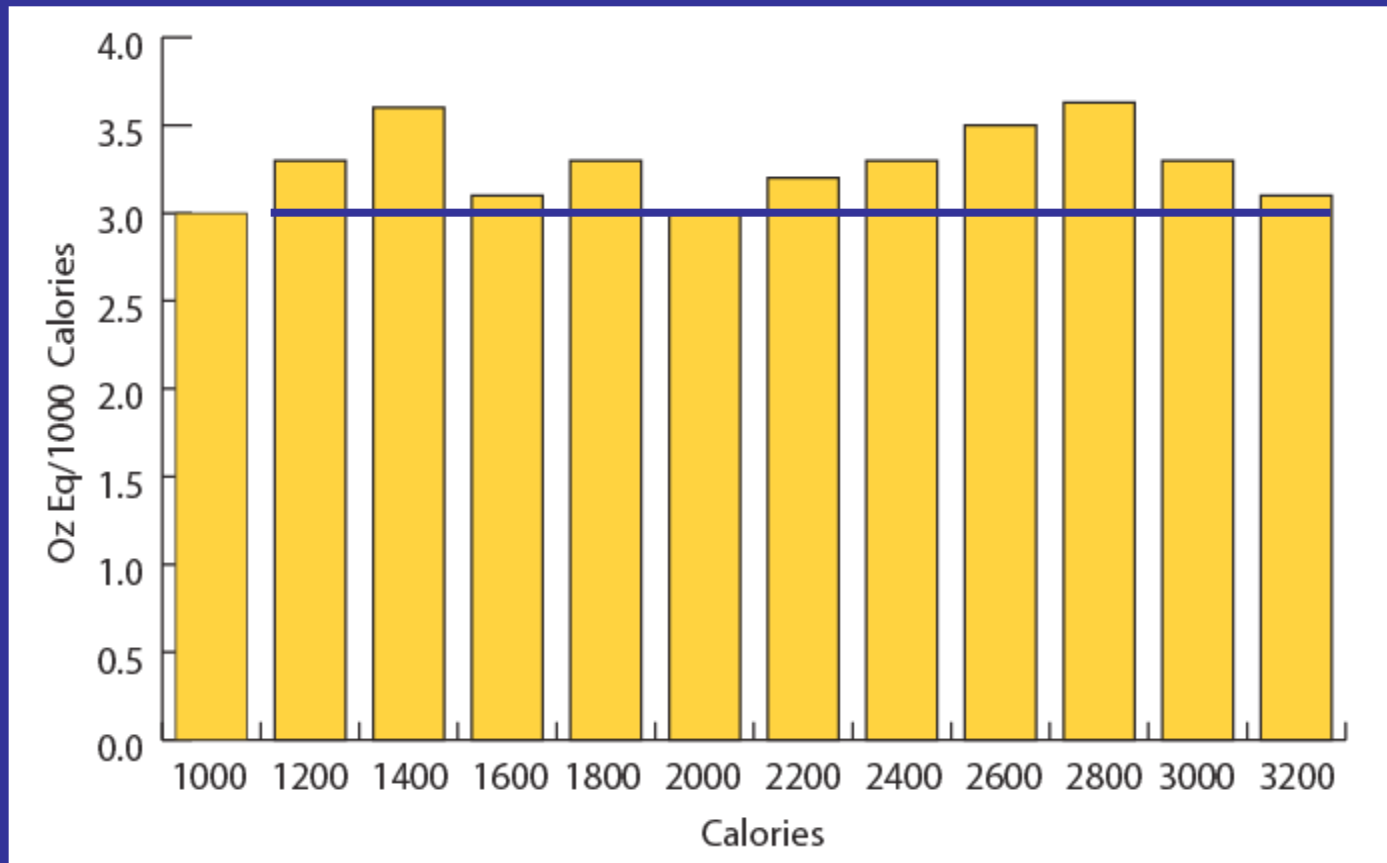






# Total Grains

Recommended amounts per 1000 calories



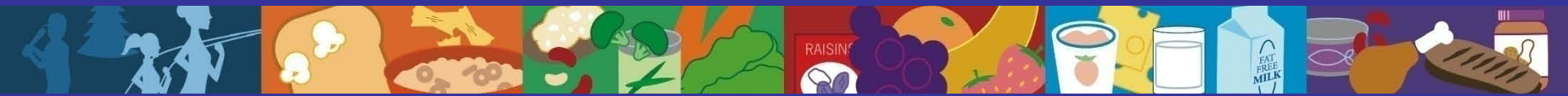


# Scoring

- Adequacy components
  - Maximum points for meeting the standard
  - 0 points for none
- Moderation components
  - Scientific standards for maximum score
  - Population distributions examined to set minimum scores







# Discretionary calories

- Discretionary calories difficult to measure
- Desire a component to address over-consumption



# Operational definition

- Calories from Solid Fats, Alcohol and Added Sugars
  - Represents a subset of all discretionary calories
  - Does not cover intake above recommended amounts of MyPyramid food groups
    - Total grains and meat

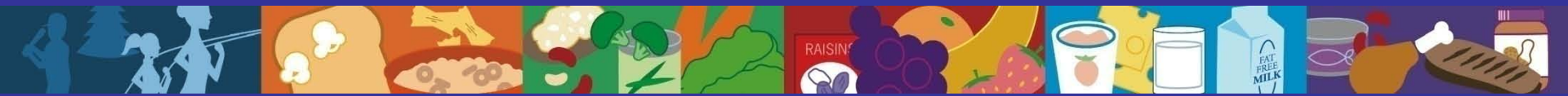




# Evaluation

- Content validity
  - Check against Dietary Guidelines
- Construct validity
  - Exemplary menus
  - Smokers vs nonsmokers
- Reliability
  - Internal consistency





# Content validity

- Extent to which the measure captures the variety of attributes that make up the construct
- Includes face validity
- Test
  - Check against Dietary Guidelines







# Evaluation

- Content validity
  - Check against Dietary Guidelines
- Construct validity
  - Exemplary menus
  - Smokers vs nonsmokers
- Reliability
  - Internal consistency





# Menu data

- [MyPyramid.gov](http://MyPyramid.gov)
- [Your Guide to Lowering Your Blood Pressure With DASH](#)
- [Eat, Drink, and Be Healthy: The Harvard Medical School Guide to Healthy Eating](#)
- [AmericanHeart.org](http://AmericanHeart.org)

# Exemplary Menus

	MyPyramid	DASH	Harvard	AHA
<b>Total Grains</b>	<b>5</b>	<b>4.8</b>	<b>5</b>	<b>5</b>
<b>Whole Grains</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>
<b>Total Vegetables</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>
<b>Dark Green, etc.</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>4.9</b>
<b>Fruit</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>
<b>Whole Fruit</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>
<b>Milk</b>	<b>10</b>	<b>10</b>	<b>0.9</b>	<b>8.7</b>
<b>Meat &amp; Beans</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>
<b>Oils</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>
<b>Sodium</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>
<b>Saturated Fat</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>
<b>Empty Calories</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>
<b>Total</b>	<b>100</b>	<b>99.8</b>	<b>90.9</b>	<b>98.6</b>







# Evaluation

- Content validity
  - Check against Dietary Guidelines
- Construct validity
  - Exemplary menus
  - **Smokers vs nonsmokers**
- Reliability
  - Internal consistency





# Concurrent criterion validity

- Distinguishes between groups in the present time
- Test
  - Smokers vs nonsmokers





# Smokers vs nonsmokers

- Different component scores
  - Original HEI 5 of 10
  - HEI-2005 9 of 12
- Different total score
  - Original HEI 5.5 points
  - HEI-2005 8.6 points



# Evaluation

- Content validity
  - Check against Dietary Guidelines
- Construct validity
  - Exemplary menus
  - Smokers vs nonsmokers
- **Reliability**
  - Internal consistency





# Types of reliability

- Test-retest
  - Respondent recall
  - Data collection and coding
- Inter-rater
  - No judgment required
- Internal consistency



# Internal consistency

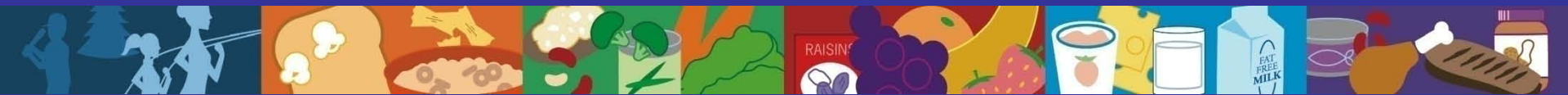
- Cronbach's alpha = 0.43
- Anticipated to be low
- Components
  - Not measuring same thing
  - Relationships vary
- HEI as a set of profile scores



# HEI-2005

- Reflects the 2005 Dietary Guidelines
- Uncouples diet quality and diet quantity
  - Density approach
- Provides a valid set of profile scores
  - Monitoring diet quality
  - Research on dietary patterns and health
  - Nutrition interventions





# Assessing usual intake

- Institute of Medicine (IOM) dietary assessment report
- IOM and Dietary Guidelines
  - Recommendations to be met over time
  - Assess usual intake
- 1-day means estimate group usual intake

IOM, *DRIs: Applications in Dietary Assessment*, 2002





# Population HEI-2005 score

$$\frac{\sum (\text{Food Group})_{\text{individual}}}{\sum (\text{Energy})_{\text{individual}}}$$

Freedman et al, *J Nutr*, Sept, 2008





# Population HEI-2005 score

$$\frac{\sum (\text{Food Group})_{\text{individual}}}{\sum (\text{Energy})_{\text{individual}}}$$

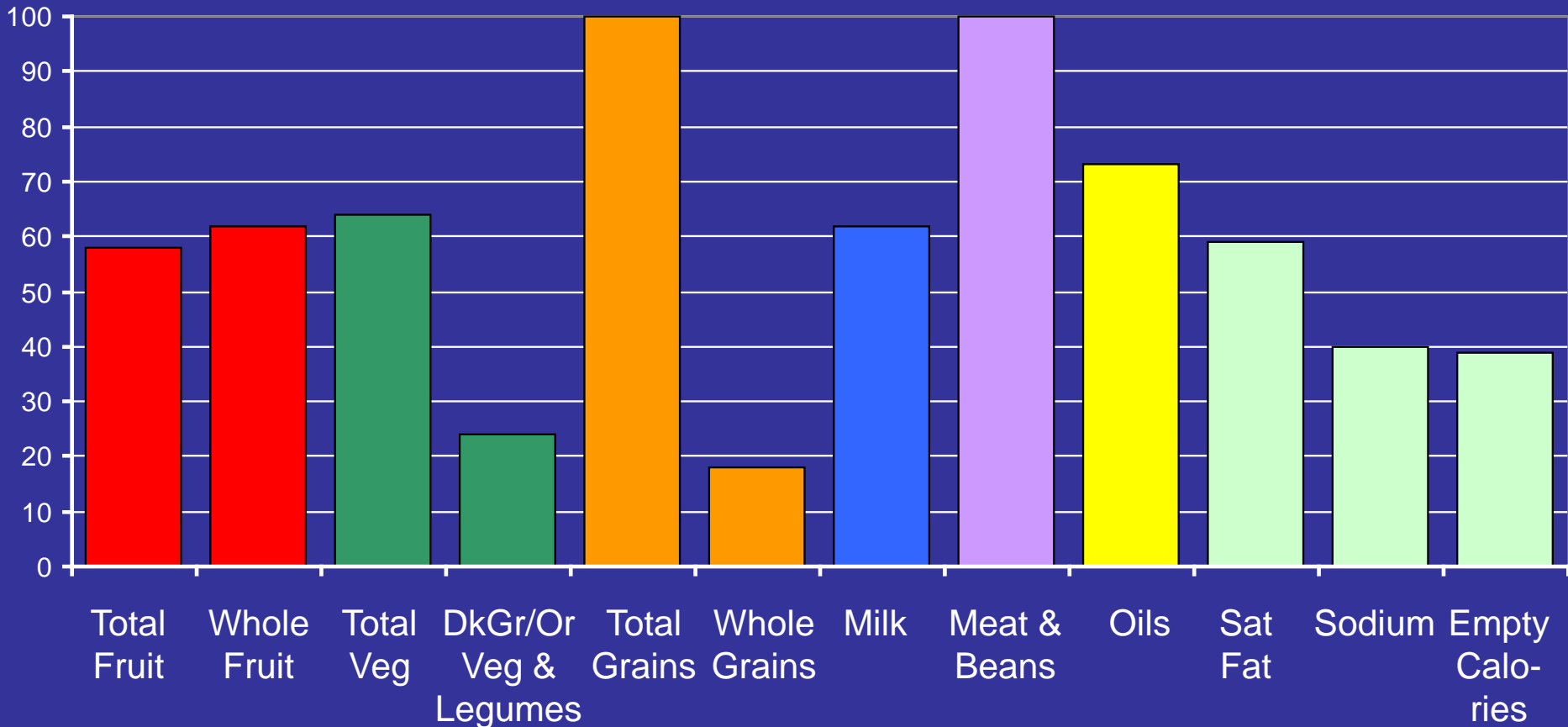
→Assign score

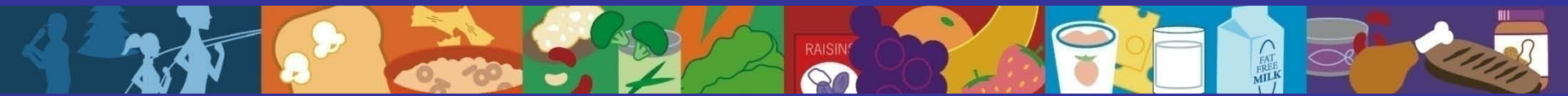
Freedman et al, *J Nutr*, Sept, 2008

# HEI-2005 population scores

as a percent of the standard

Total score = 57.5%





# Application to EFNEP

- Evaluate the effectiveness of the program
  - Collect one 24-hour recall from a sample
    - Before the intervention
  - Collect one 24-hour recall from the sample
    - After the intervention
  - Calculate and compare pre- and post-HEI scores at the group (state) level



# From science to assessment





# Resources

[www.cnpp.usda.gov/HealthyEatingIndex](http://www.cnpp.usda.gov/HealthyEatingIndex)

[www.DietaryGuidelines.gov](http://www.DietaryGuidelines.gov)

[Patricia.Guenther@cnpp.usda.gov](mailto:Patricia.Guenther@cnpp.usda.gov)





# Using EFNEP Outcomes Data

**Program Management Tool**  
**Program Promotion and Outreach Tool**

Maria Carmen Lambea, MPH, CHES  
OSU Extension and Department of Human Nutrition  
The Ohio State University

# Using EFNEP Outcomes Data



## Program Management

- Evaluate the program and provide accountability.
- Maintain program integrity.
- Program planning to improve our EFNEP program impact.

## Program Outreach and Promotion

- Expand EFNEP program outreach and impact in our state.



# Using EFNEP Outcomes Data

## How we use EFNEP Outcomes Data

As a Program Management Tool

As a Program Outreach and Promotion Tool  
Extension/University  
County and State

## What benefits do we find for the program after using the Outcomes Data

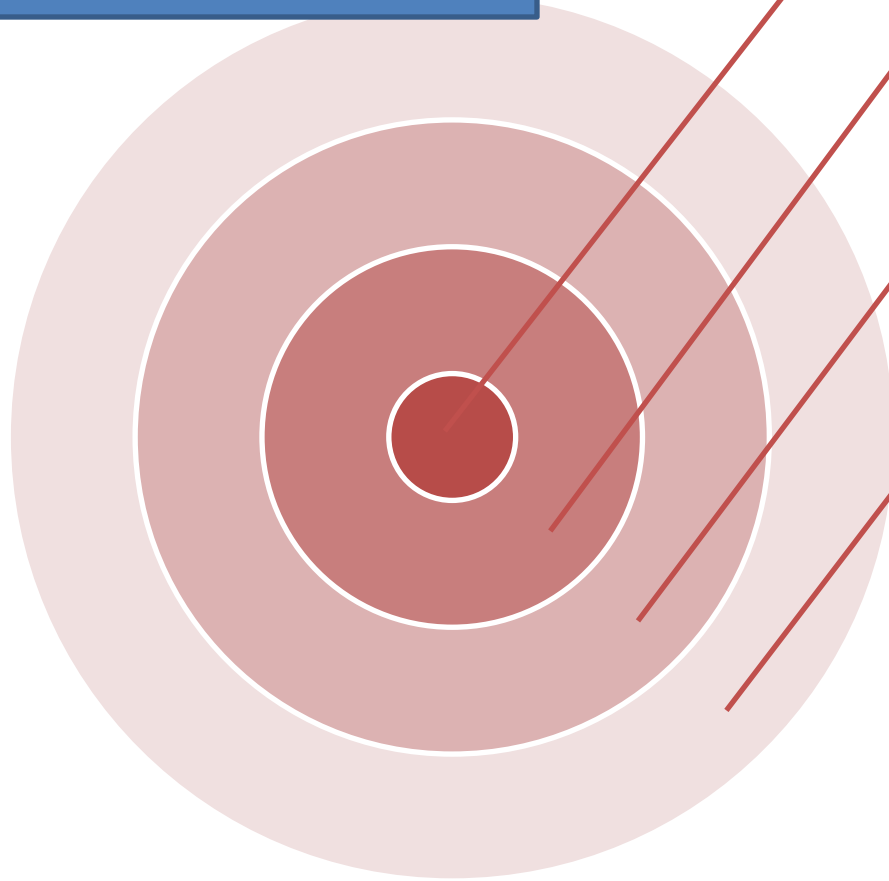
As a Program Management Tool

As a Program Outreach and Promotion Tool  
Extension/University  
County and State

Conclusions

# Outcomes Data as a Program Management Tool

Program Performance  
Improvement  
Setting Goals and Priorities.  
Program Evaluation.



Program Assistants and Educators:  
Personal –PA Reports.

- Visit from the State Team once a year, ongoing coaching from Supervisor as needed.

County Level. County Reports.

- Once a year visit, usually during November or December. Quarterly quick review.

State Level. State Report.

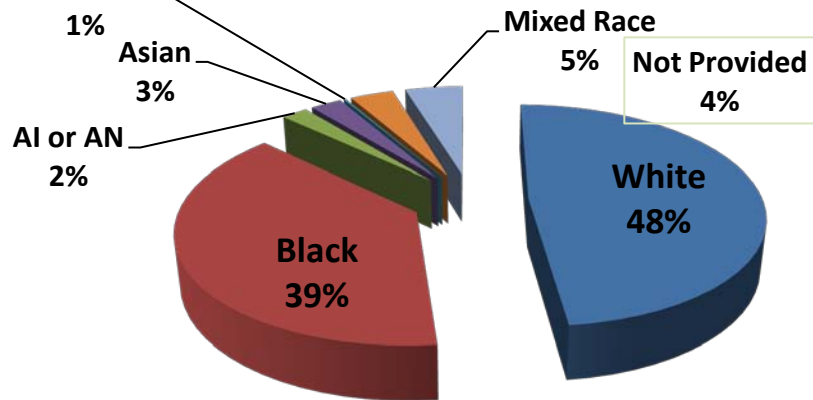
- Once a year brief presentation during our Annual Community Nutrition Conference in November showing EFNEP general results.

National Level. NEERS 5 Report.

- Annual Feedback from EFNEP National Leadership.

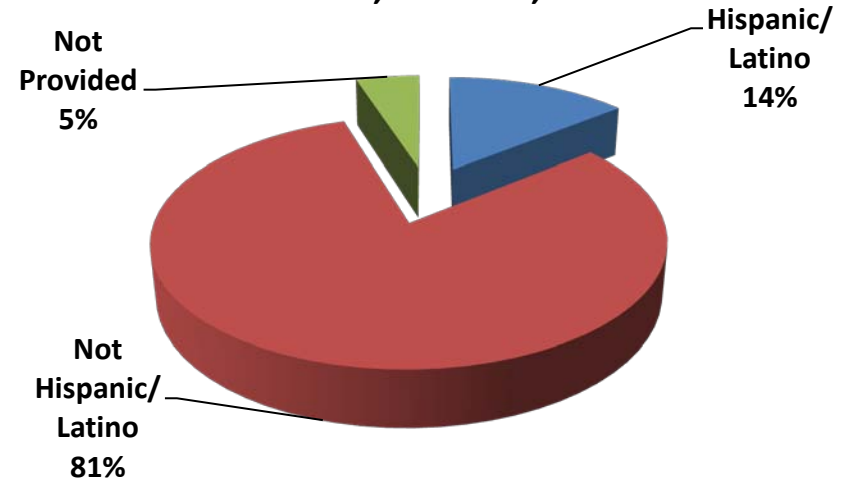
### Participants' Race

Ohio EFNEP, FY 2010, n=5024



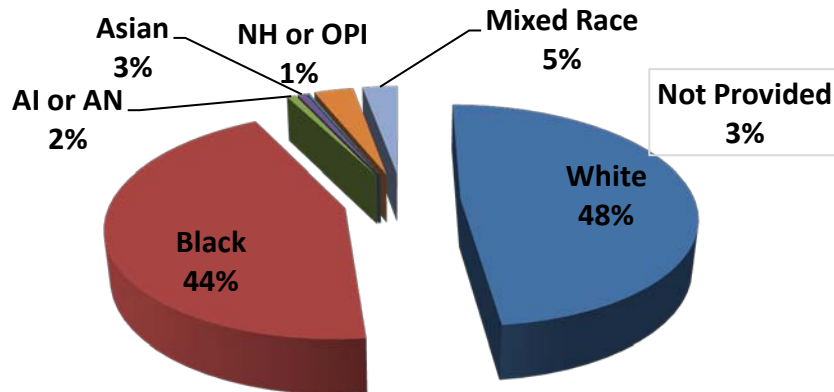
### Participants' Ethnicity

Ohio EFNEP, FY 2010, n=5024



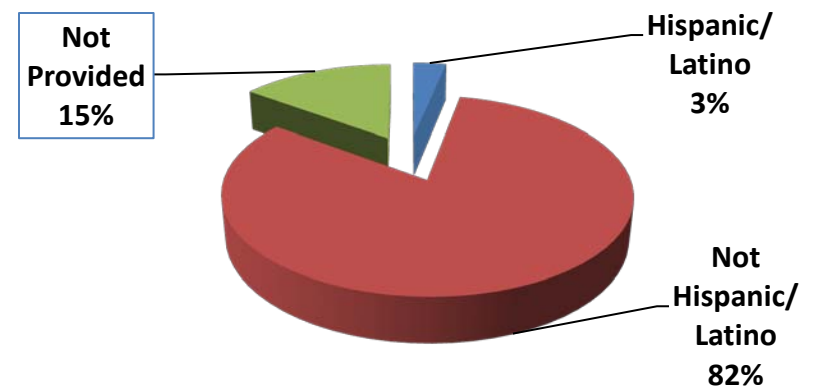
### Participants' Race

EFNEP County, FY 2010, n=560

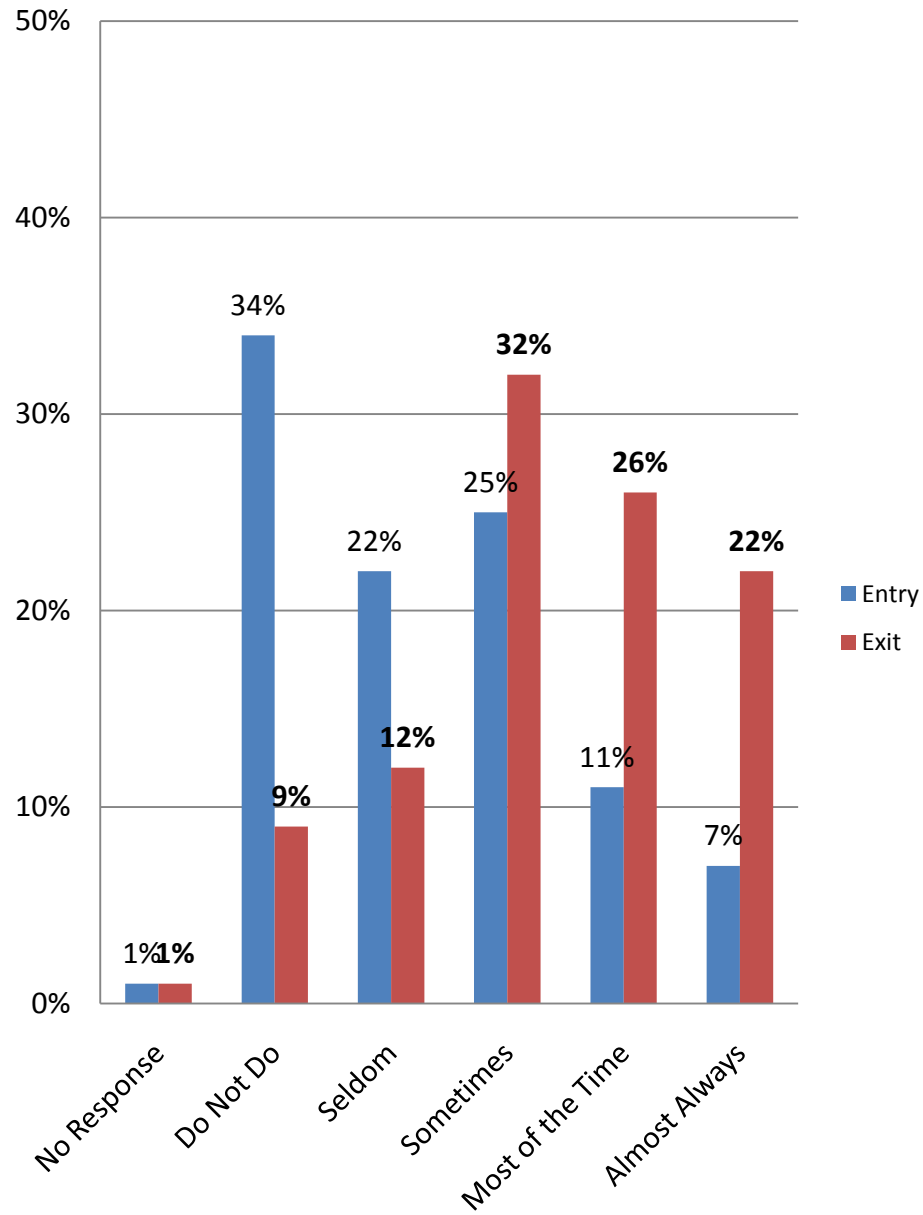


### Participants' Ethnicity

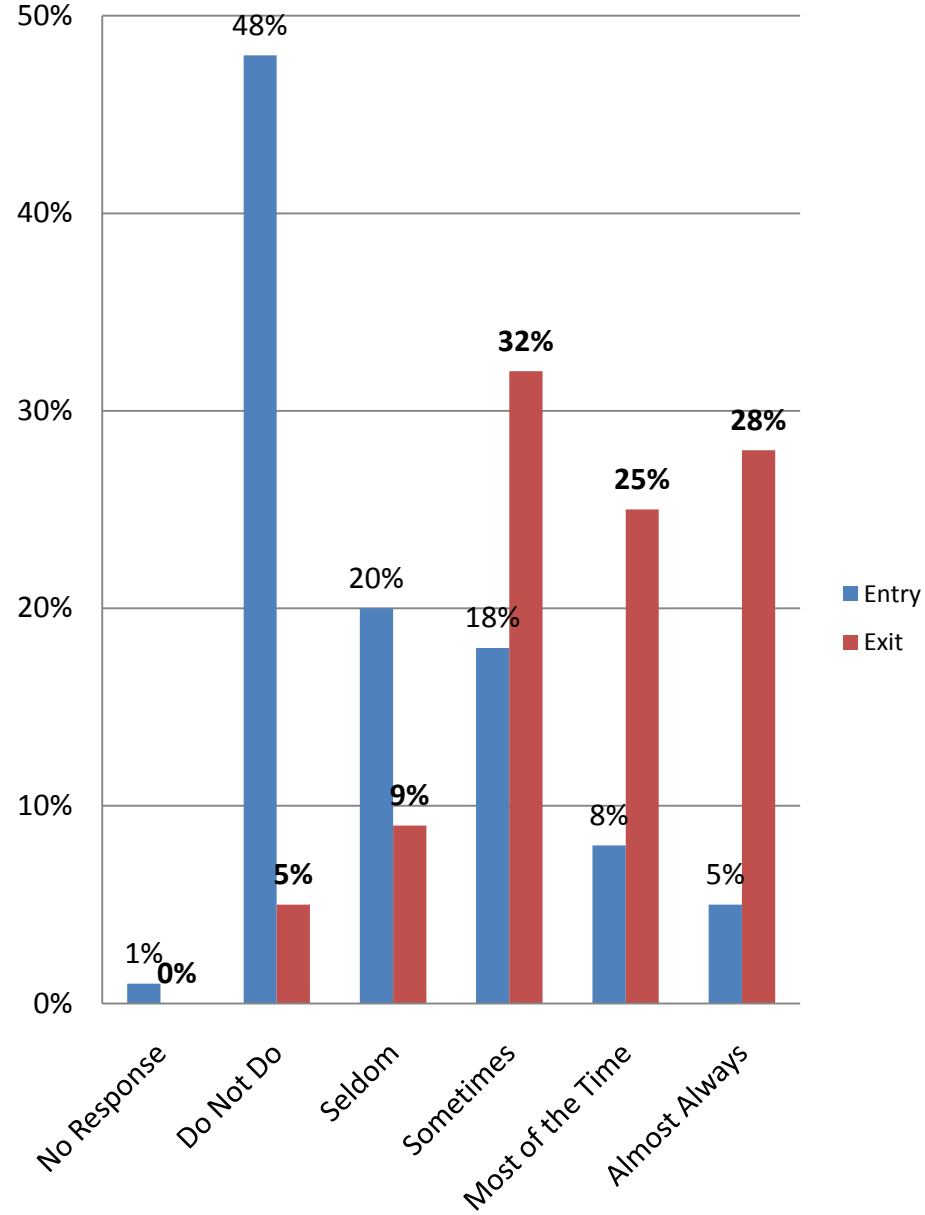
EFNEP County, FY 2010, n=560



**Percentage Reading Food Labels  
to Select Foods  
Ohio EFNEP, FY 2010, n=3229**



**Percentage Reading Food Labels  
to Select Foods  
EFNEP County, FY 2010, n=292**



## Nutrition Practices Improvement Ohio EFNEP FY 2010, n=3232

OH 09  
Nut=84%

After participating in EFNEP, Ohio, FY 2010:

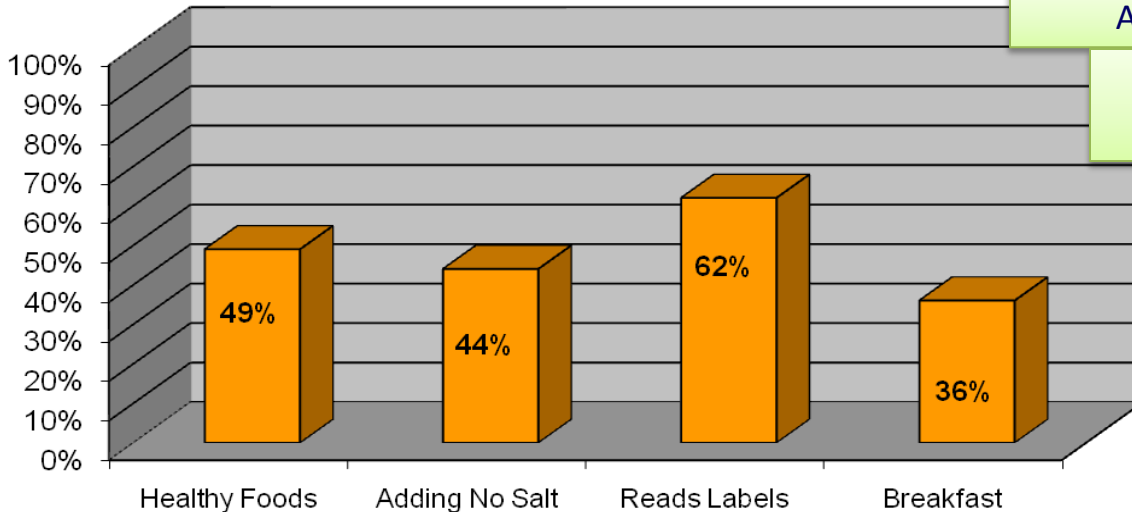
**90% of participants showed improvement in one or more Nutrition Practices**

Acceptable Nutrition practices

At entry: 12% of participants

At exit: 39% of participants

+6%,+6%,+6%,+3%



After participating in EFNEP, Cuyahoga, FY 2010:

**88% of participants showed improvement in one or more Nutrition Practices**

C 09  
Nut=76%

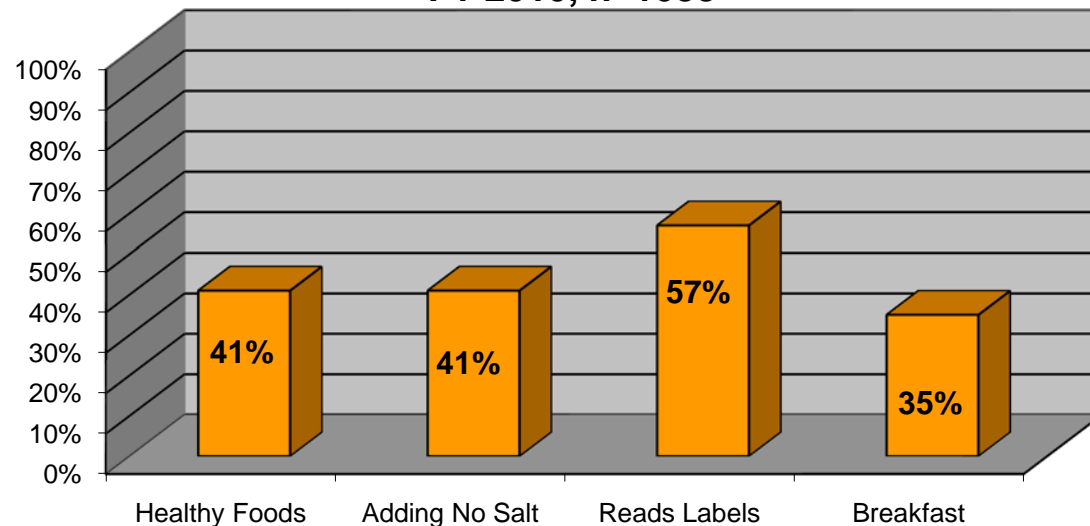
Acceptable Nutrition practices

At entry: 13% of participants

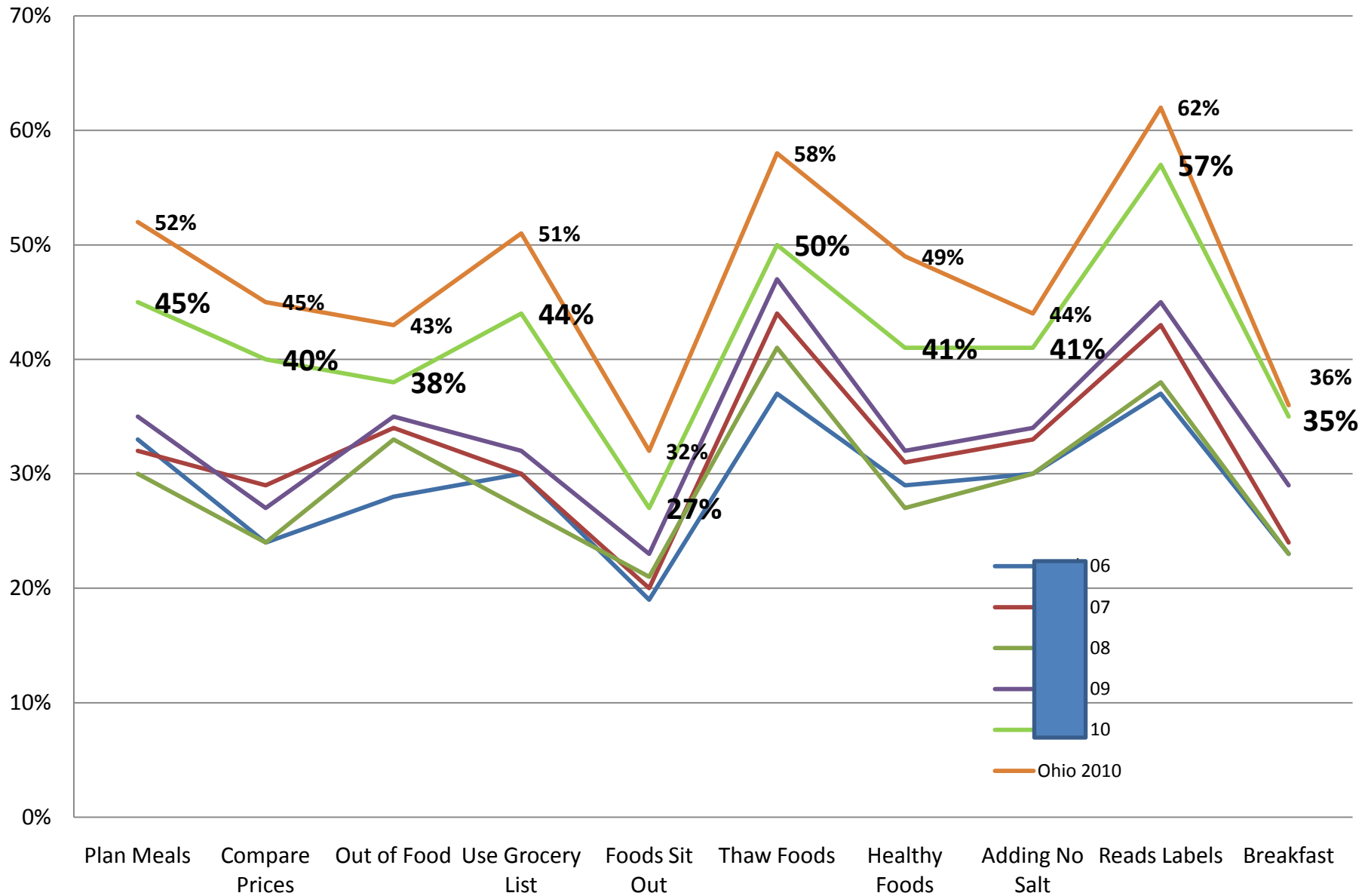
At exit: 35% of participants

+9%,+7%,+12%,+6%

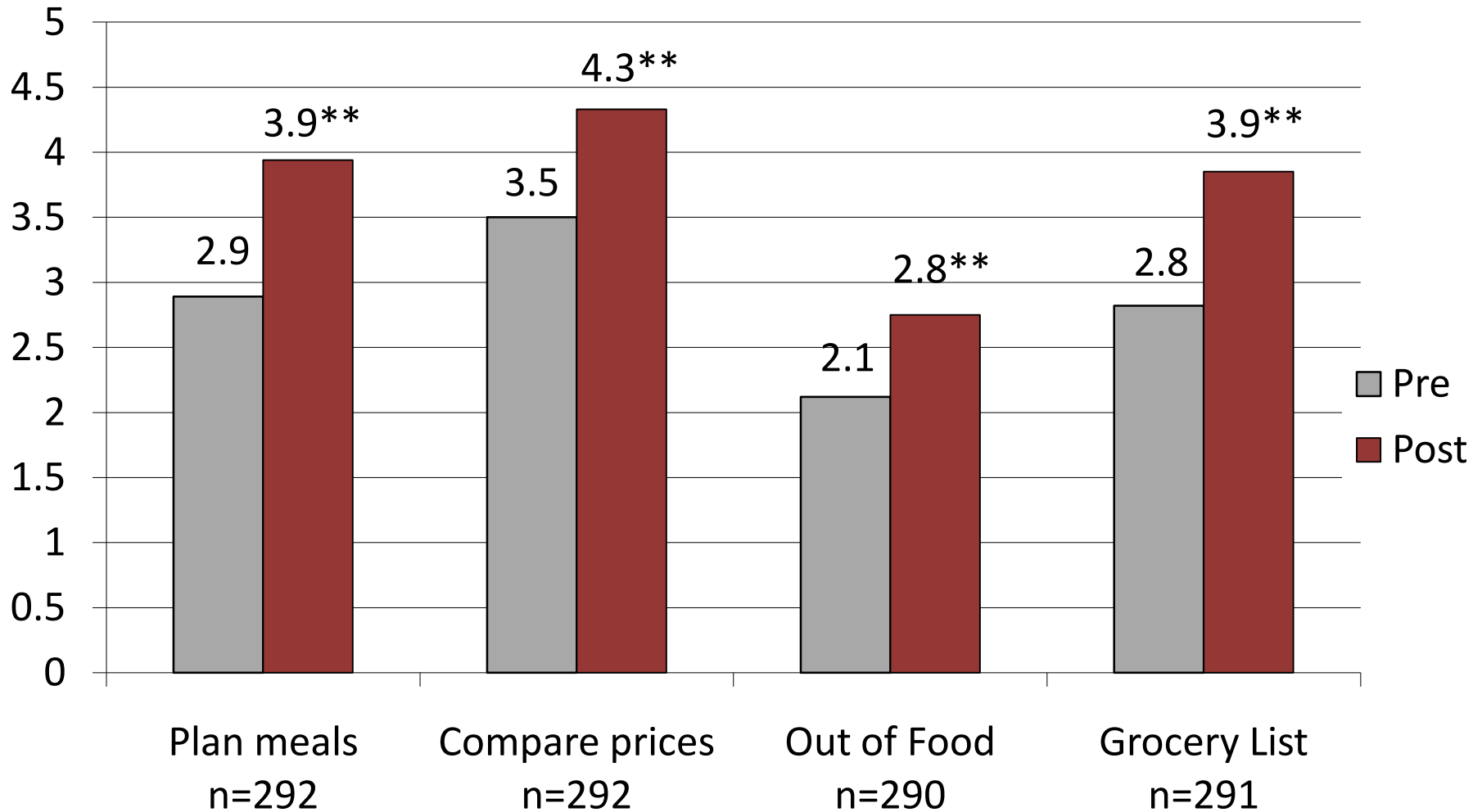
## Nutrition Practices Improvement EFNEP County, FY 2010, n=1088



# EFNEP Outcomes County Improvement FY06-10



## Food Resource Management, M/C/G 2010





# Outcomes Data as a Program Management Tool

## Results of County Visits and Reports

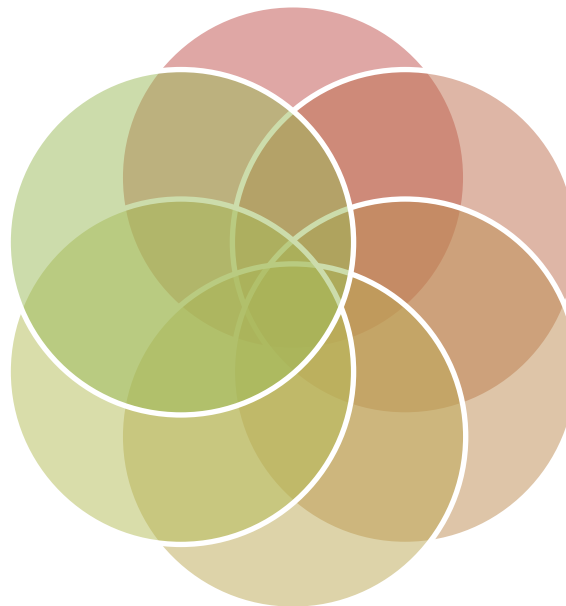
**Review of program policies.  
Determine strengths and  
challenges the county faces.**

**Select local training  
or professional  
development areas.**

**Encourage and  
celebrate successes.**

**Set next year's goals  
and priority areas.**

**Generate sharing of  
positive ideas.**



Program Performance Improvement  
Setting Goals and Priorities.  
Program Evaluation.

**Generate sharing of  
solutions.**

# BEHAVIOR CHECKLIST SUMMARY REPORT

County: County Name

Reporting Period: 10/01/09 - 09/30/10

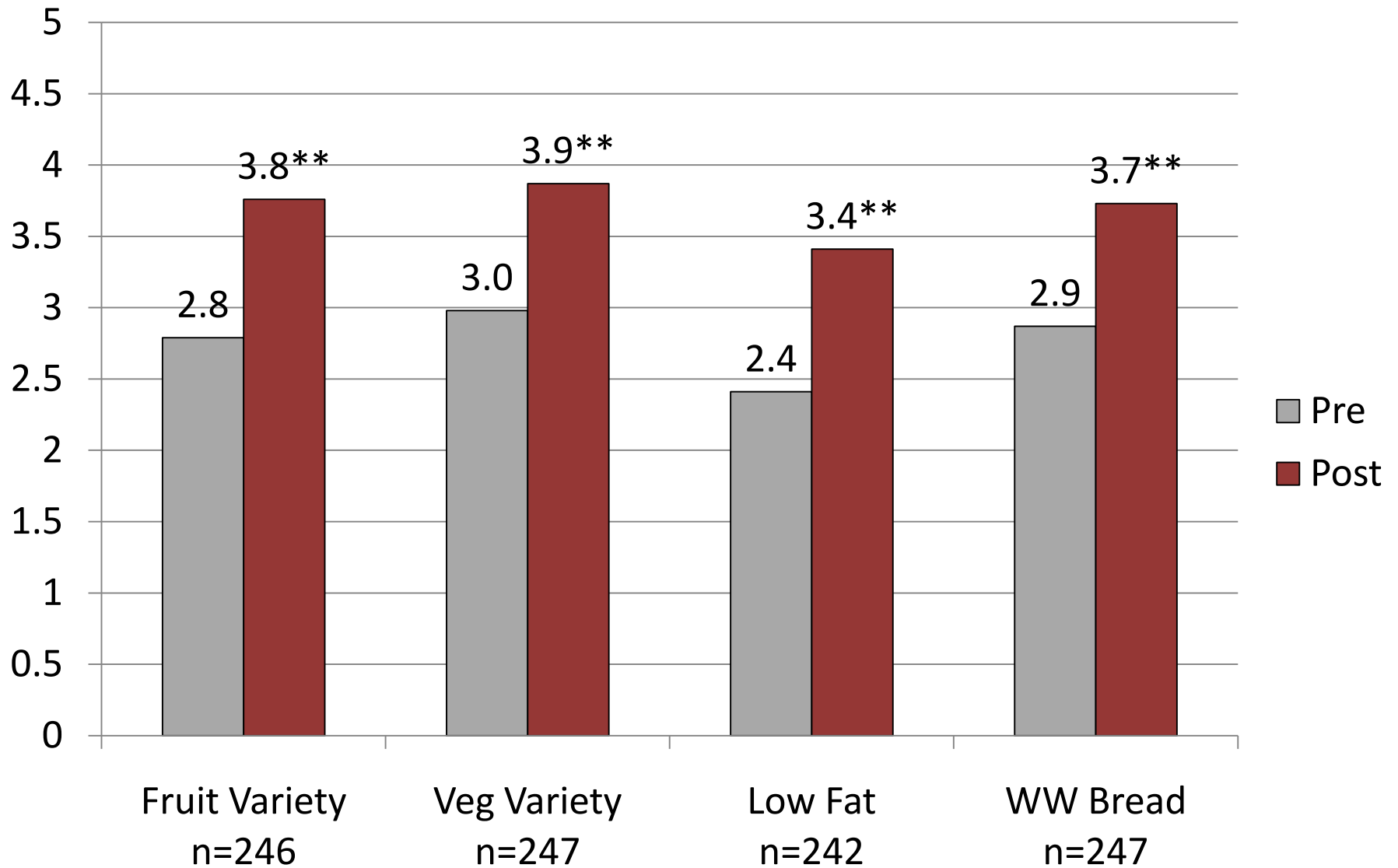
II. Behavior Change By Question

PA Name

If % of Behavior Improvement is > than State=1 point, > than County=1 point

Q		OHIO	County Name	Program Assistant Name	State P	County P	Total
1	Plan Meals	52%	45%	52%			
2	Compare Prices	45%	40%	43%			
3	Out of Food	43%	38%	32%			
4	Use Grocery List	51%	44%	49%			
5	Foods Sit Out	32%	27%	36%			
6	Thaw Foods	58%	50%	55%			
7	Healthy Foods	49%	41%	41%			
8	Adding No Salt	44%	41%	45%			
9	Reads Labels	62%	57%	54%			
10	Breakfast	36%	35%	40%			
16	Wash utensils	27%	21%	32%			
CA041	Vegetable variety	50%	47%	51%			
CA044	Drink soda	38%	36%	38%			
CA046	Eat low-fat	45%	37%	27%			
CA048	Fruit variety	53%	49%	51%			
CA049	Whole wheat bread	42%	38%	48%			
CO001	Handwashing	21%	17%	28%			
FNS124	Cut meals	17%	15%	15%			
FNS135	Out of food	13%	9%	6%			
IN113	Meat thermometer	55%	55%	59%			
WI114	Physical Activity	42%	35%	47%			
				Total			

## Additional Questions, Nutrition, PA, 2010



# Outcomes Data as a Program Management Tool

## Results of Program Assistants' Personal Reports

Do the participants have children or pregnant? Are they limited income?  
Do we know their race, ethnicity and age?  
Do we have BCL and 24 HFR for most of them?  
Percentage of youth groups evaluated.

Review of participants eligibility criteria, importance of data completeness and accuracy.

A tool for setting following year's personal goals and prioritizing areas that need strengthened.

How many graduates per FTE?  
Are we making behavior change? Using BCL, 24 HFR  
Successes and challenges  
Determine goals.

A guide for educators and program specialists to provide program assistant coaching

Part of their annual performance review.

- "Gauge how effective their teaching is and what, if any, changes they need to make"

# BEHAVIOR CHECKLIST SUMMARY REPORT

State: OH.OSU Ohio

Reporting Period: 10/01/09 - 09/30/10

II. Behavior Change By Question

Ohio, 2010

## COUNTY, PA BEHAVIOR CHANGE IMPROVEMENT COMPARED TO STATE

		OHIO	PA1	PA2	PA3	PQ4	PA5	PA6	PA7
1	Plan Meals	52%	37%	48%	35%	55%	52%	48%	33%
2	Compare Prices	45%	31%	43%	43%	36%	43%	38%	44%
3	Out of Food	43%	35%	41%	42%	45%	32%	43%	36%
4	Use Grocery List	51%	39%	48%	44%	45%	49%	40%	40%
5	Foods Sit Out	32%	20%	29%	32%	24%	36%	21%	23%
6	Thaw Foods	58%	48%	53%	51%	55%	55%	45%	47%
7	Healthy Foods	49%	34%	41%	45%	59%	41%	44%	31%
8	Adding No Salt	44%	37%	42%	39%	29%	45%	39%	46%
9	Reads Labels	62%	45%	62%	57%	73%	54%	58%	62%
10	Breakfast	36%	27%	40%	44%	27%	40%	30%	29%

## ABOVE STATE AVERAGE=1 POINT

		OHIO	PA1	PA2	PA3	PQ4	PA5	PA6	PA7
1	Plan Meals	52%	0	0	0	1	0	0	0
2	Compare Prices	45%	0	0	0	0	0	0	0
3	Out of Food	43%	0	0	0	1	0	0	0
4	Use Grocery List	51%	0	0	0	0	0	0	0
5	Foods Sit Out	32%	0	0	0	0	1	0	0
6	Thaw Foods	58%	0	0	0	0	0	0	0
7	Healthy Foods	49%	0	0	0	1	0	0	0
8	Adding No Salt	44%	0	0	0	0	1	0	1
9	Reads Labels	62%	0	0	0	1	0	0	0
10	Breakfast	36%	0	1	1	0	1	0	0
TOTAL ABOVE STATE IMPROVEMENT			0	1	1	4	3	0	1
			PA1	PA2	PA3	PQ4	PA5	PA6	PA7

# BEHAVIOR CHECKLIST SUMMARY REPORT

County: OH035 CUYAHOGA

Reporting Period: 10/01/09 - 09/30/10

II. Behavior Change By Question

Cuyahoga

## CUYAHOGA, PA BEHAVIOR CHANGE IMPROVEMENT COMPARED TO COUNTY

Q		County Name	PA1	PA2	PA3	PQ4	PA5	PA6	PA7
1	Plan Meals	45%	37%	48%	35%	55%	52%	48%	33%
2	Compare Prices	40%	31%	43%	43%	36%	43%	38%	44%
3	Out of Food	38%	35%	41%	42%	45%	32%	43%	36%
4	Use Grocery List	44%	39%	48%	44%	45%	49%	40%	40%
5	Foods Sit Out	27%	20%	29%	32%	24%	36%	21%	23%
6	Thaw Foods	50%	48%	53%	51%	55%	55%	45%	47%
7	Healthy Foods	41%	34%	41%	45%	59%	41%	44%	31%
8	Adding No Salt	41%	37%	42%	39%	29%	45%	39%	46%
9	Reads Labels	57%	45%	62%	57%	73%	54%	58%	62%
10	Breakfast	35%	27%	40%	44%	27%	40%	30%	29%

ABOVE COUNTY AVERAGE = 1 POINT

	County Name	PA1	PA2	PA3	PQ4	PA5	PA6	PA7
1	Plan Meals	45%	0	1	0	1	1	0
2	Compare Prices	40%	0	1	1	0	1	0
3	Out of Food	38%	0	1	1	0	1	0
4	Use Grocery List	44%	0	1	0	1	1	0
5	Foods Sit Out	27%	0	1	1	0	1	0
6	Thaw Foods	50%	0	1	1	1	1	0
7	Healthy Foods	41%	0	0	1	1	0	1
8	Adding No Salt	41%	0	1	0	0	1	0
9	Reads Labels	57%	0	1	0	1	0	1
10	Breakfast	35%	0	1	1	0	1	0

TOTAL ABOVE COUNTY  
IMPROVEMENT

0	9	6	6	7	4	3
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PA1

PA2

PA3

PQ4

PA5

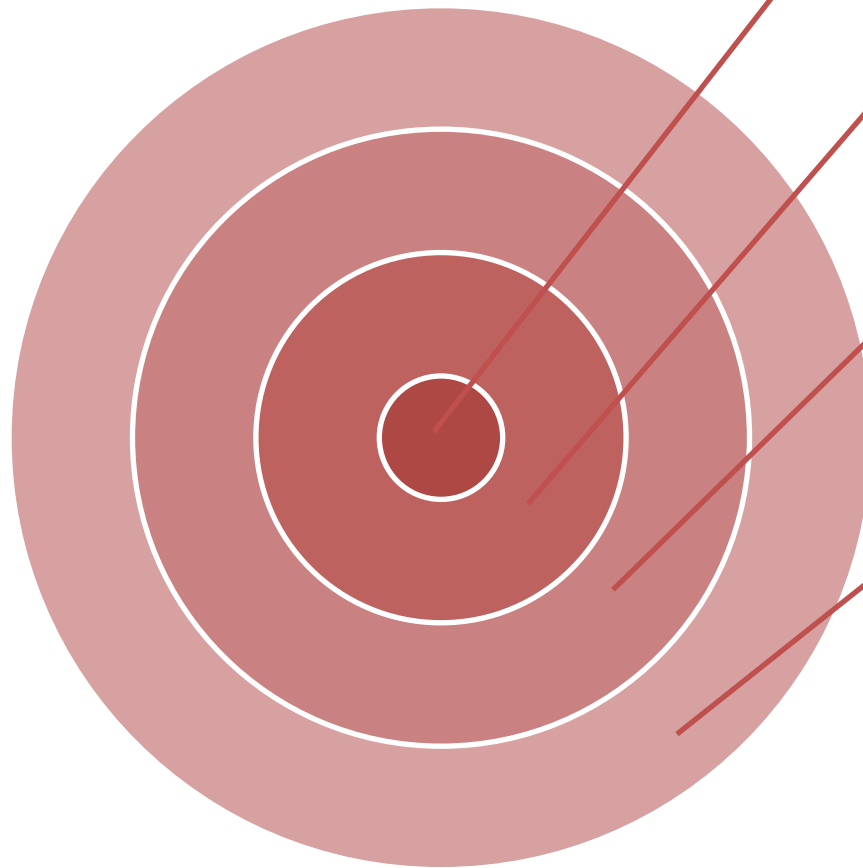
PA6

PA7

# Outcomes Data use as an Outreach and Promotion Tool

## Extension and University System - Internal

Create awareness of EFNEP at the local, county and state level. Increase Program visibility.



### County Office

- County Director invited to our Annual Visit, aware of EFNEP county outcomes
- Annual e mail with County Outcomes summary
- Power Point presentation with County Outcomes for county webpage
- County EFNEP Highlights page
- Copied on some Success Stories

### Regional Extension Director

- Annual e mail with County Outcomes summary
- Copy of Graphs with County Outcomes
- Copied on Success Stories

### FCS Director / Department of Nutrition Chair

- Annual e mail with County Outcomes summary
- Copy of Graphs with County Outcomes
- Copied on Success Stories

### OSU Extension Director / College Dean

- Invited and Welcome speaker on our SNAP-Ed / EFNEP Annual Conference
- Copied on selected Success Stories
- Power point presentation with State Outcomes
- Annual e mail with State Outcomes summary





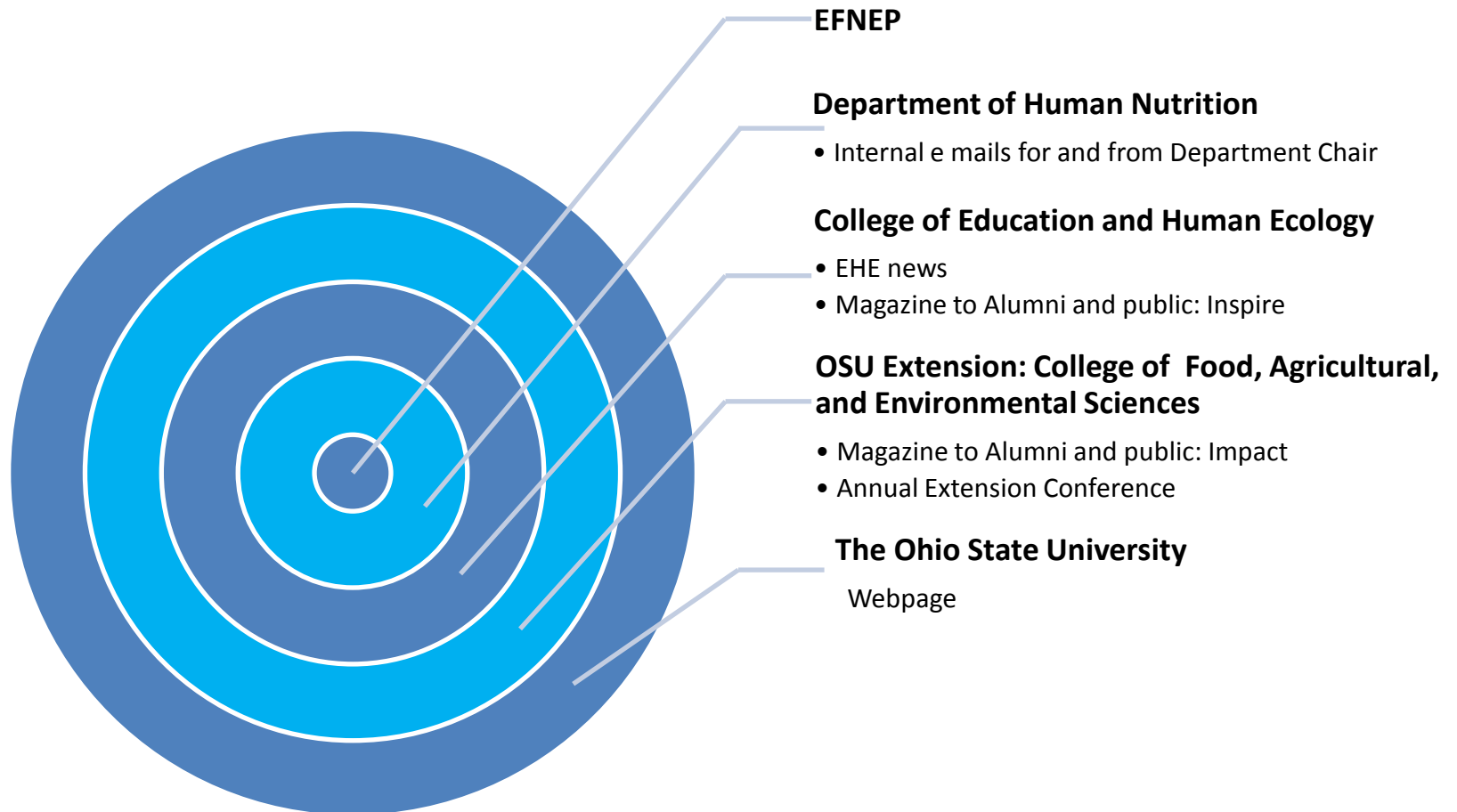
## Expanded Food and Nutrition Education Program

### FAMILY AND CONSUMER SCIENCES

## Ohio County Highlights, 2009

- The Cooperative State Research, Education, and Extension Service (CSREES) Expanded Food and Nutrition Education Program (**EFNEP**) operates in 18 counties in Ohio. **EFNEP targets low-income youth and low-income families with young children** and is designed to assist participants in acquiring the knowledge, skills, attitudes, and **changed behavior necessary to achieve nutritionally sound diets**; contribute to the participant's personal development; and improve the total family diet and nutritional well-being. The programs are delivered as a series of lessons taught by paraprofessionals and volunteers, many of whom are indigenous to the target population.
- **A total of 492 adults and 3,507 youth** were reached by our EFNEP program in this Ohio County in 2009, impacting **1,715** people in participants' families;
- **EFNEP graduated 233 low income adults with children.** Each adult participant received an average of 6 lessons on how to select more nutritional foods and gain skills in food production, preparation, storage, safety and sanitation. Adults also learn better methods to manage their food budgets and related resources such as Food Stamps.
- **Food resource management practices results: 77%** of adult participants showed improvement in one or more food resource management practices (i.e. more often planned meals in advance, compared prices when shopping, used a list for grocery shopping or less often ran out of food before the end of the month).
- **Nutrition practices results: 87%** of adult participants showed improvement in one or more nutrition practices (i.e. they more often planned meals in advance, thought about healthy food choices when deciding what to feed their family, used the "Nutrition Facts on food labels to make food choices or prepared foods without adding salt). **35%** of participants reported that their children ate breakfast more often.
- **Food safety practices results: 54%** of adult participants showed improvement in one or more of the food safety practices (i.e. thawing and storing foods properly).
- **Physical activity practices: 21%** of adult participants increased their **physical activity**.

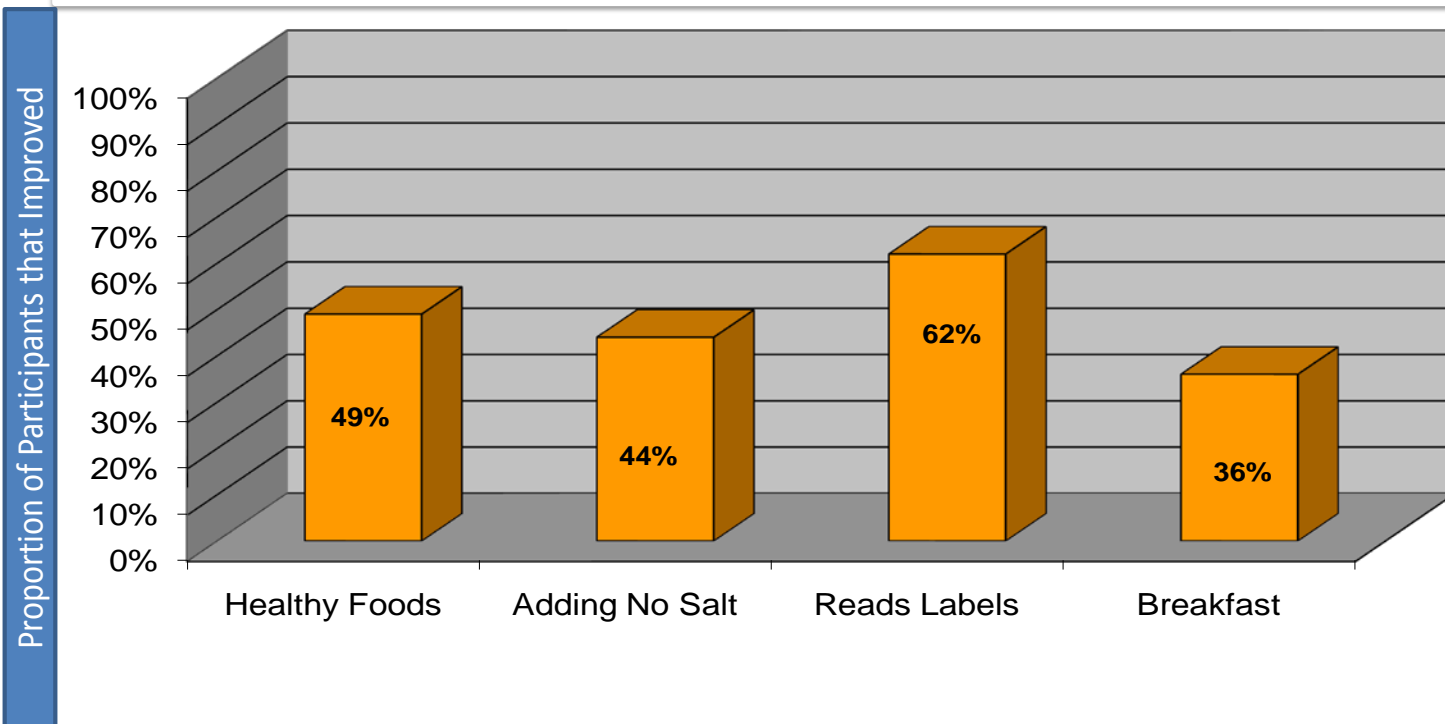
# Outcomes Data use as an Outreach and Promotion Tool Extension and University System



# County Extension and EFNEP Webpages

## Nutrition Practices Improvement Ohio EFNEP FY 2010, n=3232

90% of participants showed improvement in one or more nutrition practices



Short power point with outcomes presented in graphics is provided to each county to include in their webpage and is available in the EFNEP state page.

# OSU Extension Webpage



"Participating in EFNEP changed the way I eat, changed the way I shop — it changed my life, period."

*David Harris Jr.*

*Coshocton, OH*

*Participant in OSU Extension's  
Expanded Food and Nutrition  
Education Program*

## Dad leads family in improving eating, food shopping, activity

Dave Harris Jr. knew he needed a serious lifestyle adjustment. OSU Extension's Expanded Food and Nutrition Education Program was just the ticket. Dave, a Coshocton County father of four and wife Kim made profound changes since taking the class. It's water, not pop for Dave: "I used to drink two cans a day." Never a vegetable lover, he now enjoys green beans, broccoli and cauliflower. Whenever possible, he walks instead of driving.

The whole family watches portions and examines labels. "At the store, my son saw one cereal with 12 grams of sugar (per serving). He put it back." Dave is losing weight – and is saving grocery money. "The class changed everything – the way I eat, the way I shop. It changed my life, period."

## College of Education and Human Ecology

- Creative Solutions:  
Inspire  
Magazine to Alumni and  
public

# Keeping families nutritionally fit, financially fit in tough times

BY JANET CICCONE

*Educational programs from OSU Extension Family and Consumer Sciences rescue many families from the brink*

**T**he college's outreach arm, OSU Extension Family and Consumer Sciences (FCS), reaches out from our departments of Consumer Sciences and Human Nutrition to both urban and rural Ohioans. Last year, 154,847 Ohioans participated in programs taught by the Healthy People team. The Healthy Finances team taught 40,366 Ohioans new money management skills. The following stories about FCS programs show that knowledge really is power.

### Healthful nutrition pays off, even in the pocketbook

Martina Zárate of Columbus, Ohio, worried about her husband Juan and 11-year-old daughter Alicia. Terrible headaches tormented them. Zárate's health suffered as well. Her knees hurt so much that kneeling in church

caused agony. Managing the housework and her 1-year-old, not to mention their six other children, was impossible.

The family doctor warned Zárate to change their eating habits. She tried but found advice contradictory.

Then Zárate saw a flyer at a church offering a class in healthful eating. She met Claudia Byrne, an educator with OSU Extension's Expanded Food and Nutrition Education Program (EFNEP). Two months later, her life had improved radically.

"Wow, you look great. What have you been doing?" a friend said at church.

"I've been getting educated," Zárate said with pride. "I've lost 15 pounds and two dress sizes."

Like 90 percent of participants responding to EFNEP's follow-up surveys, Zárate improved her family's nutrition through the classes. Ohio



Educator Claudia Byrne (right) counsels client Martina Zárate.

EFNEP, celebrating its 40th anniversary this year, serves eight rural Appalachian counties and 11 metro counties, helping families with lessons about how to select more nutritious foods and build skills in preparation, storage, food safety and sanitation.

"Claudia taught me to stop frying foods," Zárate said, with Byrne translating from Spanish. "I stopped buying high-calorie, low-nutrient choices like cookies and chips. I serve fewer tortillas and offer more vegetables and fruit to



### Alumni volunteers help families finance kids' college

Filling out the federal FAFSA college financial aid paperwork can be so intimidating, many people give up. That's why Katherine Fyffe McCartan ('06), Julia Seitz ('07), and Betty Van ('08) volunteer with I Know I Can, the college support program at Columbus City Schools. The alumni of the Family Financial Management program visited high schools this year and paired up with families to help fill out the form and make sure it was submitted.

"In a struggling economy, many families may be out of jobs and don't have the funds to send their children to college," McCartan said. "It's rewarding to know we have helped some students achieve their dreams."

Betty Van (left) and Katherine Fyffe McCartan (right)

# EFNEP Outcomes Data as Outreach and Promotion Tool Results in Extension and University System

Creates a greater awareness of EFNEP

Highlights current program successes

Promotes the relevance of EFNEP in meeting nutrition education needs for limited resource families and youth

Gives them tools to promote Extension relevance and maintain county and state budget for Extension

# EFNEP Outcomes Data as Outreach and Promotion Tool

## County EFNEP Outcomes

### General Public

- **Newspaper stories that show EFNEP impacts. Usually they use a personal story to attract attention and then present some quantitative data.**

### Collaborating Community Agency

- **EFNEP County Highlights and stories from participants when we present our program.**
- **Provide an outcomes report from their clients at the end of the year to those agencies that collaborate with us**

### County Commissioner

- **EFNEP County Highlights and stories from participants when we present our program.**
- **Public Value Statements.**



## Sylvester Memorial Wellston Public Library and EFNEP celebrate positive participant outcomes

By STEVEN P. KELLER  
Telegram Associate Editor

It's always interesting to see how one good thing often leads to another. That was the case earlier this year when Story Time at the Sylvester Memorial Wellston Public Library led to the beginning of an Expanded Food and Nutrition Education Program (EFNEP) at that facility.

When Children's Librarian/Teen Coordinator Vickie Stephenson held Story Time sessions, parents and grandparents were in the library waiting for the session to be over. "We needed something for the grandparents and parents to do during our sessions," Stephenson told *The Telegram*.

In stepped Missy Warrens, EFNEP Program Assistant, who established the program for those adults. "Vickie and the library have been wonderful partners," Warrens told *The Telegram*. On September 9, Warrens presented Stephenson with a booklet containing information about the success of the program at the library.

EFNEP is a federally-funded nutrition program which helps families make healthy food choices, manage their food dollars, understand food labels, keeps foods safe, choose nutritious snacks, and balance a healthy diet with physical activity. The program is aimed at families who have the fewest dollars to spend, but Warrens said no one is turned away.

EFNEP sessions last eight weeks, one time per week, and there have been a total of four groups held at the library. Warrens explained that participants fill out a form describing their eating and exercise patterns at the beginning of the class and again at the end of the sessions. That information is put into a computer which calculates positive outcomes of the program for that specific group.

Based on the information provided to Stephenson, a total of 20 individuals attended the sessions and 14 low-income adults with children earned Certificates of Completion. When participants and their children are added, a total of 77 people benefited from the sessions.



Photo By Steve

Children's Librarian/Teen Coordinator for the Sylvester Memorial Public Library (left) looks over statistics from EFNEP session the library. Missy Warrens (right) is EFNEP Program Assistant and a listing of positive outcomes for the program which has been in four library Story Times.

\*\*\*

Seventy-one percent of the participants had positive changes when it came to food-resource management and 92 percent had positive outcomes when it came to nutrition practices. Thirty-six percent of participants reported that their children ate breakfast more often, 54 percent showed improvement in food safety practices, and 35.7 percent said they had increased their physical activity.

"We need higher numbers in those last three areas," Warrens said. "Generally, we had really good positive changes in these groups."

"We have had a lot of positive feedback from grandparents and parents," Stephenson said. She added, "We have a lot of new people coming into the area. Some of them are coming to Story Time and EFNEP and are meeting new people here."

Warrens has held EFNEP sessions during four Story Time programs so far and another Story Time session is

scheduled to begin within two weeks. Call the library at 6660 for complete information. When the Story Time session begins, Warrens says she and EFNEP will be there again.

For information about the sessions, or others being offered, call Warrens at The Ohio State University Extension Center at 740-286-5044, ext. 27.

EFNEP began in Jackson just one year ago and in the Sylvester Memorial Public Library, sessions are held at the Extension Center, Head Start, at the Jackson Public Library, at Ohio Department of Family Services, at Family Community Services, at Fairview, through the Jackson County Health Department, for community service workers through the Jackson County Municipal Court, and at the Fairview Christian Church on Tick Ridge near Ray.

"Seventy one percent of participants had positive changes when it came to food resource management and 92 percent had positive outcomes when it came to nutrition practices. Thirty six percent of participants reported that their children ate breakfast more often , 54 percent showed improvement in food safety practices and 35.7 percent said they had increased their physical activity".



Ohio State University Extension  
Coshocton County  
724 S. 7<sup>th</sup> St. Room 110  
Coshocton, OH 43812  
740-622-2265



8/11/08

Kim,  
Thank you very much for your presentation for Aaron Schmidt, Congressional Assistant. You made it fun!  
Throughout the day Aaron kept commenting about the sugar content of drinks and your presentation.  
You did a great job!

Sincerely,

*Sarah Jane*

Sarah Jane Lindsey  
Extension Educator  
4-H, Youth Development

OSU Extension embraces human diversity and is committed to ensuring that all educational programs conducted by Ohio State University Extension are available to clientele on a nondiscriminatory basis without regard to race, color, age, gender identity or expression, disability, religion, sexual orientation, national origin, or veteran status.  
Keith L. Smith, Associate Vice President for Agricultural Administration and Director, OSU Extension TDD No. 800-589-8292 (Ohio only) or 614-292-1868



for taking time to show me  
Coshocton. I hope I wasn't  
an imposition on you.  
to have an opportunity to  
see some of the great  
OSU Extension do for the  
I enjoyed my trip and it  
experience thanks to you.  
do anything to return the  
not hesitate to ask. Have

Sincerely, Aaron

PS - I haven't drank a single soda since that class.



GEORGE V. VOINOVICH  
OHIO

524 HART SENATE OFFICE BUILDING  
(202) 224-3353  
TDD: (202) 224-6997  
<http://voinovich.senate.gov>

GEORGE V. VOINOVICH  
OHIO

524 Hart Senate Office Building  
(202) 224-3353  
TDD: (202) 224-6997  
<http://voinovich.senate.gov>

Ms. [REDACTED]

OFFICE OF THE CLERK  
U.S. SENATE  
COMMITTEE ON  
GOVERNMENT MANAGEMENT,  
FEDERAL WORKFORCE, AND  
THE DISTRICT OF COLUMBIA

I am sure you agree that we must keep working to better educate children and adults about the importance of proper nutrition. The Expanded Food and Nutrition Education Program (EFNEP) plays a critical role in doing just that by assisting limited-resource youth and families in acquiring the knowledge, skills, and changed behavior necessary for nutritionally sound diets.

I am sure you agree that we must keep working to better educate children and adults about the importance of proper nutrition. The Expanded Food and Nutrition Education Program (EFNEP) plays a critical role in doing just that by assisting limited-resource youth and families in acquiring the knowledge, skills, and changed behavior necessary for nutritionally sound diets.

I am sure you agree that we must keep working to better educate children and adults about the importance of proper nutrition. The Expanded Food and Nutrition Education Program (EFNEP) plays a critical role in doing just that by assisting limited-resource youth and families in acquiring the knowledge, skills, and changed behavior necessary for nutritionally sound diets.

I continue to actively address nutritional issues in Washington and recently in the 110<sup>th</sup> Congress, joined my colleague Senator Harkin in introducing the Child Nutrition Promotion and School Lunch Protection Act. This legislation would revise the definition of "food of minimal nutritional value." Currently, the sale of "food of minimal nutritional value" is prohibited in areas where school meals are sold or eaten as a condition for federal funding of school lunch and breakfast programs. However, ice cream, chips and most candy bars are still sold in schools, as they are above the mandated minimal nutritional value. The Child Nutrition Promotion and School Lunch Protection Act would further reduce junk food alternatives to school lunch and I will continue to look for ways to make foods with nutritional content available to children during the school day.

I am also very concerned about obesity and recognize EFNEP's critical role of creating healthy eating behaviors for children and adults at home. Since the mid-seventies, obesity rates in the United States have increased dramatically for both children and adults. These increasing rates raise concerns because of their implications for Americans' health. According to the Surgeon General, the direct and indirect national costs of obesity are \$117 billion per year.

Nutrition education will continue to be a priority during my remaining time in the Senate and as a member of the Appropriations Committee, I will take an active role in funding the EFNEP through the fiscal year 2010 appropriations process.

George V. Voinovich  
United States Senate

STATE OFFICES  
38 EAST SEVENTH STREET  
ROOM 2B15  
CLEVELAND, OHIO 44102  
(216) 884-3205

1240 EAST NINTH STREET  
ROOM 2055  
CLEVELAND, OHIO 44108  
(216) 522-7650

37 WEST BROAD STREET  
ROOM 300  
COLUMBUS, OHIO 43215  
(614) 465-6007  
(614) 465-6774 (CAREPHONE)  
(800) 295-6446 (CAREPHONE)

78 WEST WASHINGTON STREET  
P.O. BOX 97  
NEWSPAPERVILLE, OHIO 45754  
(740) 441-6470

420 MADISON AVENUE  
ROOM 1210  
TOLLEDO, OHIO 43604  
(419) 259-5885

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# EFNEP Outcomes Data as Outreach and Promotion Tool For Agencies, Collaborators, other Stakeholders

## EFNEP Outcomes : Public Value Statements

Describe the issue, situation, or problem statements.

Provide a solution to the problem.

What did EFNEP do to solve the problem?

What happened to the audience or participants as a result of what EFNEP did: changes in knowledge, skills, practices, behaviors?

Were there other benefits: quality of life, cost savings, policy changes?

# Frame Public Value Statements

According to what  
EFNEP does:

- Food Resource Management
- Food Safety
- Nutrition Education
- Overweight and Obesity, Physical Activity



# Expanded Food & Nutrition Education Program

Family & Consumer Sciences

[Back to the EFNEP Home Page](#)

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[EatRight.org](#)



## Food Safety

The Centers for Disease Control and Prevention (CDC) estimates that each year roughly one out of six Americans (or 48 million people) get sick, 128,000 are hospitalized and 3,000 die of foodborne illnesses. Foodborne illness is caused by consuming contaminated foods or beverages.

- Foodborne illnesses costs the country a total of about \$152 billion a year, according to a report released in March 2010 by the Produce Safety Project at Georgetown University. The report calculated the cumulative costs of illnesses from a wide variety of foodborne pathogens, including E.coli, listeria, salmonella and a number of others.
- Ohio reportedly loses \$5.84 billion a year to foodborne illness (7th highest cost in the nation), an average of \$1,837 per case. The cost of medical care alone is \$374 million. Other costs of foodborne illness in Ohio include quality of life costs (\$3.55 billion), and \$1.9 billion due to lost life expectancy.

Raw foods of animal origin ( raw meat and poultry, raw eggs, unpasteurized milk, and raw shellfish) are the most likely to be contaminated. Many different disease-causing microbes, or pathogens, can contaminate foods, so there are many different foodborne infections. Fruits and vegetables consumed raw are also of particular concern.

Preventing foodborne illness happens in many ways, one of which is education about proper food handling. Improper washing, cleaning, cooking, thawing and storage techniques allow the microbes that cause the illnesses to flourish, creating greater probability of foodborne illness. Following practices in the home such as washing hands, rinsing vegetables and fruits, and cooking and storing properly can prevent foodborne illnesses.

EFNEP teaches participants the four basic food safety recommendations to follow when preparing and eating foods in order to reduce the risk of food borne illnesses (Clean, Separate, Cook and Chill). Our results show that sixty-five percent of Ohio EFNEP graduates more often properly thawed and/or stored perishable food items after completing the program. These and other new behaviors they follow have the potential to decrease hospitalizations and lost productivity due to food borne illness. After participating in EFNEP:

- 32% more often followed the recommended practices of not allowing meat and dairy foods to sit out for more than two hours. Furthermore, 26% ALWAYS follow the recommended practice.
- 58% more often followed the recommended practice of not thawing foods at room temperature. Furthermore, 33% ALWAYS follow the recommended practice.
- 55% more often followed the recommended practice of using a thermometer to check when meat is cooked.
- 85% ALWAYS followed the recommended practice of hand washing before preparing food and 74% ALWAYS followed the recommended practice of washing utensils and surfaces that had touched raw meat, seafood or chicken before continuing to use them for cooking.
- 73% of our participants at exit demonstrated acceptable food safety practices (thawing and storing food properly).

Sources:

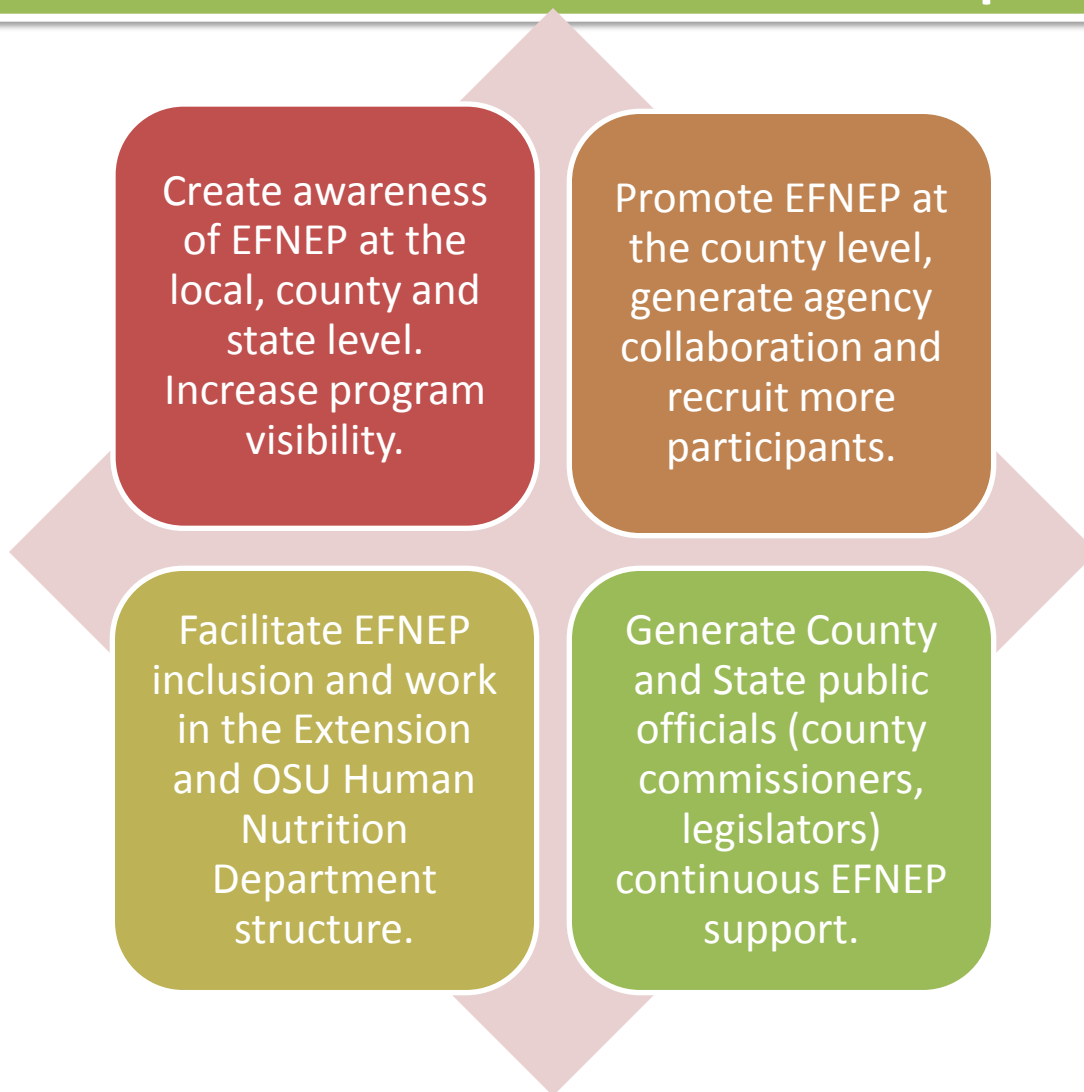
<http://www.cdc.gov/foodborneburden/2011-foodborne-estimates.html>  
*Health-Related Costs from Foodborne Illness in the United States,*  
[http://www.makeourfoodsafes.org/cost\\_map](http://www.makeourfoodsafes.org/cost_map).



# Using EFNEP Outcomes Data for Program Management helps to:



# Using EFNEP Outcomes Data for Program Outreach and Promotion helps to:



# Use of Outcome Data as Outreach and Promotion Tool



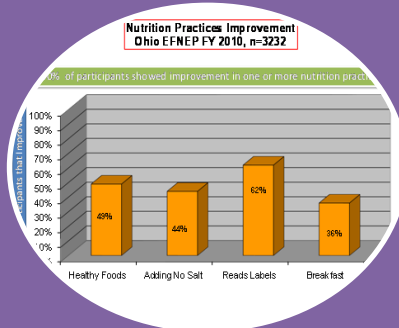
## Focus on our customers and their needs.

- Participants
- Extension and University
- Agencies
- Legislators and stakeholders



## How EFNEP can address those needs.

- What we can do. What we can offer in terms of knowledge, skills and abilities.
- **What our results are. Show how we are effective in what we do. SHOW OUTCOMES.**



## Communicate. Disseminate the information by different channels.



# Youth Evaluation Concept: Web Reporting System

Stephanie M. Blake  
Program Specialist

March 1, 2011

# Youth Evaluation

- We have:
  - Goals
  - Outcomes
  - Indicators
- We need:
  - Valid, reliable, age-appropriate tools
  - New reporting methodology

# Existing System

## CRS5 – Youth Group Screen

**CRS5 - [New Youth Group]**

File Edit Window Help

**Group Enrollment** 28-Feb-2011

Group ID: **5** Group Name:

Program: **A** EFNEP

Delivery: **E** 4-H Club Membership

Name:

Address:  Address not verified.

City-State-ZIP:  **NY**

County:  FIPS Code:

Cong. District:  MSA:  Lat-Long:

Phone:  Ext:

Start:

End:

Number of Meetings:

Contact Hours:

Leaders:

**Each group must have at least one leader.**

Remarks:

**Impact Indicators**

Indicator	Applies	Percent
Eat Variety:	<input type="checkbox"/>	0.0 %
Knowledge:	<input type="checkbox"/>	0.0 %
Select Food:	<input type="checkbox"/>	0.0 %
Practices:	<input type="checkbox"/>	0.0 %

**Youth by Gender**

Females:

Males:

Total Youth:

**Youth by Residence**

Farm:

< 10,000 & Rural:

10,000 - 50,000:

Suburbs > 50,000:

Cities > 50,000:

**Youth by Ethnicity**

Hispanic or Latino:

Not Hispanic/Latino:

Not Given:

**Youth by Race**

AI or AN:

Asian:

Black:

NH or OPI:

White:

Mixed Race:

Not Given:

**Number of Youth in Other 4H**

**Youth by Grade**

P-2Yr:

P-3Yr:

P-4Yr:

K:

Gr 1:

Gr 2:

Gr 3:

Gr 4:

Gr 5:

Gr 6:

Gr 7:

Gr 8:

Gr 9:

Gr 10:

Gr 11:

Gr 12:

Special:

**Race/Ethnic Subcategory**

No Race/Ethnic Subcategories.

Question Sets (Not yet implemented, use for practice only)

Set Name

# New System

## CRS5 – Youth Group Screen

**CRS5 - [New Youth Group]**

File Edit Window Help

**Group Enrollment** 28-Feb-2011

Group ID: **5** Group Name:

Program: **A** EFNEP

Delivery: **E** 4-H Club Membership

Name:

Address:  Address not verified.

City-State-ZIP:  NY

County:  FIPS Code:

Cong. District:  MSA:  Lat-Long:

Phone:  Ext:

Start: 01-Oct-2005

End: 30-Sep-2006

Number of Meetings:

Contact Hours:

Leaders:

**Each group must have at least one leader.**

Remarks:

**Impact Indicators**

Indicator	Applies	Percent
Eat Vari	<input type="checkbox"/>	0.0 %
Knowledge	<input type="checkbox"/>	0.0 %
Select F	<input type="checkbox"/>	0.0 %
Practices	<input type="checkbox"/>	0.0 %

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Males:

Total Youth:

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Gr 8:

Gr 9:

Gr 10:

Gr 11:

Gr 12:

Special:

**Race/Ethnic Subcategory**

No Race/Ethnic Subcategories.

Question Sets (Not yet implemented, use for practice only)

Set Name

Save Cancel Save and Print Group Record



# New System

## CRS5 – Youth Group Screen

**CRS5 - [New Youth Group]**

File Edit Window Help

**Group Enrollment** 28-Feb-2011

Group ID: **5** Group Name:

Program: **A** EFNEP

Delivery: **E** 4-H Club Membership

Name:

Address:  Address not verified.

City-State-ZIP:  **NY**

County:  FIPS Code:

Cong. District:  MSA:  Lat-Long:

Phone:  Ext:

Start:  End:

Number of Meetings:  Contact Hours:

Leaders:

**Each group must have at least one leader.**

Remarks:

**Impact Indicators**

Indicator	Applies	Percent
Eat Variety:	<input type="checkbox"/>	0.0 %
Knowledge:	<input type="checkbox"/>	0.0 %
Select Food:	<input type="checkbox"/>	0.0 %
Practices:	<input type="checkbox"/>	0.0 %

**Question Sets (Not yet implemented, use for practice only)**

Set Name

**Youth by Gender**

Females:  Males:  Total Youth:

**Youth by Residence**

Farm:  < 10,000 & Rural:  10,000 - 50,000:  Suburbs > 50,000:  Cities > 50,000:

**Youth by Ethnicity**

Hispanic or Latino:  Not Hispanic/Latino:  Not Given:

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AI or AN:  Asian:  Black:  NH or OPI:  White:  Mixed Race:  Not Given:

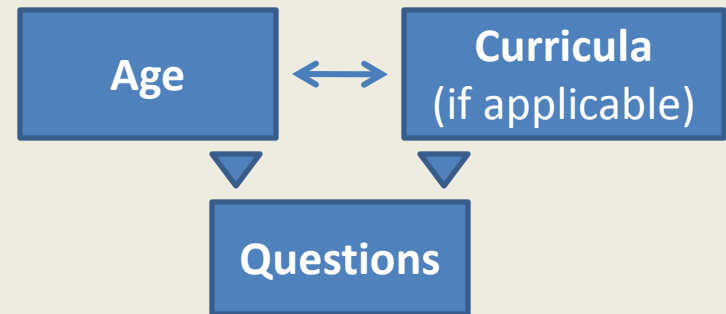
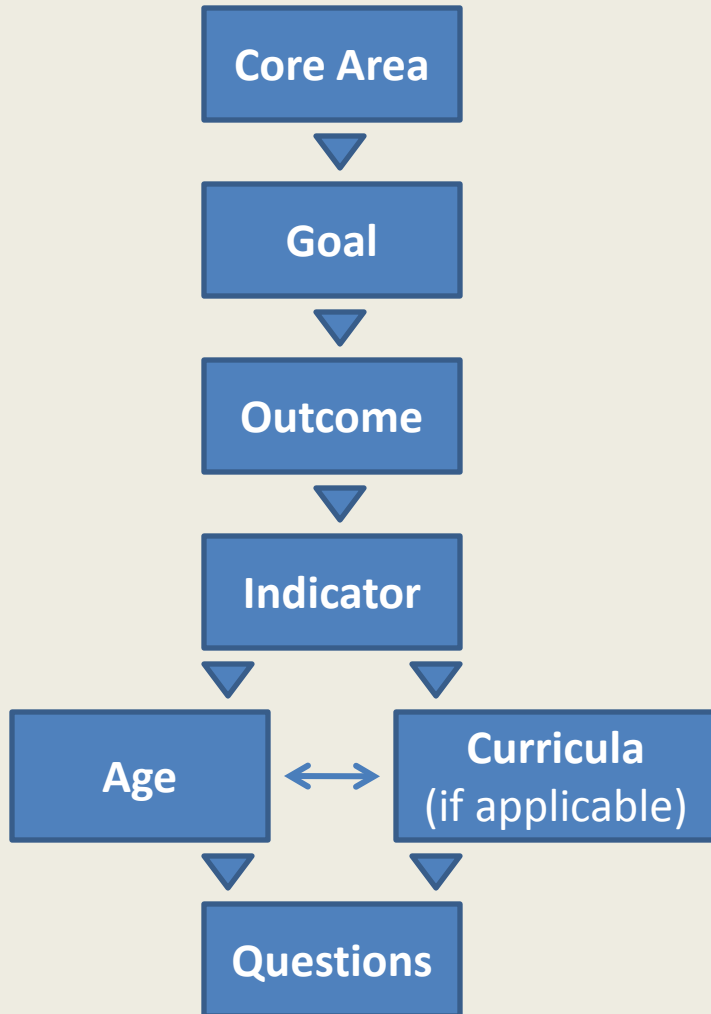
**Number of Youth in Other 4H**

**Youth by Grade**

P-2Yr:  P-3Yr:  P-4Yr:  K:  Gr 1:  Gr 2:  Gr 3:  Gr 4:  Gr 5:  Gr 6:  Gr 7:  Gr 8:  Gr 9:  Gr 10:  Gr 11:  Gr 12:  Special:

**Race/Ethnic Subcategory**

# Selecting Questions



# Entering Data (concept)

- Enter demographics by group (SAME)
- Enter impact by individuals (CHANGE)
  - Select question set(s) for use with the group
  - Enter entry and exit data within software
    - For each youth in the group
    - For each question in the set
  - Use data to show behavior change

# Reporting Impact

- X% of children & youth **choose foods** according to MyPyramid recommendations
- X% ... improve their **physical activity** practices
- X% ... use **safe food handling** practices
- X% ... make good choices when **spending money for food**
- X% ... acquire the skills to **prepare simple, nutritious, affordable food**

## Youth Evaluation Strategies for EFNEP—Where are we and Where are we Going?

### Information in Green Font was Collected from Participants during the Session

National EFNEP Coordinators Meeting, March 2011, Discussion Leader: Bev Phillips, Univ of Wisconsin

1. As a group, review the Table listing some of the Youth Evaluation tools and strategies that are currently available. Add notes about other tools and strategies that you know of but are not listed on the Table.

- Surveys of Teachers of the children taught:
  - Teacher Observation Tool for use in grades 1 – 5; retrospective questions on student food safety behaviors, food choices and physical activity. Cognitive testing is complete; currently working on validity testing [Univ of California FSNEP Connie Schneider [cschneider@ucdavis.edu](mailto:cschneider@ucdavis.edu) & Lucia Kaiser [lkaiser@ucdavis.edu](mailto:lkaiser@ucdavis.edu) ]
  - Teacher Tasting Tool; working on validating [Univ of California FSNEP Connie Schneider [cschneider@ucdavis.edu](mailto:cschneider@ucdavis.edu) & Lucia Kaiser [lkaiser@ucdavis.edu](mailto:lkaiser@ucdavis.edu) ]
- Surveys of Parent of the children taught:
  - Arkansas SNAP-Ed parent tool
  - South Dakota State Univ Kid Quest
  - Parent Survey—Missouri and Nebraska
- Data collection from children:
  - University of District of Columbia has collected 60 tools and is in process of reviewing them [Gloria Stokes [gstokes@udc.edu](mailto:gstokes@udc.edu) 202-274-7115]
  - For 6<sup>th</sup> – 8<sup>th</sup> grade: South Dakota State Univ Kid Quest
  - Fun 5
  - Jump Start Your Bones

2. Considering what you know and have heard today about EFNEP youth programming and priorities:
  - As a group, come up with some evaluation tools or strategies you believe should be the highest priorities for our work together as we make further progress in youth evaluation efforts--Choose 3. Consider the following:
    - ✓ Highest priority age group
    - ✓ Type of strategy to use (data from kids?, survey the teachers?, survey the parents?, other?)
    - ✓ Highest priority content or topic areas
  - Place the dots from your table on the appropriate places on the flipchart (at the front of the room)

	Kindergarten – 2 <sup>nd</sup> Grade	3 <sup>rd</sup> – 5 <sup>th</sup> Grade	6 <sup>th</sup> – 8 <sup>th</sup> Grade
Data Collected from Kids	2 dots	13 dots	8 dots
Data Collected from Parents	2 dots	7 dots	0 dots
Data Collected from Teachers		8 dots	
Observe Kids	4 dots	3 dots	1 dot
Other Methods	Work with 7 <sup>th</sup> – 12 graders; work with pregnant teens; data collection from staff other than teachers; assess youth development		

Use this space to provide some details about the priorities selected by your table group:

- Assessment of not only the variety of produces that families & students eat, but what is purchased through cooperation with produce & farmers' markets who can provide data
- Tools for use with Middle School students related to food choices and physical activity
- Need curriculum without so much materials
- Focus on 3<sup>rd</sup> to 5<sup>th</sup> grades
- Train teachers and survey teachers
- Repeat Yenory's work on tool development for use with K – 2<sup>nd</sup> graders
- Repeat Yenory's work on tool development for use with 6<sup>th</sup> – 8<sup>th</sup> graders
- Repeat Yenory's work on tool development for use with pregnant teens
- Survey of after school program staff (work with grades 3 – 5)
- Survey of teachers (work with grades 6 – 8)
- Paper/pencil tool for use with 6<sup>th</sup> – 8<sup>th</sup> graders
- Delayed post-test (maybe 3 months after initial post-test)
- Tool to measure/evaluate program impact at home with parents of child
- Teacher observation of change in school
- Data collection tools for grades 3 – 5
- Parent surveys for grades 3 - 5
- Teacher surveys for grades 3 – 5
- Explore use of technology in evaluation – reduce data entry burden
- Parent surveys for grades 3 – 5
- On-line tools
- Need curriculum activities and evaluation tools for use with 7<sup>th</sup> to 12<sup>th</sup> graders
- Tools to measure preschoolers (Gloria Stills work)
- Tools to collect data from parents of preschoolers
- Plate waste studies
- Focus on grades 3<sup>rd</sup> – 5<sup>th</sup> (kids, parents and teachers)
- Develop standardized questions related to topic areas—focus on 3<sup>rd</sup> to 5<sup>th</sup> graders
- Basic tool for observation of youth of all ages

3. After all of the table groups have indicated their highest priorities by placing their dots on the flipchart, come up with 2 or 3 ideas that would help move our national youth evaluation efforts further along (ie. Better sharing of ideas and resources; state volunteering to work on developing a particular strategy or tool; multi-state efforts to test and validate existing tools; others?). Record ideas here:

- Develop one good evaluation tool to measure universal behaviors (ie fruit consumption, increasing physical activity)
- Have grad students to expand the work done at Clemson to Middle School age group
- Increase number of tools on list that are validated and shown to be reliable
- Pacific island youth curriculum with evaluation in line with national EFNEP evaluation (much of our curricula do not quite fit with our island youth)
- Let's share ideas on a conference call or webinar
- Provide list of age-appropriate validated questions
- Need tools to be applicable to afterschool or summer programs (ie day camps)
- Develop a pool of thesis and dissertation topics in youth evaluation so students looking for projects can select them and make contributions
- Share results from Clemson youth evaluation project
- Learn from other fields (psychology, anthropology) about observational study methods we could use
- Work with ASNNA (they have an evaluation team assembling tools on a WIKI site)
- Develop set of core age-appropriate evaluation questions
- There are plenty of tools—we need a standardized way to assess each tool and report results into NEERS or new web-based system
- Evaluation tools need to be able to be used across curriculums
- Merge youth evaluation discussion with web-based reporting system project
- Develop youth behavior checklist (long list) with designations as to which questions are appropriate for various age groups
- Validate existing tools
- Entice graduate students to work on youth evaluation projects
- Develop standardized questions—a “clearinghouse” for each topic area
- Multi-state effort
- Share youth curricula used in states
- Develop evaluation questions related to Impact Indicators