

Food Resource Management:

An Evaluation of Measures of Behavior Change for EFNEP Participants

Karen Barale, Washington State University Extension

Situation:

- Food resource management (FRM) skills are a key component of EFENP class content
- FRM Behavior Checklist Questions were develop in the early 1990's and have not been revisited
- Accurate evaluation tools are critical to assess program impact.



Project:

- <u>Assess</u> specific FRM behavior checklist questions in light of research, changes in program delivery, as well as changes in social/cultural norms.
- <u>Identify and/or develop</u> valid behavior checklist survey questions that assess food resource management behavior change.
- Test the validity and reliability of selected questions.
- Submit revised questions to National EFNEP Office

WASHINGTON STATE UNIVERSITY EXTENSION

Timeline

Identify curriculum to review Develop FRM content assessment tool Pilot assessment tool: Cen\$ible Nutrition (Wyoming) Phase I Complete curricula content analysis Expert panel reviews FRM content themes and concepts that should be taught Phase II Select/develop questions Finalize with expert panel Field/Cognitive testing 4 Phase III Revisions Test version 2 Assess results and need for changes Phase IV Test-retest Submit valid FRM questions to National office

2015 -2016

January

2015

NC2169 continues validity testing with the entire revised checklist.

Assess retrospective pre/post, different formats (words vs photos)

Expert Panel:

- Food Resource Management Work Group: (Kate Yerxa, Kris Grimes (co-chairs), Kathleen Savoie, Helen Idzorek, Shelley King-Curry, Debra Cotterill)
- Katie Mulligan
- Karen Ensle

Curricula to be Reviewed

- Eating Smart Being Active (Colorado State University & University of California Davis)
- Eating Smart and Moving More (North Carolina State University)
- 3. Healthy Food, Healthy Families (Texas A & M University)
- 60% states use these 3 curricula
- 78% participants taught using these curricula
- 9 of the 13 largest programs use these curricula

Based on work done by Erin Murray, PhD student at Colorado State University

WebNEERs Checklist Questions

- ✓ How often do you plan meals ahead of time? *
- ✓ How often do you compare prices before you buy food? *
- ✓ How often do you shop with a grocery list? *
- ✓ How often do you use community food resources like a food pantry or soup kitchen?
- ✓ How often do you budget enough money for food purchases?
- ✓ How often do you run out of food before the end of the month?
- ✓ How often do you check "sell-by" or expiration dates to make sure food can be used before it spoils?
- ✓ How often do you use a written spending plan or budget?
- ✓ How often do you make main dishes from scratch?
- ✓ How often do you prepare dishes from scratch?
- ✓ I inventory my food supply before going food shopping?
- ✓ How many times a week do you eat in a restaurant?
- ✓ How many times during the month do you check grocery ads to find sales on food items you need?
 - * currently part of 10 required checklist questions







Objective

The purpose of the curricula analysis was to identify nutrition content provided to adult EFNEP participants nationally. The nutrition content was compared to the USDA nutrition recommendations EFNEP is required to reflect – the U.S. Dietary Guidelines.¹

Curricula Analysis Process

- 1. We identified all curricula used throughout the country to teach EFNEP adult participants via a national report listing EFNEP curricula per state.
- 2. EFNEP states were contacted if there was uncertainty regarding which adult curriculum(a) they used within their state.
- 3. After consulting with curriculum developers, University of Florida's *Eat Right for Life* and Michigan State University's *Eating Right is Basic* curricula were not included in the analysis because of uncertainty about revision updates.
- 4. The most frequently-used curricula nationally were assessed using both the total number of states using a specific curriculum and by the reach of a curriculum (number of participants exposed to it).
- 5. Two independent reviewers pilot-tested a data recording instrument developed for the curricula analysis and based on best practices,² using the *Centsible Nutrition* curriculum.
- 6. Two independent reviewers completed the multistate curricula analysis, capturing nutrition content across curricula used nationally by EFNEP.

Nutrition Education Content in EFNEP Curricula: Results from a National Multi-State Curricula Analysis

Erin Murray, PSPH, RD, Susan Baker, EdD, Garry Auld, PhD, RD NC2169 AES Multi-State Research Project

Curricula Included in Multi-State Review

Most frequently used EFNEP curricula nationally

- 1. Eating Smart Being Active
- 2. Eating Smart and Moving More
- 3. Healthy Food, Healthy Families
- 4. Centisible Nutrition— used in pilot study

60% of EFNEP states use the top three curricula

78% of EFNEP participants taught using the top three curricula

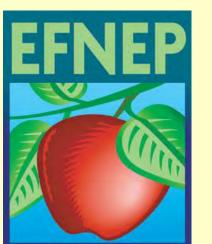
9 out of 13 largest EFNEP programs use the top three curricula

Frequency of Inclusion of 2010 U.S. Dietary Guidelines in Curricula

	Eating Smart • Being Active	Eating Smart and Moving More	Healthy Food, Healthy Families
Dietary Guideline	Total (n)	Total (n)	Total (n)
Choose foods that provide more nutrients of concern: vegetables, fruits, whole grains, and milk products.	4	8	6
When eating out, choose smaller portions and lower-calorie options. Cook and eat more meals at home.	3	8	4
Increase vegetable intake.	3	8	4
Consume foods low in calorie density. Focus on the total number of calories consumed.	1	7	4
Increase fruit intake.	3	6	6
Replace protein foods that are higher in solid fats with those that are lower in solid fats and calories.	4	6	2
Reduce intake of solid fats and added sugars.	5	4	2
Consume at least half of all grains as whole grains. Replace refined grains with whole grains.	4	3	4
Increase intake of fat-free and low-fat dairy products or fortified soy products.	3	5	3
Prepare, serve, and consume smaller portions of food and beverages, especially those high in calories.	1	7	3
Monitor food intake. Use Nutrition Facts label to monitor food intake. Also monitor body weight.	5	3	3
Eat a variety of vegetables, especially dark green, orange, and yellow vegetables, and beans and peas.	2	3	2
Choose a variety of protein foods. Choose seafood, lean meat, eggs, beans, soy products, and nuts and seeds.	2	3	2
Reduce sodium intake.	3	3	3
Eat a nutrient-dense breakfast. Encourage children to eat a nutrient-dense breakfast.	3	0	3

The following guidelines are included in the curricula fewer than three times: reduce intake of refined grains, keep trans fatty acids as low as possible, consume less than 10% of calories from saturated fat, increase seafood consumption, use oils to replace solid fats, drink alcohol in moderation, and consume less than 300 mg of dietary cholesterol per day.

NC2169 is supported in part by Hatch Act funds through USDA National Institute of Food and Agriculture (NIFA), and state Agricultural Experiment Stations and Extension Units.





United States Department of Agriculture

National Institute of Food and Agriculture

Discussion

Results from the curricula analysis, along with feedback from an expert panel on the Dietary Guidelines, will be used to prioritize nutrition content for the national behavior checklist questions that measure diet quality and nutrition-related behaviors for adults participating in EFNEP.

Researchers recommend a multistate effort to test behavior checklist items with EFNEP audiences.³ The evaluation items must be based on the U.S. Dietary Guidelines,¹ appropriate for the target audience and reliable, valid, and sensitive measures of behavior change.^{4,5}

Future Direction

To develop accurate nutrition domain behavior checklist questions, it is important to gather data from as many different states as possible – **your help in this research project is important!** We may contact you for your help in gathering data from your EFNEP participants.

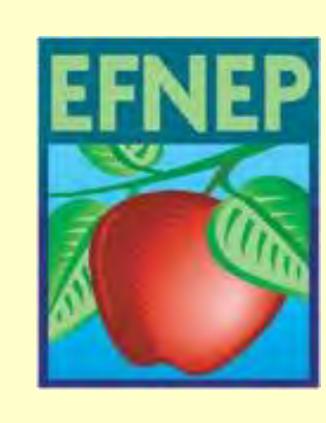
Please contact Erin Murray at erin.murray@colostate.edu or Susan Baker at susan.baker@colostate.edu if you would like more information.

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Developing an Online Training For EFNEP Paraprofessionals Using the Eating Smart and Being Active During Pregnancy Lesson



Micheline Chlipalski MBA, Susan Baker EdD, Garry Auld, PhD, RD

Objective

To determine if an online training for EFNEP paraprofessionals on the supplemental lesson Eating Smart and Being Active During Pregnancy, 1 based on the perceived needs of EFNEP professionals and paraprofessionals, is an effective way to train paraprofessionals. Effectiveness to be determined by increased confidence in teaching this lesson, improved knowledge on the subject matter, and being prepared to answer some of the frequently asked questions by EFNEP participants about nutrition during pregnancy.

Research Questions

What is needed to effectively train paraprofessionals online on the three Eating Smart • Being Active (ESBA)⁹ supplemental lessons (Eating Smart and Being Active During Pregnancy, 1 Feeding Your New Baby, 10 Feeding Your Baby Solid Foods¹¹) as perceived by EFNEP professionals and paraprofessionals?

Can an online training for EFNEP paraprofessionals be effective in preparing them to teach the Eating Smart and Being Active During Pregnancy lesson?

> Effectiveness measured in terms of increased:

- Knowledge
- Confidence in teaching the lesson
- Accuracy answering FAQs from participants
- Satisfaction with the online training

Discussion

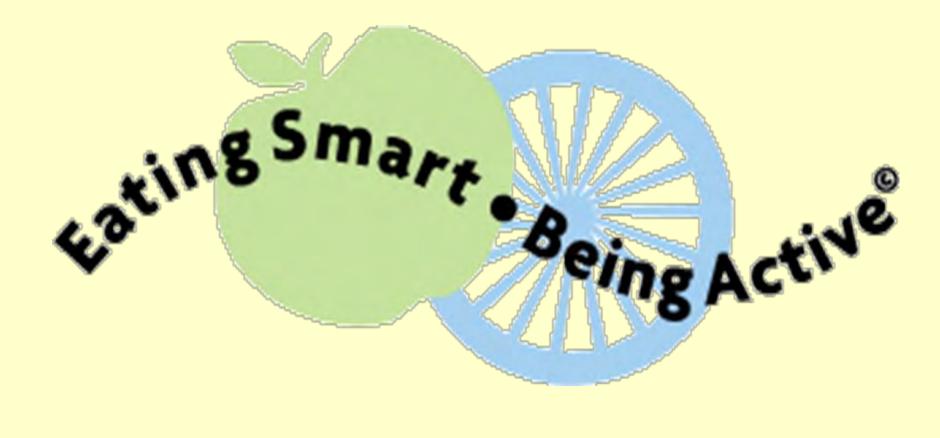
Expected Outcomes:

- Guidelines for the development of an online training for EFNEP paraprofessionals for the three ESBA supplemental lessons:
 - Eating Smart and Being Active During Pregnancy¹
 - Feeding Your New Baby¹⁰
 - Feeding Your Baby Solid Foods¹¹
- An effective online training for EFNEP paraprofessionals to prepare them to teach the Eating Smart and Being Active During Pregnancy lesson¹

Introduction

Research Problem:

- EFNEP enrolls pregnant participants.² However, not all of these participants receive lessons in nutrition during pregnancy. Lessons on this topic are available, but we do not know why paraprofessionals are not teaching them.
- The success of EFNEP paraprofessionals is influenced by their training.^{3,4} There are increasing numbers of online trainings or educational materials that can be used by paraprofessionals.⁵⁻⁸ However, we currently do not know what an adequate format for an online training is, as perceived by EFNEP professionals and paraprofessionals.



Timeline and Research Methods

Phase 1 Feb-Mar 2014	 Conduct semi-structured phone interviews with professionals and paraprofessionals from states that have purchased the <i>Eating Smart</i> • <i>Being Active</i> supplemental lessons. Start analysis of interviewees' responses.
Phase 2	 Design online training using instructional design
Mar-Jun 2014	Recording and editing of training videos
Apr 2014	Write criterion-referenced test and learning assessments (validity & reliability assessment)
Aug 2014	Pilot test online training
Sept-Oct 2014	Deliver online training
Phase 3 Sept-Nov 2014	Data analysis of evaluation methods (pre/post-test & satisfaction surveys)

Future Direction

To develop an online training that represents the needs of professionals and paraprofessionals across the country, we need your participation in this research project! If you have purchased the Eating Smart and Being Active During Pregnancy lesson, we may be contacting you to participate in our interviews and evaluation of the online training.

If you would like more information, please contact: Micheline Chlipalski at micheline.chlipalski@colostate.edu, or Susan Baker at susan.baker@colostate.edu.

References

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Purpose of this Project

- •To identify the impact of EFNEP on the quality of life of its paraprofessional educators and program participants.
- •To develop an instrument that could measure the quality of life of EFNEP participants.
- •Positive outcomes from this study could be used to help justify continued and/or increased funding for EFNEP.

Quality of Life Defined

- •A number of reports about EFNEP imply that there are benefits beyond employment, improved nutrition and budgeting skills.
- •Some researchers group these types of benefits under the term quality of life. It includes things such as a *sense of accomplishment, self-worth, being a role model, becoming more connected in the community, or having a sense of satisfaction with one's life.*

Research Project Phases

- 1) Determining the impact of EFNEP on the quality of life of its paraprofessional educators and participants through a questionnaire (completed).
- 2) Phone interviews with EFNEP paraprofessional educators, State EFNEP coordinators and agency partners (completed).
- 3) Focus Groups with EFNEP program participants (in progress).
- 4) Development and initial validation of quality of life tool to measure quality of life of EFNEP participants (late 2014).

Impact of EFNEP on the Quality of Life of Program Participants and Paraprofessional Educators

Natalia Infante, MA, Susan S. Baker, EdD, Garry Auld, PhD, RD.

NC-2169 AES Multistate Research Project

First Phase

A longitudinal study used a quality of life questionnaire with a convenience sample of participants and educators determined that EFNEP does have an impact on the quality of life of its paraprofessional educators and program participants. Phase I of this project helped identify what should be addressed in future interviews and focus groups.

Second Phase

- Fifty eight participants: 15 State EFNEP coordinators, 28 EFNEP paraprofessional educators and 15 EFNEP community agency partners were interviewed.
- The following states and territories were randomly selected for the interviews; Idaho, Indiana, Utah, Kentucky, New Hampshire, New Mexico, West Virginia, Guam and Maine.
- All interviews were recorded and transcribed, then analyzed using NVivo software to determine the impact of the program on quality of life.
- The questions varied slightly depending on whether the interviewee was a paraprofessional educator, State EFNEP coordinator or community agency representative.
- Questions were open-ended and related to their experiences with EFNEP, and potential impact of EFNEP on clients and paraprofessional educators.
- Data was coded based on the Quality of Life instrument from the University of Toronto¹ with slight modifications for the purpose of this project.
- To ensure accurate coding, two raters read the interviews separately and coded them individually.

Third Phase

- Focus groups started in Summer 2013 and should be completed by Spring 2014.
- Focus group population are EFNEP participants, 3-8 months after EFNEP graduation.
- A training DVD was created to help train focus group moderators and note takers, to ensure consistency.
- A webinar was presented to better train moderators.
- A total of sixteen focus groups representing four different types of populations: African Americans, Whites, Spanish speaking Hispanics and English speaking Hispanics, are planned.



Participating States for Third Phase

- ArkansasMic
- Colorado
- Kansas
- Kentucky
- Maine

- Michigan
- New Jersey
- Ohio
- South Carolina
- Virginia

Fourth Phase

Development and initial validation of the quality of life tool.

Discussion

Data from this study supports the view that EFNEP positively impacts the quality of life of its program participants and paraprofessional educators. Hibbs and Sandmann² attributed EFNEP's impact on program paraprofessionals to unique training and work experiences resulting in personal growth. Qualitative impacts of EFNEP on quality of life have also been documented by Auld et al³ for both program participants and paraprofessionals.

Funding

NC2169 is supported in part by Hatch Act funds through USDA National Institute of Food and Agriculture (NIFA), and state Agricultural Experiment Stations and Extension Units.

References

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²Hibbs, H. & Sandmann, L. Psychological Impact of Training and Work Experience on EFNEP Paraprofessionals. *Journal of Extension*. 2011; *49*: 1-10.

³Auld G, Baker S, Bauer L, Koszewski W, Procter S, Steger MF. EFNEP's Impact on the Quality of Life of its Participants and Educators. *Journal of Nutrition Education and Behavior*. 2013;45(6):482-



An Electronic Survey to Identify Collection Practices for the 24-Hour Recall in EFNEP

Susan Gills, MS, RD, Susan Baker, EdD, Garry Auld, PhD, RD, Nancy Betts, PhD, RD, and Ann Hess, PhD

NC 2169 AES Multistate Research Project



Extension

Objective

Identify current practices used by EFNEP sites for the collection of the 24-hour dietary recall (24HR).

Introduction

Annually, the USDA Office of Management and Budget requires departments to evaluate each program's ability to achieve established agency's goals, objectives, and mission. One goal of EFNEP is to assist limited resource individuals and families to obtain the knowledge, skills and attitudes to change behaviors resulting in improvement in nutritional intake by the individual and family.¹

The methods used to evaluate EFNEP's ability to meet these goals include the evaluation of 24-hour dietary recall (24HR) and responses to the nutrition behavior checklist. This project focuses on the collection of the 24HR. ²

Paraprofessional educators obtain a 24HR from the participant before the first session of EFNEP and again after completion of the program. The results from the 24HR are coded and entered into the Web-based Nutrition Education Evaluation and Reporting System (WebNEERS). WebNEERS is used to collect quantitative data about program participants and EFNEP staff. The difference in pre/post responses is used to evaluate change in nutritional intake due to participation in the program.³

Prior to evaluation of the 24-HR as an appropriate measure of change, it was necessary to identify current methodology for the collection of the 24-HR. An electronic survey was sent to all EFNEP coordinators to assess collection practices of the 24-hour dietary recall.

NC2169 is supported in part by Hatch Act funds through USDA National Institute of Food and Agriculture (NIFA), and state Agricultural Experiment Stations and Extension Units.



Methodology

An electronic survey was sent to EFNEP coordinators in 2013. The focus of the survey was the collection methodology for the 24-hour recall process in EFNEP. Survey questions addressed:

Collection period for recall,

Numbers of passes used in multiple pass method (2 to 5),

Training of data entry personnel,

Training methodology for recall collection,

Collection Methodology (single or multiple pass method), Collection setting, (one-on-one, small or large group settings), Education background of paraprofessionals, Training materials used for paraprofessional educators.

Colorado State University's EFNEP staff tested the survey for clarity. Approval from Institutional Review Board of Colorado State University was obtained prior to distribution to coordinators. The survey was sent to EFNEP coordinators in all states and territories via a national list serve. Responses from the survey were coded and evaluated.

Results

Seventy-five surveys were sent to state/territory coordinators; 66 surveys were returned (88%). Seven responses were duplicates, as the surveys were completed by different staff but from same university. Overall program response rate was 76%.

Response rates:

Tier 1 – 100% Tier 2 – 100%

Tiel 2 – 100/

Tier 3 – 100%

Tier 4 – 75%

Tier 5 – 95%

Tier 6 – 42%

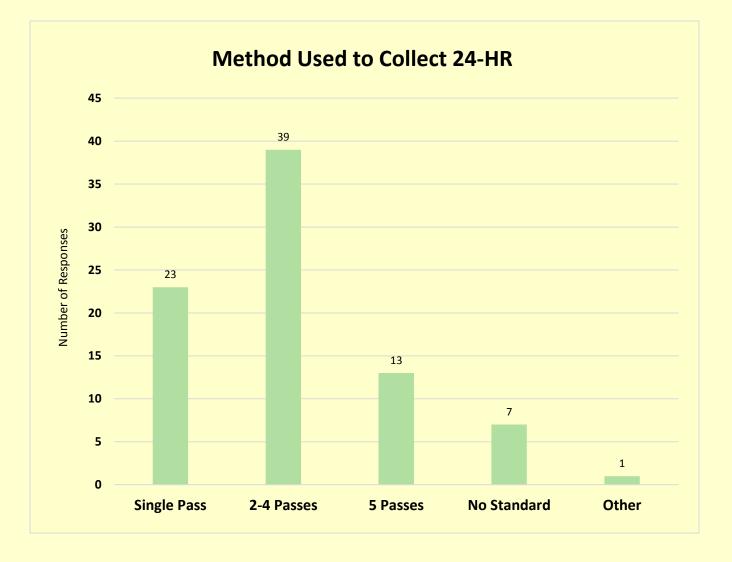
Tier 7 - 41%

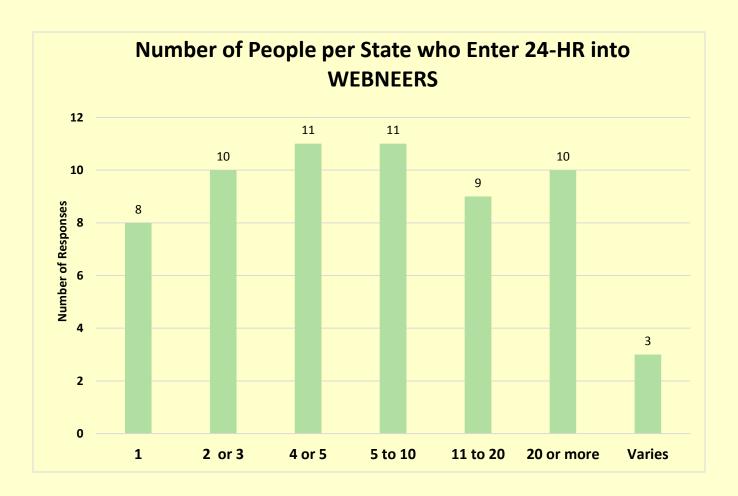
Programs utilized for training paraprofessional educators included:
The 24-Hour Food Recall – Oklahoma State University Extension
Other
Eat-Smart – Louisiana State University
Navigating for Success – Cornell University
Cen\$ible Nutrition Program, University of Wyoming
WNEP - Independent Study University of Wisconsin
Nutrition Ed. Process Manual, Rutgers University
2%

14 (19%) Programs use two or more programs.

Collection Period for 24HR 40% 37% 35% 25% 25% 26% 12% 10% Previous Day Previous 24-Hours Other Mixed







Evaluation of Collection Practices

There is variability in the collection methodology for the 24-hour dietary recalls among the state/territory collection sites and within sites. This includes variation in recall period, collection setting, training protocols, and number of passes utilized in recall.

The majority of sites (58%) utilize the Oklahoma State University Extension training protocol. Five other protocols are used and some sites use their own programs (9%) or are developing their own program (2%). Almost 20% use multiple training protocols. Forty six percent of the sites spend less than 4 hours training staff to collect the recall; 43% spend more than 4 and less than 8 hours for training.

Information from the recall is entered into the WebNEERS program. Only 8 sites (13%) have one individual enter recall results in WebNEERS. Three sites (5%) have 20 or more people enter the recalls in WebNEERS. Forty percent of the sites spend less than 4 hours training staff to enter data in WebNEERS; 48% spend more than 4 and less than 8 hours for training.

Future Directions

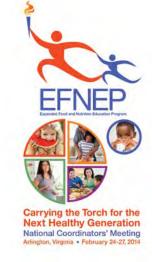
The next phase will address the 24HR collection in a one-on-one setting by determining if an experienced paraprofessional educator can collect 24HRs that are comparable to 24HRs collected by an experienced nutrition professional with the same client using a crossover design. This setting is selected for the initial phase, as it is the best-case scenario for collection of the recall under ideal conditions.

An experienced paraprofessional educator from the local EFNEP staff and a registered dietitian, nutritionist or RDN eligible professional (RDN), with at least 5 years of experience in settings that require proficiency in 24HR collection, will participate as collection staff. The collection process will follow the USDA 5-step multiple pass method⁴, using intake from the previous day.

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Multi-State Nutrition Assistants' Conference

Participating Universities: Auburn University • Clemson University • Marshall University • North Carolina State University • North Carolina A&T State University • South Carolina State University • Tuskegee University • University of the Virgin Islands • Virginia Polytechnic Institute and State University (Virginia Tech) • Virginia State University • West Virginia University

INTRODUCTION

North Carolina, Virginia and West Virginia came together in 2007 to initiate a bi-annual Multi-State Nutrition Assistants' Conference. This past year, the Conference was attended by paraprofessionals from 11 universities. The Conference was designed to offer professional development and networking opportunities to participating staff to enhance their knowledge and skills for program delivery.



MANAGEMENT STRATEGIES

Participating states work together to coordinate and offer this opportunity to paraprofessional staff.

- States conduct training needs assessment with paraprofessional staff
- Multi-State Planning committee of professionals
- Host State Conference Committee operationalizes plans
- On-line registration and evaluation
- Conference website
- Paraprofessional Sharing Programs of Distinction
- Coordinated Awards
- Individual State Meetings are part of agenda
- Host state rotates every two years
- Evaluation summary from previous conference shared with host state
- Sponsorship secured first time in 2013. Currently working together to secure signature sponsors for future conferences.

METHODOLGY

Concurrent and general sessions are developed to align the highest training needs across states with core competencies for community nutrition educators as they relate to the goals of EFNEP.

Goals Addressed	Competencies Addressed
 Increase Outreach Improve Diet Quality Improve Nutrition Practices Increase Physical Activity Improve Food Resource	 Understand and Respect
Management Improve Food Safety	Diversity Excellence in Teaching Effective Partnerships Program Value Technology Literacy Personal Accountability

EVALUATION

Conference evaluations were initially gathered immediately at the end of the conference using handwritten surveys. The most recent conference used an online survey which participants were asked to complete within two weeks following the conference. 61% of the participants responded. An average of 85% of paraprofessionals responded that they would use what they learned to enhance their professional responsibilities when asked this question regarding each concurrent session and keynote.

"What I take away most from this conference is being able to see a fresh new look at the way nutrition can be taught to an audience. Many of the speakers showed us new ways to energize our teaching."

~2013 Conference attendee

Shop Smart, Cook Smart for Delicious, Healthy & Affordable Meals with Linda Watson





"The break out session with "Jump with Jill" was very informative and helped to develop skills to use while facilitating learning for our participants using nutrition education key concepts. "

~2013 Conference attendee

Opening Luncheon: Jump with Jill

RESULTS

A post conference survey was conducted eight months following the 2013 conference to assess the utilization and impact of training on programming. Of the 225 paraprofessionals attending the conference, 40% responded to the post survey.

Question from survey: What information, tips, strategies or teaching techniques did you learn that you use with your participants?

Summary of responses

Nutrition information, hands-on learning ideas, volunteer management tips, icebreaker and game ideas, managing participant groups, food safety, technology and social media, cooking, recruitment ideas, sodium visuals, connection to free resources from speakers after conference, innovative ideas for saving money, presentation skills, how to add flavor to food without added salt, community garden tips, container gardening, setting priorities, how to keep excitement in my classes

HERE'S WHAT PARAPROFESSIONALS SAID ...

Utilization of training:

It has allowed me to "think out of the box" about how to reach my audience. I think I am doing a much better job with my classes now.

I picked up a strategy from Linda Watson and try to incorporate it into the food demonstration. Linda uses a lot of adjectives to describe the food textures, smells, and the cooking experience in general such as awesome, gorgeous, and etc. I find that this really sparks enthusiasm among participants to try new things that are healthier than what they're used to. They build on my excitement.

Programming impact:

I spoke with a PA from another state who has had great success in programming by incorporating the farmers' market. Unfortunately, my area does not currently have a farmers' market. In working with and actively listening to the concerns of the clients I serve through FNP, I addressed the need with my unit's Ag Agent. The Ag Agent last reported that plans of possibly meeting that need are being addressed. In the meantime, I encourage my clients to do price comparisons between the local produce stands and the local grocery chains. I also encourage them to try at least one new fruit and vegetable each month. This gives them a new world to discover. Also, for this year's unit project we have chosen to work with several citizens of a residential community to do window box gardens.

I have worked with the Master Gardener program to provide a session called "Container Gardening". Many participants have limited yard space. Most of my clients state that they can not garden because they have limited space. Now a Master Garden comes in to teach participants how they can garden with limited space. Also, I suggested communities to start a Walking Club; 2 communities have a Walking Club now.

SUMMARY

Professionals and paraprofessionals alike value the multi-state conference. By working together, participating states were able to offer a higher quality professional development experience for paraprofessionals while managing the cost of doing so. Paraprofessionals who have attended multiple conferences (75 out of 91 respondents) say it best:



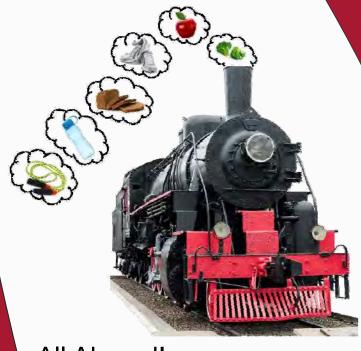
Get Your Engine in Gear activity breaks

With each Multi-State conference I feel I take the conference as a whole and use it to add any new techniques/skills taught and apply it to my own programming. It helps to motivate me to be innovative and energetic with Nutrition Education when seeing what other states are offering.

~Conference attendee



Healthy Living Express!



All Aboard!

Join us to get on track to a healthier community!

SAVE THE DATE

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Judy Midkiff

Project Associate, Operations & Evaluation Family Nutrition Program (EFNEP/SNAP-Ed) 804-527-4252 jmidkiff@vt.edu

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~2013 Conference attendee





By working together, participating states are able to offer a higher quality professional development experience for paraprofessionals while managing the cost of doing so.

With each Multi-State conference i feel i take the conference as a whole and use it to add any new techniques/skills taught and apply it to my own programming, it helps to motivate me to be innovative and energetic with Nutrition Education when seeing what other states are offering.

-Conference attendee





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First Year Evaluation of Program Assistants Perceptions of Arkansas **EFNEP Youth Curriculum and Youth Evaluation Summary Impact Results**



Teresa Henson, MS.

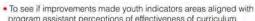
University of Arkansas Division of Agriculture Cooperative Extension Service

Introduction:

In program year 2012-2013 Arkansas EFNEP implemented the Kids in the Kitchen youth curriculum developed by University of Missouri-Columbia. The curriculum encourages youth to eat healthier meals and snacks as a result of hands-on cooking experiences. A survey was conducted to gather feedback from 1862 and 1890 EFNEP program assistants. Their perceptions on ability to follow lessons as intended, effectiveness of curriculum to deliver core principles, ease of implementation, and students' attitudes towards lessons were assessed. The new youth assessments were simultaneously introduced during this time and behavior changes captured with the Youth Evaluation tools through Web-NEERS. The poster summarizes the curriculum feedback and the first year evaluation tool results for Arkansas EFNEP.

Objectives:

. To receive feedback about the Kids in the Kitchen youth curriculum











Results:

Table 1. Percent Youth and EFNEP Agents and Paraprofessionals Rep

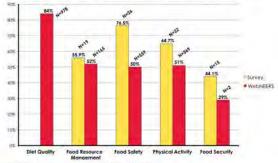
Subject	Total Responding	Total Possible	% Responding
Youth Effici Farlicipants	1352	3823	30%
EFMEP Ageints and Paraplateinionals	35	35	100%

Table 2. Results from EFNEP Agent and Paraprofessional Survey

Question	% (N)
What age group do you least (KK)	78.8% faught 10-12 year olds (fridā)
Where do you teach fine Ell curriculum?	55.9% work with school. (N/OS)
five background information provided in the Kill curriculum was just right, not enough or too much:	III.2% agree mat information was just right (twist)
On average how much firms did you spend preparing (thosiphy, food prep) for a single KK lesson?	45.5% rate 30 to 60 minutes to prepare for a single IVE lesson (HVd)
On average how reuch time that you spend announting a KK lesson!	42.4% fata 45 to 60 minutes to constitut a 6K lesson (\$1705)
in my opinion majority of the youth enjoyed the recipies at the KK curriculum.	48.5% shongly you'll enjoy the recipins (14-35)
in my opinion majority of this yours enjoyed the physicial activities in the KK cumoulum.	60 4% agree youth enjoy the physical activities (Nr25).
in my opinion majority of the youth enjoyed the hands- im-activities (games, cooking, food prep etc.)	50.0% (triceg - agree youts enjoy the traces-axiactivities (N+3.5)
in my opinion the adults or teachers lived this ER curriculum	55.9% against adults or headthers like the cumpulary (##35)
Would you recommend the filk outliesum to offer partieling youth approprie	\$5.9% recommend the CR cumodum to youth agencies (NKSS)

Seviumber of respondents 4.8 = 6/5) in the Etcher

Figure 1. WebNEERS Program Year Youth Evaluation Summary Data Compared to EFNEP Survey Respon



Methods:

The Kids in the Kitchen curriculum was implemented during the 2012-2013 EFNEP program year. The curriculum delivery was either conducted in a school classroom setting or an after school base program. The lesson instruction focuses on encouraging youth to eat healthier meals and snacks, along with hands-on cooking and food safety practice experiences. The program assistants were asked to teach a minimum of six lessons to the groups. Also, during this time the WebNEERS youth evaluation tools were implemented. The youth tools are designed to evaluate any behavior changes that may occur during the duration of the program. The program assistants were asked to evaluate a least 50 or more youth participants using those evaluation methods. After the end of the program year 2013, a survey was administered to solicit feedback regarding Kids in the Kitchen from 1862 and 1890 EFNEP agents and program assistants. Descriptive statistics were summarized and responses compared to Web-NEERS youth evaluation

Conclusions:

The Kitchen in the Kitchen survey results showed positive qualitative feedback from the University of Arkansas EFNEP agents and program assistants as well as participants. The survey results illustrate that the agents and program assistant are mostly satisfied with the Kids in the Kitchen curriculum (Table 2) with the majority reporting (55.9%) they would recommend the program to other agencies. Most of the responding educators felt the curriculum addressed four of the five EFNEP domains reasonably well. The first domain, diet quality, was omitted in the educator survey, and therefore was not addressed. As illustrated in Figure 1 educators' perceptions aligned reasonably well with three of the four domains measured. Specifically the Food Resource Management Domain Youth Impact WebNEERS data reflected the opinions of the educators and the Physical Activity and Food Security Domains also mirrored each other. Food Safety was quite divergent with Youth Evaluation Impact WebNEERS data not reflecting the perceptions of the educators, Overall, the results show that the Kids in the Kitchen curriculum is effective at influencing youth diet quality and less effective at changing the other measured EFNEP domains. The survey responses from educators also reflect the idea that Kids in the Kitchen may be less effective at addressing the Food Resource Management, Food Security and Physical Activity domains as well. Our findings suggest that either more training in domains other than diet quality be provided to EFNEP educators and/or more supplementary materials be added to the Kids in the Kitchen curriculum to enhance those subject matter areas

Sources:

University of Arkansas end of the year EFENP Report University of Arkansas Pine Bluff end of the year EFNEP Report Kids in the Kitchen (3rd Ed.). (2012). University of Missouri Extension

Qualitative Feedback about Kids in the Kitchen:

Q: Please share any of your favorite youth or adult comments about the KIK curriculum.

"One mother said her daughter sang the fruit lesson song, "Did You Ever See a Kiwi?" for weeks after first learning it."

"One community leader stated, "They don't get this nutrition information from television. It is important that nutrition classes are taught in our community."

Q: Please share or provide examples of healthy-eating behaviors you observed with your KIK youth group or classes.

"I observed the youth willing to try different foods while making their food group funny faces."

"The teachers say they noticed the students are more thorough with their hand-washing."

"One group of kindergarten students, who have completed KIK, now tells their teacher when they have a healthy snack."

Q: What did you (program assistant or agent) like best about teaching the KIK curriculum?

"The lessons are easy to understand and to teach."

"I enjoyed cooking in front of the kids and seeing them get excited learning about healthy eating habits, and learning about foods they didn't think they would."

"I'm proud that they all really remember the Food Safety Rules."

"I love the students' reactions to the contaminated sandwich. They are emphatic about not eating "that" sandwich and have no hesitation in offering their critiques."

Physical Activity Fotonovela for Adults

Kari A. Bachman, Carol W. Turner

Extension Family and Consumer Sciences, New Mexico State University, Las Cruces, New Mexico

OBJECTIVE

The objective of this project is to develop a physical activity *fotonovela* in English and Spanish for use in EFNEP and SNAP-Ed adult classes.

BACKGROUND

New Mexico State University Cooperative Extension Service conducts the Ideas for Cooking and Nutrition Program (ICAN) with adults and youth in 18 of the state's 33 counties. ICAN is the umbrella program for SNAP-Ed and EFNEP.

Both programs employ paraprofessionals who teach the *Eating Smart • Being Active* adult curriculum (ESBA) to limited-resource adults. EFNEP participants graduate after 8 sessions, while SNAP-Ed participants must attend 4 sessions to graduate.

This project addresses two needs expressed by ICAN paraprofessionals:

- · Many are not comfortable teaching physical activity.
- Lesson one for SNAP-Ed is very short because a recall is not administered.

METHODS

The genre:

Fotonovelas employ photographs and short dialogue in comic book format to tell engaging stories. They have been utilized around the world since the 1970's as vehicles for health promotion. Fotonovelas originated in postwar Italy to publicize films. Since the 1950's, they have been popular in Spanish- and Portuguesespeaking countries in the Americas.

The project team:

- · Specialist in nonformal nutrition education
- · Professional photographer
- · Graphic designer
- · Former and current ICAN paraprofessionals

The process:

- · Brainstorming of storylines
- · Composition of the story
- · Translation into Spanish
- · Storyboarding
- · Photo shoots
- · Graphic design and layout
- · Piloting in ICAN classes
- · Development of training materials (in process)

















DISCUSSION

Creating an interesting yet respectful storyline that interests a variety of limited-resource audiences is challenging, but critically important. Employing an iterative development process that gathers and incorporates feedback from paraprofessionals and participants at each step has been very beneficial.

For example, the frame showing a man on the last page will be removed from the final version. Some paraprofessionals in urban areas felt the photo depicted a stereotypical Hispanic male, and said it would not be appropriate for use with women who have experienced domestic violence.

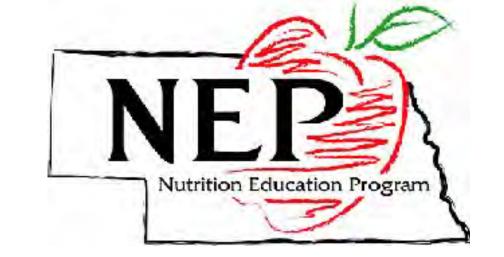
NEXT STEPS

Once the training materials have been completed, NMSU will train ICAN paraprofessionals how to incorporate the *fotonovela* into the first lesson of the *Eating Smart * Being Active* adult curriculum.

Then, a study will be conducted to investigate whether the *fotonovela* is effective in changing two things:

- Paraprofessional attitudes toward teaching physical activity
- · Participants' physical activity behaviors.





EFNEP Teaches Healthy Lifestyles to Moms



Know how. Know now.

Jean Ann Fischer, MS, RD, LMNT; Natalie Sehi, MS, RD, LMNT; Donnia Behrends, MS, RD; Julie Rasmussen; Lisa Kowalski, Karen Wobig, MS, University of Nebraska-Lincoln, 119A Ruth Leverton Hall, Lincoln, NE 68583-0806

Program Description

A great partnership was formed between the Expanded Food and Nutrition Education Program (EFNEP) and a Nebraska women's rehabilitation center.

At a Nebraska rehabilitation facility, mothers of young children have the opportunity to attend nutrition classes to learn about leading healthy lifestyles for themselves and their children. These moms are given a chance to improve their lives by signing up to attend the weekly classes taught by EFNEP staff. Since programming began in 2011, nine series have been completed, with approximately 60 moms requesting and receiving this healthy lifestyle program.

Lancaster County EFNEP staff enrolled and taught eligible moms weekly classes. Enrollment at the first session involved a 24-hour food recall, a 15-question health survey, and lessons on the basics of MyPlate and meal planning. Subsequent sessions focused on shopping and budgeting, as well as balancing food and activity, portion sizes, the importance of eating breakfast, increasing consumption of fruits and vegetables, and food safety. At the final session, participants are surveyed once again and receive their completion certificate and EFNEP cookbook at the graduation ceremony. At all classes, emphasis is placed on the concept of calm parenting at mealtime.

Comments from Participants:

- "I'll look for things on sale and budget more."
- "I'll plan meals ahead of time."

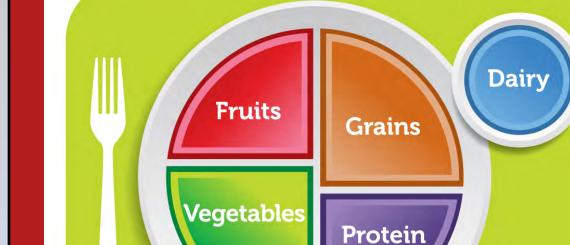
USDA is an equal opportunity provider and employer.

- "I'm going to start using grocery lists."
- "I like the visuals you use. It helps me understand better."
- "I certainly am going to read my labels from now on. This class has been so interesting! I had no idea how to read those labels before."
- "I like your eye contact and how you listen and talk with us."

Program Impacts/Outcomes

In 2012-13, 28 women (47% white, 33% American Indian or Native Alaskan, 13% Black or African American, 7% not provided) graduated from the Nebraska EFNEP program. Based on the behavior checklist questions, the women showed positive changes in the following behaviors:

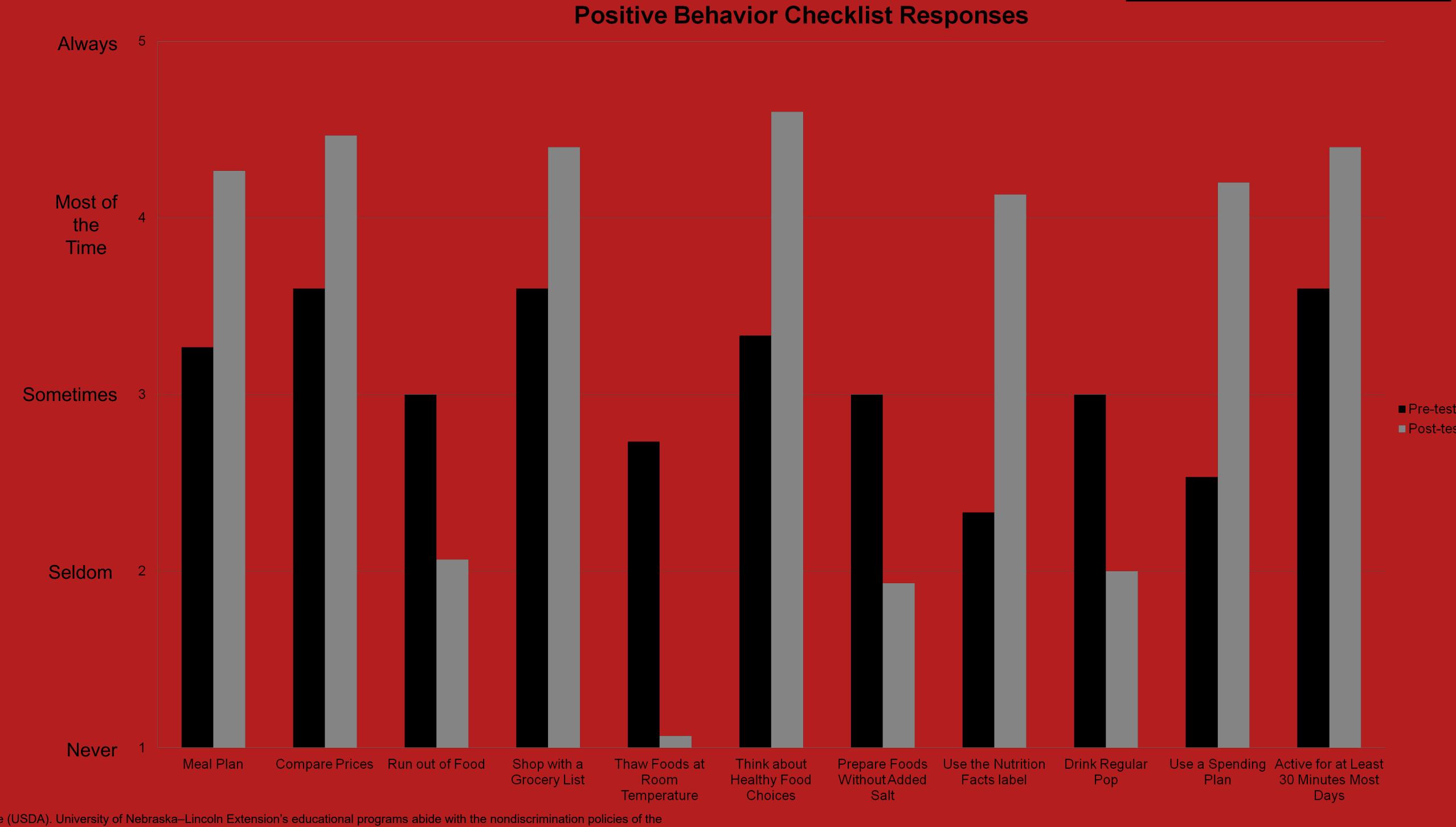
- Meal planning
- Comparing prices before buying food
- Running out of food less often before the end of the month
- Shopping with a grocery list
- Thawing foods at room temperature
- Thinking about healthy food choices when feeding their family
- Preparing food without salt
- Using the Nutrition Fact label to make food choices
- Drinking regular pop less often
- Using a written spending plan
- Being physically active for at least 30 minutes most days of the week





eMyPlate.gov

- Meal Planning
- Shopping on a Budget
- MyPlate
- Balancing Food and Activity
- Healthy Snacking
- Importance of Eating
 Breakfast
- Food Safety
- Portion Sizes





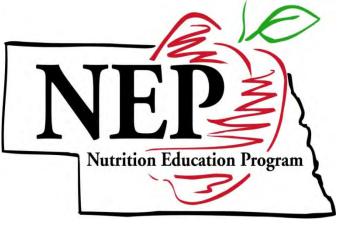
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Funded in part by USDA's SNAP-Ed Program and Expanded Food and Nutrition Education Program.







Know how. Know now.

Nebraska EFNEP's Partnership with Abraham Lincoln Elementary School Reaches Students in a Variety of Ways

Jean Ann Fischer, MS, RD, LMNT; Natalie Sehi, MS, RD, LMNT; Donnia Behrends, MS, RD; Cami Wells, MS, RD; Deborah Unterseher; University of Nebraska-Lincoln, 119A Ruth Leverton Hall, Lincoln, NE

Abraham Lincoln Elementary School in Hastings. Nebraska has been a phenomenal partner of EFNEP for over 20 years. In the beginning, the principal asked EFNEP staff to begin doing after-school education due to a concern that a number of the students were going home by themselves. He wanted to teach students easy and affordable snacks that they would be able to make on their own. The students have always loved preparing a healthy snack along with the lesson which has been financially supported by the school.

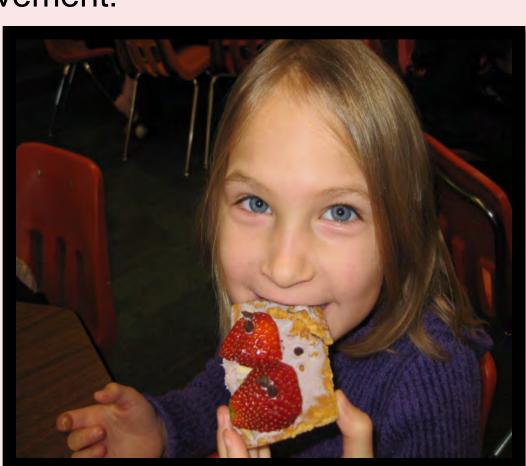
Not only has EFNEP continued the after-school program, but now also provides education during school and at summer programs. Last year, a grant was received from the Hastings Kiwanis club to provide supplies for an additional snack for each grade, 346 students in kindergarten through fifth grade participated in this program. EFNEP has also partnered with school staff to receive a coordinated school health grant for the upcoming year.

EFNEP has truly impacted the lives of these students and is looking forward to many more years of teaching nutrition at Abraham Lincoln Elementary School.

After School Programs:

In the 2012 school year, 24 2nd-4th grade students (130 contacts) participated in the afterschool program and learned about MyPlate.

Before EFNEP, 66% percent of students correctly identified the number of food groups present in a lunch. After EFNEP, 90% of students correctly identified the food groups, which reflects a 24% improvement. Before EFNEP, 76% of students correctly identified that the vegetable food group was missing from the choices. After EFNEP, 100% of students correctly identified the vegetable food group was missing, which reflects a 34% improvement. On a similar MyPlate question, before EFNEP 57% of students correctly identified that the grain group was missing from the choices. After EFNEP, 81% of students correctly identified the grain food group was missing, which reflects a 24% improvement.



What the Teachers are Saying:

"By providing information about nutrition, healthy food and physical activity, our students are learning all about a healthy lifestyle."

"We've enjoyed and benefited from our partnership."

"Deb is always very professional and reliable."

Fresh Fruit and Vegetable Program:



The school has received funding for USDA's Fresh Fruit and Vegetable Program the past several years and EFNEP staff have been in all of the classrooms (about 300 students) each month (2,879 contacts annually) teaching the students about the fresh produce.

Before the program, 33% of the students were correctly able to identify the amount of vegetables they are supposed to eat each day. After the program, 74% were able to answer the question correctly. That's a 41% improvement! In a similar question, 29% of the students were able to correctly identify the amount of fruit that they are supposed to eat each day before the program. After the program, 79% were able to answer the question correctly. That's a 50% improvement!

Summer School Program:

In the 2012 school year, 85 K-5th grade students (550 contacts) participated in the summer school program.

Before the program, 39% of the students reported that they were physically active every day. After the program, that number increased to 54%.

Gardening Program:









This past year, EFNEP staff partnered with county 4-H staff in receiving a gardening grant and to provide education in growing, preparing and consuming fruits and vegetables. Students loved growing and tasting their own produce.



KidQuest in School:

The KidQuest curriculum was taught during school hours in 2012 to 5th graders. Fourtythree percent increased their knowledge of reading food labels. Staff have also provided education at parent/teacher conferences and sent newsletters home to help reach the parents.



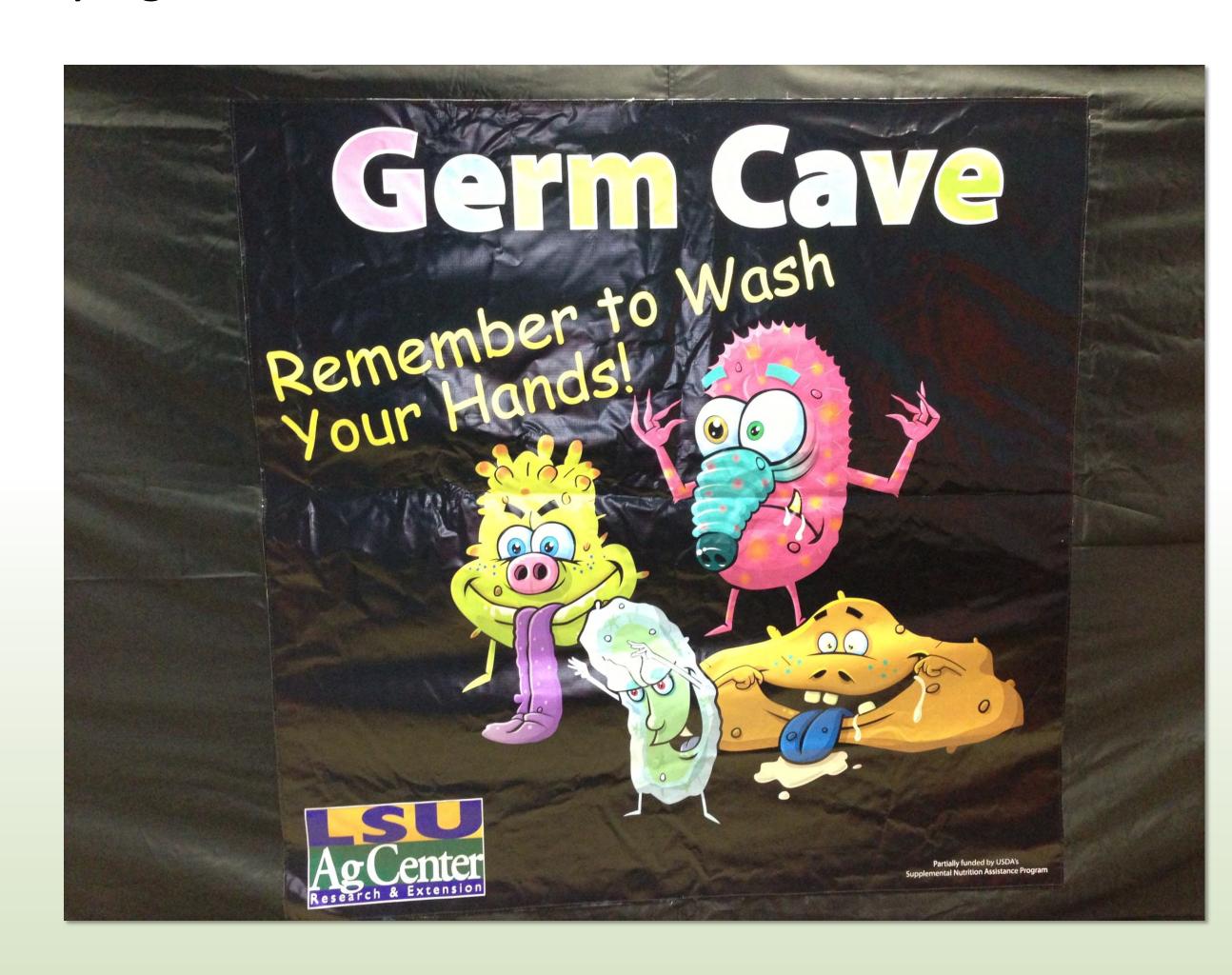
The Germ Cave



Heli J. Roy, Ph.D., M.B.A., R.D. and Quincy Cheek, M.Ed., School of Nutrition and Food Sciences, Louisiana State University Agricultural Center







LSU AgCenter School of Nutrition and Food Sciences has new educational tool in food safety toolbox

The Germ Cave is dark, mysterious and fun. More importantly, however, the Germ Cave teaches participants the important techniques of proper hand-washing, keeping food safe and cleaning and sanitizing food surfaces.

The brainchild of two LSU AgCenter extension agents (Quincy Cheek and Lou Altazan Brown), the Germ Cave consists of four black plastic walls held together on a metal tent frame. It is designed to fit conveniently into a 10-foot-by-10-foot booth space.

Once set up, the inside of the "cave" is transformed into a black-light filled wonderland of small stuffed animal-like bacteria and glowing balloons hanging from the ceiling. Glow-in-the-dark handprints cover one wall, and instructions for proper hand-washing fill another wall. Two panels of the Germ Cave sport four bacteria "characters" with the words: Remember to Wash Your Hands!, as well as LSU AgCenter logos. Optionally, agar plates can illustrate growing bacteria, which can be displayed on a table along with the Fight Bac! fact sheet for participants to take home.

The exhibit requires three to four volunteers to set up and dismantle. It also requires a 6-foot table for exhibits and electricity for the glow-germ lights and two small fans. Groups of 10-12 can go in at one time.

The LSU AgCenter's Germ Cave is a resource to make everyone aware that foodborne bacteria can make you sick. It also helps to teach that foodborne illness can strike anyone and that those at higher risk include pregnant women, young children, older adults and individuals with weakened immune systems.

Interactive Germ Cave is designed to encourage hand-washing

The interactive Germ Cave is designed to encourage hand-washing and engage youngsters in proper techniques of sanitation. As participants enter the Germ Cave, they are offered a high-five by the leader to show just how quickly bacteria cross-contaminate or transfer from hand to hand. Everyone's hands glow under the black light, because the leader applies a phosphorescent lotion on his or her hands before the participants step into the Germ Cave.

Two agents or program assistants present a five- to eight-minute lesson on hand-washing as part of the educational program, and participants are offered a hand-washing station or liquid hand sanitizer outside the tent.









www.LSUAgCenter.com



EFILEP ANDED FOOD AND NUTRITION EDUCATION PROGRAM

Promoting Healthy Lifestyles and Changing the School Food Culture through a Comprehensive EFNEP Intervention



Anam Bhatti, Shania Covington, Edith Han, Denise Benoit-Moctezuma, & Dr. Mira Mehta Expanded Food and Nutrition Education Program, University of Maryland, College Park, MD 20742, USA

Abstract

EFNEP-Prince George's County has been developing strategies to involve an entire school, including administrators, teachers, students, and parents, in their nutrition/cooking intervention, which aims to help families and youth acquire knowledge, skills, and behavior changes necessary to promote healthy lifestyles and reduce chronic disease risk.

Goal

To create a "best practices" process for implementing a comprehensive EFNEP intervention to help kids, families and the school create a positive, healthy food environment.

Objectives

- 1. To develop recruitment materials and adapt lesson plans for all models of nutrition interventions that will be implemented with students and parents.
- 2. To outline the process for integrating hands-on, interactive nutrition/health-related projects into in- and after-school nutrition interventions with kids.
- 3. To create the process for implementing at least 2 health/nutrition promotional activities or projects in order to increase awareness about healthy lifestyles in the school.

Program Design/Methodology

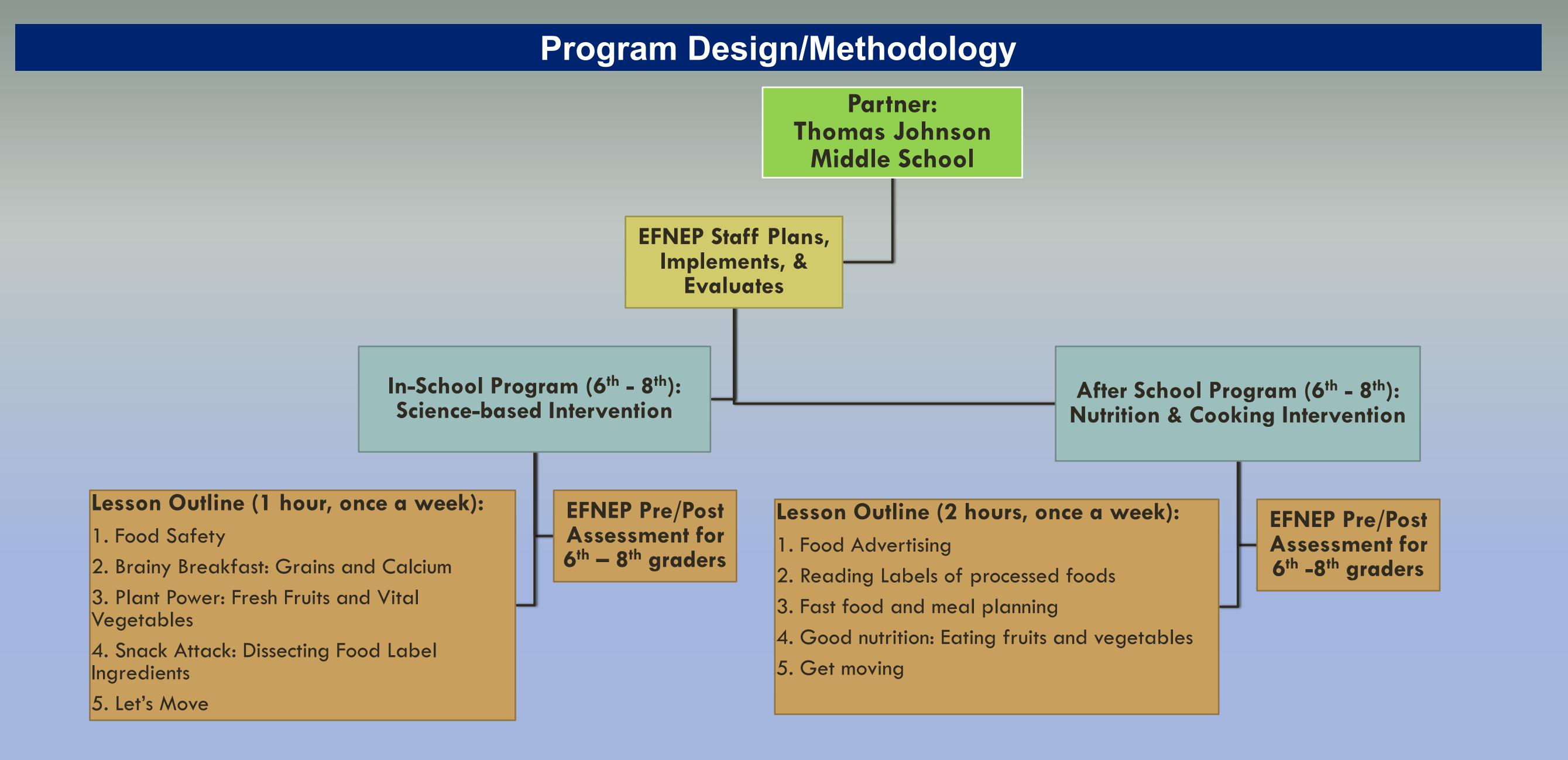
Recruitment

- Limited-resource students at Thomas Johnson MS and Beacon Heights ES have been recruited to participate in the in-school or after-school nutrition classes.
- Limited-income parents at Beacon Heights
 Elementary have been recruited through their
 guidance counselor to participate in our EFNEP
 series.

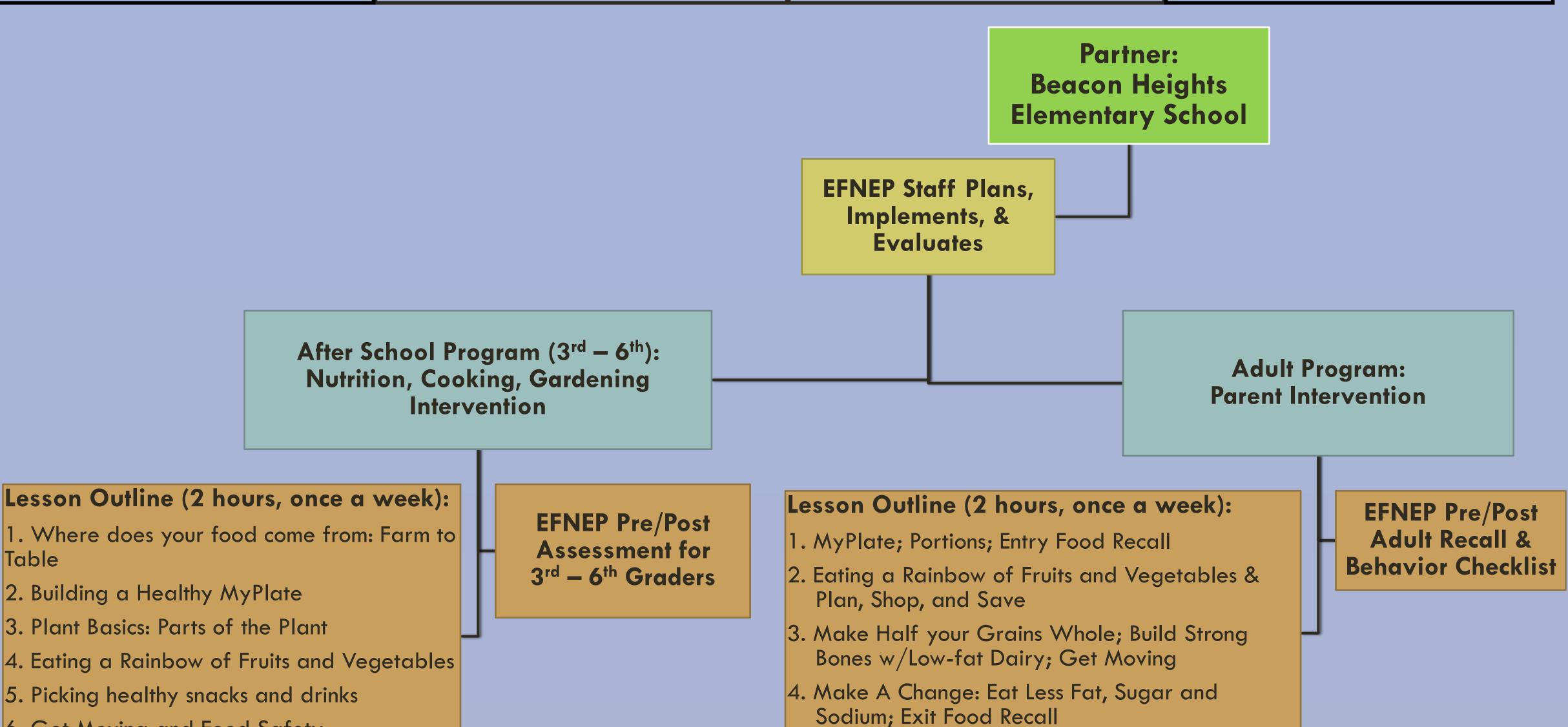
Partner Role

- Recruit their students to join EFNEP's after school series by announcing and signing up kids.
- Provide venue to conduct classes.
- Provide hands-on assistance during every class.

6. Get Moving and Food Safety







Process Outcomes

- Two different series of science-based lessons implemented at Thomas Johnson MS (TJMS) during enrichment/study period.
- Two different series of after-school nutrition/cooking lessons implemented at TJMS.
- A new series of after-school nutrition/cooking/gardening lessons at Beacon Heights Elem in April May 2014.
- Two new series of parent classes (English and Spanish) at Beacon Heights Elem in March May 2014.
- Partner Readiness Survey and Program Model Matrix have been developed.
- Developed a template/process outline for the School CHANGE (Cooking, Health, Art, Nutrition, Gardening, and Eating) Festival, along with promotional fliers and bilingual parent handouts/activities.
- Implementation of a project-based promotional activity with TJMS with students; created art canvases with health messages to be posted around the school.
- Pre/post assessment for all programming models will be analyzed to determine program effectiveness and overall impact on participants' diet and behavior changes.
- There will be continuous enrollment into EFNEP's parent/youth nutrition classes at these schools to create greater impact.

Conclusions & Implications

- Partner Readiness Survey and Program Model Matrix for potential collaborator meetings to determine partner capacity and readiness.
- Students learned about healthy food choices and benefited from their involvement in cooking, art projects, and interacting with school administrators and parents.
- Partnership agreement should be made with a school's "Healthier Generation" club sponsors or wellness council.
- Strong relationship should be made with PE, health, or science teachers for in-school, science-based programming.
- More qualitative evaluation tools need to be developed to measure:
 - Quality of life changes that the participants make.
 - Level of confidence to change behaviors.
 - Nutrition policy/environmental changes that the school makes before the end of the year.
- Ideally, students and parents at each school should participate in EFNEP classes together (family-based programming) to improve impact.
- An integrated extension model can be developed as a result of comprehensive nutrition programming:
 - EFNEP can teach nutrition/cooking series to both students and parents.
 - FCS/SNAP-Ed can train all school personnel to incorporate nutrition/physical activity into their classrooms and cafeteria.

Developing a pediatric obesity risk assessment tool to assess the EFNEP family environment

Marilyn Townsend PhD, RD, Mical Shilts PhD, Lenna Ontai PhD, Connie Schneider PhD, RD

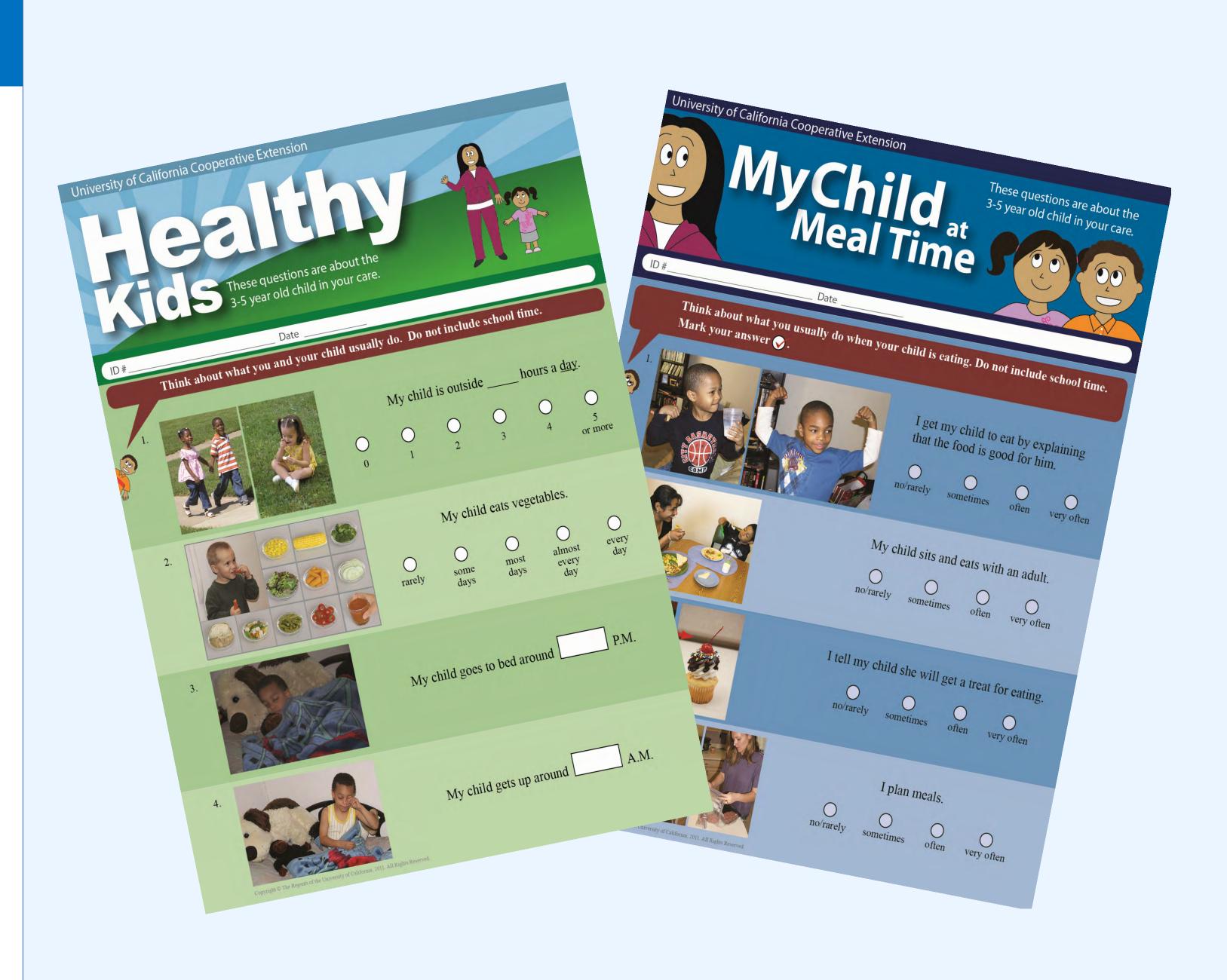
ABSTRACT

Background: No rapid assessment of pediatric obesity risk exists for low-income parents and particularly for low-literate parents. Our purpose was to develop such a tool for EFNEP families.

Method: Literature searches identified 12 determinants of childhood obesity in the family environment under parent control. Corresponding behaviors were identified for each determinant. Question text came from 3 sources: EFNEP database, published papers, our previous work and interviews with EFNEP parents [n = 77].

Results: Parents recommended word substitutions for 24 items, response options for 28 items, instructions and title. They suggested visual substitutions for 18 items. Parents preferred a declarative item format. They preferred photographs of EFNEP parents and children over stock photos of middle class models.

Program materials: The current version of Healthy Kids with 45 items and a reading level of Grade 1-2, can be used in tandem with My Child At Meal Time about child feeding. The tools, Healthy Kids Instruction Guide and MCMT Instruction Guide are available for EFNEP at www.Townsendlab.ucdavis.edu.



METHODS

Assessment items were developed to measure the quantity and quality of behaviors related to food, physical activity, sleep and parenting practices. Cognitive interviews (n=77) of ethnically diverse parents or caregivers with children between 3-5 years provided qualitative data for instrument development. The interviews were conducted for in-depth comprehension to select text and visuals that were unambiguous to low-literate participants.

BEHAVIOR	Model behavior	Eat fruit	Eat fast food +/or fried food	Eat at restaurants	Eat cereal RTE.	Eat nutrient dense/low fat diet	Eat breakfast	Eat energy dense/high fat diet	Picky eafer	Availability at home	Prepare food	Plan meals	Family meals	Drink milk	Drink sodas, sugar	Skip breakfast	Snacking	Limited PA at home	Time outdoors	TV in bedroom	TV monitored by adult	Eat in front of TV	Eat beans or legumes	Direction of relationship with obesity
		7	6	4	2	9	7	∞	6	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
DIET																								
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Dietary fiber	x d	X			X	X	X	X	X	X						X	X						X	1
Fruit/vegetable	x d	X				X		X		X	X	X	X											-
Dairy (calcium)	X		X	X	X		X			X				X	X	X					-			4
Sweetened Beverage		X	X		X			X						X	X		X							+
Restaurant prepared foods		X	X	Х	X			X				X	X	X	X									+
Breakfast					X	X																		l e
Energy density	X		X	X		X	х	x								X	X					X		+
LIFESTYLE																								
Physical activity	X																	X	X			X		1 4
Television ^e	x																			Х	X	X		+
PARENTING																			-					
Parenting style																								
^a Because sleep is assessed as d ^b PA = physical activity; fruit/v ^c Modeling intake of high fat fo ^d Parental modeling intake of fr ^e includes video viewing and vi ^f This column indicates the dire	eg = frui ods. uit. deo gami	t and ing tir	vegetal ne.	oles										ehavi	ior. (-	⊦) ind	licate	s a p	ositiv	ve ass	sociatio	on; (-) i	ndicates a	a negative a

RESULTS

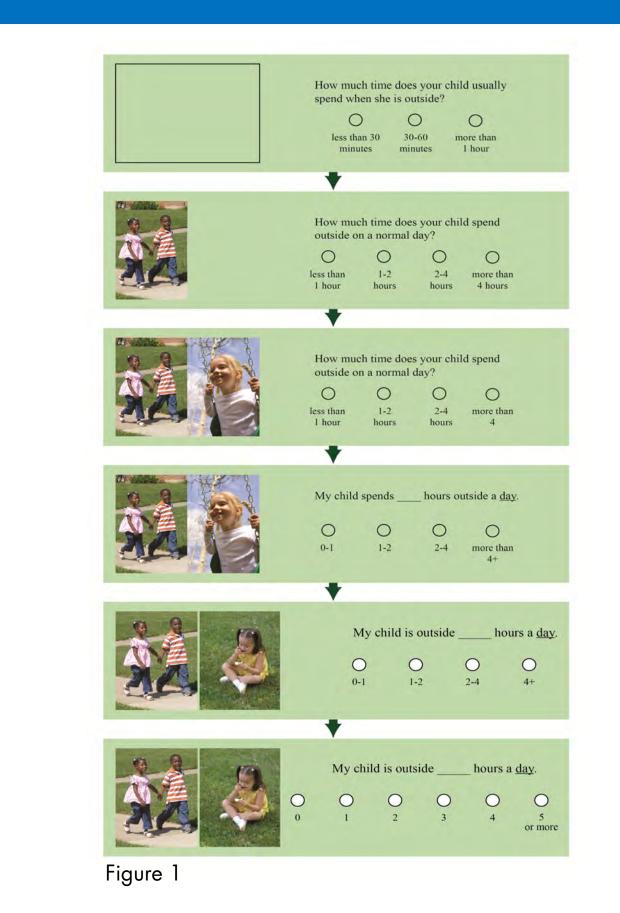
The resulting 45-item visually-enhanced self-administered tool, with a reading level of Grade 1.3, is a product of parent recommended word substitutions for 24 test items, response options for 28 items, instructions, and tool title. Parents also suggested visuals as substitutes for text for 18 items, identified redundant words for 19 items, and suggested extra-linguistic modifications for 30 visuals. To improve parents' ability to relate to the tool, low-income public health clients were photographed with their children in their homes, backyards and markets demonstrating the 23 obesogenic behaviors among the 45 items.

On average, respondents took about 10-12 minutes to complete the 45-item version of HK meeting our criteria for 'rapid' assessment. Parents with self-identified literacy issues took 25 minutes. Furthermore, the 45 items with their simple format met our criteria for minimal respondent burden for a self-administered tool.

Based on these cognitive interviews, this version of the tool contains 45 items representing 23 behaviors plus sleep and wake up times for 11 determinants of obesity. The 12th determinant, parenting, is represented in a second visually-enhanced tool, My Child at Meal Time, and is available elsewhere.

Examples of five items from the current version of this tool, now named Healthy Kids (HK), are shown in Figures 1 and 2abcd.

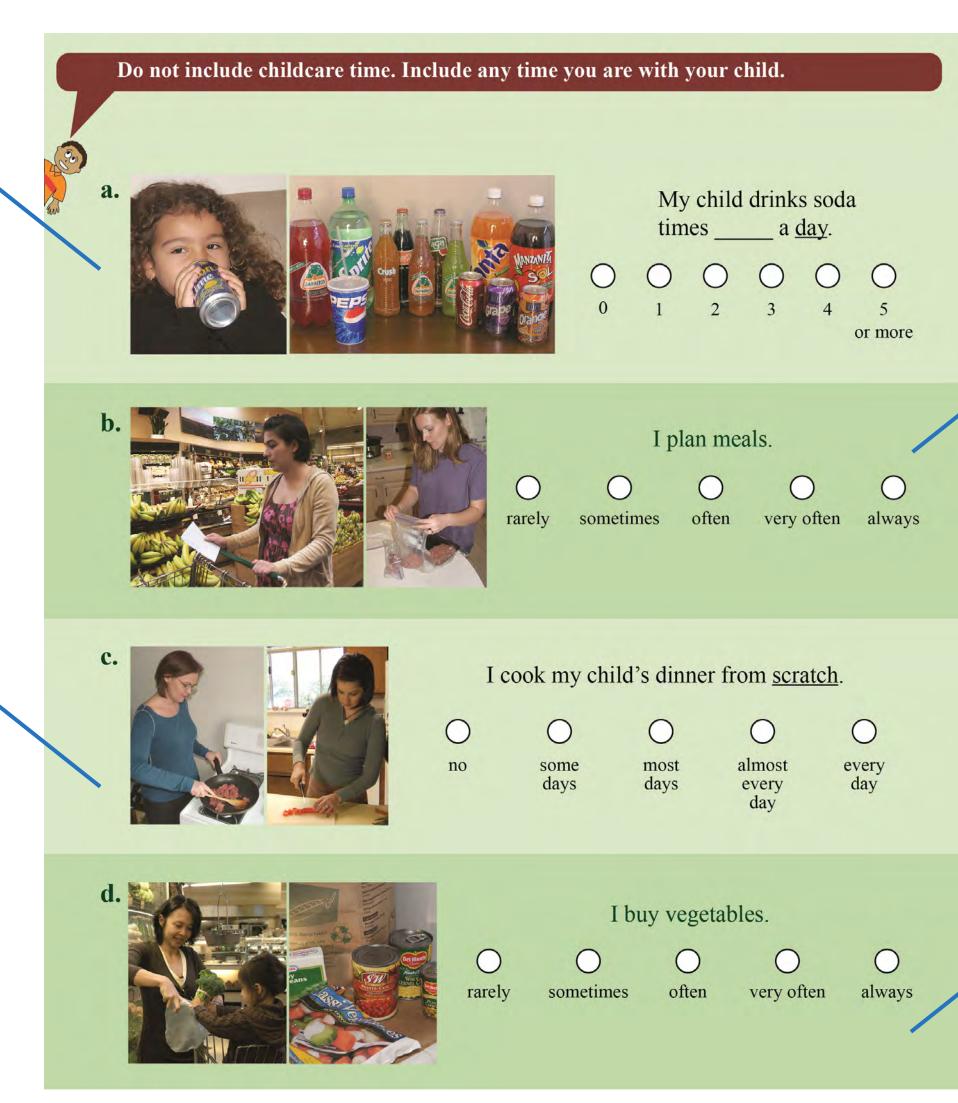
QUESTION DEVELOPMENT



The original wording 'How much time does your child usually spend playing when outside?' has 11 words and 15 syllables [Figure 1]. Parents recommended new wording to increase understanding by parents with minimal literacy skills, 'My child is outside __hours a day', reducing the item to 7 words and 8 syllables plus a 2-part photograph showing children outdoors.

Parents preferred a declarative question format as opposed to an interrogative format. For example, instead of "How often does your child drink soda or sugared drinks?", parents preferred "My child drinks soda ____times a day"

Parents interpreted 'cooking' from the question 'How often do you cook meals for your child?' as removing a TV dinner from the freezer and 'cooking' it in the microwave oven. We tested other words for 'cook': 'cook from scratch', 'fix' and 'prepare'. The single visual was changed to a 2-part visual of a parent cooking food at the stove and a parent grating carrots.



The original question 'How often do you plan meals ahead of time?" was tested with respondents who preferred, 'I plan meals" with a 2-part visual of a mother shopping with a grocery list in the produce section of the supermarket and another mother preparing to freeze 2-3 oz ground beef patties to convey planning

A simple question structure is preferred over the more complex structure. 'How often do you buy vegetables for your child?' with response options [never, seldom, sometimes, often, very often] was simplified to 'I buy vegetables'. Parents preferred 'no, sometimes, often, very often,' for response

CONCLUSION

The rapid assessment, Healthy Kids (HK), with a reduced literacy burden, highlights the broad determinants of obesity and corresponding 23 behaviors related to the child's environment and is appropriate for use with low-literate parents. The tool has potential for use by EFNEP for a rapid and easy-to-administer assessment of a child's family environment and the child risk for becoming overweight. This version of Healthy Kids and its corresponding instruction guide will be used as a risk assessment tool in tandem with My Child at Meal Time, the corresponding parenting measure for primary prevention interventions in community settings. With prevention key, the tool could be a valuable education opportunity for providing individualized feedback and intervention information to parents about changes now to reduce the likelihood of the child gaining excessive weight.





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• Banna JC, Vera Becerra LE, Kaiser LL, Townsend MS. Using qualitative methods to improve questionnaires for Spanish speakers: Assessing face validity of a food behavior checklist. J Am Diet Assoc 2010;110:80-90. • Ontai L, Ritchie L, Williams ST, Young T, Townsend MS. Guiding family-based obesity prevention efforts in low-income children in the United States: Part 1-What determinants do we target? Intl J Child Adoles Health 2009; Vol 2 (1): 19-30.

• Townsend MS, Ontai L, Young T, Ritchie LD, Williams ST. Guiding family-based obesity prevention efforts in low-income children in the United States: Part 2 – What behaviors do we measure? Intl J Child Adoles Health 2009; Vol 2 (1): 31-48.

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California My Healthy Plate:

Incorporating EFNEP diet recalls into mini-lessons, meal cards, posters, handouts, and child placemats

Marilyn Townsend PhD, Mical Shilts PhD, Connie Schneider PhD, Margaret Johns RD, Cathi Lamp MPH, RD

ABSTRACT

Background: Educators
reported that EFNEP
participants needed a more
'concrete' approach to USDA's
MyPlate graphic. They wanted
to see real food on the plate in
the recommended portions.

Method: EFNEP 24-hour diet recalls [n= 165] were analyzed specifically to identify popular diets of African Americans, Hispanics, and whites. These recall results were used to design food plates of current EFNEP diets in MyPlate portions. **Results:** A professional photographer took photographs for adults using a 9-10 inch plate and young children using a 6-7 inch plate to be used in curricular materials. Five mini-lessons were developed and successfully pilot tested for use with popular national

Program materials:

EFNEP curricula.

other states are 5 minilessons, 14 meal cards 8.5 x 11" printed on durable heavy paper, 5 posters in English and Spanish, 2 handouts 8.5 x 11", child placemat, goal sheets, lesson sequence with Eating

Available for EFNEP use in

Smart Being Active.

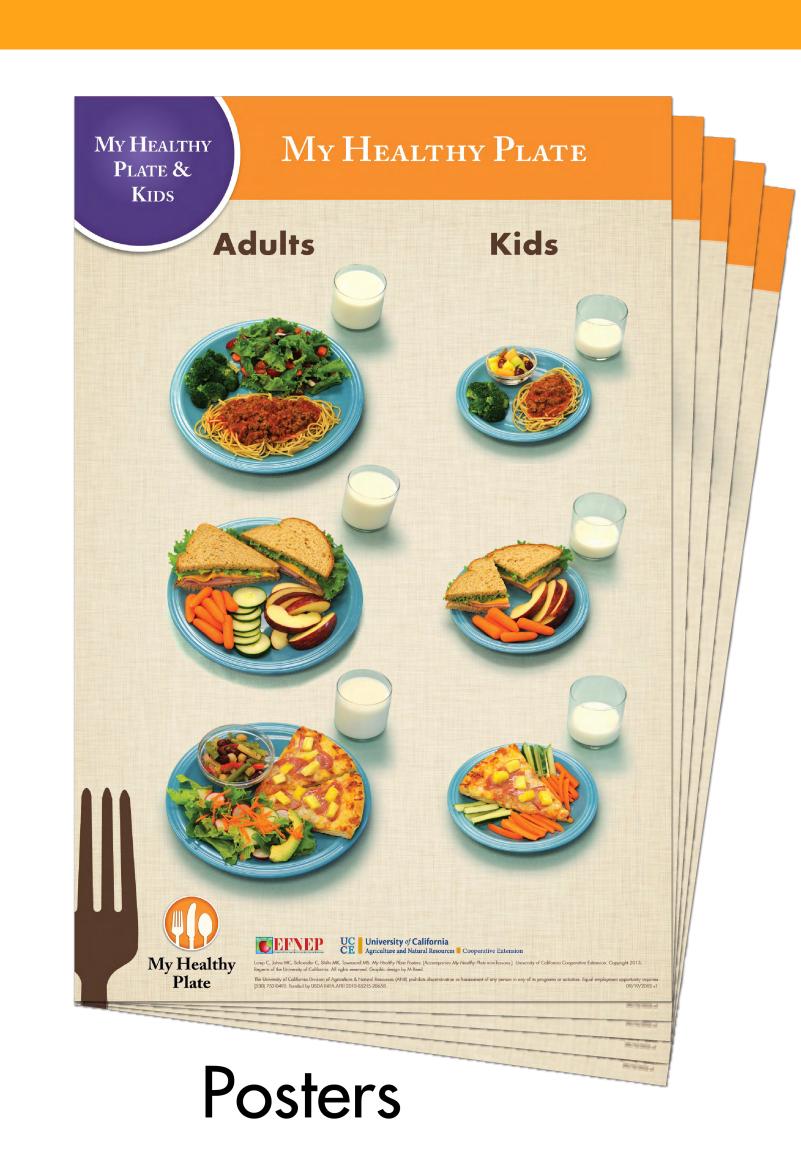
For downloadable e-files, see

www.Townsendlab.ucdavis.edu.

Background: University of California Agriculture and Natural Resources division has led the way nationally in the development and testing of the "plate" approach to nutrition education. Several years ago, California Nutrition Specialists and NFCS Advisors, developed and tested a graphic almost identical to MyPlate. Advisors developed and pilot tested a "plate" intervention. Through this work, the team determined that pictures of plates containing real food would make it easier for participants to understand the concepts of variety and portion size.

Method: Commonly eaten foods were identified from a review of CA EFNEP 24-hr recalls (n=165). These familiar foods were put into "plate" proportions (½ plate fruit and vegetable, ¼ plate protein & ¼ plate grains) and adjusted based on feedback from low-income adults (n=227).

Professional photographs were taken of 26 different meals (breakfast, lunch and dinner) for adults and children. A graphic designer incorporated the photos with messages to create education materials ranging from meal cards to posters. The education materials and mini-lessons were pilot tested with low-income parents (n=41) with young children. In a second sample, parents (n=20) were interviewed then were asked which situations MHP would be helpful. All parents reported that MHP would be helpful in meal planning but only 30% thought it would be helpful when eating away from home. Most thought (80-95%) it would be useful for making a shopping list, grocery shopping and/or preparing meals. To assist in using MHP 90% reported that a MHP refrigerator magnet would be helpful. 85% would like a shopping list pad and 70% would like text message reminders.



Five posters can be used in conjunction with the MHP minilessons or stand alone. All the posters come in two formats: digital and print.

The 20 x 30" main concept poster will be printed in English and Spanish and is intended to be given to collaborating agencies as promotional materials.

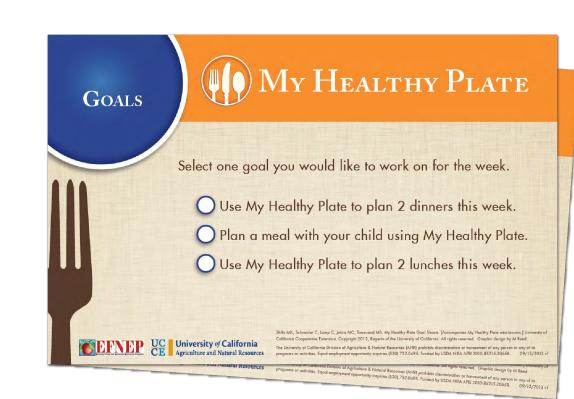
The three other posters will be printed 11 x 17" for easy transport and use in class when a projector for the digital version is not available.

PROGRAM MATERIALS



Lessons

Five My Healthy Plate mini-lessons (10-15 minutes each) have been developed to be used with ESBA. The mini-lessons are learner-centered and incorporate posters, meal cards, handout, placemat, and goal sheet. It is recommended that the educator select the MHP mini-lessons most relevant to the target audience. All five lessons do not need to be taught. It is important however to include the MHP Introduction lesson before any of the other mini-lessons are delivered.



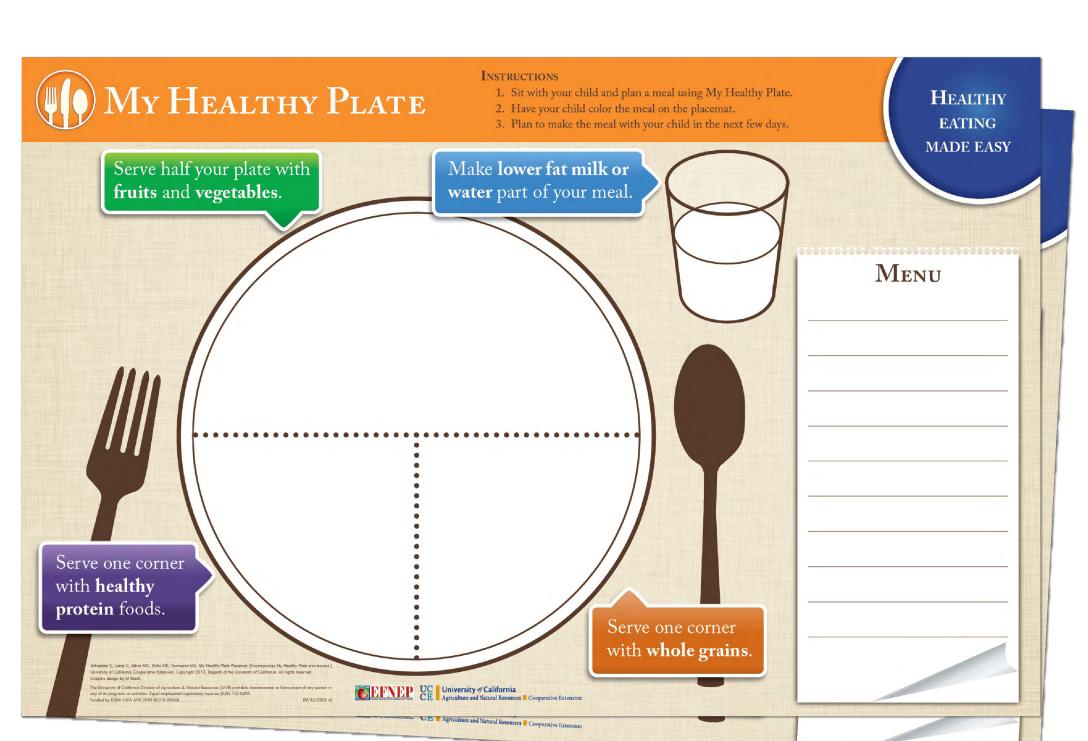
Goal Sheets

My Healthy Plate goal options sheet was developed to assist participants in making specific plans to use MHP at home. The Goals Sheet is used in the Fruit and Veggie minilesson and Eating out mini-lesson. Goal sheets are 8.5"x5.5" and come as a pad of 50 tear-off sheets.



Lesson Sequence

The MHP mini-lessons were integrated into the existing EFNEP/ESBA Lesson Sequences for eight 1-hour classes with and without Food Tracker.



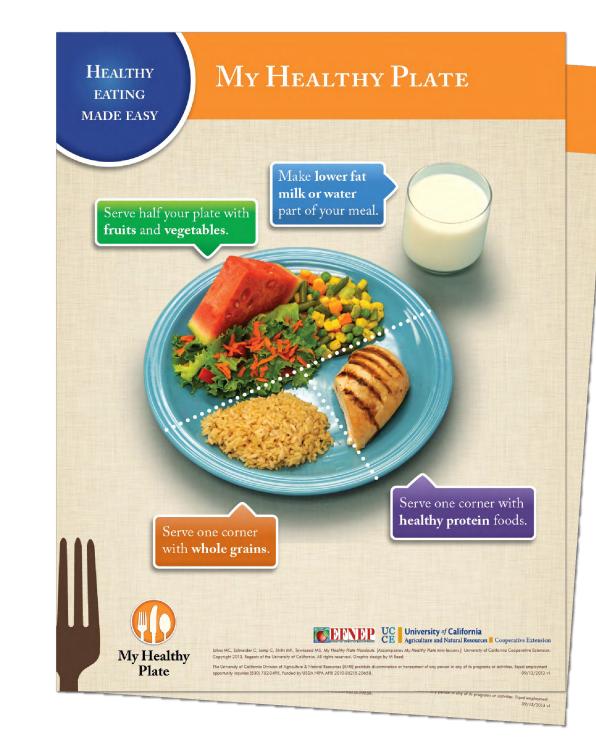
Placemats

A placemat was developed as a fun meal planning activity that parents can do with their child at home. The child selects meal items and colors them on the placemat in "plate" proportions. The placemat is used in the Meal Planning mini-lesson and the Kids mini-lesson. Placemats are 11"x17" and come as a pad of 50 tear-off sheets.



Meal Cards

Fourteen meal cards were styled in recommended "plate" proportions featuring foods that EFNEP families eat. Meals include breakfast (eggs), lunch (sandwich), dinner (chicken, fish, pork chop) and fast food (pizza, taco, hamburger) options as well as mixed (spaghetti, beef stir-fry) and Hispanic dishes (sopa, torta, tacos, chicken). The meal cards are 8.5 x 11" and printed on high quality, durable heavy paper so they can be reused with each class.

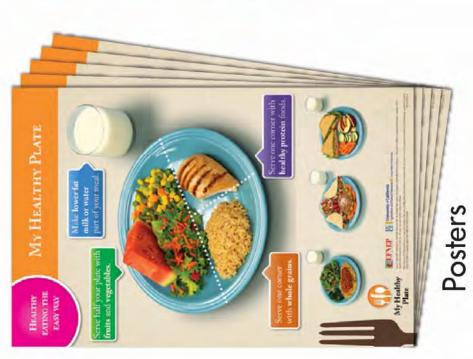


Handouts

A participant handout that mimics the Main Concept poster was created to complement the Introduction mini-lesson. Handouts are 8.5"x11" and come as a pad of 50 tear-off sheets.







ANY FERMINE

PLANT

PLA

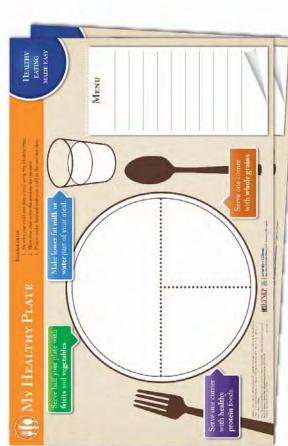
Lessons



Goal Sheets



Meal Cards



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Handouts

Placemats

National 2013 Expanded Food and Nutrition Education Program (EFNEP) Coordinators' Meeting



Theme slide designed by the University of Nebraska-Lincoln

The Fairfax at Embassy Row 2100 Massachusetts Avenue, N.W., Washington, DC

We would like to express our sincere appreciation to the National 2013 EFNEP Coordinators' Meeting Planning Committee members:

PLANNING COMMITTEE

(Alphabetical by first name)

Amy Davidson, University of Vermont
Cora French-Robinson, Montana State University
Donna P. Brown, Delaware State University
Easter H. Tucker, University of Arkansas at Pine Bluff
Jovita J. Lewis, Auburn University
Kari Bachman, New Mexico State University
Kenneth Millard, USDA-NIFA
Megan Ness, North Dakota State University
Stephanie Blake, USDA-NIFA (co-chair)
Sylvia Montgomery, USDA-NIFA (co-chair)

Thank you for all of the time and energy you committed to making this meeting a success!

Agenda

Monday, March 11th

AM: Educational Visits with Partners and Stakeholders

3-6pm: The EFNEP/SNAP-Ed Relationship [BALCONY]

5:00pm: Registration [FOYER]

❖ 6:00pm: Opening Reception [BALLROOM]

❖ 6:30pm: Brief Welcome/Introduction of New Coordinators [BALLROOM]

Tuesday, March 12th

8AM: New Coordinator Breakfast - meet in 2100 Prime

7-9am: Registration [FOYER]

Poster/Exhibit Setup [FOYER]

Continental Breakfast [SALON/BALLROOM]

❖ 9:30am: Opening Comments [BALLROOM]

9:45am: A Conversation: USDA/REE and Land-Grant Universities' Vision and Commitment to

Nutrition Education – How Does EFNEP Fit? [BALLROOM]

10:45am: Break [SALON]

❖ 11:00am: ECOP, Pitching for You [BALLROOM]

11:30am: Ice Breaker/Regional Meetings

• North Central Region [BALLROOM]

• North East Region [BALLROOM]

• Southern Region [WHITEHALL]

Western Region [BALLROOM]

12:30pm: Lunch [2100 PRIME]

❖ 1:30pm: National Update [BALLROOM]

• State of the Program: EFNEP 2013

• The Supervisor's Role: An Essential Component of EFNEP

3:30pm: Break [SALON]

❖ 4:00pm: Physical Activity Demo - Zumba [BALLROOM]

4:15pm: Poster/Exhibit Session [FOYER]

5:00pm: Adjourn

6:00PM: Western Region Dinner - meet in the Fairfax at Embassy Row lobby (see Janice Smiley for details) **6:30PM: North East Region Dinner -** meet in the Fairfax at Embassy Row lobby (see Mira Meta for details)

Wednesday, March 13th

8AM: New Coordinator Breakfast - meet in 2100 Prime

7-9am: Continental Breakfast [SALON/BALLROOM]

9:30am: Breakouts

• A: Come West and Round Up the Core Competencies [BALCONY]

• B: Adopting Healthy Habits: Leveraging EFNEP to Promote Environmental Change [BALLROOM]

• C: Exploring the Use of Social Media in EFNEP [WHITE HALL]

10:15am: Break

10:30am: Breakouts (Repeat sessions – see 9:30am for breakout names & locations)

11:15am: Break [SALON]

11:30am: Analyzing the Season - Successes, Challenges, and Next Steps with WebNEERS

[BALLROOM]

12:30pm: Lunch [2100 PRIME]

❖ 1:30pm: Announcements/Ice breaker [BALLROOM]

❖ 1:45pm: A Conversation: Getting the Word Out – The Importance of Data [BALLROOM]

3:00pm: Break [SALON]

❖ 3:30pm: Physical Activity Demo [BALLROOM]

❖ 3:45pm: Recruitment: A Whole New Ball Game [BALLROOM]

5pm: Adjourn

Poster/Exhibit Breakdown (by 8pm)

6PM: North Central Region Dinner - meet in the Fairfax at Embassy Row lobby (see Megan Ness for details)

Thursday, March 14th

8AM: Southern Region Breakfast - meet in the Ballroom (see Lorelei Jones for details)

7-9am: Continental Breakfast [SALON/BALLROOM]

❖ 9:30am: Up at Bat: Implementing Youth Evaluation in EFNEP [BALLROOM]

11:30am: Break [SALON]

❖ 11:45pm: Rutgers, Knocking it out of the Ballpark! [BALLROOM]

❖ 12:15pm: Closing Remarks [BALLROOM]

12:30pm: Formal Agenda Concludes

PM: Educational Visits with Partners and Stakeholders

Session Descriptions

Monday, March 11th

3:00pm

The EFNEP/SNAP-Ed Relationship

In this highly interactive session, participants on and off site will share best practices for creating synergies between EFNEP and SNAP-Ed. Don't miss this opportunity to learn how the two programs can complement and strengthen each other, particularly given the recent cut to SNAP-Ed funding. The session will be a key opportunity for EFNEP and SNAP-Ed coordinators to inform the work of the "Aligning/Elevating University-Based Low-Income Nutrition Education" project.

Kari Bachman, New Mexico EFNEP and SNAP-Ed Megan Ness, North Dakota EFNEP and SNAP-Ed Connie Schneider, California EFNEP and SNAP-Ed

Tuesday, March 12th

9:45am

A Conversation: USDA/REE and Land-Grant Universities' Vision and Commitment to Nutrition Education – How Does EFNEP Fit?

This session will be a conversation about nutrition education and how EFNEP fits into the broader nutrition education system. The intent is to facilitate dialogue that results in increased understanding of the expectations of EFNEP and how it fits into the broader nutrition education system.

Ralph Otto, USDA, National Institute of Food and Agriculture **Helen Chipman,** USDA, National Institute of Food and Agriculture **Paula Peters,** Kansas State University

Robert Holland, USDA, National Institute of Food and Agriculture (Moderator)

11:00am

ECOP, Pitching for You

The Extension Committee on Organization and Policy (ECOP) is the national, 15-member representative leadership and governing body of Cooperative Extension. This session will outline how ECOP works on behalf of all Cooperative Extension programs, including EFNEP, to build partnerships and resources, increase visibility, and improve the Cooperative Extension at the national level for the benefit of state and local programs. Participants will learn how to engage with ECOP and how to provide details about the impacts of EFNEP programming.

Jane Schuchardt, Association of Public and Land-grant Universities

11:30am	Ice Breaker Stephanie Blake, USDA, National Institute of Food and Agriculture Regional Meetings This will be an opportunity for each geographical region to get together to talk about the upcoming year, share updates and discuss other business.
1:30pm	State of the Program: EFNEP 2013 This session will provide the annual report of EFNEP from the national office. Remarks include the current condition of the program, status of existing priorities, and future directions. Helen Chipman, USDA, National Institute of Food and Agriculture The Supervisor's Role: An Essential Component of EFNEP Supervision of EFNEP paraprofessional staff varies according to program size, university/extension organizational structure, and external or other influences. Although essential to programmatic success, it is rarely addressed when we speak of EFNEP. This session will include presentation on the vital importance of staff supervision and crucial elements for success, along with a breakout opportunity to discuss supervision strategies with colleagues of similar organizational composition and circumstances. Helen Chipman, USDA, National Institute of Food and Agriculture Beth Jabin, Michigan State University
4:00pm	Physical Activity Demo - Zumba Dionne Ray, University of Maryland, Eastern Shore
4:15pm	Poster/Exhibit Session See Poster/Exhibit Insert on pages 11-14 of the agenda.

Wednesday, March 13th

	9:30am and-	Br	eakout Sessions
1	.0:30am	•	A: Come West and Round Up the Core Competencies
			As a continuation of the Western Region project to identify training materials for EFNEP paraprofessional educators, we are looking to collect, catalog and/or create staff training materials by core competency areas. We are divided into two subcommittees: (1) Competency Conversation Committee- this team has designed a telephone survey to be conducted with EFNEP state coordinators to learn how slates address all the core competency areas, except Demonstrate Personal Accountability; (2) Demonstrate Personal

Accountability - this team is working on identifying and/or developing training tools for this competency area. During this breakout, we will update participants on the projects and offer an educational component to discuss the Core Competencies and brainstorm training ideas.

This session will be facilitated by the Western Region EFNEP Coordinators from the states of Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming, and the territories of Guam, Micronesia, American Samoa, and Northern Marianas

• B: Adopting Healthy Habits: Leveraging EFNEP to Promote Environmental Change

The 2010 Dietary Guidelines for Americans include the social-ecological model for the first time with the Call to Action including ensuring that all Americans have access to nutritious foods and opportunities for physical activity, and facilitating individual behavior change through environmental strategies. This session will present a project undertaken in seven diverse New York State counties over the last four years. The objectives of the project were to (1) assess the current situation with EFNEP staff, and (2) initiate a participatory, formative project to understand if and how CE nutrition educators can broaden their roles to include environmental changes at the organizational and community level. Results of the process evaluation will be presented that include successes, challenges, lessons learned, and recommendations for EFNEP staff undertaking agency and community-level environmental change efforts that impact low-income families.

Jamie Dollahite, Cornell University

C: Exploring the Use of Social Media in EFNEP

Coordinators from the Southern Region are exploring the use of social media in EFNEP programming. Efforts have been made in North Carolina to learn how social media can be used to maintain contact with participants post-graduation. The Social Media Committee performed a series of audits on popular social media sites (Facebook and YouTube) to discover the current presence of EFNEP. The committee is also collecting information from EFNEP coordinators on their states' use of social media as well as the potential uses of social media with EFNEP programming. Some states volunteered to collect social media data from EFNEP participants. This breakout session will share the information gained from the Southern Region Social Media committee thus far and provide an opportunity for coordinators to engage in dialogue about opportunities and barriers to communicating with EFNEP clients, program providers, and stakeholders using social media.

Ashley Fondren, Mississippi State University

11:30am | Analyzing the Season - Successes, Challenges, and Next Steps with WebNEERS

Attendees will get to hear an update on WebNEERS from our software developer. He will talk about the current status of the system and discuss what has gone well and what challenges we have experienced. He will also share what we have planned for the future (new features and wish list items) and address any questions.

Jason Eichelberger, Clemson University, Youth Learning Institute

1:30pm	Ice Breaker Leslie Speller-Henderson, Tennessee State University
1:45pm	A Conversation: Getting the Word Out – The Importance of Data This session will be a conversation about how EFNEP data is currently being used and how EFNEP data might be further used and made more readily accessible to further strengthen the program and to explain its effects and influence. The intent is to enhance understanding of how NIFA uses the data states submit, what NIFA needs to represent EFNEP well, what states are doing to communicate to NIFA and represent EFNEP well, and what together can be done to elevate LGU/Extension's presence with respect to EFNEP.
	Sonny Ramaswamy, USDA, National Institute of Food and Agriculture Bart Hewitt, USDA, National Institute of Food and Agriculture Stephanie Blake, USDA, National Institute of Food and Agriculture Aida Balsano, USDA, National Institute of Food and Agriculture Mary Jane Willis, Cooperative Extension, Rutgers University Dionne Toombs, USDA, National Institute of Food and Agriculture (Moderator)
	bioline roombs, 03DA, National institute of rood and Agriculture (Moderator)
3:30pm	Physical Activity Demo Dionne Ray, University of Maryland, Eastern Shore
3:45pm	Recruitment: A Whole New Ball Game Client recruitment is key to EFNEP success. This three part session will review recent research findings related to the development of EFNEP recruitment materials, review the pros and cons of recruiting, and showcase the idea of recruiting storyboards as a unique way of recruiting the EFNEP audience. Meeting participants will have an opportunity to craft a storyboard idea in small groups.
	Susan S. Baker, Colorado State University Terence Martin, Alabama A & M University Jovita Lewis, Auburn University
	Sandy Procter, Kansas State University (Moderator)

Thursday, March 14th

9:30am Up at Bat: Implementing Youth Evaluation in EFNEP

This session will include panelist presentations on the development and implementation of the new EFNEP youth evaluation tools, as well as next steps for the Youth Evaluation Committee. Panelist Q&A will be followed by small group discussion of successes, challenges and best practices regarding implementation and curricular alignment of the evaluation tools. Participants will be able to share and gain ideas on how to develop a successful evaluation program for EFNEP youth programming. Please situate yourselves at tables with members of your own tier for this session (indicated by table tents).

Yenory Hernandez-Garbanzo, Clemson University **Melissa Maulding,** Purdue University **Jean Ann Fischer,** University of Nebraska-Lincoln **Heli Roy,** Louisiana State University

Cora French-Robinson, Montana State University (Moderator)

11:45am Rutgers, Knocking it out of the Ballpark!

This session will show participants what EFNEP is like in the state of New Jersey. The presenter will highlight Rutgers' successes related to improving staff retention rates, overcoming union issues, and making a strong impact in urban areas.

Debra Palmer, Rutgers University

Exhibit Information

Brochures/Other Materials

1.A. Spend Smart. Eat Smart. Iowa State University shares results of Social Media Project

Exhibitors: Jill Weber, jrweber@iastate.edu

Jody Gatewood Stacia Sanny Renee Sweers

University: Iowa State University

Description: Iowa State University Extension will share results of an IPad project implemented with EFNEP families educating them on the Spend Smart. Eat Smart. website. Information will also be available on the state's Nutrition Calendar.

Curriculum/Teaching Strategies

2.A. Community Nutrition Education and Summer Feeding Programs Work Together To Feed and Teach Youth to Make Healthy Lifestyle Choices

Exhibitors: Leslie Speller-Henderson,

<u>Ispeller@tnstate.edu</u>
Deborah Goddard

University: Tennessee State University

Description: A very successful EFNEP program was conducted in Dyer County, Tennessee in the summer of 2012 in conjunction with the USDA Summer Feeding Program. The community-based program, working with children ages 3 years to 14 years, was conducted in local community centers and churches. The youth learned about the five major food groups,

portion sizes, why physical activity is so important, the importance of drinking water and milk, the benefits of including whole grains in their diets, how fruits and vegetables are good for health and about basic food safety procedures such as washing hands. This community nutrition education program was deemed a success based on feedback from the children. Implications for the future would be to include the parents in learning how to encourage and support their children in making healthy food choices about which they learned.

2.B. Pilot-Testing a New Model for Collaborating with Pediatric Providers to Deliver EFNEP to Minority Children at High Risk for Obesity and Type 2 Diabetes

Exhibitors: Mira Mehta, <u>mmehta@umd.edu</u>

Marlene Oranles Linda Ashburn

University: University of Maryland

Description: Most states and local communities are searching for effective evidence-based strategies to address childhood obesity, a serious public health concern with high long term costs. Montgomery County, Maryland has over 100,000 residents who lack health insurance and are served by safety net clinics. This innovative collaboration between EFNEP and the medical community offers a culturally-competent, family centered model to engage parents and children who are at high risk for obesity and Type 2 diabetes in nutrition education, physical activity, and cooking; and provides an effective strategy for addressing a national issue that can be replicated in many communities.

2.C. Maryland Expanded Food and
Nutrition Education Program Collaborated
with the Faith-based Community to
Actively Engage African American and
Latino Communities and Increase
Consumption of Healthy Foods in Urban
Deserts

This lesson can be combined with any other current EFNEP curriculum. The primary goal of the lesson is to help participants identify "true hunger" versus "conditional hunger" and react appropriately to both types of hunger situations.

Exhibitors: Mira Mehta, mmehta@umd.edu

Monica Bland Maritza Rivera

University: University of Maryland

Description: An innovative partnership developed by Baltimore City EFNEP with the Breath of God Lutheran Church Highlandtown Healthy Harvests Program can serve as a model for the engagement of minority communities and facilitate the transformation of food deserts in urban areas of the Northeast United States. Dietary recalls, voucher redemption and behavior change surveys indicated that fruit and vegetable consumption increased significantly among food insecure families when additional and appropriate resources within the community were made more accessible. Concentrated outreach efforts by multiple community agencies positively impacted community engagement, participation and redemption of fresh food vouchers at the Farmer's Market.

2.D. Know Your Hunger Game for EFNEP

Exhibitors: Katie Mulligan,

kmulligan@etal.uri.edu

Linda Sebelia

University: University of Rhode Island

Description: The Know Your Hunger Game, lesson and supporting materials have been designed after the Eating Pace Intervention Classes curriculum and tailored to young adult and adult EFNEP audiences.

Research

3.A. The Expanded Food and Nutrition Education Program (EFNEP): A Community-Based Intervention that Achieves Results

Exhibitors: Stephanie M Blake,

sblake@nifa.usda.gov

University: USDA, National Institute of Food

and Agriculture

Description: For this study, we analyzed adult behavior change results by race and ethnicity between 2007 and 2011 and compared them to National averages from that same five-year period Results: Participants from all racial and ethnic backgrounds improved their diets, improved their nutrition practices, stretched their food dollars farther, handled their food more safely and increased their physical activity levels. Additionally, the five year averages by race/ethnicity are comparable to the broader EFNEP audience.

3.B. NC1169- Multi-State EFNEP Related Research, Program Evaluation and Outreach Project

Description: We plan to have four (4) posters for NC1169 Multi-state Research Project. 1 Overall NC 1169 project - goals, outcomes, future plans, etc, 2 Quality of Life 3. Behavior Checklist 4. Food Recall (see detailed descriptions on p. 13)

3.B.1.. NC1169 AES Multistate Research Project: EFNEP Related Research, Program Evaluation, and Outreach

Exhibitors: Mary Kay Wardlaw,

wardlaw@uwyo.edu

University: University of Wyoming

Description: The NC12169 team invites EFNEP coordinators to participate in this critical project. The current 5-year project seeks to identify existing reliable methods for measuring dietary quality among EFNEP participants and evaluate and select the best assessment through qualitative and quantitative criteria, and to determine quality of life constructs affected by EFNEP. The team has applied for another 5-year project expanding on the initial objectives.

3.B.2. Impact of EFNEP on the Quality of Life of Program Participants and Paraprofessional Educators

Exhibitors: Natalia Infante, graduate student

Susan Baker,

susan.baker@colostate.edu

University: Colorado State University

Description: The purpose of this research are to identify the impact of EFNEP on the quality of life of its paraprofessional educators and program participants; to develop a measurement instrument for quality of life of EFNEP participants; and to justify continued and/or increased funding for EFNEP.

3.B.3. Assessing Validity of the Behavior Checklist Questions for Evaluating Nutrition Behavior Change in Adult EFNEP Participants

Exhibitors: Erin Murray, graduate student

Susan Baker,

susan.baker@colostate.edu

University: Colorado State University

Description: The objective of this research study seeks to develop valid national behavior checklist survey questions that measure diet quality and nutrition-related behavior change among adult EFNEP participants.

3.B.4. An Evaluation of the Use of a 24-Hour Recall as a Measure of Change in Nutrient Intake in Participants in the Expanded Food and Nutrition Education Program (EFNEP)

Exhibitors: Susan MH Gills, graduate student

Susan Baker.

susan.baker@colostate.edu

University: Colorado State University

Description: The objective of this research is to evaluate the 24-hour recall (24HR) as a measure of change in nutrient intake in participants in the Expanded Food and Nutrition Education Program (EFNEP).

Technology

4.A. Paraprofessional training videos for "Eating Smart Being Active"

Exhibitors: Kari Bachman,

kbachman@nmsu.edu

University: New Mexico State University

Description: The NMSU ICAN program has begun to teach the Eating Smart Being Active curriculum with its adult audiences, To help with staff training, we are creating training videos. You can access these videos free of charge at this NMSU YouTube playlist: http://www.youtube.com/playlist?feature=editok&list=PL88jbC2GiaFXHpiokeo9G14cUraDHJAYj. Staff members can view these videos from our ICAN website.

Presenter Bios

(Alphabetical by first name)

Aida Balsano, PhD

NPL - FCS Research and Evaluation, USDA - NIFA abalsano@nifa.usda.gov

Dr. Aida Balsano serves as the National Program
Leader for Research and Evaluation in the Division of
Family and Consumer Sciences at the National
Institute of Food and Agriculture (NIFA) of the U.S.
Department of Agriculture. In this role, she works
with administrators, faculty and Extension educators
across the Land-Grant University system, as well as
with Federal agencies and other partners, to identify
existing and emerging research and evaluation issues
and priorities requiring federal attention and
support. She also directs and manages three
competitive grants programs — Rural Health and
Safety Education; AgrAbility; and Youth Farm Safety
Education and Certification.

Ashley Fondren, MS, CHES

Program Coordinator, Mississippi State University anp44@fsnhp.msstate.edu

Ashley is the coordinator of the Office of Nutrition Education which administers EFNEP and SNAP-Ed in Mississippi. Since 2008, Ashley has worked with the MSU Extension Service on projects like the eXtension Families, Food, and Fitness CoP and the Mississippi In Motion healthy lifestyle program. She joined EFNEP and SNAP-Ed in 2011. She has a B.S. in Culinary Arts, a M.S. in Health Promotion, and is currently pursuing a Ph.D. in Instructional Systems and Workforce Development.

Bart Hewitt, MS

Director - PARS, USDA - NIFA bhewitt@nifa.usda.gov

Bart Hewitt is the Director the Planning, Accountability and Reporting Staff providing national leadership, management and support for all program and project reporting including the new REEport system, CRIS, State Plan of Work and Annual Report and also for the Multistate Research. His staff also provides evidence of past performance in the NIFA budget; facilitates the NIFA portfolio assessment process; and provides consultative advice to the National Program Leaders and other lead staff on evaluation of programs. When Bart first started with USDA in 1989 he worked with the Expanded Food, Nutrition and Education Program. Prior to joining USDA, Bart was an Extension 4-H Agent for the University of Maryland working with youth and adult volunteers in the agricultural, mechanical and social sciences.

Beth Jabin, MA

Consortium Coordinator, Health and Nutrition Institute, Michigan State University Extension jabinb@msu.edu

Master's Degree in Kinesiology, Michigan State University (1985); Director of Wellness, UAW/General Motors (1985-1990).

Designed and implemented first worksite wellness program within General Motors. This program went on to become a model for development of a national program.

Regional Worksite Wellness Consultant (1990-1995); Director, Community Health and Executive Director of Michigan Athletic Club

Sparrow Health System, Lansing MI (1995-2011). Role included responsibility for community needs assessment, development of health education programming for a wide variety of community audiences. Specialized in design and implementation of worksite wellness for over 40 regional employers.

As part of Sparrow's Workforce Health Initiative, led the integration of Sparrow's Occupational Health, Rehabilitation Services, Benefits, Michigan Athletic Club and Sparrow-owned insurance plans with the goal of meeting the full spectrum of employee health needs.

As Executive Director, Michigan Athletic Club, supervised operations of hospital-based fitness club with 10 million in annual revenue, 4500 members and 350 employees.

Consortium Coordinator, Michigan State University Extension (present)
Coordinate MSUE's EFNEP and SNAP-Ed programming delivered across the state of Michigan.

Connie Schneider, PhD, RD

Director, Youth, Families, and Communities Statewide Program, University of California cschneider@ucanr.edu

Connie Schneider is the Director for the University of California Agriculture and Natural Resources' Youth, Families, and Communities Statewide Program. As Director, Connie provides leadership to both, the 4-H Youth Development Program and the Expanded Food and Nutrition Education Program, as well as other youth, nutrition, family and community programs. Connie has worked in a variety of nutrition

disciplines and has taught undergraduate and graduate level classes. It is her 25 years of experience in diverse community-based settings working with interdisciplinary teams that she most favors. Connie is a registered dietitian. She earned her Ph.D. in Food and Nutrition Management with a combined minor in marketing and adult education from Oregon State University.

Cora French-Robinson, MS

Program Director EFNEP & SNAP-Ed, Montana State University

cora.frenchrobinson@montana.edu

She has coordinated both the EFNEP and SNAP-Ed programs in Montana for the past two years.

Previously, she was a Ohio State University Extension Agent for twenty years and worked with SNAP-Ed.

Debra Palmer, PhD

NJ State EFNEP Coordinator, Rutgers, The State University of New Jersey

dpalmer@njaes.rutgers.edu

Dr. Palmer is an Associate Professor/Extension Specialist in Community Nutrition at Rutgers University. She oversees both NJ EFNEP and SNAP-Ed, teaches two graduate level community nutrition research methods courses, serves on Rutgers Institutional Review Board, and oversees graduate students. The majority of her research has been done with limited-resource audiences and has focused on issues regarding household food insecurity; nutrition education program innovations; and the incorporation of physical activity education into nutrition education. More recently her work has moved into the realm of social media. Nationally, Dr. Palmer has contributed widely, including six years' service on SNEB's Board of Directors (followed by service as the organizations' President); participation on the ERS's "White Paper" development group; and service on the FNS's EARS workgroup. Otherwise, Deb's "claim to fame" is that she started the SNEEZE listserv as a graduate student at Penn State in 1991 and still operates it today.

Dionne Toombs, PhD

Director, Division of Nutrition, USDA - NIFA dtoombs@nifa.usda.gov

Dr. Dionne Toombs is the Director for the Division of Nutrition in the Institute of Food Safety and Nutrition. She provides national leadership for research, extension, and education programs within the division and the Agriculture and Food Research Initiative (AFRI) nutrition programs. She leads the division in advancing science in subject matters appropriate to division programs. Dr. Toombs is a Nutritionist and leads various activities for Human Nutrition programs at NIFA that foster the development of regional priority setting of projects to address critical needs.

Helen Chipman, PhD, RD

National Program Leader, USDA - NIFA hchipman@nifa.usda.gov

For more than a decade, 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 led the development and implementation of a socio-ecological framework for nutrition education and paraprofessional core competencies, and the completion of four 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, now SNAP-Ed) 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 Academy of Nutrition and Dietetics and the Society for 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 lowincome 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.

Heli Roy, PhD, MBA, RD

Associate Professor, Louisiana State University hroy@agcenter.lsu.edu

Dr. Heli Roy received her BS degree from Syracuse University in Human Nutrition, her MS and PhD degrees from Louisiana State University. She received a MBA from LSU in 2010. She has taught at LSU, Our Lady of the Lake College and at The University of Alabama. Previously, she was a researcher at the Pennington Biomedical Research Center, and a public health nutritionist at the Office of Public Health in Louisiana. Currently she is an associate professor at the Louisiana State University Extension and coordinates the EFNEP across the state and she is an outreach coordinator for the Pennington Biomedical Research Center. Dr. Roy is a Registered Dietitian and a member of Baton Rouge, Louisiana and American Dietetic Associations. She is also a member of The Obesity Society and American Society for Nutrition.

Jamie Dollahite, PhD

Associate Professor, Cornell University jsd13@cornell.edu

Jamie Dollahite is a specialist in nutrition education for limited-resource audiences with a particular interest in prevention of obesity and chronic disease. She is Director of Food and Nutrition Education in Communities at Cornell University and has been active in national leadership for both EFNEP and SNAP-Ed. Her research is closely integrated with her extension work. She has recently led Collaboration for Health, Activity and Nutrition in Children's Environments, a project guided by the socioecological model, that seeks to develop the capacity of Extension educators to build collaborations with agency partners to make agency and communitylevel environmental changes to prevent obesity. This project included the development and testing of a curriculum, Healthy Children, Healthy Families: Parents Making a Difference! that targets parents of 3-11 year olds, integrating parenting practices with skills to promote healthy food choice and active play both at home and where children learn and play.

Jane Schuchardt, PhD

Executive Director, Cooperative Extension, Extension Committee on Organization and Policy (ECOP)

jane.schuchardt@extension.org

Jane Schuchardt is Executive Director, Cooperative Extension, located at the Association of Public and Land-grant Universities (APLU), Washington, DC. With the Extension Committee on Organization and Policy (ECOP), she works to maintain and increase federal appropriations, provide visibility for exemplary programming, and create federal partnerships to benefit local and online Extension programs. She was National Program Leader at the USDA National Institute of Food and Agriculture,

where she managed the Financial Security Program. Her advanced degrees are in consumer affairs and business (M.S., Oklahoma State University) and consumer and family economics (Ph.D., Iowa State University). She has been recognized as an outstanding alumnus by the University of Nebraska, Iowa State University, and Oklahoma State University. She has received professional achievement awards from USDA, the Association of Financial Counseling and Planning Education, the American Council on Consumer Interests, Jump\$tart Coalition for Personal Financial Literacy, and the National Endowment for Financial Education.

Jason Eichelberger

Director of IT and Software Development, Clemson University, Youth Learning Institute

Jason serves as the Interim Director of Information Technology for Clemson University's Youth Learning Institute (http://www.clemson.edu/yli), where he has been employed for the past 5 years. His duties there include: managing IT resources, development of customized data and reporting applications, and general web development. Jason began working with EFNEP in 2009, when Clemson University was awarded a grant for the development of a new web based reporting system. Jason graduated from Columbia International University with a degree in Theology and Communications in the spring of 2006.

Jean Ann Fischer, MS, RD, LMNT

Nutrition Education Program Coordinator, University of Nebraska-Lincoln

ifischer6@unl.edu

Jean Ann Fischer, MS, RD, LMNT is an Extension Educator at the University of Nebraska-Lincoln in the Department of Nutrition and Health Sciences where she coordinates SNAP-Ed and EFNEP in Nebraska along with assisting in the Transdisciplinary
Childhood Obesity Prevention Graduate Program
UNL AFRI subaward from South Dakota State
University. Her prior experience includes providing
medical nutrition therapy in the areas of critical care,
oncology, and child through adult mental health at
BryanLGH Medical Center and an adjunct Nutrition
instructor at Southeast Community College.

where she obtained her master's degree in Agricultural and Extension Education. She has racked up 17 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.

Jovita Lewis, MED

EFNEP Coordinator, Alabama Cooperative Extension System

jones07@auburn.edu

Jovita Lewis is employed with the Alabama
Cooperative Extension System (Auburn University) as
EFNEP Coordinator providing statewide leadership
and programmatic support to 43 EFNEP counties.
Past EFNEP roles include serving as Immediate
Supervisor (County-Based and Regional) and as an
Extension Instructional Resource Specialist. Jovita
holds a Bachelor of Science Degree in Home
Economics Education from the University of Alabama
and a Master of Education Administration from the
University of West Alabama. A 24 year Extension
veteran, Jovita's interests lie in cutting-edge training
and the motivation of peer educators.

Kari Bachman, MA

Program Coordinator, EFNEP and SNAP-Ed, New Mexico State University

kbachman@nmsu.edu

On the 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 served as a fish culture volunteer with the Peace Corps in Africa, where she was first introduced to Extension. After a few other adventures in nonformal education settings, she moved to New Mexico,

Mary Jane Willis, MA

Associate Director, Rutgers Cooperative Extension willis@njaes.rutgers.edu

Mary Jane Willis is the Associate Director of Rutgers Cooperative Extension where she provides administrative leadership to support a myriad of functions. Mary Jane oversees EFNEP and provides leadership and over-site to the SNAP-Ed where she works with the state administrative team giving guidance and support to the implement strategies for the management of a highly effective and visible nutrition education program that reaches out to a diverse audience throughout the state. On a national level she served on the Extension Committee on Organization and Policy (ECOP) EFNEP Task Force whose work resulted in EFNEP funding for 1890 Institutions and the District of Columbia. She also was appointed to serve on the EFNEP Policy Task Force whose work resulted in the 2013 EFNEP Policy Document.

Megan Ness, MS, LRD

Coordinator, EFNEP/SNAP-Ed, NDSU Extension Service

megan.l.ness@ndsu.edu

After years of "sowing her wild oats" as a project manager at a Denver science museum, Megan pursued her graduate degree in Food Science and Human Nutrition at Colorado State University and had her first experience with EFNEP working with Dr. Susan Baker. After a dietetic internship at the VA Hospital in Tampa, she pursued her passion for community nutrition working on research with Dr. Marla Reicks at the University of Minnesota. In 2010, she was thrilled to move back to her hometown, Fargo, ND, to take on the EFNEP/SNAP-Ed Coordinator role at North Dakota State University. In her free time (and weather-permitting) Megan likes to run, cross-country ski, and play soccer almost as much as she likes to cook and eat good food.

Melissa Maulding, MS, RD

FNP/EFNEP Director, Purdue University mmaulding@purdue.edu

Melissa has worked for Purdue Extension since 2003 where she has held positions as a field educator, FNP/EFNEP Trainer and now acts as Director of FNP/EFNEP.

Paula Peters, PhD

Assistant Director, K-State Research and Extension, Kansas State University

Ppeters@ksu.edu

Dr. Peters is Assistant Director and state Program Leader for Family and Consumer Sciences with K-State Research and Extension. Prior to moving into this role 13 years ago, she was a Kansas nutrition specialist and worked primarily with low income audiences through EFNEP and SNAP-Ed. She is currently serving as co-chair of the national SNAP-Ed Program Development Team. Her research responsibilities include children and weight and she heads up a 7 state \$4.5 million dollar AFRI childhood obesity project "Communities Preventing Childhood Obesity".

Ralph Otto, BS, MS, PhD

Deputy Director, USDA - NIFA rotto@nifa.usda.gov

Dr. Ralph A. Otto is with the National Institute of Food and Agriculture within USDA. He currently serves as the Deputy Director for Food and Community Resources. In this position, he gives leadership to policy and programs that work through the university system to bring new knowledge to the American people.

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.

Robert E. Holland, DVM

Assistant Director, Institute of Food Safety and Nutrition, USDA - NIFA

rholland@nifa.usda.gov

Dr. Holland is currently the Assistant Director of the Institute for Food Safety and Nutrition at the National Institute of Food and Agriculture (NIFA) within the U.S. Department of Agriculture. He has had a long history with the Land Grant Universities receiving his B.S. from Virginia State University, his D.V.M. from Tuskegee University, and his M.S. from Michigan State University. He completed his Clinical Instructor/ Internship at VA-MD Regional College of Veterinary Medicine, and his Clinical Residency and Post Doctoral Fellowship at Michigan State University. Dr. Holland served as Professor within the Department of Large Animal Clinical Sciences and the Food Safety and Toxicology Program, Michigan State University; Executive Officer of the Department of Veterinary Diagnostic and Production Animal Medicine, College of Veterinary Medicine, Iowa State University; and as Chair of the Department of Large

Animal Clinical Sciences and Director of The Large Animal Veterinary Teaching Hospital, College of Veterinary Medicine, The University of Tennessee, Knoxville before accepting the position of Assistant Director at NIFA. His scientific interests include: applied field based research in infectious diseases of dairy cattle; in vivo and in vitro studies on Salmonella spp. E. coli spp. and Cryptosporidium parvum; and development of food animal models for pharmacokinetic and pharmacodynamic studies that lead to the approval of drugs for food producing animals.

Sandy Procter, PhD, RD/LD

Coordinator, EFNEP and FNP, Kansas State University Research & Extension procter@ksu.edu

Sandy has been with Extension and EFNEP since 1998. She has been with the multi-state EFNEP research project since its inception in 2007, and works with the Quality of Life subcommittee. Her professional passion is maternal and infant nutrition, and since 2008, she has been fortunate to travel to Kenya several times where she shares health and nutrition information with local women as part of the group K2K -- Kansas to Kenya, a group working to accomplish the Millennium Development Goals in rural Kenya. Sandy is married with two grown sons, a golden retriever and an EFNEP cat.

Sonny Ramaswamy, PhD

Director, USDA - NIFA

dbrown@nifa.usda.gov

Dr. Sonny Ramaswamy was appointed to serve as director of the USDA's National Institute of Food and Agriculture (NIFA) on May 7, 2012. As part of USDA's Research, Education, and Extension mission, he oversees NIFA awards funds for a wide range of

extramural research, education, and extension projects that address the needs of farmers, ranchers, and agricultural producers.

Prior to joining NIFA, Dr. Ramaswamy served as dean of Oregon State University's College of Agricultural Sciences and director of the Oregon Agricultural Experiment Station. He provided overall leadership for the college's academic programs at the Corvallis campus and OSU programs at Eastern Oregon University in La Grande, for-credit extended education, informal education through the Agricultural Sciences and Natural Resources Extension Program, and research at OSU's main campus and 11 branch experiment stations throughout the state.

Previously, Dr. Ramaswamy was associate dean of the Purdue University College of Agriculture and directed the university's agricultural research programs from 2006 to 2009. Prior to joining the Purdue faculty, Dr. Ramaswamy was head of Kansas State University's Department of Entomology from 1997 to 2006, where he held the title of Distinguished Professor and was named the Presidential Outstanding Department Head in 2002. He also served on the faculty of Mississippi State University and as a research associate at Michigan State University. As an insect physiologist, he worked on the integrative reproductive biology of insects.

Dr. Ramaswamy has received research grants from many federal agencies, including USDA, National Science Foundation, National Institutes of Health, Environmental Protection Agency, and the United States Agency for International Development, as well as from state agencies, commodity groups, and industry. He has published nearly 150 journal articles, book chapters, and a book. He has received a number of awards and honors as a scientist and department head, including being named a Fellow of the American Association for the Advancement of

Science; Fellow of the Entomological Society of America; and Distinguished Graduate Alumnus of Cook College, Rutgers University.

He received a Bachelor of Science in agriculture and a Master of Science in entomology from the University of Agricultural Sciences, Bangalore, India, and his doctorate in entomology from Rutgers University. He is also a graduate of the University of Nebraska's New Academic Chair's Program and Harvard University's Management Development Program.

Stephanie M. Blake, MA

Program Specialist, USDA - NIFA sblake@nifa.usda.gov

Stephanie Blake began her tenure at the U.S. 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 six years her major responsibilities have included: providing national guidance and leadership for the program; analyzing data, program plans, and budgets; preparing national impact reports; providing technical support; responding to program and policy related questions; and providing leadership for the development of the new web-based evaluation and reporting system.

Susan Baker, EdD

Associate Professor and Extension Specialist, Colorado State University

susan.baker@colostate.edu

Dr. Susan Baker is currently an Associate Professor and Extension Specialist in the Department of Food Science and Human Nutrition at Colorado State University. She also serves as the Expanded Food and Nutrition Education Program (EFNEP) and Supplemental Nutrition Assistance Program - Education (SNAP-Ed) Coordinator in Colorado.

The training and development of paraprofessional nutrition educators is one of Susan's passions. She coauthored a book entitled Maximizing Paraprofessional Potential. More recently, Dr. Baker led the development of a comprehensive nutrition education curriculum for use by paraprofessional nutrition educators entitled Eating Smart ● Being Active, a collaborative effort between EFNEP staff members in Colorado and California. The curriculum is currently being used by 40 US states and territories.

Dr. Baker's research interests include nutrition education methodologies and the evaluation of nutrition education interventions with low-income women of childbearing age, and breastfeeding education and support.

Terence Martin, BS, MS

Urban Expanded Food and Nutrition Program Coordinator, Alabama Cooperative Systems-Alabama A&M University

tzm0018@aces.edu

Terence Martin is a Program Coordinator with Alabama Cooperative Extension Systems Alabama A&M and Auburn Universities. His varied career includes Quality Assurance Team leader for various food manufacturing companies and customer service representative.

For almost 20 years Terence guided food companies in making Food Safety their priorities, helping train employees in Good Manufacturing Practices to ensure safe and high quality food products are provided to the consumer. Terence has developed an exceptional background with local and state officials in communicating the importance of food safety for consumer.

Terence has a Bachelor of Science Degree from Alabama A&M University in Food Science Technology and a Master of Science Degree from Alabama A&M University in Food Science Technology concentration in Food Toxicology. Terence is a member of Omega Psi Phi Fraternity, Incorporated were he holds a position on the Board of Directors. Terence spends his spare time with his lovely wife Barbet of 21 years and their three children and two grandchildren in Huntsville Alabama. He also enjoys mentoring young men in the communities to help lead them on a road for success.

Yenory Hernandez-Garbanzo, PhD

Research Associate, Clemson University hernanh@clemson.edu

Dr. Yenory Hernandez-Garbanzo came from Costa Rica five years ago. Prior to coming to the US, she received her undergraduate degree in Nutrition at the University of Costa Rica and worked in Clinical Nutrition. She earned her doctorate at Clemson University (CU) and her dissertation addressed the program evaluation and measurement of Youth EFNEP. She is currently a Research Associate in the Department of Food, Nutrition and Packaging Sciences at CU and as part of her responsibilities she mentors graduate students' research projects, serves as nutrition extension/research specialist for the SC

EFNEP program, and provides leadership for the design, delivery and evaluation of nutrition education curriculum for EFNEP Youth and Hispanic audiences. Additionally, she is the chair-elect of the Division of International Nutrition Educators of the Society of Nutrition Education and Behavior; and has provided leadership and research-based technical support to the Multi-State Youth EFNEP Evaluation Project since 2011.

Notes

Years of Service*

(Alphabetical by first name)

EFNEP could not be successful without all of the extremely dedicated and passionate staff. Congratulations to the following individuals on the milestones they have reached in their years of service with EFNEP!

5 Years

Abby Dunbar, West Virginia University
B. Elaine Freeney, Prairie View A&M University
Kate Yerxa, University of Maine
Katie Mulligan, University of Rhode Island
Marion Halim, Lincoln University
Wanda Carpenter-Morrow, Tuskegee University

10 Years

Karen Shirer, University of Minnesota Extension Lois Sanders, University of the Virgin Islands Pat Bebo, The Ohio State University Stacia Sanny, Iowa State University Extension & Outreach

15 Years

Bev Phillips, University of Wisconsin
Clarissa Barcinas, University of Guam
Debra Garrard, Oklahoma State University
Jamie Dollahite, Cornell University
Sandy Procter, Kansas State University
Susan Stephenson-Martin, Rutgers, The State
University of New Jersey

20 Years

Margaret Weital, College of Micronesia
Naomi Kanehiro, University of Hawaii at Manoa
Rebecca Fiame, American Samoa Community College
Scottie Misner, University of Arizona
Susan Donohue, University of California

25 Years

Julie Gray, Purdue University

30 Years

Easter H. Tucker, University of Arkansas at Pine Bluff

35 Years

Anne Sortor, University of Arkansas **Ruth Jackson**, U of A Cooperative Ext.

Greater than 35 Years!

Judy Groce-Neel, University of Tennessee (38)
Mary Jane Willis, Rutgers, The State University of
New Jersey (38)
Linda Drake, University of Connecticut (42)

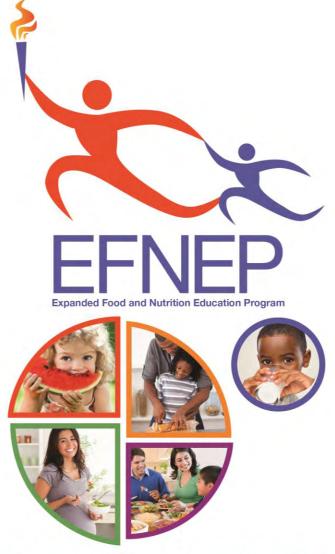
^{*} This data was collected through the signup sheet for breakouts so if we missed anyone, please let us know. We will correct any errors or omissions for the final version of the agenda posted on our website!



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RESTAURANTS NEAR THE FAIRFAX AT EMBASSY ROW

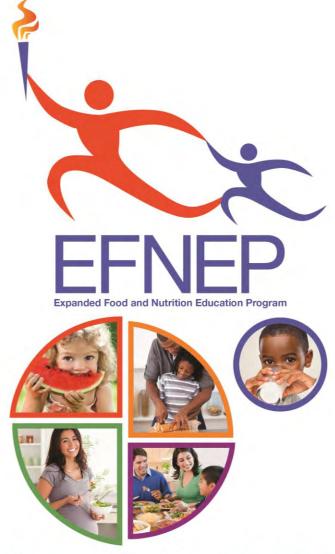
2100 Prime	2100 Massachusetts Ave NW, The Fairfax at Embassy Row	(202) 835-2100
Afterwords Cafe Grill	1517 Connecticut Ave NW, Dupont Circle	(202) 387-1462
Al Tiramisu	2014 P Street NW, Washington, DC 20036	(202) 467-4466
Alero Mexican Restaurant	1724 Connecticut Ave NW, Washington, DC 20009	(202) 234-8100
Bistro Bistro	1727 Connecticut Ave NW, Washington, DC	(202) 328-1640
Bistro du Coin	1738 Connecticut Ave NW, Washington, DC 20009	(202) 234-6969
Cafe Dupont	1500 New Hampshire Ave NW, DuPont Hotel	(202) 483-6000
Cafe Japone	2032 P Street NW, Floor 2, Washington, DC 20036	(202) 223-1573
Circa	1601 Connecticut Ave NW, Washington, DC 20009	(202) 667-1601
City Lights of China	1731 Connecticut Ave NW, Washington, DC 20036	(202) 265-6688
Darlington House	1610 20th Street NW, Washington, DC 20009	(202) 332-3722
Eola	2020 P Street NW, Washington, DC 20036	(202) 466-4441
Ezme	2016 P Street NW, Washington, DC 20036	(202) 223-4303
Firefly	1310 New Hampshire Ave NW, Hotel Madera	(202) 861-1310
Front Page Restaurant and Grille	1333 New Hampshire Ave NW, Washington DC	(202) 296-6500
I Ricchi	1220 19th Street NW, Washington DC 20036	(202) 835-0459
James Hoban's Irish Restaurant & Bar	1 Dupont Circle NW, Washington DC 20026	(202) 223-8440
La Tomate	1701 Connecticut Ave NW, Dupont Circle	(202) 667-5505
Le Pain Quotidien	2001 P Street NW, Washington, DC 20036	(202) 459-9176
Mourayo	1732 Connecticut Ave NW, Washington, DC 20009	(202) 667-2100
Nora	2132 Florida Ave NW, Washington, DC 20008	(202) 462-5143
Odeon Cafe	1714 Connecticut Ave NW, Washington, DC	(202) 328-6228
Otello	1329 Connecticut Ave NW, Washington, DC 20036	(202) 429-0209
Pesce	2002 P Street NW, Washington, DC	(202) 466-3474
Ping Pong Dim Sum	1 Dupont Circle NW, Washington, DC 20036	(202) 293-1268
Raku Asian Dining & Sushi Bar	1900 Q Street NW, Washington, DC 20009	(202) 265-7258
Ruth's Chris Steak House	1801 Connecticut Ave NW, Washington, DC 20009	(202) 797-0033
Sakana Restaurant	2026 P Street NW, Washington, DC 20036	(202) 887-0900
Scion Restaurant	2100 P Street NW, Washington, DC 20037	(202) 833-8899
Sette Osteria	1666 Connecticut Ave NW, Washington, DC 20009	(202) 483-3070
Thaiphoon	2011 S Street NW, Washington, DC 20009	(202) 667-3505
Urbana	2121 P Street NW, Hotel Palomar	(202) 956-6650
Vento	2120 P Street NW, Washington, DC 20037	(202) 833-1750
Zorba's Cafe	1612 20th Street NW, Washington, DC 20009	(202) 265-7258



Carrying the Torch for the Next Healthy Generation National Coordinators' Meeting Arlington, Virginia • February 24-27, 2014

A Conversation with Senior Leadership

Sonny Ramaswamy, USDA-NIFA



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SNAP-Ed

Jerold R. Mande, MPH Senior Advisor Food, Nutrition, and Consumer Services

2014: 50th Anniversary of the War on Poverty

Hunger in America: Stark Deprivation Haunts a Land of Plenty

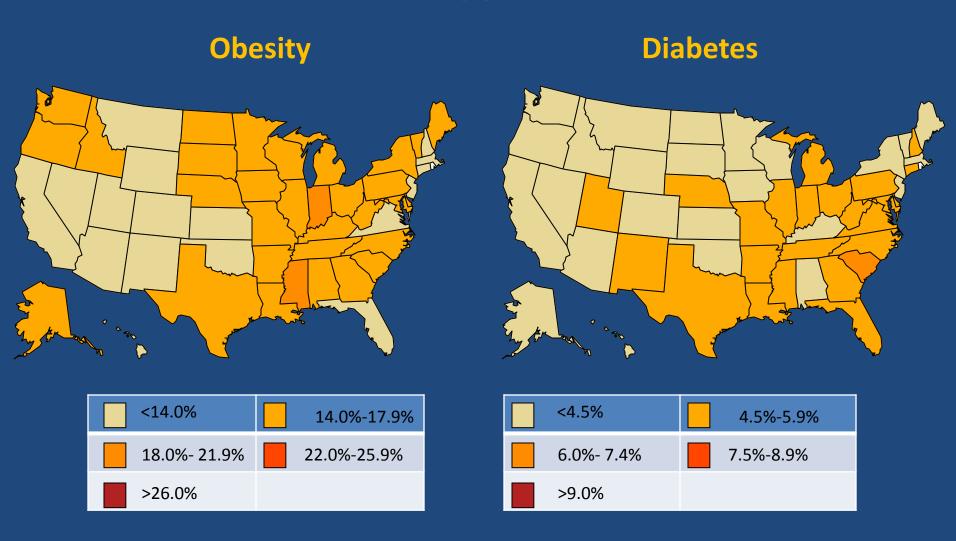


By HOMER BIGART
Special to The New York Times

Hunger in America: Mississippi Delta

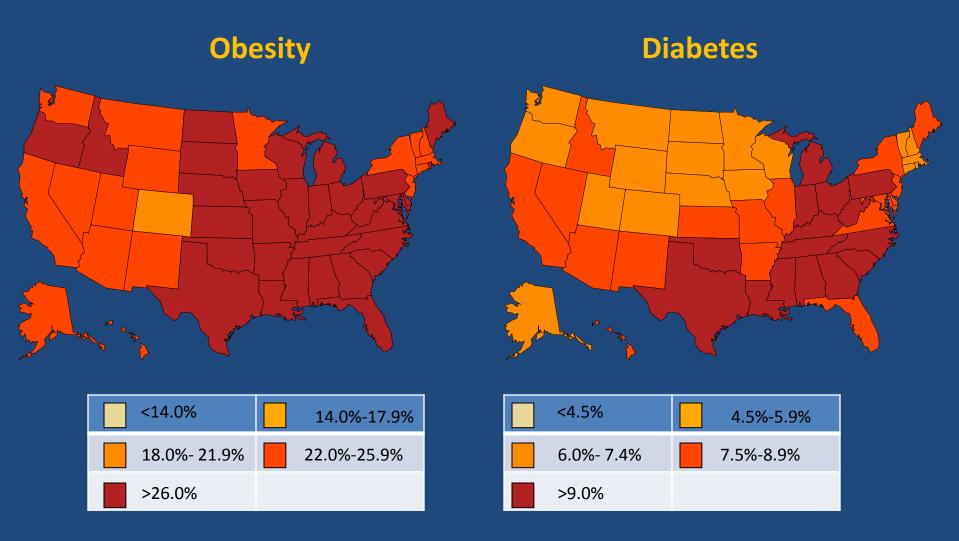
Age -Adjusted Prevalence of Obesity and Diagnosed Diabetes Among U.S. Adults

1994



Age -Adjusted Prevalence of Obesity and Diagnosed Diabetes Among U.S. Adults

2010



The New York Times

Health

Obesity Is Found to Gain Its Hold in Earliest Years

By GINA KOLATA JAN. 29, 2014

The NEW ENGLAND JOURNAL of MEDICINE

ESTABLISHED IN 1812

JANUARY 30, 2014

VOL. 370 NO. 5

Incidence of Childhood Obesity in the United States

Solveig A. Cunningham, Ph.D., Michael R. Kramer, Ph.D., and K.M. Venkat Narayan, M.D.

ABSTRACT

BACKGROUND

Although the increased prevalence of childhood obesity in the United States has been documented, little is known about its incidence. We report here on the national incidence of obesity among elementary-school children.

From the Hubert Department of Global Health (S.A.C., K.M.V.N.) and the Department of Epidemiology (M.R.K.), Emory University, Atlanta. Address reprint requests to Dr. Cunningham at the Hubert

F as in Fat:

How Obesity
Threatens
America's Future

2013







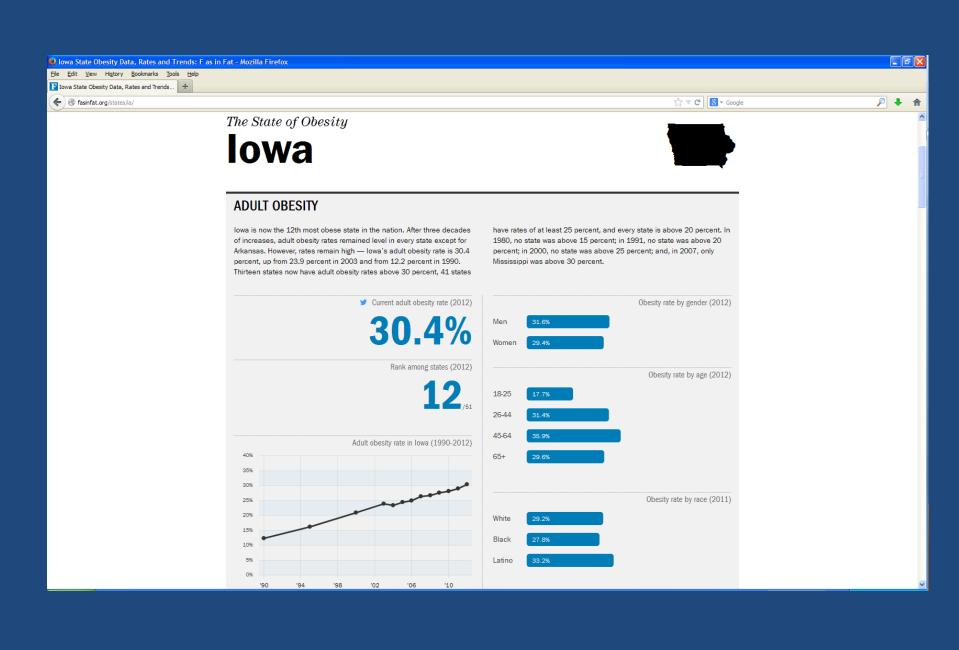


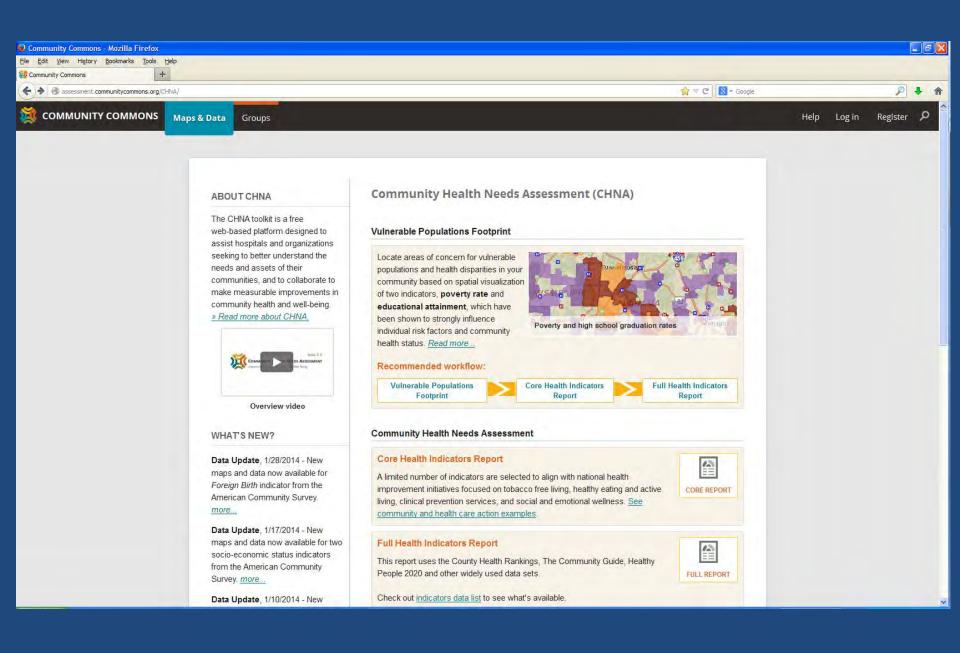


EAVIDINGNES	CALORIES	PRICE
iamburger	280	.89
Cheeseburger	330	.99
Fish Sandwich	470	1.99
Fried Chicken	550	2.79
Ovarter Pound Burger	430	2.29
Sacon Cheeseburger	540	2.29
Outsile Decker Burger	590	2.39
E 14 d Chicken	450	2 90









Healthy People 2020

A Resource for Promoting Health and Preventing Disease Throughout the Nation







Nutrition and Weight Status Objectives

- Healthier Food Access
 - NWS-1 State nutrition standards for child care
 - NWS-2 Nutritious foods and beverages offered outside of school meals
 - NWS–3 State-level incentive policies for food retail
 - NWS–4 Retail access to foods recommended by Dietary Guidelines for Americans





Nutrition and Weight Status Objectives

- Weight Status
 - NWS–8 Healthy weight in adults
 - NWS–9 Obesity in adults
 - NWS-10 Obesity in children and adolescents
- Food and Nutrient Consumption
 - NWS–14 Fruit intake
 - NWS–15 Vegetable intake
 - NWS–16 Whole grain intake
 - NWS–17 Solid fat and added sugar intake



Sec. 241 Healthy, Hunger-Free Kids Act Strategies and Interventions must be "evidence-based."

PUBLIC LAW 111-296—DEC. 13, 2010

124 STAT. 3183

Public Law 111–296 111th Congress

An Act

To reauthorize child nutrition programs, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE; TABLE OF CONTENTS.

(a) SHORT TITLE.—This Act may be cited as the "Healthy, Hunger-Free Kids Act of 2010".

Dec. 13, 2010 [S. 3307]

Healthy, Hunger-Free Kids Act of 2010.

42 USC 1751 note.



SNAP-Ed Strategies and Interventions: An Obesity Prevention Toolkit for States

Evidence-based Policy and Environmental Change in Child Care, School, Community, and Family Settings

24 July 2013





The New York Times

Study Finds Modest Declines in Obesity Rates Among Young Children From Poor **Families**

By SABRINA TAVERNISE

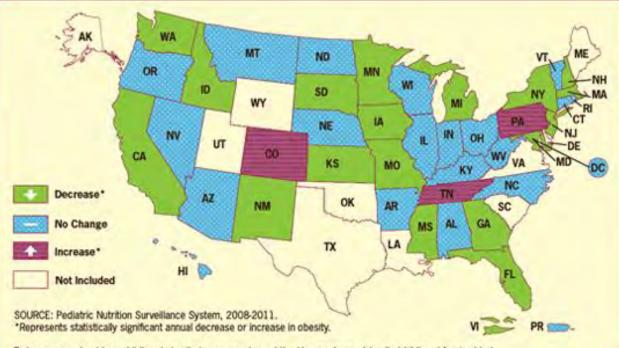
Published: December 25, 2012

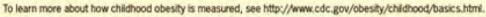
- An increase in breast feeding
- Changes in the WIC food package
- A drop in calories from sugary drinks.

Obesity among low-income preschoolers declined, from 2008 through 2011, in 19 of the 43 states and territories studied. www.cdc.gov/vitalsigns



Many states and US territories are showing decreases in childhood obesity









www.cdc.gov/vitalsigns

Search

HEALTH EQUITY



EVALUATION

INTERVENTIONS

Full description

Program flyer

Interventions > Find Interventions > Nutrition and Physical Activity Self-Assessment for Child-Care (NAP SACC)

TRAINING

Nutrition and Physical Activity Self-Assessment for

ABOUT US

Overview

Strategies Overview

Find Strategies

References

Interventions

Overview

Find Interventions

<< Back to interventions list

Intent of the Intervention

Child-Care (NAP SACC)

The Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC) program is a research-tested intervention designed to enhance policies, practices, and environments

nutritional quality of food served,

in child care by improving the:

amount and quality of physical activity

- staff-child interactions
- facility nutrition and physical activity policies and practices and related environmental characteristics

The NAP SACC intervention primarily addresses the inter-personal and organizational levels of the socioecologic model.

Intent

Overview

Health Equity Considerations

Core Elements

Resources Required

Implementation

Evidence Summary

Potential Public Health Impact

Intervention Materials

Training and Technical Assistance

Additional Information



What gets measured gets done.



Nutrition, Physical Activity, and Obesity Prevention Outcomes Evaluation Framework

Supplemental Nutrition Assistance Program Education
Western Region
Food and Nutrition Service
June 2013



Western Region SNAP-Ed Nutrition, Physical Activity, and Obesity Prevention Outcomes Evaluation Framework - June 2013

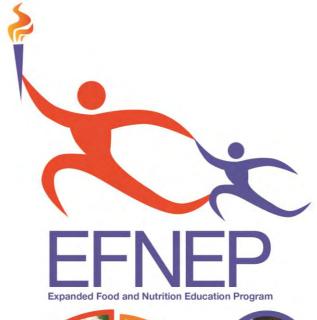
ENVIRONMENTAL LEVEL

Over-arching evaluation question: To what extent does SNAP-Ed programming facilitate access and create appeal for improved dietary and physical activity choices in settings where nutrition education is provided?

Short-Term Outcomes (Readiness)	Medium-Term Outcomes (Adoption)	Long-Term Outcomes (Implementation)	Impacts (Maintenance)
# and type of opportunities # and type of opportunities identified for improving access or creating appeal for nutrition and physical activity in SNAP-Ed sites where nutrition education is provided a. Organizational practice changes b. Physical space/access c. Social support/appeal	# (%) of SNAP-Ed settings where nutrition education is provided where at least one change is formally adopted in writing or practice to improve access or appeal for healthy eating. a. Low-income worksites b. Child care settings c. Schools/After-school/Youth Education d. Extension e. Food distribution/emergency food outlets f. Food retail g. Adult or senior services	# (%) of SNAP-Ed settings with new or improved access or infrastructure that promotes healthy food choices, which may include: a. Improvements in hours of operations/time allotted for meals b, improvements in layout or display of food c. Changes in menus (variety, quality, offering lighter fares) d. Point-of-purchase prompts e. Reduced portion sizes f. Menu labeling/calorie counts- g. Edible gardens h. Lactation supports i. Improvements in free water taste, quality, smell, or temperature	13: Resources Percentage increase in institutional or community resources invested in nutrition and physical activity supports or standards a Staff (#FTE) b. Cash (\$) c. In-Kind support
# and type of local champions willing to improve access or create appeal for nutrition and physical activity in SNAP-Ed sites where nutrition education is provided a. Youth b. Parents/Caregivers a. Community Members b. Staff/service providers c. Adult consumers d. Leadership/Decision-makers	h. Other community-based organizations MT5: Physical Activity Practices or Standards (Adopted) # (%) of SNAP-Ed settings where nutrition education is provided where at least one change is formally adopted in writing or practice to improve access or appeal for physical activity. a. Low-income worksites b. Child care settings c. Schools/After-school/Youth Education d. Extension e. Food distribution/emergency food outlets	LT10: Nutrition Standards I. Procurement II. Meal preparation # (%) of settings with new or improved standards for cafeteria, vending, or other sales or service of snacks and meals, which may include: a. Increase in fruits and vegetables b. Increase in availability of 100% whole grains c. Increase in availability of lean proteins d. Lower sodium levels e. Lower sugar levels f. Lower saturated or trans fats	I4: Sustainability Plan # (%) of SNAP-Ed settings with a plan for sustaining the nutrition or physical activity standards or environmental changes a. Low-income worksites b. Child care
ST6: Partnerships #(%) of organizational task forces that agree to develop a plan for improving nutrition or physical activity practices or standards a. School wellness policies b. Worksite wellness councifs	f. Food retail g. Adult or senior services h. Other community-based organizations MT6: Marketing and Messaging # (%) of SNAP-Ed eligibles that when aided can recall SNAP-Ed nutrition or physical activity messaging through indirect or social marketing: a. Nutrition messaging b. Physical activity messaging Obesityhealth	LT11: Activity Environment Changes # (%) of SNAP-Ed settings with new or improved access or infrastructure that promotes physical activity, which may include: a. Improvements in hours of operations of recreation facilities b. Improvements in access to safe walking or bicycling paths c. New or improved stairwell prompts d. Improvements in access to stairwells e. Walking school buses/Safe Routes to School or work LT12: Physical Activity Standards # (%) of SNAP-Ed settings with new or improved standards for physical activity, which may include:	settings c. Schools/After scho
# (%) of favorable mentions of SNAP-Ed activities in local news or on-line	Substrytteam	a. New or increased use of school facilities during non-school hours for recreation b. New or stronger limits on screen-time (television or non-academic use of computers) c. Increase in school days spent in physical education d. Improvements in time spent in daily recess	h. Other community- based organizations

Thank you!

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202.720.7711





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Cooking Camps for Kids

PRESENTED BY:

De'Shoin York-Friendship
Sharman Charles
Karen Stevens









Target Audience



Conducting the Camp

Selecting Facilities

Group Design

Lessons/Recipes

Evaluation

Curriculum



Lessons Learned Successes

Review Shared Goals

Engage Everyone

Age Group Characteristics

Prepare & Plan Ahead

Be Energetic & Enthusiastic

Collaboration

Review & Self-Evaluate



for more INFORMATION

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Wellness Ambassador Program

Georgianna Tuuri, PhD Nutrition Alex Garn, PhD - Kinesiology Tracie Rizzuto, PhD - Psychology Derek Miketinas, BS Heli Roy, PhD - Extension Nutrition

High School Based Intervention

Motivate High School Students to

- -Develop intrinsic motivation to
 - · Prepare and eat healthy foods,
 - · be physically active and
 - · be aware of the influence of media on personal choice and behaviors and

- Be better prepared to enter the workforce

Wellness Ambassador Program

- •Based upon the Self-Determination Theory
- ·3 curricula areas
 - Nutritional Health
 - Physical Health, and
 - Personal Health and Workforce Development
 - 71 ½ hour lessons followed by participation in a community health fair
- Offered twice per school year



Expectations for the Participants

· Increased intrinsic motivation to practice healthy behaviors

· Increased fruit, vegetable and whole grain consumption

·Increased participation in physical activity

·Better workforce preparedness and higher scores on the National Career Readiness exam



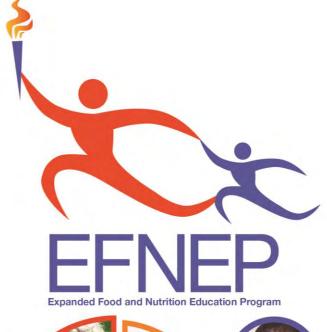
Conclusions

· Children can change their liking for fruits and vegetables

· Change takes exposure and practice

· School-based interventions offer exciting opportunities to help children, their families, and their communities adopt healthy behaviors

·Student are better prepared for workforce





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EFNEP Evaluation Reaching for the Gold

- NC2169
- Behavior Checklist Committee
- Food Resource Management Work Group

NC1169/2169

- 3 broad objectives that led to 2 workgroups
- Dietary Assessment & Behavior
 - Multiple approaches and collaborators
 - Behavior Checklist and 24 Hour Recall
- Quality of Life (& initial Cost Benefit planning)

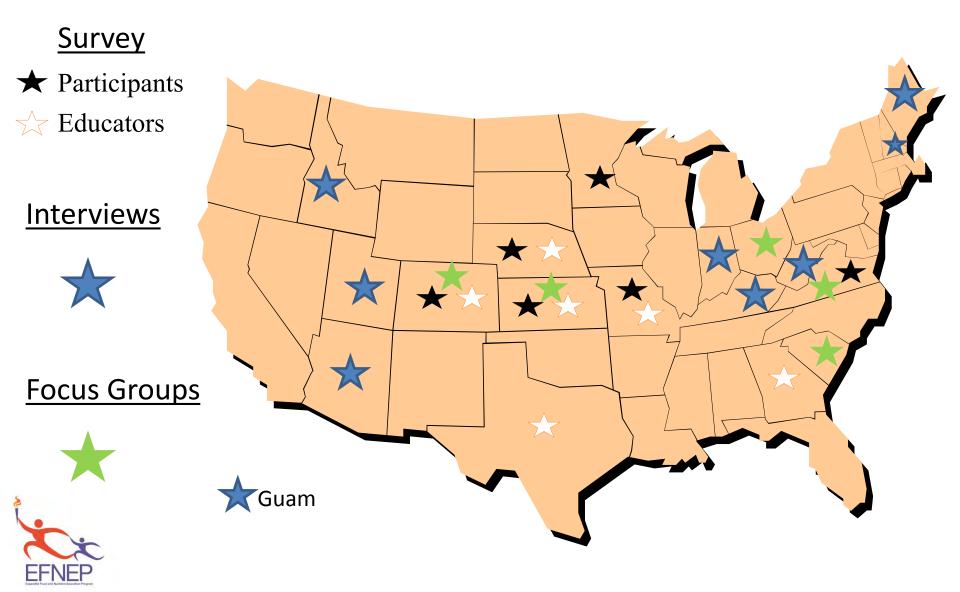


Quality of Life "studies"

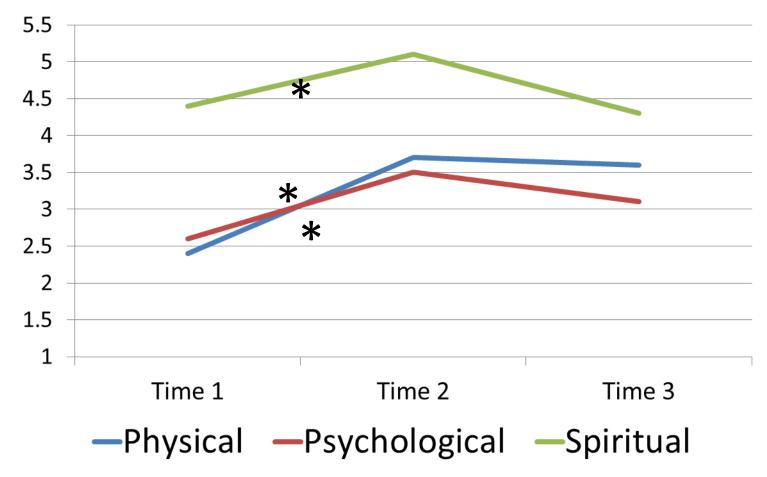
- Survey pilot, longitudinal QOL with EFNEP participants and educators
- Interviews 60+ EFNEP coordinators, educators and community partners
 - 8 states and Guam
- Focus groups (11 of 16 done) EFNEP graduates



Quality of Life

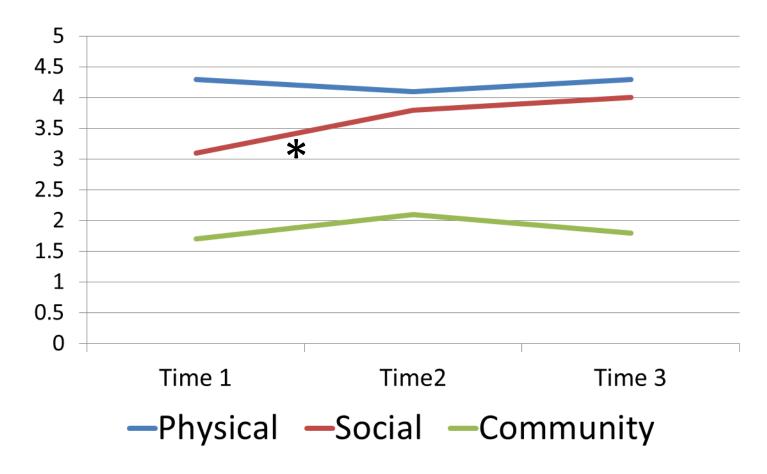


Participant Being (QOL)



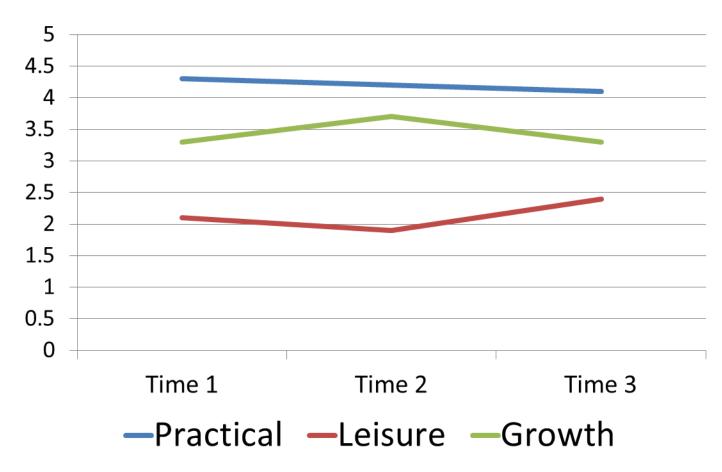


Participant Belonging (QOL)



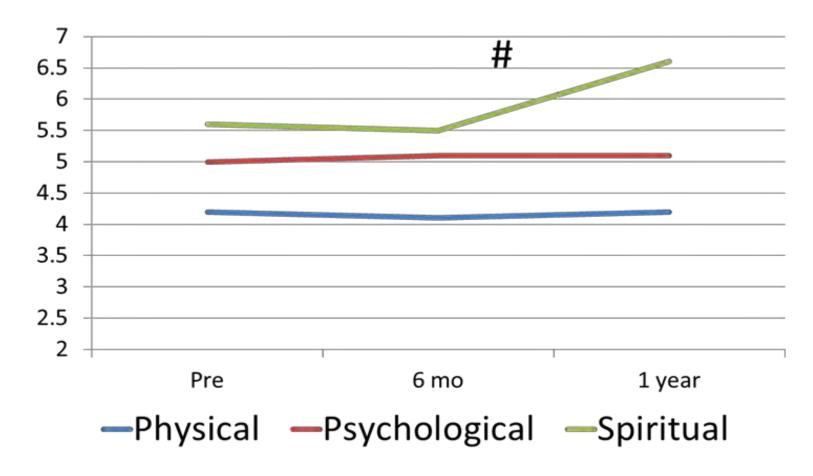


Participant Becoming (QOL)



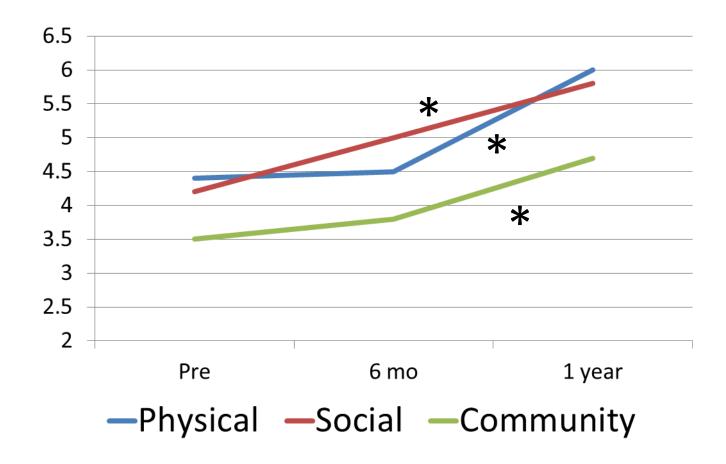


Educator Being (QOL)



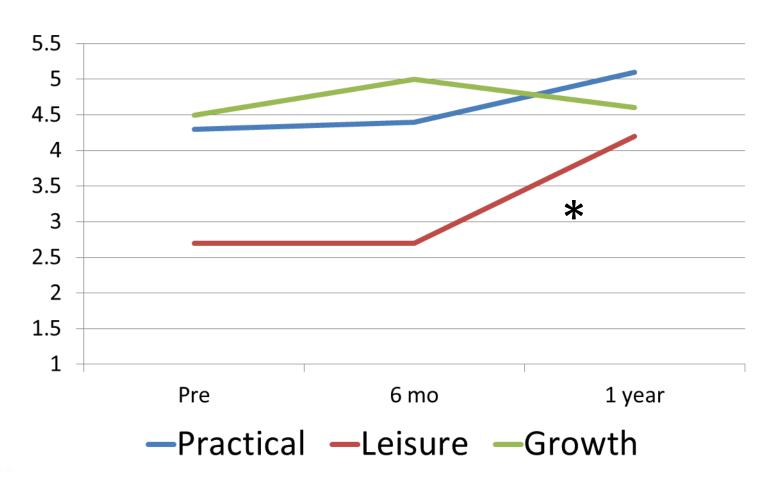


Educator Belonging (QOL)





Educator Becoming (QOL)





Interviews: Participant Results

- Saving money
- More cooking family meals at home
- Increased interest in learning & selfimprovement
- Making + changes in own lives
- Influencing + changes with family members
- More social support and access to community resources



Interviews: Paraprofessionals Results

- Job satisfaction and sense of accomplishment
- Self-confidence and self-improvement
- Positive impact on own families
- More connected to community including volunteering
- Professional growth, e.g., public speaking

Focus Groups - Graduates

- Analyses is underway
- Challenging discussions since quality of life is so abstract
- Participants tend to tie discussion to direct benefits from EFNEP and have trouble extrapolating to larger benefits



Cost Benefit

- Pilot starting to track a few clinical measures over time (BMI, % body fat, blood pressure...) along with standard pre/post measures
- The clinical measures can be tied to a reduction in health costs
- Goal is to plan a longitudinal, multi-state study using standard EFNEP measures, quality of life, and clinical measures that can address cost benefit

NC1169 Dietary Assessment & Behavior

- Accomplishments
 - EFNEP Database:
 http://www.libraries.psu.edu/psul/lifescience
 s/agnic/EFNEP/EFNEPdatabase.html
 - Literature review
 - Coordinator survey on burden of 24HDR
 - ASA 24 pilot test
- Participant focus groups-in progress

NC2169 Dietary Assessment & Behavior

- Test reliability of the current 24 hour dietary recall methods
- Identify/develop valid checklist survey items to assess behavior change in
 - diet quality
 - nutrition-related behavior
 - food resource management



Electronic Survey to Identify Collection Practices for the 24-Hour Recall(24HDR) in EFNEP

Susan Gills, MS, RDN PhD student, Colorado State University

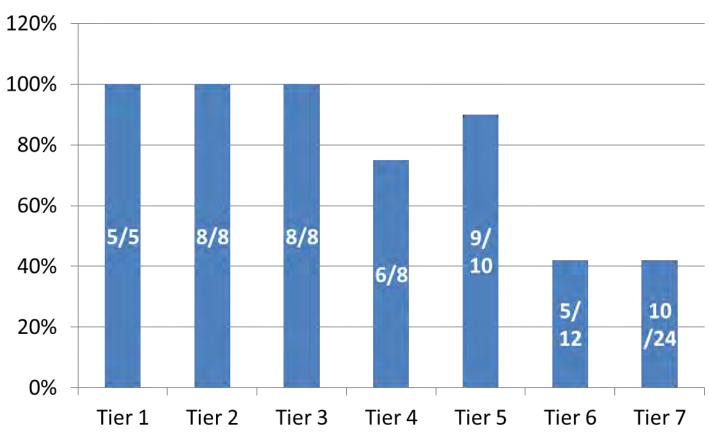


Survey Asked

- Methodology for recall collection
- Single pass versus multiple pass
- Collection method in one-on-one versus group classes
- Training programs used for recall collection

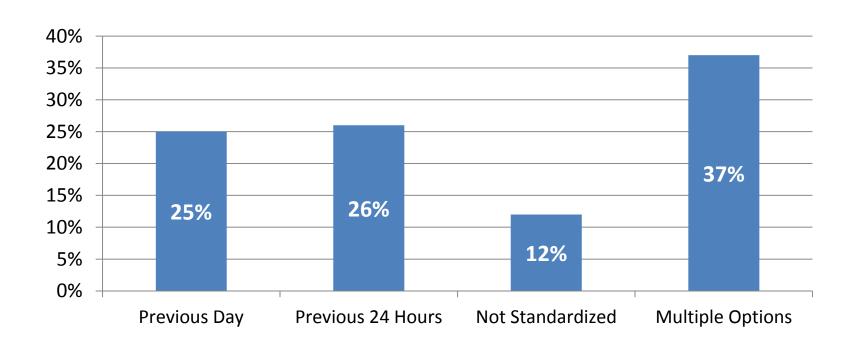


How did EFNEP Tiers Respond?



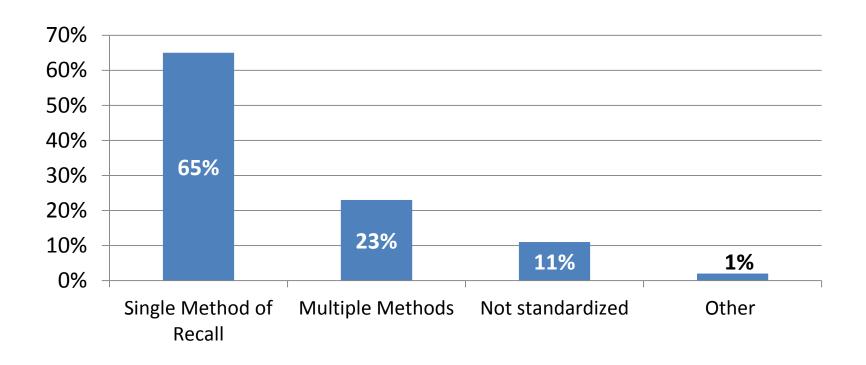


Time Period for 24HDR Data



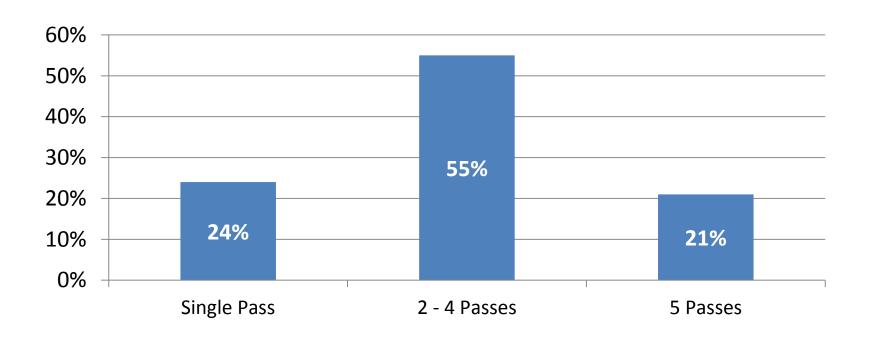


Methods of Collection



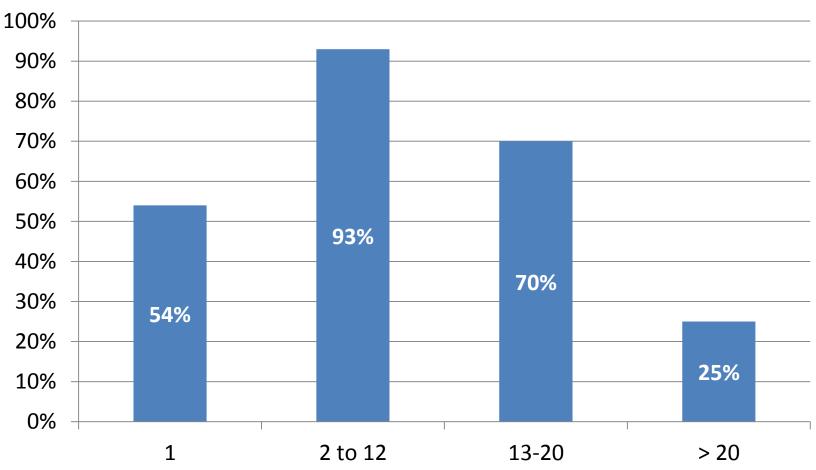


Single Method of Collection





Class Size





Training Tools Used

•	Oklahoma State University Extension	31 (56%)
•	Other	17 (31%)
•	Louisiana State University	9 (16%)
•	Cornell University	7 (13%)
•	University of Wyoming	2 (4%)
•	Rutgers University	1 (2%)
•	University of Wisconsin	1 (2%)



Next Step

Can an experienced paraprofessional educator collect a 24HDR comparable to a 24HDR collected by an experienced nutrition professional?

- One-on-one setting
- 5 pass methodology
- In EFNEP classes before and after class 2



Then try group settings

- Multiple Pass Methodology
- Small group setting
- Compare results



Behavior Checklist Questions Nutrition Domain

PhD work by Erin Murray, MPH, RD Colorado State University



Issue

- Current nutrition behavior questions may not be accurate measures of nutrition-related behavior change taught in EFNEP
 - Questions last revised in 1997
 - Nutrition guidelines have changed 3 times (2000, 2005, 2010)
 - EFNEP curricula has changed since 1997



Plan

- Identify nutrition-related content in EFNEP curricula used by the majority of states
- Compare what is taught nationally to the 2010 U.S. Dietary Guidelines
- Identify or develop potential nutrition behavior checklist questions
- Pilot test different versions of the questions for wording, understanding, and response categories
- Test for reliability and validity of the questions

Progress

- 1. Identified most-used curricula, developed content assessment tool, identified 2nd reviewer
- Piloted nutrition content assessment tool using Cen\$ible Nutrition curriculum (Wyoming)
- 3. Completed curricula content analysis



Most Frequently Used Curricula

- Eating Smart Being Active
 (Colorado State University and University of California Davis)
- 2. Eating Smart and Moving More (North Carolina State University)
- 3. Healthy Food, Healthy Families (Texas A & M University)
- 60% states use top 3 curricula
- 78% participants taught using top 3 curricula
- 9 of 13 largest programs use top 3 curricula



Time Frame	Next Steps
January 2013 – April 2014	 Expert panel review of nutrition content themes in curricula Define 2010 Dietary Guideline concepts to be taught/evaluated
May - August 2014	 Field test questions Complete cognitive testing with alternate wording options
August 2014 – January 2015	 Revise questions Field test version 2 of questions Submit questions to National EFNEP Office
2015 - 2016	 Test-retest assessment of version 2 questions Compare version 2 questions with external valid measures of behaviors Develop final version of questions



Coordination of Behavior Checklist Revision Process

- NC2169 Work Group
- Behavior Checklist Task Committee
- Food Resource Management Work Group



Focus on Five Domains

- 1. Nutrition
- 2. Physical Activity
- 3. Food Safety
- 4. Food Resource Management
- 5. Food Security



2014 Behavior Checklist Revision Process

Nutrition Domain
NC-2169 Dietary
Assessment and
Behavior – DAB

Physical
Activity, Food
Safety Domains
Behavior Checklist
Task Committee

Food Resource
Management Domain
FRM Workgroup

Food Resource Management Workgroup

Developing outlines of primary and supporting strategies to teach FRM in EFNEP, including assessment and evaluation tools.

Phase 1

- 1. Select curricula
- 2. Domain content analysis
- Expert panel review –
 domain content
 themes

Phase 3

- 1. Field test questions
- 2. Cognitive testing of questions
- 3. Revise

Future Work

- Field test full instrument for validity and reliability
- Continue NC2169 domain validity and reliability testing
- Assess retrospective pre/post and other checklist formats
- . Update WebNEERs for FY16

Phase 2

- Identify domain questions
- Expert panel on questions
- 3. Revise questions

Phase 4

- 1. Re-test
- Collaborate on final checklist
- 3. Submit checklist to National Office

All Group Conference Calls

- How much representation should be given to each of the five domains within the behavior checklist?
- . What is the best format of the questions?
- · What is the optimal number of items per domain?

Behavior Checklist Task Committee

- Formed in spring/summer 2013
 - Over 20 members from across the country
- Coordinating efforts for 3 domains:
 - Food Safety
 - Food Security
 - Physical Activity



Progress to Date

- For Food Safety & Food Security
 - Committee members completed content analysis for 3 most used curricula
 - Completed meetings to resolve differences between reviewers
- For Physical Activity
 - Tarana Khan is working on recruiting physical activity experts to join the committee and/or review panel
 - Shared information related to her dissertation work with committee members



Future Work

Next steps include identifying potential questions

Review of potential questions by expert panels

Reliability and validity testing



Food Resource Management Work Group



Foods

· Foods on Hand

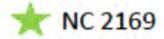
Identify Available Food Resources	Plan	Shop	Cook
 Home Food Preservation Hunting and Fishing Home Grown 	 Budgeting Meal Planning Planned-overs Using Foods on Hand 	Shopping ListUnit PricingCoupons	• Cooking Skills

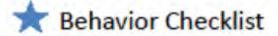


FRM Behavior Checklist Questions

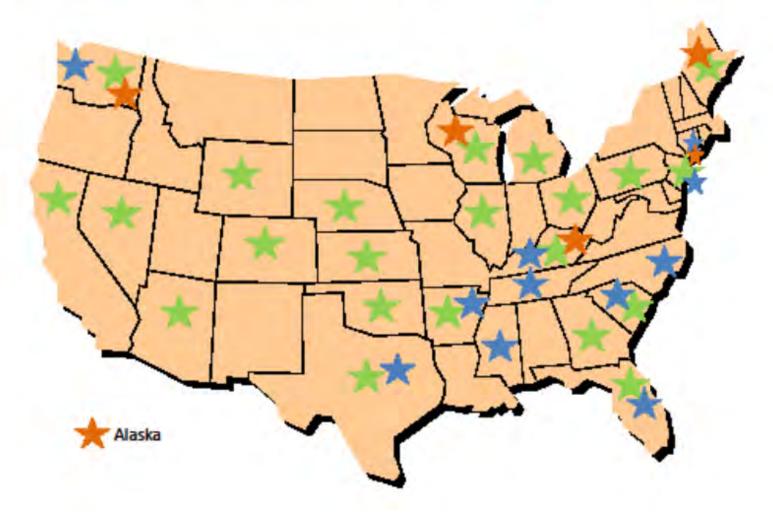
- Content tool complete
- Curricula content review underway
- Current questions pulled; literature search completed
- Expert panel identified
- Work to be completed by January 2015













Short Term Goal

- New Behavior Checklist
 - 20-25 questions
 - By January 2015
 - In WebNeers for October, 2015



Long Term Goal

- Valid evaluation tools
- Tested formats for tools
- Tested response categories/wording
- Additional questions tested for Question Bank



You're Invited







ECOP Pitching for You

•Jane Schuchardt, Executive Director, Cooperative Extension



March 11-14, 2013 | The Fairfax at Embassy Row

What is ECOP?

15-member representative leadership and governing body of Cooperative Extension

- * Build partnerships and acquire resources
- * Increase strategic marketing/communications
- * Enhance leadership/professional development
- * Strengthen organizational functioning



Who represents you?

1890 region — SC, AL, WV

North central region — KS, MI, NE

Northeast region — VT, DE, NJ

Southern region — KY, TN, OK

Western region — NM, ID, AK



Translate ...Engage

...Transform

Extension provides education you can trust to help people, businesses and communities solve problems, develop skills and build a better future.



CES Strategic Priorities

- Help families, youth, and individuals be physically, mentally, and emotionally healthy.
- Enhance workforce preparation and life skills.
- Strengthen the profitability of animal and plant production systems.
- Protect our rich natural resources and environment.
- Ensure an abundant and safe food supply.
- Prepare for and respond to economic and natural disasters.
- Foster greater energy independence.

http://www.aplu.org/document.doc?id=4096



National Task Force on Health

Identify priorities, indicators, partnerships, resources

Health literacy – understand basic information, make informed decisions, and take action

Logic models completed by March 2014



Smith-Lever Centennial Celebration





Both-And Advocacy

Case for Federal Capacity Funds
 https://www.aplu.org/document.doc?id=4279

FY13 Documents www.land-grant.org

 Grasstops education <u>www.agisamerica.org</u> and @AgIsAmerica



Some Guidelines

• Impacts, impacts, impacts

Capacity, capacity, capacity

• EFNEP, EFNEP, EFNEP





Jane Schuchardt, Executive Director, Cooperative Extension

jane.schuchardt@extension.org



The EFNEP/SNAP-Ed Relationship - March 2013 - Washington, D.C.

between EFNEP and SNAP-Ed? How can we create synergies

Convener: 100

Recorder:

* Lack of communication can lead to stepping on each others tres! " Agency competetion.

* States this may be more important = those where SNAM-Ed and EFWEP and coordinated

* Using againg lift to determine where services are NOT being directed ("when are we NOT?!") 2 Even programs that coordinate efforce and snoth-Ed and has those what each ofter an doing

* Coalitions could be helpful for buiging "directors" together or which agenies each one working with.

The EFNEP/SNAP-Ed Relationship - March 2013 - Washington, D.C.

between EFNEP and SNAP-Ed? How can we create synergies

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Recorder: AT Bebo

Group #:

Convener: 61158

Training paraprofessionals/the same as professionals is it effecting - Busic skills training Main points:

- Findingcommonalities & both 6FDEP/SDAPed -marketing, education alsiills, recovitment atadultgroups

-Training via webex d/+ budget outs, adhallenge for participation

Ahas: Isend make independent has show before webinars to have engaged participant video conferencing has started developing some positive training outcomes CAdobe connect)

ereating a leadership team group that interacts with small groups around atopic.

John ne procaprofesional certification (UTAH) comell next steps:

Webey oradobe written states E-Share inew hire training reguirements - education skills, recruitment - share tools states use for training - other paraprofessional certification -providing quidance on moder ating engaging online sominars / trainging via webet oradobe connect

The EFNEP/SNAP-Ed Relationship - March 2013 - Washington, D.C.

between EFNEP and SNAP-Ed? How can we create synergies

SNAD-BY + EITNER)	Group #: 23
and Limited Overlap Clastween	Recorder: ASMEU Fondren - MSIL
Pining audiences	Latie Mulligan
Topic:	Convener:

Main points:
SNAP-Ed suggested working with families with children in a series of lessons-Pelt-this was a conflict of interests

· sometimes EFNED and SNAP-Ed ave in some community center but morking

SINAP-Ed Haught different curriculum)

In TX, ETNEY and SINAP-Ed are separated (defined geographically with different audiences, different programs. For participants that do not qualify for ETNEP, they have be over put in program becomes SNAP-Ed

· Helen suggested SNAP ted do pre-school (3+4)

Next Steps: 3 (b) of Unions, some states are unable to have EPNED + SNAP-Ed be similarly Investrating competeng over the parents of young children (in PI, SNAP-12d has already created strong relationships with high parent involvement schools) States have the "apportunity" to made threet sumpted so they aren't

· States piggy back EPNEP (pavents) with SNAP-Ed (Kids)

· concern about tractioning bitner funding to reach youth because of worth evaluation (also: publim Anding, Using curviculum that hits all youth and points)

- It part. Wartmore wasptu.

- Dufue audiences better (for SNAP-Ed) at

- Dufue audiences better (for SNAP-Ed) at

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The EFNEP/SNAP-Ed Relationship – March 2013 – Washington, D.C.

between EFNEP and SNAP-Ed? How can we create synergies

Evaluation and Marbeting (New To premote both programs Convener: Onne Sorter Recorder: Carel Ball Group #: 3

1 Mainey professional, uniform fliers. We of which title. Marketing

3 the of facebook (4 other socies) medica) but it requiber 3 marketing a program at the laundry mat so people can listen / participate while participants do laundry

mentenane

(3) Use of initiations on business card-type materials.
Business cards direct participants to website where
they can view viction and or sign up for programs.

Evaluation: (1) Use of touting tool that teaching use. Vegitables in the texting Tools one used incorporated into school lunches. This also promotes local aginitial (2) Re-evaluation of checklists questions which were surelaped in 1997

-) Encourage legislators to come to programs when they're in their losal office.

The EFNEP/SNAP-Ed Relationship – March 2013 – Washington, D.C.

between EFNEP and SNAP-Ed? How can we create synergies

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Topic:

Convener: Char

. Recorder:

Group #: 19 (

- Paraprofessional or professional educations impact planning Mostege planning is important - include unity as well training - can be clone together gedenship is hey in coordinated effort Can have the people out the state level - strategie planning at all levels

Ame have foundithelpful to have programs hept reparate When working together at the state line corporation filter to the county local level. Wehre one created related to state size / population. Key Indazte separate

John. John. Maryland Chris Chabana

The EFNEP/SNAP-Ed Relationship – March 2013 – Washington, D.C.

How can we create synergies between EFNEP and SNAP-Ed?

(2) People moding repensed don't love strong understading or Belief
in Ether has hely her both de present some are thorough
(3) SAAP-Ed + ETHES may be thing friend flushing granding or both side discount from the present polose, or afterselve program (FARE) more
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becomes - making thee through grane assessment of paint Main points: Rosesoment sufferent so the title and themend, Sewere property services profess the Hall for a for for clear and developing sewes profess of degentrates. Recorder: Lis Saulle Topic: Le Je Ming Chents

regime lesteath's serve department that a a wow-win proposition Develop and plat a generic consorment for paint 3 enty was retition about no deline model. Must be passionets and aslessed in the passionets and aslessed in the passioners.

ODEN CDACE CONTIEDEATION DECODE

How can we create synergies

The EFNEP/SNAP-Ed Relationship – March 2013 – Washington, D.C.	ngton, D.C.	between EFNEP and SNAP
Topic: Community Natrition Logic Mode	gic Model	
Convener: Maowi	Recorder: Sandy	Group #:

Main points! Actually implement it use it specially in the evaluation portion - makes decisions clear for program, defines points to administration

Overview hus been updated, supporting data needs updating. Examples of longer, defined version is helpful. Begin with end in mind-what soal are we trying to accomplish? Is mutition education? today of same value (now to make potroast is bas purhased), How does logic medel help us, on the Sround?

Ahas: Staffing is key-can we afford evaluation process?
Steps are helpful to understanding model. To "prove" long term catomos, it is costly and lauger than scope of individual programs, To collect ongoing data, need stable population and consugue statt to track over time.

Next steps: Update the model and supporting gieres thou can we here this losic model current and usable? Could we ask for a WEBINAR on use; make it work for all of us?

The EFNEP/SNAP-Ed Relationship – March 2013 – Washington, D.C.

between EFNEP and SNAP-Ed? How can we create synergies

Topic: Maintaining Separate Arguan Integrity During Budget Cuts

Convener: Lisa Sulli van - Warner

Recorder: Melissa Ma long Group #: 39

Main points:
Reduction Strategies: "Connoblizing Gene?" Adjusting File, Adjusting staff training to help parasited control and an SVAP-Ed. Utilizing Gran for parasited EFNSP Anderes rather than SVAP-Ed. Utilizing Gran for parad EFNSP Anderes rather than SVAP-Ed. Utilizing Gran for parad EFNSP Anderes

SNY-Ed W, Some states using A mined finding model us others using separate finding

Decision process - desterning how to thos OND-Ed + EFNEP funding

Wany large states manthing cleans separation in finding & shaff for Acounting 4 Proching process Denontration Projects- toporary explases to spend down carry francol Diffeenes in collaborationismos Among large states US. small states.

· Connecting coordinators that which similar programs to brains form solutions + strategies

The EFNEP/SNAP-Ed Relationship - March 2013 - Washington, D.C.

between EFNEP and SNAP-Ed? How can we create synergies

Topic	Arbitrary Mauli	es at Universit	gusiness o	fice that get	n the way of
Convener	er: Roxic Dins	Re	Recorder: Janie Burney	Burney	Group #:

from business office

No Preared for purchasing Unless you reserve one because one person some universities do not have option of not using P-card. Other states can choose but causes more work and expense to reinburse w/o P-card. Difficulty getting potential Program assistants remployment system, getting individually who are over qualified, it difficult to hive the kind of positions making it difficult to hive the kind of positions you need and can afferd, it difficult to hive the kind of positions you need and can afferd, (HR) Instead Scards are important when educator lives for away from university through misused their P-card.

List Preferences for particular characteristics of employee rather than as

Set up accounts at different grocery stones when p-counds not Revelop strategic staffing plans to develop program priorities requirements to reduce problems with, available. (Use 700 at certain stores,)

my greations ahead of time to provide opportunities to work through problems Get business officies out in Field to see what we do to bester understand well. Utave business offices at one university talk to other universities. Share with states that have university business officies, that are working

Takes too long to get applicants through the system.

Differences between soilaries related to job classifications.

The EFNEP/SNAP-Ed Relationship – March 2013 – Washington, D.C.

between EFNEP and SNAP-Ed? How can we create synergies

newwa	
ys sicus	C :
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Education	
Nutrition	
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Topic:	

Convener: WMM LOM L'EL

Recorder: Northul Salvi

Group #:

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They we the youth out I follow is show mention

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Spection & So They and

Ahas:
Ahas:
Lordwood of Equinal Acron for pents (whom found the found than in St. C. SNIPER & Sening) Maining on cour. has been haden to pull offer to of budget outs - nothinking how to do it

"It possible, have programs pruchase incentive tems in large attrendingle and into CHUEP/SNAP-EN. - ship direct to the countries.

obypadingment - browne of of surperty Ethurs of will appropriately.

- There ideas givede the MOST of the resources of an have. I lookints team teaching polas of 44, ag connectora, etc.

"Shire talents lawas of expertise Summerhard open \$ 5# BRIGHLANDER + count 2+ ++ ger, extention, Whom.

The EFNEP/SNAP-Ed Relationship – March 2013 – Washington, D.C.

between EFNEP and SNAP-Ed? How can we create synergies

Group #: 12

Convener: YAT E bc

Recorder: +at Bebe

Main points:

which reasoning staff from SNAPed to GFNEP alt braget cuts - work well in most places

- most seem not to howe an wave

the agreems & population needs to best understand which or Next steps: best programs an answer the population needs. - establishing directive for county beneforinedors to understand - not many problems on this topic both Ether/snap.ed gather knowledge about courties for bath all programs (courty health assessment) - fuding new out of the box groups

The EFNEP/SNAP-Ed Relationship – March 2013 – Washington, D.C.

between EFNEP and SNAP-Ed? How can we create synergies

Convener: Ser Ne Caffrey Recorder: MelissA May dang Group#: 13 Topic: Man Harring or Not egach programs I dentity

Lite seems as though depending on the Andrence - stateholders (chert etc. ; + may need to be spokrate in somen open + united in others. . How can we shaw unity of collaboration yet be able to communiate program inpact · Should Cooperative Extension advicate for one fledong stream 12 the than 2 given Current diplication concessations by Mr. makers. . To sport or not to Separate 4 why.

· Resardless of these issues clients need to have as A united education program. Or each funding . Legislators need to see the complimation nature but the spontate impact of each funding . L'GU'S Are specially poised to collaborate/locate the two finds to make the greatest inpact

· Continue conversations re: the collaboration of spectation of the two programs

· Communicate to [Assumptions the URINE importance of LGUS in this issue

The EFNEP/SNAP-Ed Relationship – March 2013 – Washington, D.C.

How can we create synergies between EFNEP and SNAP-Ed?

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Convener: Connie 2.; Mira

Recorder: Aulun

Group #:

Main points: what are differences that arise decimen mobiles?

KS-EFNEP NE Verguity. SNAP-Ed have funerapiece, "culture evering out".
Inde Diake ET-unione, Ne filed complaint verzing upgrade after graving degree of the AD-netascipied NE perilione to earn living mage; come get degrees but awart fully they them to advance. MS - admitissed positions get applicante w/ PhDs etc CA - real aries are outpount

quitcher - showed It Is this way! - distinction you reducation experiences of similar visous. MD- how our we defined paraprob? hive laded on equaturness as change agent in communical

- applicante have degreed !

him oak PT fine and move to FT orierestublished, oak real queations in intermine need winecured whin winter to address inguiry from to we define promoperfusionales? and strong HR support

Next steps:

where job creeinptions about a solution of solution and the formier imput

7414

AK- howethe attend a close (SNATE of OFEFNET); shave competencies MD, VA, KS ask about situations; food demos AL - year will wread estures out w/ has? 'Itaugh' questions CT - degree of when soont have emperiment in wint. ND- quat out of section contition training / up w/ leadership VA - early get viol of problem parapropriesonale RL - NE W/ organia var jobs to get other jobs; KS- "autonomy" as classifier belo PP & PPP. AS - whoodow NE beg part of interview

The EFNEP/SNAP-Ed Relationship – March 2013 – Washington, D.C.

How can we create synergies between EFNEP and SNAP-Ed?

States
Between
Practices
Best
Sharing
opic

Convener: Austin Brooks

- Recorder: Lisa Sullivan- Werner

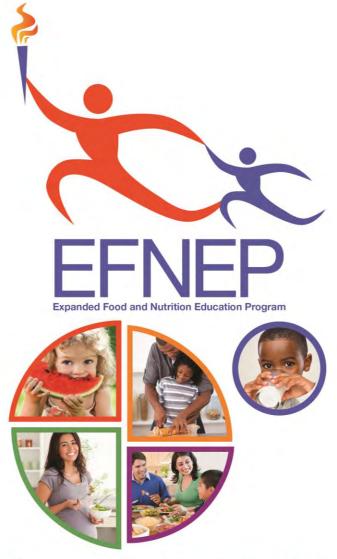
Group #: 6

Main points: How are best practices currently shared? armed 1189, conference colles, Questions to regional or national pirt serve

Opportunity to share hat questices thingh end coels - would be good to be proactive norther than seactive; he specific when asking about lest practices

hs there a letter nay to share best practices? Currently this sings comesthangh a door to EFNEP boardingtons hook @ liest quarties from other countries as well Ahas: Need a new Coordinators orientation present " from NIFA to que new coordinators the lasie sufo

Next steps: Develop a system for compiling uqueests + questions + answers evordinators, post to list sure (2) compile these (organiz) (3) post to the EFNEP coordinators website



Carrying the Torch for the Next Healthy Generation National Coordinators' Meeting Arlington, Virginia • February 24-27, 2014

Extension Committee on Organization and Policy (ECOP)

Passion Focus Victory

PASSION: What is ECOP?

15-member representative leadership and governing body of Cooperative Extension

- * Build partnerships and acquire resources
- * Increase strategic marketing/communications
- * Enhance leadership/professional development
- * Strengthen organizational functioning



Translate ...Engage

...Transform

Extension provides education you can trust to help people, businesses and communities solve problems, develop skills and build a better future.



Who represents you?

1890 region – SC*, AL, GA North central region – KS, MO, NE Northeast region — CT, DE, NJ Southern region – KY**, TN, OK Western region – NM, ID, AK ** Chair * Chair-elect



FOCUS:

CES Strategic Priorities

- * Help families, youth, and individuals be physically, mentally, and emotionally healthy.
- * Enhance workforce preparation and life skills.
- * Foster greater energy independence.
- * Prepare for and respond to economic and natural disasters.
- Strengthen the profitability of animal and plant production systems.
- Protect our rich natural resources and environment.
- Ensure an abundant and safe food supply.
 - * Lead Family and Consumer Sciences

http://www.aplu.org/document.doc?id=4096



National Task Force on Health

Identify priorities, indicators, partnerships, resources

Health literacy – understand basic information, make informed decisions, and take action

Recommendations March 2014



VICTORY:

Both-And Advocacy

Sampling of Extension activities

(\$000)	FY 2013	FY 2014
Smith Lever 3(b)&(c)	\$271,269	\$300,000
1890 Institutions	\$ 39,299	\$ 43,920
EFNEP	\$ 62,682	\$ 67,934

- FY 2015 1st week of March
- Agriculture Act of 2014



Tips for Education for Decision-makers

Focus on results

www.excellenceinextension.org
www.agisamerica.org (nutrition and health focus)

- Start with capacity www.land-grant.org
- Then EFNEP





Celebrating 100 Years . Extending Knowledge . Changing Lives

Save the Dates

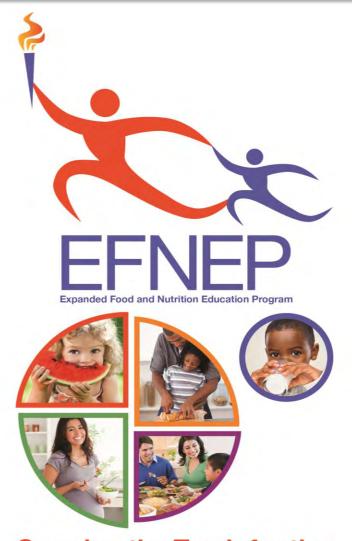
- Pending -- Senate Resolution, House Hearing
- March 5 Capitol Hill Reception
- April 7-9 JCEP PILD
- May 7-8 Centennial Convocation



Jimmy Henning, ECOP Chair, Jimmy.henning@uky.edu

Jane Schuchardt, Executive Director, jane.schuchardt@extension.org





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Finishing in First Place

Winning Strategies in Times of Uncertainty

February 27, 2014

Moderators:

Elaine Freeney, Prairie View A & M Univ. Janice Smiley, Oregon State Univ.

Strategies in Uncertain Times

Ideas/tools/strategies emerged from survey in three key areas:

- maintaining staff
- projecting budgets
- making tough program decisions/exploring new opportunities when budgets are cut



Today's Panel Presenters

 Pat Bebo, Leader Community Nutrition Programs Ohio State University Extension

"Thinking Strategically about EFNEP when Budgets are Uncertain"





Today's Panel Presenters

- Mary Wilson, Extension Nutrition Specialist University of Nevada
- Greg Wilson, Fiscal & Human Resource Officer University of Nevada Cooperative Extension

"Successful Tools for Forecasting EFNEP Budgets"





Tier Group Discussions

Please select a facilitator and note taker

- Choose one (or more) of the 3 survey key areas to discuss further
- Review survey comments
- Discuss similar strategies being used in your Tier Group
- Record other strategies that are being planned and/or implemented in your states



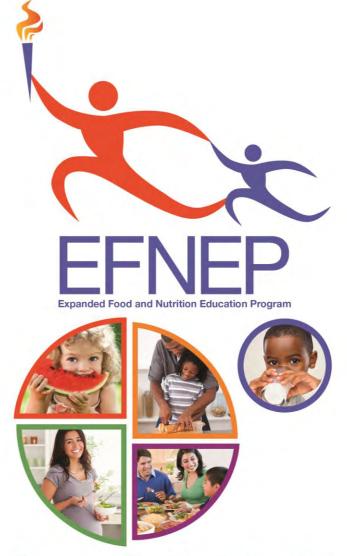


Sharing with Total Group

Please share:

- Which key area(s) you discussed
- Similar strategies being used in your Tier Group
- New ideas/strategies/tools that surfaced in your discussions





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Thinking Strategically about EFNEP when Budgets are Uncertain

Pat Bebo,
Ohio State University

Oh, The Times are Changing!

Hint: Get Used To It

- Leaders Make the Future by Bob Johansen
 - Institute for the Future http://www.iftf.org/home/

V Volatility

U Uncertainty

C Complexity

A Ambiguity



Strategic Thinking: the most important leadership skill

- 2013 Harvard Business Review study:
 - 97% of 10,000 senior executives named strategic thinking as the most critical leadership skill for an organization's success



A Strategic Look at Your State SWOT Analysis

Strength

 Staff, admin, training, location of programs, curriculum, outcomes, other Extension programs

Weakness

 Old habits, program competition, outreach plans, needs assessments

Opportunity

- Target population locations in the state
 - · needs assessment
- Identify potential partners
- Defining EFNEP and SNAP-Ed as complimentary partners and valuable programs to have in counties

Threat

Funding, duplicate services, within your organization









Leaders DO Make the Future!

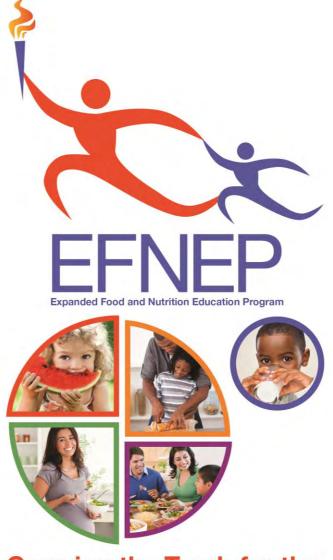
V Volatility Vision

U Uncertainty Understanding

C Complexity Clarity

A Ambiguity Agility





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The benefits of doing a five-year budget projection

Mary Wilson &
Greg Wilson
University of Nevada

Why did we create a 5-year budget projection?

- Stagnant federal allocation
- Mandatory merit and COLA increases for staff
- Minimal state funding available
- Make sure program is fiscally viable
- Provide advance notice of when staffing changes will be required
- Plan for effectively expending carryover

Cause of Carryover

- Substantial increase in federal allocation
- Nevada's economic crisis (previous five years – froze employee salaries, implemented furlough days)
- Retirement of senior staff member



Expenditure of carryover

- Five-year budget projection predicted use of carryover
 - Currently, federal allocation is stagnant
 - University's budget reduction forced use of EFNEP funds to be used for some coordinator expenses
 - State is restoring salary to employees with reduced furlough time
 - Projection showed that the program could not afford to rehire program manager position

Doing a rolling five-year projection

- At the conclusion of the current year, enter actual expenses to improve projection
- Always budgeting five years ahead
- Allows for thoughtful proactive change rather than being reactionary



WSU's five-year projection

- Unplanned raises
- Minimal carryover
- Their five year budget predicts:
 - How much to cut expenses
 - How much the state will need to subsidize budget



Tier Group Discussions

Please select a facilitator and note taker

- Choose one (or more) of the 3 survey key areas to discuss further
- Review survey comments
- Discuss similar strategies being used in your Tier Group
- Record other strategies that are being planned and/or implemented in your states





Sharing with Total Group

Please share:

- Which key area(s) you discussed
- Similar strategies being used in your Tier Group
- New ideas/strategies/tools that surfaced in your discussions



Final Comments

If you have recorded new ideas, strategies, and/or tools:

- Please give them to our volunteer helpers before leaving.
- We will add your thoughts to the existing survey and make it available to you in electronic format for future reference.

THANK YOU FOR YOUR PARTICIPATION!!





EFNEP

stepping up to the

PLATE

National 2013 EFNEP Meeting Evaluation

collaboration

Program Integrity

March 11-14, 2013 | The Fairfax at Embassy Row



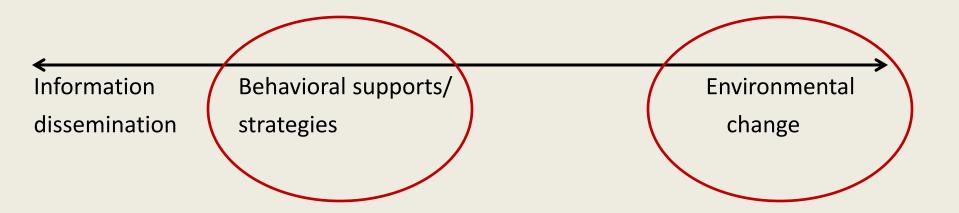
Adopting
Healthy Habits:
Leveraging
EFNEP to
Promote
Environmental
Change

Jamie Dollahite Cornell University



March 11-14, 2013 | The Fairfax at Embassy Row

Nutrition Education

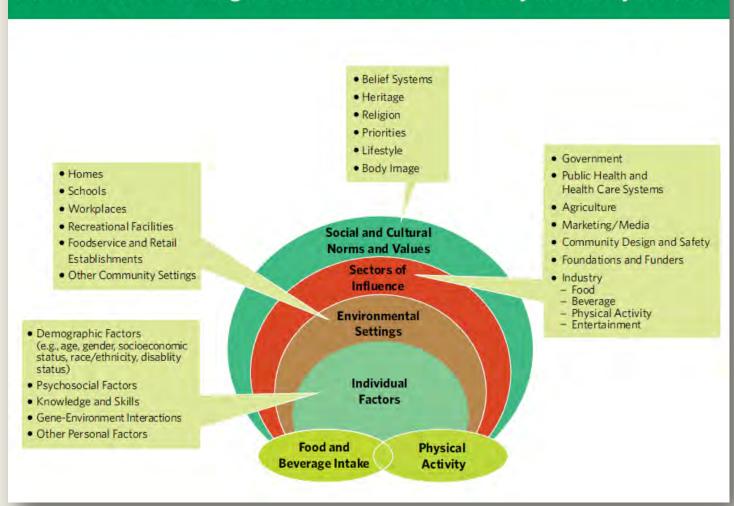


"Any combination of <u>educational strategies</u>, <u>accompanied by</u>
<u>environmental supports</u>, designed to facilitate voluntary adoption
of food choices and other food- and nutrition-related behaviors
conductive to health and well-being and delivered through multiple
venues."

Contento, Nutrition Education: Linking Research, Theory, and Practice, 2nd ed. 2010, p 14

Socio-ecological Framework

FIGURE 6 1: A Social Ecological Framework for Nutrition and Physical Activity Decisions



CHANCE

Collaboration for Health, Activity, and Nutrition in Children's Environments







CHANCE Goal

To prevent unhealthy weight gain and to promote healthy eating and activity habits among low-income children, through dialogue

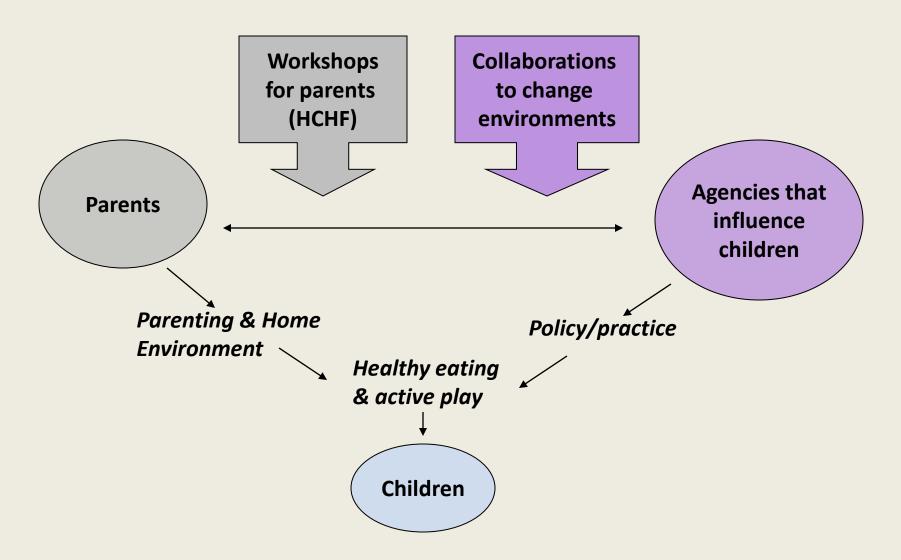






and collaborative action with parents and other influential adults who shape the environments where children live, learn, and play.

CHANCE Program Model



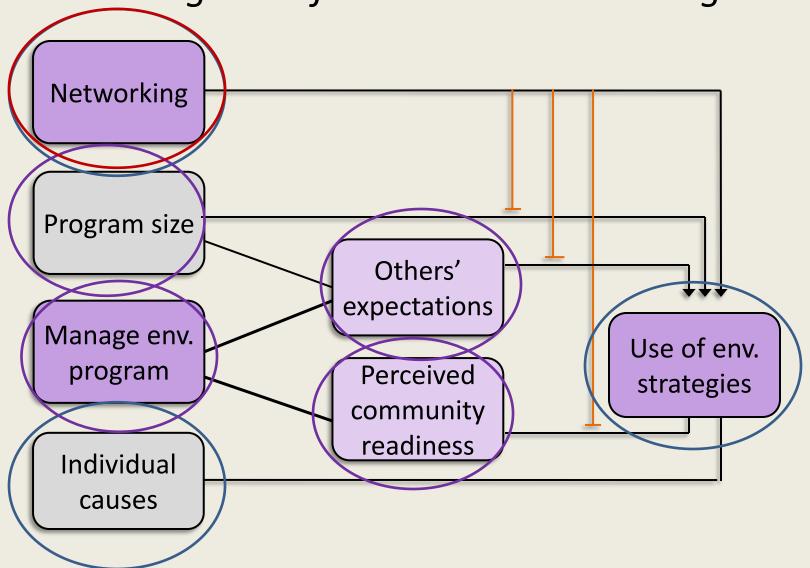
Goal

Initiate a participatory, formative project to understand if/how CE nutrition educators can broaden their roles to include environmental changes at the organizational and community level.

- Is it feasible for EFNEP staff to do this?
- What training and technical assistance are needed?
- What other supports are needed?

Initial Assessment:

Predicting Use of Environmental Strategies



Initial Assessment: Conclusion

- 1. Agents are using environmental strategies but at a low moderate level.
- 2. Networking, program size, perception of others' expectations, and perceptions of community readiness appear to facilitate agents' use of environmental strategies.

Approach

- 1. 7 diverse counties with some collaborative experience
- 2. Participatory approach
- Strategies developed covering spectrum:
 home environment → community level

Approach

- 4. Support provided
 - > Fiscal and human resources

\$30K per year per site

0.5 FTE paraprofessional (pp)

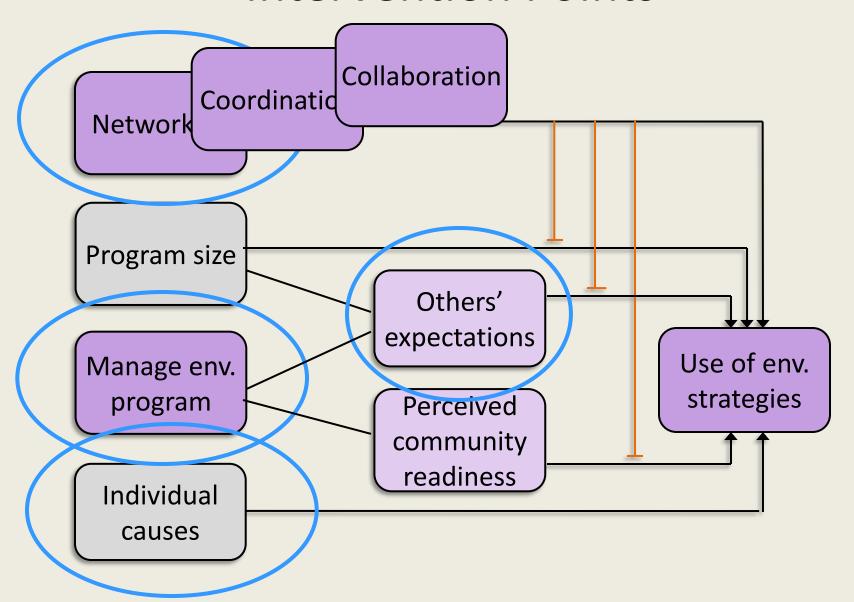
pp salary= ≥ 60% of budget

0.5 FTE state-level extension associate to coordinate and provide leadership

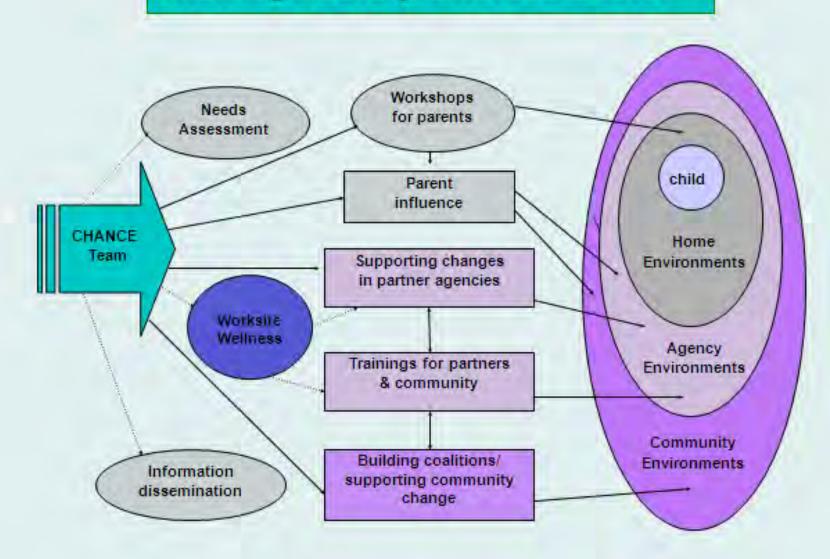
Approach

- 5. Support provided
 - > Multidirectional learning collaborative
 - Monthly
 - Group phone calls
 - Activity logs → follow-up & feedback
 - Frequent individual calls for technical assistance
 - Annual
 - Proposal: activities & budget
 - 2-3 site visits
 - All-project meetings
 - Continued funding dependent on involvement and commitment to process

Intervention Points



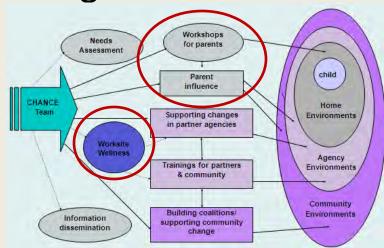
Making Healthy Choices Easier



Core Strategies

- Identify and support nutrition **staff development** strategies that increase skills and effectiveness in environmental change efforts.
- Develop and implement worksite wellness guidelines and practices.
- Extend EFNEP's reach through collaboration with partner agencies and larger communities to make environmental change.
- Engage in site-specific environmental change initiatives with partner agencies and larger communities that make healthy habits easier for lowincome families.

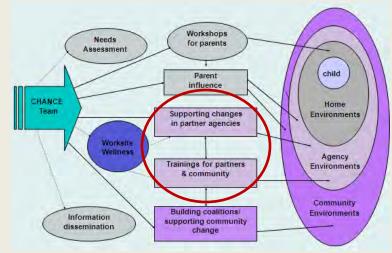
- 1. Training for and delivery of parent workshops that include environmental change:
 - Increased communication btw agent & pp
 - Home + non-home environment: influences on food and activity
 - Skill building:"Finding Solutions with Others"



- 2. Cornell NutritionWorks online course: *Preventing Childhood Obesity: an Ecological Approach* team with local partners
- 3. Worksite wellness activities in local CE

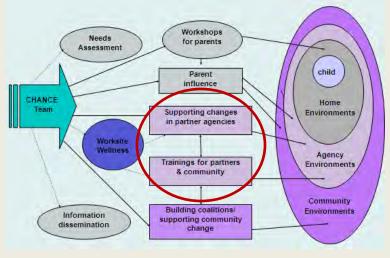
4. Supporting changes in partner agencies

Community mapping exercise
 to consider partnership
 expansion/development
 beyond recruiting



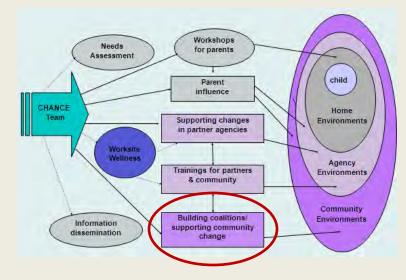
4. Supporting changes in partner agencies

- Community mapping exercise to consider partnership expansion/development beyond recruiting
- Local discussions about goals/plans with partners
 - networking
 - scheduling conversations to assess needs maintaining frequent contact
- Mentoring of PPs by agents & CHANCE Coordinator



5. Building coalition/supporting community change

- Coordination with agency partners
- Alignment with local coalition
 working on changes supporting
 healthy choices in children
 OR initiation of a local coalition



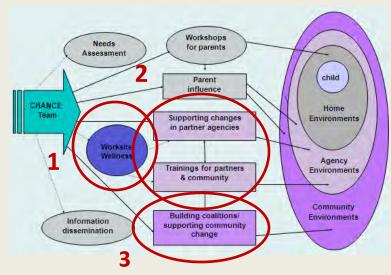
- Community Readiness assessment to assist with development of action plans
- 6. On-going participation in learning collaborative

Results

- Last 3 years' experience
 - 7 diverse sites; different contexts
 - Examples:
 - 2 of the longest running sites—

divergent contexts

Lessons learned



Rural County

Community-level environmental work for over a decade

1996-1998 Local food systems

collabor project

2004-2009 Eat Well Play Hard

(NYS Health Dept)

2011-present Creating Healthy Commun

(State Health Dept)

Com Readiness = 5/8

Agent: long term, high level connections with community committees and coalitions; track record with grants; commitment to env. chg & mentoring PP: HCHF development; lead CE worksite wellness; new roles with partner agencies & in community

Staff

History

Funding

- Relatively stable CE county funding provides some flexibility
- Contracts and close collaboration with County Health Dept

Rural Site: Worksite Wellness

- Leadership
 - Committee organized and chaired by PP
 - Leadership transitioned over time to other staff
- PP skill development building collaboration, facilitative leadership
- Activity examples
 - staff health survey
 - signage with messages
 - vegetable/fruit vending
 - walking maps with distances inside and outside
- Organization-wide policy
 - healthy food at meetings with food reimbursement policy
 - physical activity break for long meetings
- Model for local organizations

Rural Site: *Partnerships*

2010: n = 15

Community Action Planning Council

Council of Social Agencies Dept of Social Services

Library

School

Head Start

Food Policy Council

Health Dept

Faith-based organizations

Neighborhood association

2011: n = 21

New partnerships:

VA

3 with government hospital

New work in school



Rural Site: **Shifts in Focus**

"In the last couple of months.... I'm not sure what happened... but the group I've been working with made just this ideological shift. The language they are using is totally different... we went from this group who was all focused on doing this [one] event to really looking at the environment.... I am very, very excited about it!

So we are creating a <u>charter</u> for this group. They are looking at a <u>vending machine policy</u> for their building.... They are <u>changing how they celebrate birthdays</u>, they are really thinking about their environment and <u>what environment they are portraying to children and families</u> who come in..."

"I think what we find is they <u>don't get</u> [environmental level approaches] and you have to <u>use that language</u>. You have to challenge them a little bit at a time. You have to be <u>elbow</u> to <u>elbow</u> with them for a while and then all of a sudden they'll catch the concept..."

Rural Site: *Initiatives in Partner Agencies*

- Community gardens in several agency sites
- Salad bar in school cafeteria
- Trail improvement: clean-up, signage
- Healthy foods offered at many meetings/events
 - > policy implementation in several agencies
 - → community level ripple effect

Rural Site: **Building Coalitions/ Supporting Community Change**

CHANCE initiated coalition

- Begun with multiple long-standing partners.
- Originally facilitated by agent

 transitioned to facilitation by PP with mentoring; agent still involved
- Activities overlap with and build on those with partners.

Rural Site: **Building Coalitions/ Supporting Community Change**

Current Activities

- School wellness policy: develop & distribute list of healthy, affordable snacks for classrooms
- Increase number of community gardens.
- Plans for community kitchen.

Suburban Coun

Community level environmental work

- State Health Dept: Creating Healthy
 Places grant
- No evidence of past active collaboration promoting healthy eating or activity

Com Readiness = 3.5/8

Agent: long term; connections with various agency partners: recruitment & advisory

PP: HCHF development; cooperates CE worksite wellness activities; new roles with partner agencies & in community

2 other PPs: specific agencies

Staff

History

Funding

- County funding for human ecology programs in CE specifically targeted for elimination
- History of contracts with county
 Health Dept but number declining

Suburban Site: Worksite Wellness

- Team approach → leadership by PP
- Activity examples
 - Focus on education,signage, staff newsletter
 - Walking club
 - Breast-feeding room
 - Healthy snack options in reception area
- Organization-wide policy



Suburban Site: *Partnerships*

2010: n = 13

County Health Dept DSS Hospital Faith-based organization Mothers' group Hispanic outreach organization Schools School age child care center Family service agency Area restaurants & healthy bodega group (Creating Healthy Places grant)

2011: n = 20

New partnerships:

Latino Advisory Board

Housing Alliance

Additional schools

Suburban Site: Initiatives in Partner Agencies

- School wellness councils → changes in food available → development of wellness policy;
 Wrap-around approach: admin, teachers, parents, kids
- Community garden at child care center
- Wellness policy for children's food implemented at child care center
- Worksite wellness policy in one site
- Trainings on environmental influences
 partner agency public presentations

Suburban Site: **Building Coalitions/ Supporting Community Change**

CHANCE initiated coalition focusing on healthy food and activity for low-income children

- Facilitated by agent
- Focus on networking, information dissemination
- Difficulty moving beyond this to community action

"...people aren't gonna do a community level action plan. They can't commit to it.... Everybody is working in individual programs and the people who are working in individual programs may not be motivated presently to put in... Everybody is stretched and they have so much on their plate that they are not going to stress themselves and say, 'ok we'll do this and we'll do an action [plan]'...because they already have things in place that they need to take care of. "

Suburban Site: **Building Coalitions/ Supporting Community Change**

Current Activities

- Large public presentations
- State & county legislative initiatives banning sale of energy drinks to minors → buried in committee
- Marketing campaign promoting water availability >
 no movement to increase public water fountains
- Health Dept Creating Healthy Places grant
 - Healthy bodega initiative
 - Restaurant initiative: \$5 healthy meals subsidized by grant
- County vending machines: coalition member changed contract to include healthy choices

Lessons Learned from 7 Sites

- 2 urban
- 1 suburban
- 2 with mid-sized cities
- 2 rural)

- 1. <u>Essential supports</u> to develop skills & move from networking to collaborative relationships conducive to environmental change
 - Dedicated time
 - mentoring
 - technical assistance

2. "Healthy Children, Healthy Families: Parents Making a Difference!" translated into

- Understanding role of environment
- Using facilitation skills to "find solutions with others"
- Tool to use with partners

3. Worksite Wellness translated into skills/effective work with community partners

- Trying new activities and directions ->
 new understanding of role of the environment
- Facilitating discussions and change efforts with different stakeholders
- Dealing with resistance
- Developing credibility and passion

4. Environmental change requires

- on-going, long-term commitment
- dedicated time

5. PPs and agents can form a complementary team → in-depth collaborative environmental change work

- PPs need continued time and guidance
- Agents provide overall leadership, assist PPs in making connections.
- PPs often more successful in identifying spark-plugs & accomplishing change.
- Both PPs and agents can move initiatives forward as opportunities arise.
- Community coalitions require agent leadership but PPs can play a role.

PP: "Sometimes the manager is better at getting things set up.
I'm better at going in and getting things done."

Challenges

- Move from direct education to environmental change.
- Programs expected to meet education "numbers" –
 difficult to prioritize this "important" work in light of
 that "urgent" need.
- Long-term commitment few short-term outcomes.
- Community buy-in takes time; multiple, iterative steps; dedicated staff.
- "Spark-plug" identification in each environment difficult.
- Staff turnover in partner agencies frequent.
- Effective skill-building activities not fully identified.
- Need feasible, productive evaluation methods.

Conclusions

- Feasible for staff not easy or straightforward.
- Requires financial and human resources at the local level
- Requires financial and human resources at state level

Resources

- Edwards, R. W., Jumper-Thurman, P., Plested, B. A., Oetting, E. R.,
 & Swanson, L. (2000). Community readiness: Research to practice.
 Journal of Community Psychology, 28(3), 291-307.
- 2. Plested, B. A., Edwards, R. W., & Jumper-Thurman, P. (2006). Community readiness: A handbook for successful change. Fort Collins, CO: Tri-Ethnic Center for Prevention Research.
- 3. Findholt, N. (2007). Application of the community readiness model for childhood obesity prevention. *Public Health Nursing*, 24(6), 265-270.
- 4. Johnson, K., Grossman, W., & Cassidy A (Eds) (1996). Collaborating to Improve Community Health: Workbook and guide to best practices in creating healthier communities and populations. http://www.josseybass.com:Jossey-Bass

Acknowledgements



Tisa HillCHANCE Coordinator

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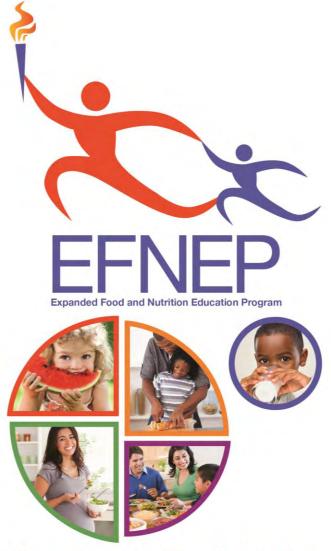


CHANCE Team





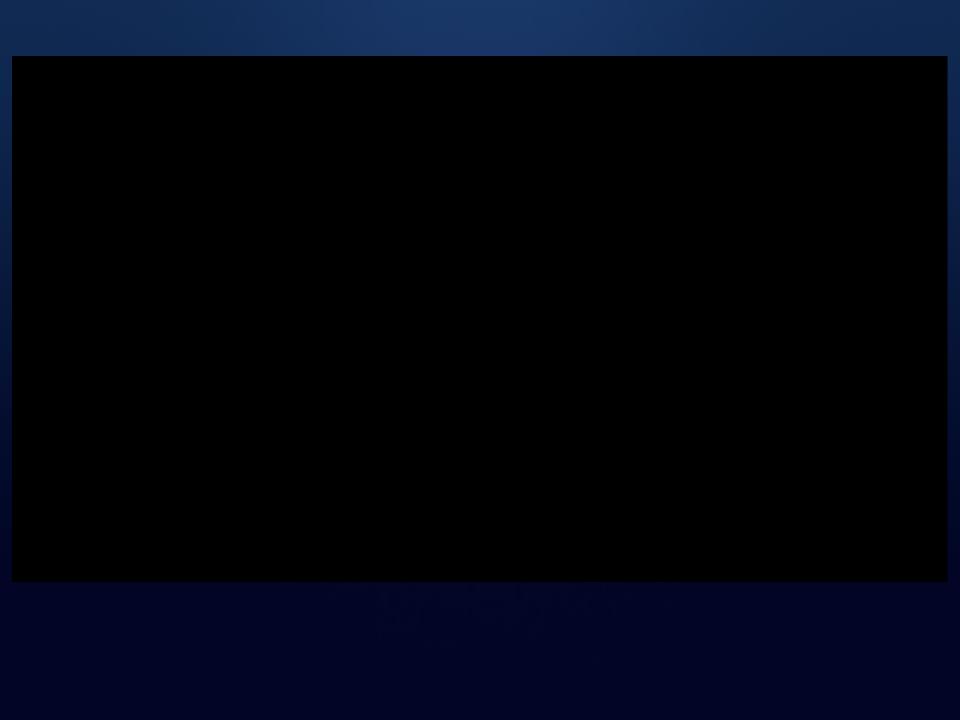




Carrying the Torch for the Next Healthy Generation National Coordinators' Meeting Arlington, Virginia • February 24-27, 2014

Confronting Suburban Poverty in America

Elizabeth Kneebone Brookings Institution



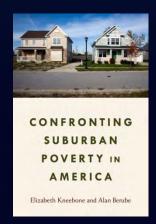
The geography of poverty and opportunity has changed



2 Current policies are not aligned to this new geography



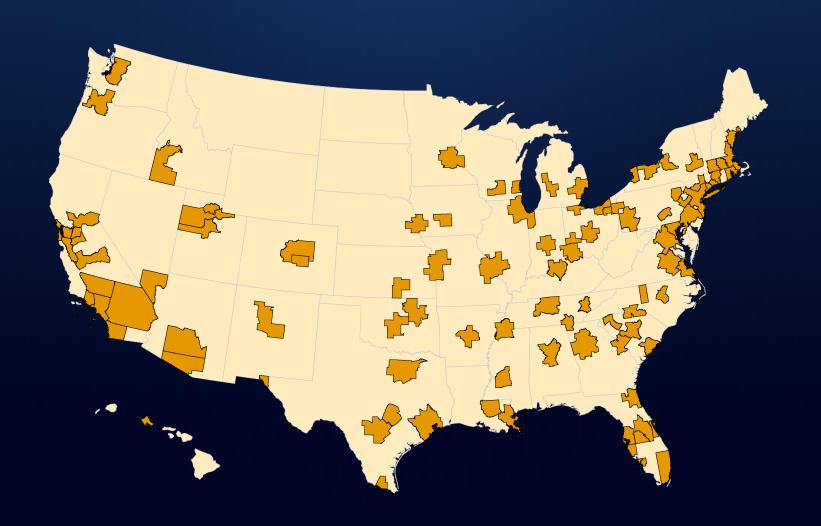
We need a new agenda for metropolitan opportunity



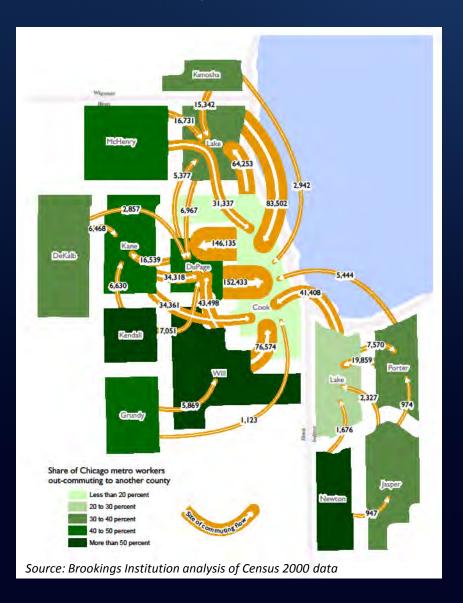
The geography of poverty and opportunity has changed



Much of our work focuses on the country's 100 largest metropolitan statistical areas, which house two-thirds of the nation's population



Metropolitan areas are statistical representations of "commuter sheds" and, by extension, labor markets



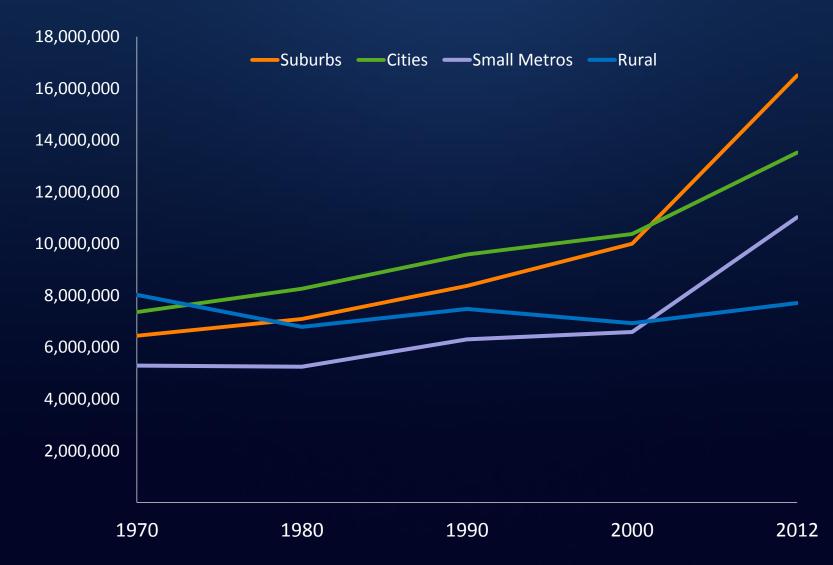
PRIMARY CITY in the 100 largest metro areas: First city in the MSA name; Any other named city with a population over 100,000

SUBURBS in the 100 largest metro areas: Remainder of the MSA outside the primary city or cities

SMALL METRO AREA: Any other MSA not in the top 100

RURAL: Any county not in an official MSA

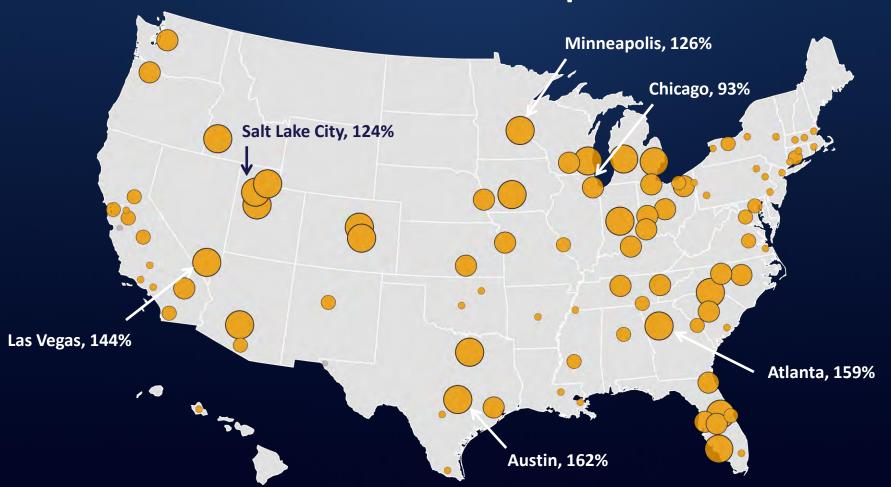
Today, suburbs are home to the largest and fastest growing poor population



NOTE: The federal poverty threshold for a family of four was \$23,492 in 2012

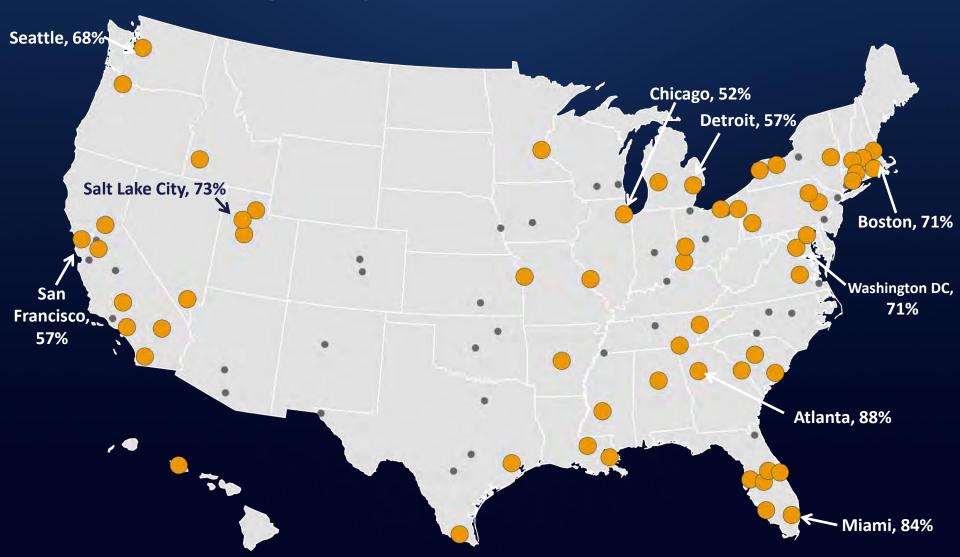
Source: Brookings analysis of U.S. Census Bureau data

Between 2000 and 2012, the suburban poor population increased in 93 of the top 95 metros

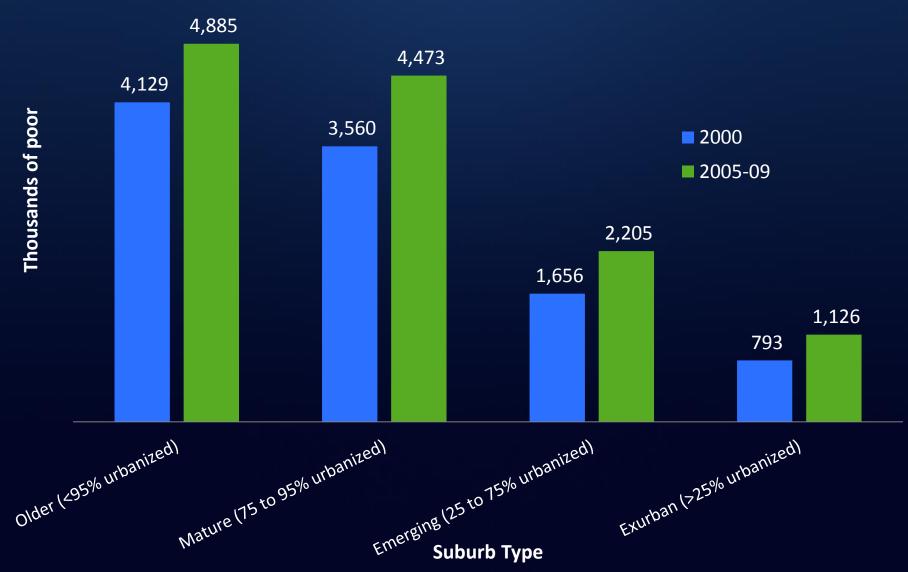




By 2012, 59 of the top 95 metros found the majority of their region's poor located in the suburbs

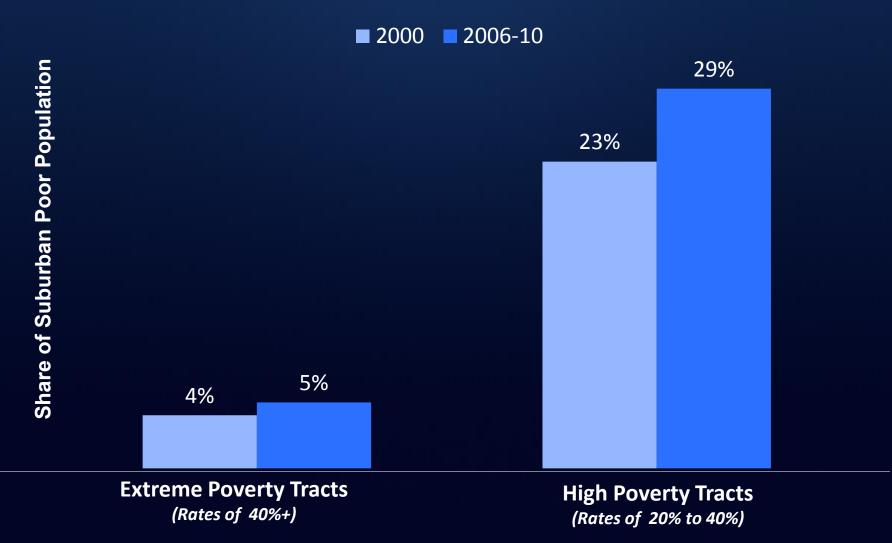


Poverty has grown beyond dense, inner-ring suburbs



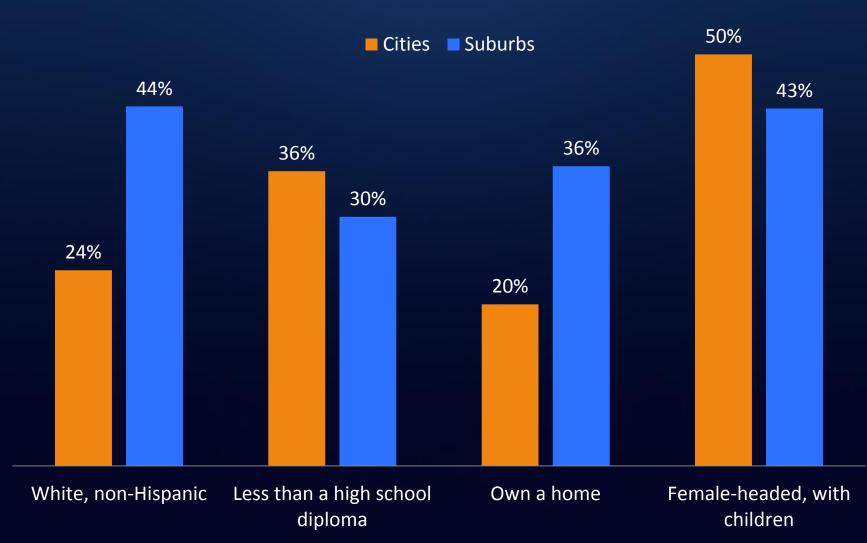
Source: Brookings Institution analysis of ACS and decennial census data

And at the same time, has become more concentrated

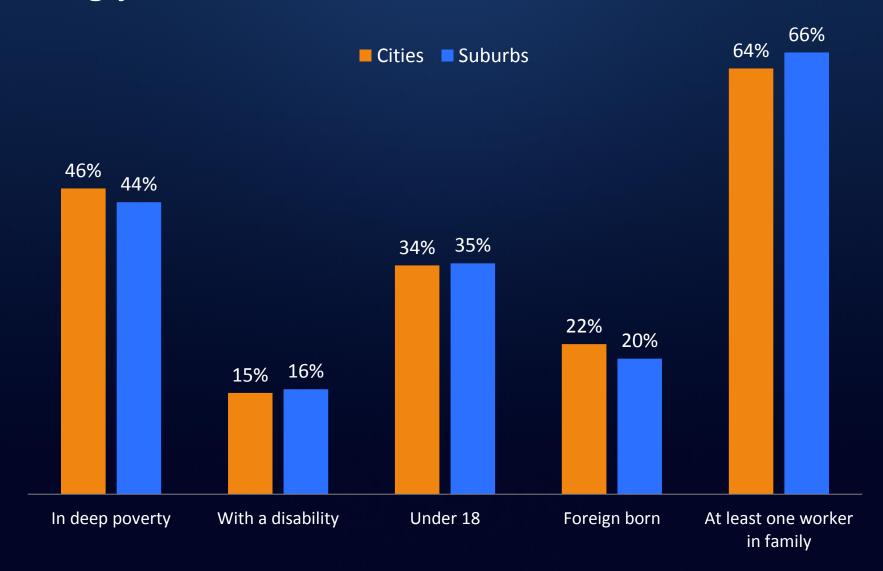


Source: Brookings Institution analysis of ACS and decennial census data

Some differences exist between urban and suburban poor residents



But in many ways, the suburban and urban poor are strikingly similar





Population Change



Immigration



Housing

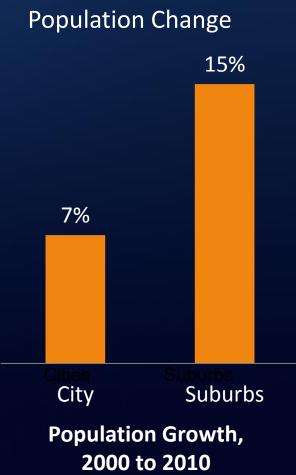


Job Location

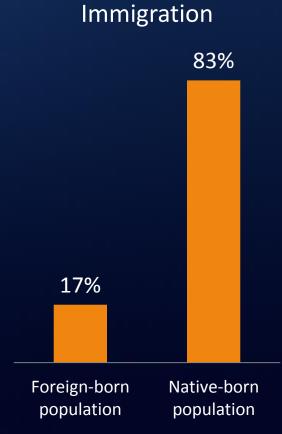


Regional Economy









Contribution to Growth in Suburban Poor Population, 2000 to 2009



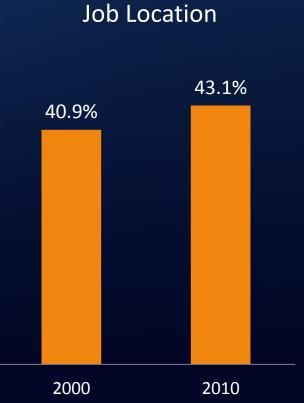






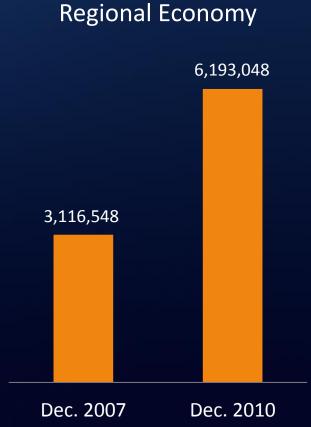
Share of Loans in Suburbs





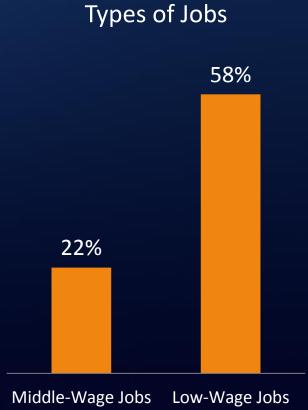
Share of Jobs Located 10 to 35 Miles from Downtown





Number of Unemployed in **Suburbs**





Share of Employment Gains
During Recovery
(2010 Q1 to 2012 Q1)

Suburban poverty brings added challenges



Transit Access



Limited Philanthropic Resources



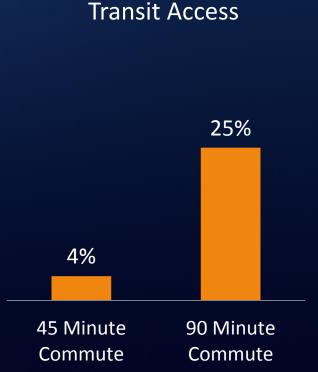
Strained Local Services



Change in School Populations

Suburban poverty brings added challenges

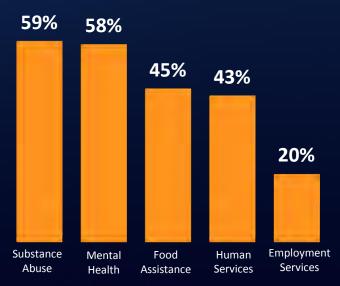




Share of Jobs Accessible from Suburban Low-Income Neighborhoods via Transit



Strained Local Services



Share of Suburban Municipalities in Chicago, DC, and LA with Registered Nonprofit





Grants Dollars per Poor Person, Chicago Metro Area 2008

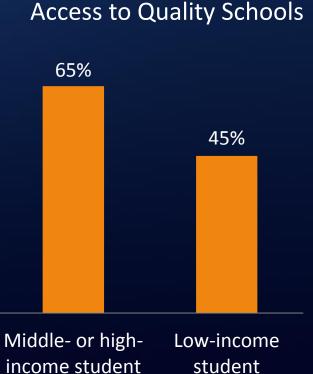


Change in School Populations



Percent Change in Number of Students Enrolled in Free and Reduced Price Lunch, 2005-06 to 2009-10





Share of students meeting proficiency standards in 2009-10

Current policies are not aligned to this new geography



The legacy system of place-based anti-poverty programs developed over decades does not map easily onto the suburban landscape

> Emergency Food and Shelter hersener pour ant based Rental Assistance; Sustainable Communities Regional Planning Grant Program: Housing Choice Voucher Housing Choice Voucher HCV) Family Self-Sufficiency; Housing Connseling

Food Assistance Child and Adult Care Food Program; The Emergency Food Assistance Program (TEFAP); Summer Food Service Program; Commodity Supplemental Food Program; WIC Farmers' Market Nutrition Program

\$82 billion 81 federal programs 10 agencies

Social Services ubstance Abuse Treatm Block Grant: Social Service Block Grant: Substance Abuse Prevention Block Grant; Community Mental Health Services Block Grant (MHSBG); Access to

Health Consolidated Health Centers (Community Health Centers, Migrant Health Centers, Health Care for the Homeless, Public Housing Primary Care, and School Based Health Centers); Affordable Care Act (ACA) Grants for Capital Development in ealth Centers; Title V Maternal and Child Health Services Block Grant rogram; Maternal, Infant, and Early Childhood Home Visiting Program

Job Training Job Corps; WIA Dislocated Worker Employment and Training Activities; WIA Youth Appropriation; WIA Adult Program; WIA Dislocated Worker National Emergency Grants; YouthBuild, Learn and Serve America. School and Community Based Programs: Supported Employment State Grants; Work Opportunity Tax Credit; Child Care and Development

Education

Title I - Improving The Academic Achievement Of The Disadvantaged; Head Start and Early Head Start; Improving Recovery (ATR) Teacher Quality State Grants; Adult Basic and Literacy Education reacher Quanty State Grants, Adult basic and Efferacy Education State Grants; TRIO: Upward Bound; Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP); Teacher Incentive Fund; TRIO: Student Support Services; College Access Challenge Grant Program; Mathematics and Science Partnerships; TRIO: Talent Search; Race to the Top -- Early Learning Challenge; TRIO: Educational Opportunity Centers; TRIO: Upward Bound Math Science; Parental Information and Resource Centers; Advanced Placement Program (Advanced Placement Test Fee; Advanced Placement Incentive Program Grants); School Leadership Program; Innovative Approaches to Literacy; Assets for Independence (AFI); IRS Volunteer Income Tax Assistance (VITA); 21st Century Community Learning Centers Child Care Access Means Parents in School Program; Advance placement incentive Program Grants; Qualified zone academ). bonds (QZAB); Charter Schools Program

Economic Development New Markets Tax Credit: Renewal New Warkets Tax Cream, Kenewar Tax Incentives, Community Tax Incentives, Community Tax Incentives, Community Development Financial Institutions Program: ARRA-INVESTMENTE OF PUBLIC WORKS AND ARRA-INVESTITENTS TO PUBLIC WORKS and Sonds Age A Economic Adjustment Economic Development Facilities, Recovery
Assistance Economic Devalopment Adjustment Assistance: Economic Development: Support for Planning Organizations: Community Assistance: Bank Enterprise Award: Economic
Technical Assistance. Development: Technical Assistance: Community Services Block Grant; Community Services Block Grant; Community Services Block Grant: Community Services Block Grant: Community Awards

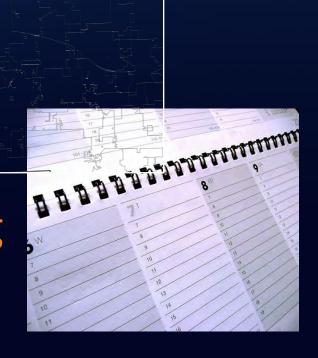
Suburbs face additional challenges

Lack of Capacity



Extensive Fragmentation

Inflexible, Unreliable Funding

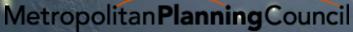


Yet innovators across the country are finding creative ways to navigate this system

















Western Reserve Land Conservancy Thriving Communities Institute

FROM VACANCY TO VITALITY





Emergency Food and Shelter broß swi. I Eusur pased Rental Assistance; Sustainable Communities Regional Planning Grant Program: Housing Choice Noncyte (HCA) Estuin Self Sufficiency, Housing Counseling Assistance Food Assistance Child and Adult Care Food Program; The Emergency Food Assistance Program (TEFAP); Summer Food Service Program; Commodity Supplemental Food Program, uc Farmers' Market Nutrition program (FN 1

Social Services Substance Abuse Treatment Block Grant; Social Services

Block Grant: Substance Abuse Prevention Block Grant; Community Mental Health Services Block Grant

(MHSBG): Access to Recovery (ATR)

Education

Community Tax Credity Renewall evelopment Financial Institutions Programs

Love Community Tax Incentives: Community

Love Community Tax Incentive ARRA-Investments for Public Works and conomic Development Facilities: Recovery Zone Bonds; ARRA. Economic Adjustine Title I — Improving The Academic Achievement O Education Assistance; Economic Agricultus; Para Education Planning Organic Development Adjusting Organizations; Comment. St. Disadvantaged; Head Start and Early Head Start; Ir reactions stance: Economic Economic Active reactions are Economic Desanizations. Teacher Economic Development: Conomic Development: Conomic Stance: Bank Pevelopment: Conomic Stance: Conomic Teacher Quality State Grants; Adult Basic and Litera State Grants; TRIO: Upward Bound; Gaining Early A areness all pany Economic Devolutions (Conomic Devolutions) (Conom Readiness for Undergraduate Programs (GEAR U Incentive Fund; TRIO: Student Support Services; C Challenge Grant Program; Mathematics and

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Partnerships; TRIO: Talent Search; Race to the T Learning Challenge; TRIO. Educational Opportuni TRIO: Upward Bound Math Science, Parental Inform ranced Resource Centers; Advanced Placement Program (Placement Test Fee; Advanced Placement Incentive P. Grants); School Leadership Program; Innovative Approact Literacy, Assets for Independence (AFI); IRS Volunteer Inco. Tax Assistance (VITA); 21st Century Community Learning Centersy Child Care Access Means Parents in School Program; Advanced lacement Incentive Program Grants; Qualified zone academ t Incentive Program Grants, Coasting Program of bonds (QZAB); Charter Schools Program of Sp. 6

Pos; WIA Dislocated Wo yment and Training Acti

outh Appropriation; W ogram; WIA Dislocates National Emergence outhBuild, Learn and School and Co Programs; Si fants; State Gr-Work Opportunity Tax erve America: Child Care and Development

Health

Consolidated Health Centers (Community Health Centers, Migrant Health Centers, Health Care for the Homeless, Public Housing Primary Care, and School Based Health Centers); Affordable Care Act (ACA) Grants for Capital Development in Health Centers; Title V Maternal and Child Health Services Block Grant Program: Maternal, Infant, and Early hildhood Home Visiting Program

Economic Development New Markets Tax Credit: Renewal

ard; Economic Assistance; Grant: Community Scretionary Awards

Achieve Scale

Collaborate and Integrate

Fund Strategically

The Road Map Project

South Seattle and King County suburbs



- Uses a collective impact, cradle to career model to close achievement gaps and improve outcomes, and relies on a consortium of public, private, and nonprofit stakeholders
- Works across seven school districts, including the city of Seattle and six suburban districts
- Employs a common set of metrics to track progress toward agreed upon goals

The Neighborhood Opportunity Network Montgomery County, MD



- A collaboration between the County, nonprofits, faith based community, and local philanthropy
- Targets high need areas with integrated and culturally competent services
- Builds awareness and community networks through door knocking, Neighbors Exchange, and Neighbor Circles

Ways to Work

44 offices across the country



- Uses a franchise model, partnering with existing service providers to co-locate loan offices that help low-income working families access affordable car loans
- Blends public and private dollars and contracts with local providers to offer wraparound counseling services
- Pilots new models for offering services and invests in evaluation

Achieve Scale

Collaborate and Integrate

Fund Strategically

You can find additional resources and sign up for updates on suburban poverty research and best practices on the book's

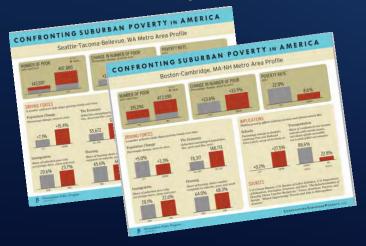
website:



www.ConfrontingSuburbanPoverty.org

The website provides a host of helpful resources:

Profiles of the top 100 metros



Tips for taking action

What Can Government Do? What Can Practitioners Do?
What Can Philanthropy Do?

What Can Government Do?

Officials at all levels of government can do many smart things to make the current system of place-based antipoverty policies work better for urban and suburban communities alike. Modest changes can lead to greater scale, enhanced collaboration and integration, and more strategic use of resources within the basic contours of today's system. These steps would allow more communities and families to access the supports they need to find new economic opportunity and a path out of poverty.

States and counties can do more to help eliminate fragmentation by creating incentives for collaboration across jurisdictions either through existing funding streams or by carving out program dollars specific to those efforts. For example, in Illinois, the governor signaled support for multi-jurisdictional collaborations by dedicating line-item funding to reward collaborative efforts that promote neighborhood stabilization efforts.

Counties, councils of governments and metropolitian planning organizations, which operate at a more effective scale for addressing the growing scope of poverty, also have a clear role to play. Counties that are not positioned to address the shifting geography of poverty could work with existing networks like the National League of Cities and the National Association of Counties, to access information and technical assistance, share best practices, and engage leadership on efforts to create and support more scaled and integrated solutions.

At the federal level, a number of policy efforts are integrating by example by attempting to cut across traditional agency lines and thereby promote integrated solutions at multiple levels of the system.

Case studies of innovators



Video



Infographic



ekneebone@brookings.edu

B Metropolitan Policy Program at BROOKINGS

www.ConfrontingSuburbanPoverty.org

EFNEP Youth Evaluation Implementation: Lessons Learned and Best Practices Input Gathered from the Youth Evaluation Survey and Round Tables Sessions

Administration of the youth evaluation tool:

In the classroom

- Build time into the first and last lesson. We have revised the visual presentation of the tests to be more kid-appealing.
- We had to stress with the program assistants to make sure to have enough time at the first class and at the last class to fill out the forms.
- Paraprofessionals administer the youth evaluation. We have them follow the script and read each and every question and answer selection option.
- Each nutrition educator gives the questionnaire at the beginning of the six-week series and again at the last class. Sometimes the teacher will give the questionnaire to their students if NEs are running out of time.
- Use scripts to make administration consistent: train program assistants and associates.
- We read the questions so all students hear the questions at the same time and we can answer questions if students have questions.
- For younger grades we always rely on classroom teachers' assistance with surveys. Sometimes we drop the surveys off the day prior so teachers can work one-on-one with the students.
- Go through each question, reading through every question mainly for those audiences with limited reading skills.
- Do it as a group: read each question aloud.
- Gather the forms and then review the questions on the forms and as a group select the correct responses. This allows the youth to have an answer if they were unsure.
- For K-2, important to explain to the children that they can circle more than one picture. Question 9 and 10 are easier because with the new format the pictures were taken away, only the smiley faces stayed.
- Using with mixed age groups can be a challenge; some sites separate kids into their age groups and give applicable surveys.
- Divide the group by grade levels and have volunteers help to do each group.
- Groups, separated according to the tool's age/grade level, had each question read and explained to them, before completion of the evaluation tool
- Copy surveys as a booklet to avoid missed pages.
- Pilot using clickers for the evaluation in the classroom
- Pilot making the evaluation more fun by giving kids stickers to mark their answers

Matching/confidentiality

- School attendance form is used to help generate alpha numeric codes to match pre & post
- Use the system from NV to keep youth data confidential. Sheet of paper asking name and date
 place on front of form. Includes a code at the bottom (can already be coded). When survey is
 turned in, the code is transferred to the survey and the front sheet is removed then stapled to
 blank exit survey. The code is transferred to the exit survey and the front sheet removed and
 shredded.
- Use removable stickers so the kids can write their names on the evaluations. It simplifies the pre/post matching process and maintains anonymity.
- Use kids' lunch numbers on the surveys instead of names
- Use child's name to match the surveys (IRB-approved)

• Use post-its or half-sheets with first name and last initial. Turned in as classroom bundles for county support staff who do data entry.

Data entry

- One campus person does all the data entry.
- Paraprofessionals are trained in on and enter youth survey data.
- Country staff does data entry.

Training staff on the youth evaluation tool:

- All staff have been trained on use. Follow up to ensure they understand the process will be undertaken and includes engaging them in dialogue to capture best ideas for refining our protocol.
- We offer training in the fall before the beginning of the grant year. Again in the spring if
 there is a need. We have found with a more mature staff that face-to-face is the best
 method for training for computer program work. Training was offered in 2013 on the new
 youth WEBNEERS tools. Also, new nutrition educators are trained on how to use the
 evaluation tool during their training.
- We did this training at the state level. We basically have 100% youth paraprofessionals conducting the evaluations.
- Done in individual county offices with staff following along on a laptop.
- We created a short online training that goes over the instructions and the forms step-bystep. Staff can watch this as needed. We also did group training and are doing individual training with new hires.
- All paraprofessionals are trained by a professional on using the evaluation tools. Training consists of understanding the importance of reading the questions and responses, if a youth asks a question that you respond that the question cannot be answered until after everyone is finished with answering all of the questions. Gather the forms and then review over the questions on the forms and as a group select the correct responses. This allows the youth to have an answer if they were unsure.
- We conducted a statewide webinar and the majority of the NEAs gained a good understanding of the methodology and how to submit paperwork. Recorded for later viewing or review.
- Training was conducted via WebEx and conference calls. Small groups of staff were trained over the course of the year.
- Training done face-to-face.
- On-line training modules for data entry.
- We have always done matched pre/post so the training was not as extensive as some other programs.
- Our staff is well-trained in facilitating evaluations. For the K-2, the problem comes with the
 fact that we deliver in schools and teachers often "assist" too much to prevent these young
 children from becoming frustrated.
- We do not train the grade school teachers; therefore, if time runs out and the class teacher gives the evaluation, we do not have the control on how it is administered.
- During our Youth Evaluation training, we had educators role play administering the evaluation and lead the staff in scoring the evaluation tool. This appears to have been successful. We also had a follow up Q & A session and provided follow up training to educators who expressed a need.
- We use the power points that we use with the youth and we have role played.

- Use sample tests to train paras on evaluation.
- Staff trained to read every single question and allow adequate time to answer.
- Go through the questionnaire, go through the scoring rubric to understand how they were scored (this second step was done very thoroughly with the data entry staff in the counties, particularly with the K-2 survey).
- Staff was trained according to directions provided but was trained to monitor difficulties
 encountered by participants in completing the tools and revise method of administration, as
 appropriate in various circumstances.
- Collecting their feedback re difficulties and telling them it is shared with the youth evaluation team: this way they feel like they can play a proactive role in getting the instruments changed.
- Tell them we have no choice: that we have to use these instruments.

Connecting the youth evaluation tool(s) with different youth curricula:

- We just modified our curricula to include all aspects of the youth evaluation tool.
- We word-smithed the old Professor Popcorn curriculum over the past several years to meet the USDA Dietary Standards and the EFNEP WEBNEERS youth evaluation questions for 1st, 3rd, and 5th grade.
- Ongoing working with tool to fit our curricula
- We had specific tools for each curriculum before the new youth evaluation tools.
- We are in the process of reviewing different youth curricula to make a change in the near future.
- We have and continue to revise the curricula to match the tool. The tool for K-2 matches our curricula, but we did have to make changes to curricula for 3-5.
- We enhanced our 6 lessons curricula with some skill-activities that would align with the evaluation tools and were not included in our original lesson plans.
- Add information and activities to supplement curriculum to meet evaluation tool requirements.
- Supplemental materials were used as needed to connect the curriculum with the youth evaluation tool(s).
- We have trained all paraprofessionals that it is a concept that we are teaching and the evaluation is capable of measuring that concept no matter the curriculum used.
- Keep the lessons focused on key concepts, such as MyPlate, and food groups.
- For each lesson, the goal is listed for the lesson which aligns to the survey questions

Procedures for Developing Online Training

Following are procedures for developing online training modules to be posted on Online@UT (Blackboard Learn). These steps were developed through a process and will continue to be modified as needed to serve as comprehensive guidance.

Online training has the potential to make training available to a wide audience at little cost. It also allows participants to review the content as needed to keep up-to-date on information. The instructions below are for creating online training to be hosted on Blackboard.

Length: While online training can be any length, consider breaking the content down into short, concise segments of no more than 10 minutes. Multiple segments can be created on different aspects of a topic if needed.

Presentation: To keep the audience alert and engaged, make the presentation as visually appealing as possible. It is also highly recommended to include audio and limit the amount of text participants have to read.

Instructions:

Setting up a Blackboard Course Site

- Blackboard serves as an excellent platform for managing online training. It is used primarily to house content developed elsewhere.
- To get started, it is highly recommended that users attend a face-to-face or online training on Online@UT (Blackboard Learn). Visit https://oit.utk.edu/instructional/tools/online/Pages/workshops-tutorials.aspx to register for either. A working knowledge of Online@UT (Blackboard Learn) is assumed in these instructions.
- Users who intend to manage the online training in Blackboard need to be set up as a leader. Contact Emily Tipton to be set up as a leader and to create the initial learning module.
- Once the learning module is created, users will be able to add content. As stated earlier, the majority of content will be created outside of Blackboard and uploaded.
- Online training content:
 - o The primary source for each learning module is a video explaining the content.
 - o Handouts serve to reinforce the content covered in the video.
 - Quizzes serve to assess knowledge gained and reinforce content.

Detailed instructions on creating videos and linking to the course are given below.

Before You Begin

There are several steps involved in creating an online training. Setting up a series of folders and subfolders on your computer will help to keep things organized and accessible. Everyone has their preferred way to organize folders and the following is a suggestion.

- Create a top level folder called Online Training to house all online training development content.
 - Create a subfolder for each online training and name accordingly.
 - If an online training will have multiple sections, create those

Content:

Visual content is developed in Microsoft PowerPoint

- A working knowledge of PowerPoint is assumed in these instructions. More advanced steps will be described.
- Pictures, animations and text should be included to make the presentation visually appealing and complement the audio. Their timing and duration should be carefully considered and text should be concise.
- Care should be taken not to include pictures that are copyrighted or contain brand name or proprietary information.
- Notes should be included for each slide. These will later become the audio segment of the training.

Audio content is recorded with Audacity software

- Audacity is free, open-source software available at http://audacity.sourceforge.net/
 - The program should be installed on the computer where the recording will be done.
 - o The settings should be left to their default.

Recording Audio

- A microphone is needed to record. Many computers have built in microphones that may give satisfactory results. A headset or free standing microphone can be attached to the computer as well. Users should test different options before recording audio for a training.
- Recording should be done in as quiet of an environment as possible. Noise from air conditioning, fans, people walking down the hall, etc. will be recorded. Also, sounds like shuffling papers or squeaking chairs will be recorded so minimize as much background noise as possible. Remember to silence office and cellphones and close email before beginning.
- Open the PowerPoint training with notes available. The notes will become the audio portion of the training.
- To begin recording, click on the red, round record button on the toolbar. This will start the audio track.
- Go through each slide and use the notes for your talking points. You can read the slides or use them as an outline to your presentation. Try to be as natural sounding as possible.

- The recording should continue through the whole presentation.
- o It's advisable to break momentarily between each slide and take a drink if needed. This will be removed during the editing phase.
- Recording can be paused if needed by pushing the pause button but should not be stopped until the entire recording is finished.
- o If a mistake is made, simply state that the slide will be recorded again and proceed with recording. The audio will be edited afterwards.
- To save, click File>Save Project and select the appropriate location. The file name should include the term (original) to differentiate it from edited files. This original file will be retained in case it's needed in the future. Audacity files are saved in multiple parts as a project that can later be exported to a usable format.

Editing Audio

- The original project should not be edited and should be preserved as is in case it's needed again
 in the future. If mistakes are made during editing the original file will still be accessible.
 Otherwise the presentation would have to be recorded again. To create a file for editing, click
 File>Save Project As and change the (original) to (edited).
- The entire presentation should now be in one track.
- It is important to start with as high quality presentation as possible.
- <u>Noise Removal</u>: A certain amount of hissing or static sound will likely be heard on even a high quality recording. To remove noise in Audacity:
 - o With the cursor, select a segment with just background noise. A few seconds is enough.
 - Select Effect from the toolbar, then choose Noise Removal.
 - Click on Get Noise Profile. This will get the profile from the audio just selected.
 - Next, click in the audio track and use the combination Ctrl+a to select all.
 - Select Effect from the toolbar, then choice Noise Removal again.
 - Settings should be left at their default.
 - Click OK to remove the noise identified in the Noise Profile.
 - The background hissing noise should now be removed from the entire recording
- Removing unwanted segments: Certain segments of the recording can be removed at this point, such as a slide the was started over, or noises that occur at the beginning or end of a slide.
 Momentary pauses between slides should be left in as they give time for a transition. Note that it is much more difficult to remove a word or sound from an otherwise good recording. It is best to start the slide or at least the paragraph again.
 - To remove an unwanted segment, use the cursor to highlight the segment.
 - Hit Delete on the keyboard to remove the highlighted segment.
- There are several other tools available in Audacity that will be explored in the future.
- Continue editing by removing unwanted sounds and mistakes to prepare the audio for the presentation.
- Be sure to save often during editing and once again at the end.

Combining Visual and Audio Content

- There is now a visual component created in PowerPoint and an audio component created in Audacity that need to be combined.
- With the recorded track displayed in Audacity, select the segment of audio that corresponds to Slide 1 using the Select tool. Leave a second or two of silence at the beginning and end for the transition.
 - o To select audio, place the cursor at the beginning of the slide audio and drag to the end.
 - Push the Play button to hear the selected audio.
 - If adjustments need to be made to the length of the selection at the beginning or end, take the cursor to that point until it changes into a hand with a pointing finger. Click and drag to the new position. Push Play again to listen. This can be done as many times as necessary until the correct audio is selected.
- Once the correct audio is selected, the audio needs to be changed into a usable format for PowerPoint.
 - O Click File> Export Selection and name the file according to the slide (e.g. Slide 1). Leave the Save as type: WAV (Microsoft) signed 16 bit PCM as is.
 - Save this file in the folder you've previously set up.
- Continue the process above until audio is exported for each slide
- Once audio is exported in WAV format for each slide, go to the PowerPoint with the presentation.
 - On each slide with audio, click Insert>Audio and navigate to the folder with the exported audio file for the slide. Select the audio file and click Insert.
 - o The file should now be inserted on the slide. Click the speaker icon and the play button to listen.
 - O Continue the process to insert all audio files into the corresponding slides in the PowerPoint. Be sure to save the PowerPoint file and note this may take longer because of the larger file size.

Creating the Presentation

- At this stage there is a PowerPoint presentation that includes audio files. Additional steps need to be taken to set up the presentation to play through with the proper transitions and timing.
- Animations: Slides with animations are more interesting than static slides. The visual component of the presentation should support the audio content and should be as attractive and engaging as possible. Animations are also used to set up the automation of the slideshow.
 - Select the first slide with animation and/or audio. On the Animations tab, click the Animation Pane.
 - Select the audio file denoted by an > and Slide #.wav.
 - Using the Re-Order button on the animation pane, move the audio to the top position.
 - Click the dropdown arrow and select Timing.
 - o Select Start: With Previous from the dropdown.

- Click the Triggers button and select Animate as part of click sequence.
- o Click OK when finished.
- If animations are already set up, click the dropdown arrow for each and choose Start with Previous. If animations are not set up, they should be added now.
- o To preview the slide, click Preview on the top left of the screen.
- To adjust timing of animations (besides audio), click on the appropriate item in the Animation Pane and slide left or right to decrease or increase start time.
 - Adjustments may have to be fine-tuned by previewing the slide several times and making changes until the animation starts at the correct time relative to the audio.
- Continue to make the proper adjustments on each slide until the animations are set correctly.
- Transitions: Transitions make the slide show progress automatically and are necessary to convert the PowerPoint to an online training.
 - Click on the Transitions tab and select a transition from the list. There are several options from which to choose. Fade is a good choice to start with.
 - Locate the Advance Slide setting on the top right of the screen. Deselect On Mouse
 Click, select After and specify a length of time. Five seconds is a good start.
 - Click Apply to All to have each slide transition automatically.
 - Change the time for each slide as appropriate. Note that the slide will
 not advance while audio is playing no matter what the specified time.

Converting the Presentation to Video

- At this point the presentation should be complete with all audio, animations and transitions. Be sure to complete all edits prior to the next steps.
- o Click File>Save & Send and select Create a Video under File Types.
 - By default, the settings should be Computer & HD Displays, Use Recorded Timings and Narrations.
 - O Click Create Video, name the file and specify where it should be saved. It may take several minutes for the file to save depending on file size.
 - Double click on the video you created to see the finished product. If you are not satisfied with the video, edits will have to be made to the PowerPoint presentation. The video file should be deleted and recreated using the above steps after making the edits.

Uploading the Video Presentation to YouTube

- o At this stage the video has been created for the online training. The file size is likely very large and needs to be converted to a format that is more useful in a streaming environment. YouTube allows users to upload videos and converts them into files that will stream over the internet.
- Setting up a YouTube account: A YouTube account has to be established before videos can be uploaded. Go to http://www.youtube.com/ and click Create Account. Follow the instructions to create an account.

- Once an account is created and you are signed in, click Upload from the menu at the top of the page. Then select the video that was created.
- o In the Basic Info tab, click the dropdown under Privacy Settings and select Unlisted. An unlisted video is a type of private video that can only be viewed by someone who has the exact link. It will not appear in any public space through a search or other functions.
 - To distinguish, a public video will be visible to all on YouTube. A private video requires
 that someone have a YouTube account and is limited to 50 viewers. An unlisted video
 allows essentially limiting the video to those enrolled in the course.
- On the Advanced Settings tab, make sure the Enable Embedding box is checked. This will allow the video to be embedded in Blackboard in the next step.

Embedding the Video on Blackboard Course Site

- Once the video has been created, it will be linked to the Blackboard course as discussed at the beginning of these instructions.
- Go to YouTube (http://www.youtube.com/) and sign in.
 - o Click the username on the right and choose Video Manager.
 - Click on the video that will be included in the course.
 - o Click Share below the video.
 - Click Embed
 - Make sure the Show suggested videos when the video finishes is unchecked
 - Check the USE HTTPS box
 - Choose 640X480 as the video size
 - Copy the embed code in the box
- In another browser window, go to the Blackboard site and navigate to the place where the video will be accessed.
 - o From the menu in Blackboard, click Build Content and choose Item
 - o Give the content a descriptive name
 - In the Text area, choose the <> to change to HTML Source mode.
 - Paste the embed code copied from YouTube.
 - o Leave settings in 2., 3. and 4. As is.
 - o Click submit.
 - o The video should now be visible and accessible on the course site. Click play to view.

Youth Evaluation Checklist Process

- Make copies of cover sheet and evaluation for class. Staple cover sheet to top of evaluation (pre). I also recommend making extra copies of the evaluation for the post.
- 2. Handout evaluations at class. Ask students to fill in their name on the cover page (and any other needed information). Provide instructions on how to complete the evaluation (pre).

- 3. After class, assign an ID number for each student. You may handwrite the ID number or print it. If printing labels, you will need three labels for each ID number.
- 4. Place one label on the cover sheet, one label on the completed attached pre survey, and the last label on a blank post survey.

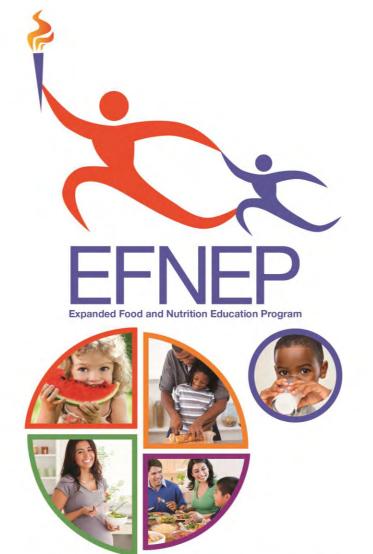


- 5. Remove the cover sheet from the pre survey and staple it to the post survey with the corresponding number. The post surveys are now ready to distribute to this youth group at the last session.
 - We recommend bringing a couple extra blank surveys for students that did not complete a pre evaluation.



- After the post evaluations are administered, you may discard the cover page for each survey. We recommend writing the ID numbers at the top of the youth group enrollment form.
- 7. Now you may match the pre/post by ID number and enter the checklists in WebNEERS.





Carrying the Torch for the Next Healthy Generation National Coordinators' Meeting Arlington, Virginia • February 24-27, 2014

TRAINING FOR A WINNING TEAM

What every new EFNEP Coordinator needs to know

Monday, February 24, 2014

Carrying the Torch for the Next Healthy Generation National Coordinators' Meeting Arlington, Virginia • February 24-27, 2014

New Coordinators' Session Ice Breaker Activity

- 1. Find your matching partner
- 2. Decide who goes first.
- 3. Introduce yourself...where you work, how long with EFNEP.
- 4. What attracted you to EFNEP?
- 5. What is the best part of your job?
- 6. What challenges do you have that you hope can be addressed at the conference?
- 7. Share something unique about yourself.

Agenda

Moderator: Jennifer McCaffrey, University of Illinois

3:30 pm: Welcome & Icebreaker activity

3:45 pm: EFNEP Overview, Policies and Procedures-

Helen Chipman, USDA - NIFA

4:00 pm: EFNEP Target Audience, Peer Educator Model-

Linda Drake, University of Connecticut

4:20 pm: Break

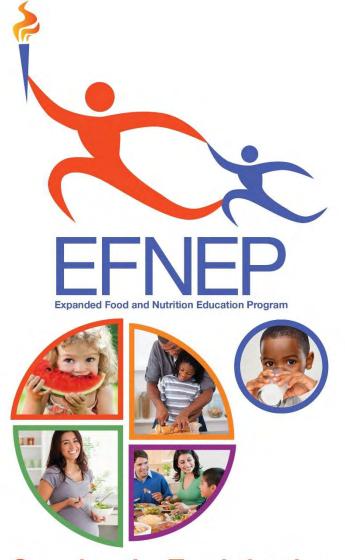
4:30 pm: Program Evaluation – WEB NEERS Reporting

Requirements, Tools, Deadlines-

Stephanie Blake, USDA - NIFA

• 4:50 pm: Curricula Resources- Kathy Raphael, Michigan State

5:00 pm: Q & A open discussion



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Pre-Conference: What Every New Coordinator Needs to Know

Helen Chipman, PhD, RD

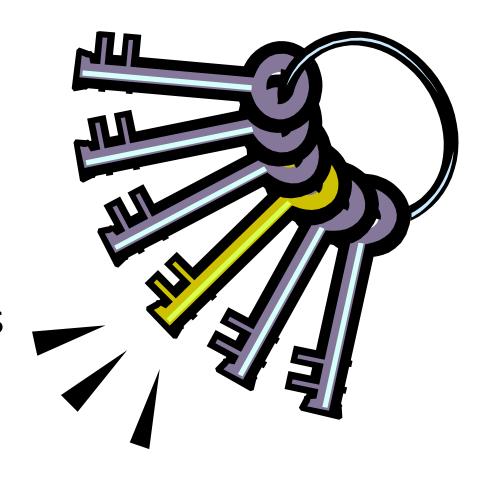
National Program Leader, Food

and Nutrition Education,

NIFA/USDA

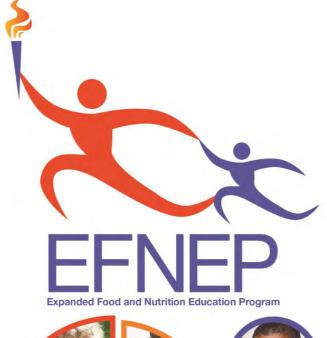
Six Keys To Success

- Follow Policies
- Utilize Resources
- Beat Deadlines and Goal Targets
- Build Relationships
- Ensure a Strong
 Central Presence





Represent EFNEP – All Times, All Places





Carrying the Torch for the Next Healthy Generation National Coordinators' Meeting Arlington, Virginia • February 24-27, 2014

ESSENTIALS OF THE EFNEP MODEL

Reaching and Teaching

EFNEP Target Audiences

Limited resource families with young children

Low income youth

Low income communities



Reaching Target Audiences How and Where?

Adults?

Youth?



The EFNEP Paraprofessional Model

Why Paraprofessional Educators?

Peers can relate to audience and vice versa

Subject matter knowledge can be less important

It's easier to train someone with facts but hard to train empathy or life experiences



Paraprofessionals in EFNEP today

- Changing Roles of Paraprofessionals
- Supervisory Roles & Program Logistics
- University Policies and EFNEP



The EFNEP Paraprofessional Model— Variation across States

- Hiring
- Orientation and Initial Training for new Hires
- On-going Updates and Staff Training
- Motivating & Encouraging good work
- Credentialing



Core Competencies

- What are Core Competencies?
- Primary uses of Core Competencies
- Core Competencies developed for paraprofessional nutrition educators
- https://www2.ag.purdue.edu/programs/hhs/efnep/Pages/Coordinators.aspx
- Core Competencies for Coordinators
- http://www.nifa.usda.gov/nea/food/efnep/efnep.html
- http://www.nifa.usda.gov/nea/food/fsne/development.html



Hiring EFNEP Paraprofessionals

- Getting the right person—Qualifications
- Recruiting, advertising
- Selecting candidates for interviews
- Interviewing team
- Interview process & questions



Orientation & Initial Training

- Purpose of Orientation & Initial Training
 - Content
 - Teaching Skills
 - Paperwork, Record-keeping
- Training Outline
- Assignments
- Checksheets



On-Going Staff Training & Development

- Training on Topics:
 - Nutrition
 - Food Safety
 - Food Resource Management
 - others
- Training on How to Teach
- http://www.learningbydialogue.com/tellingtoteaching.html
- Maximizing Paraprofessional Potential
- http://www.krieger-publishing.com/html/stackprofpractices 33.html



Training Staff using Alternative Delivery Methods

- Alternatives to Face to Face Delivery Methods for Staff Training
 - Remote & On-line
 - Computer based
 - Independent-study
 - Job shadowing



Training Staff using Alternative Delivery Methods

- Advantages of Alternative Delivery Methods:
 - Available just-in-time, as needed
 - Information can be applied immediately
 - Local support
 - Individualized training plans



Use of Assessments and Records to Guide Training Plans

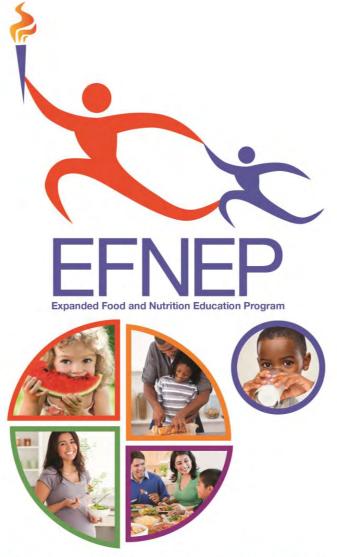
- Paraprofessional Performance Reviews
- Data and Reports from WebNEERS
- Use of Core Competencies Assessments



Keeping Paraprofessional Staff Motivated

- Rewards
- Recognitions, Awards
- Thank-you's





Carrying the Torch for the Next Healthy Generation National Coordinators' Meeting Arlington, Virginia • February 24-27, 2014

Reporting Requirements & Program Evaluation

Stephanie M. Blake, USDA-NIFA

EFNEP Reporting Requirements

- Capacity Request for Application (RFA)
- 5-Year Plan/Annual Update
- Budget & Budget Justification
 - Preliminary Submission
 - Final Submission
- WebNEERS (Year End) Data



EFNEP Reporting Requirements

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Capacity Request for Application (RFA)

- What it is: The application each LGU must submit to receive their EFNEP funding allocation.
- When it is due: 45 days after the RFA is published (deadline varies year to year)
- How it is submitted: Grants.gov



EFNEP Reporting Requirements

- Capacity Request for Application (RFA)
- 5-Year Plan/Annual Update
- Budget & Budget Justification
 - Preliminary Submission
 - Final Submission
- WebNEERS (Year End) Data



5-Year Plan/Annual Update

- What they are: The program plan each LGU must write and submit for approval.
- When they are due:
 - 5-Year Plans: July 1st, every 5th year
 - Annual Updates: Nov 1st, all other years
- How they are submitted: WebNEERS













Reporting Cycle





















Reporting Cycle



EFNEP Reporting Requirements

- Capacity Request for Application (RFA)
- 5-Year Plan/Annual Update
- Budget & Budget Justification
 - Preliminary Submission
 - Final Submission
- WebNEERS (Year End) Data



Budget & Budget Justification

 What they are: The spreadsheet and the narrative description of Federal budget expenses each LGU must prepare and submit for approval.

When they are due:

- Preliminary: Nov 1st
- Final: 45 days after Institution allocation amounts are published (deadline varies year to year)
- How they are submitted: WebNEERS

EFNEP Reporting Requirements

- Capacity Request for Application (RFA)
- 5-Year Plan/Annual Update
- Budget & Budget Justification
 - Preliminary Submission
 - Final Submission
- WebNEERS (Year End) Data



WebNEERS (Year End) Data

- What it is: The annual report data (adults, youth groups, staff) submitted through EFNEP's online evaluation and reporting system.
- When it is due: Nov 1st
- How it issubmitted: WebNEERS



Test your Knowledge



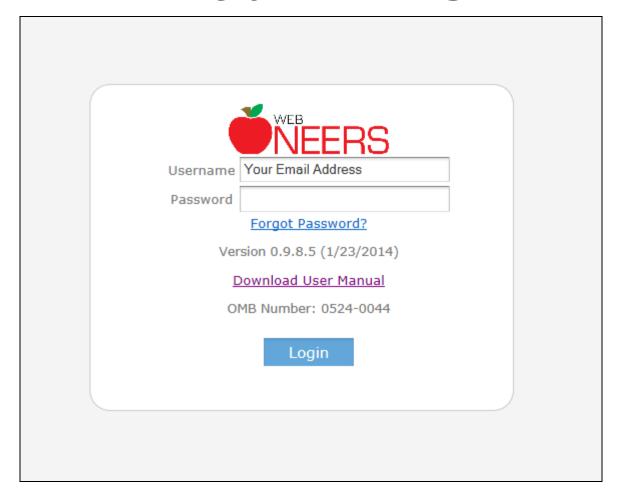
WebNEERS

- Web-based Nutrition Education Evaluation and Reporting System (WebNEERS)
 - Adult, Youth Group, Staff Data
 - 5-Year Plan/Annual Update
 - Budget & Budget Justification

www.webneers.net

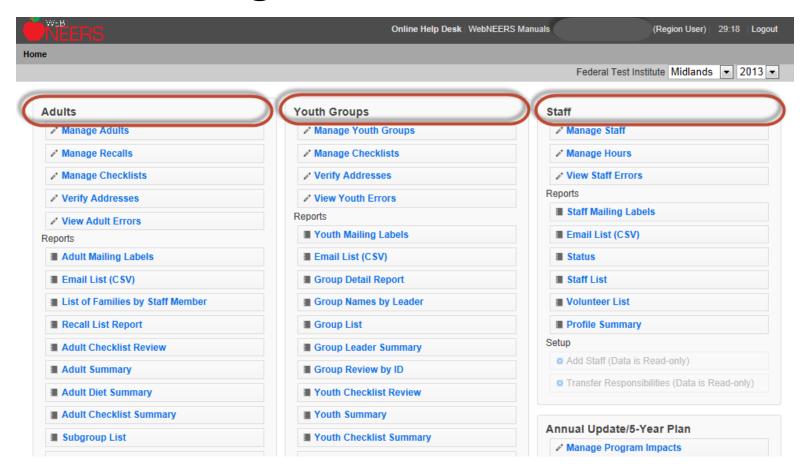


WebNEERS



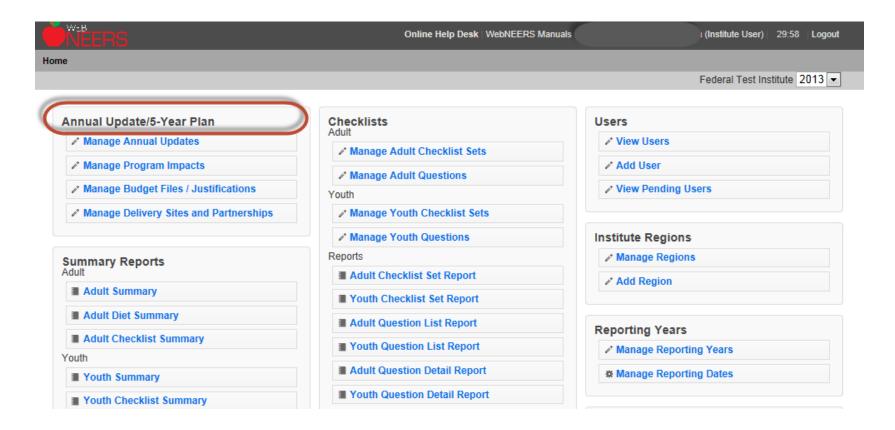


Region Level User



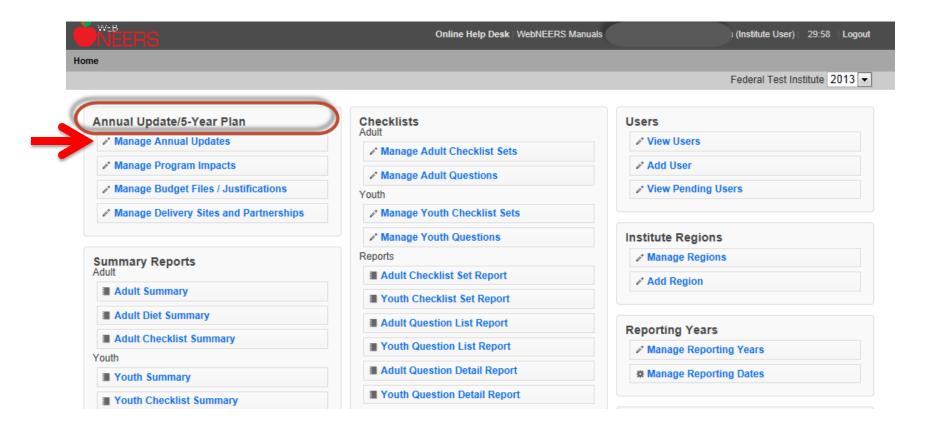


Institution Level User



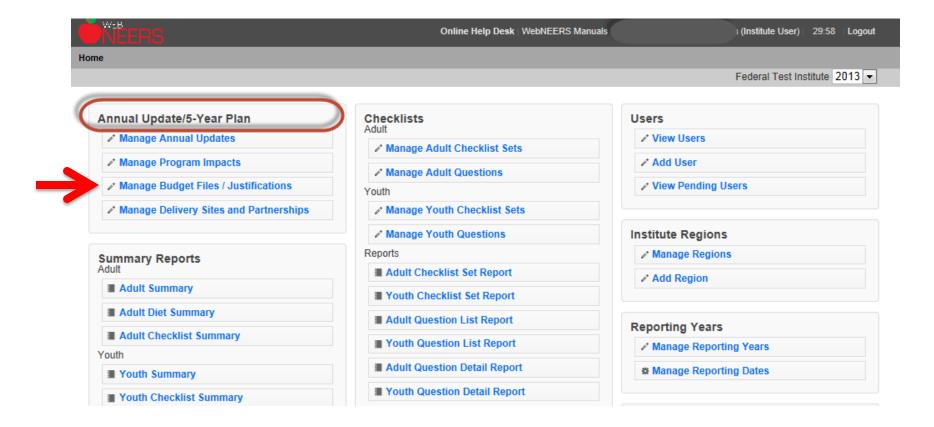


Institution Level User





Institution Level User





WebNEERS

 Resources available – www.nifa.usda.gov/webneers



Instructions

Nutrition

Web-based Nutrition Education Evaluation and Reporting System (WebNEERS)

The Web-based Nutrition Education Evaluation and Reporting System (WebNEERS) replaced the Nutrition Education Evaluation and Reporting System version 5 (NEERS5). WebNEERS is a secure system designed, hosted, and maintained by Clemson University. WebNEERS is accessed through the Internet via Internet Explorer, Firefox, Google Chrome, and Safari web browsers. It incorporates local, university, and federal components of the current NEERS5 as well as new elements such as the EFNEP 5-Year Plan/Annual Update, the EFNEP budget and budget justification, and the social ecological framework of the Community Nutrition Education (CNE) logic model. Additional information is available below.

WebNEERS Information

· Preview of WebNEERS

Getting Started

- · Access to WebNEERS (username and password required):
 - EFNEP: WebNEERS | Test Site
 - SNAP-Ed: WebNEERS
- Instructions
 - User Manual
 - End of Year Processes: Full Instructions | Region Level Only
 - · Budget & Justification
 - Annual Update
- · Training Modules
- · Sample Forms: Adult | Youth

Technical Support

- Frequently Asked Questions: WebNEERS
- · Online Help Desk (username and password required)
- Wish List





Instructions





Training Modules

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Sample Forms

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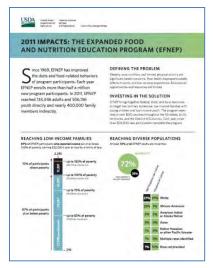
Technical Support

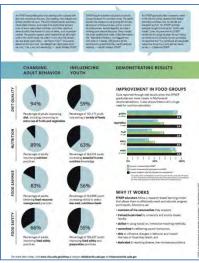
- Frequently Asked Questions: WebNEERS
- Online Help Desk (username and password required)
- Wish List



Program Evaluation

- National Impact Reports
- Tier Data Reports
- Institution Level Feedback Reports







Test your knowledge



Questions?





stepping up to the

PLATE

National 2013 EFNEP Meeting

RECRUITMENT: A WHOLE NEW BALLGAME

~Recruitment Storyboards~

Jovita J. Lewis

Alabama Cooperative Extension System



March 11-14, 2013 | The Fairfax at Embassy Row





Characteristics of EFNEP Recruitment

- Active and on-going
- Many methods, no "one" sure way
- Relies on physical clues
- Peer Educator's Non-verbal Communication
- Peer Educator's Verbal Communication





What is the issue?

- Increasingly challenging to actively recruit the target audience
- Number of referrals from local agencies is declining
- Changing demographic landscape





What is the Need?

 Innovative recruitment methods for adults and youth in the target audience





How Do We Recruit?

- Word of Mouth
- Brochures
- Flyers
- Agency Referrals
- GED Program
- Churches
- Food Banks
- Health Clinics

- Newspaper
- Radio
- Community Action
- Thrift Stores
- Boys and Girls
 Clubs
- YMCA
- SNAP-ED



Create and use a Storyboard





What is a Storyboard?

A storyboard is a teaching strategy most used by educators, to help students keep track of main ideas, illustrated important scenes in a story and to increase reading comprehension.





Why use storyboards for EFNEP Recruiting?

Target Audience

- Visually communicates the program
- Able to see EFNEP in action
- Participation of some encourages the participation of others





Why use storyboards for EFNEP Recruiting?

Peer Educators and Supervisors

- Helps to clarify basic idea of EFNEP
- Helps to analyze the part of the program that we want to showcase
- Facilitates creative thinking





How do I create a storyboard?

Select:

- Main point in a logical sequence
- Template Design
- Visuals or pictures
- Text attributes
- Color scheme





Recruitment Storyboard Venues

- Health Fairs
- Parenting Fairs
- School Faculty Meetings
- Agency Advisory Board Meetings
- Parent Meetings (PTO, HeadStart)





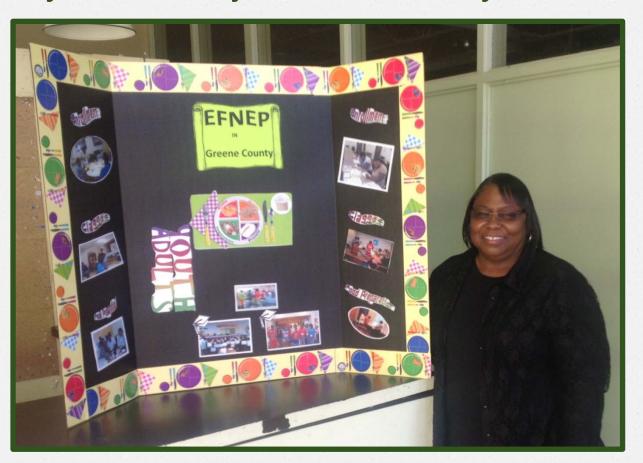
Emily Hines, Marion County, Alabama







Mary Ann Henley, Greene County, Alabama







Delores Lewis, Tuscaloosa County, Alabama







Amanda Haynes, Calhoun County, Alabama







What is our task?

Using a template design, plan an EFNEP Recruitment Storyboard idea with a small group that will peak and attract the interest of the target audience.



Thank you for your time and attention!



RECRUITMENT: A WHOLE NEW BALLGAME

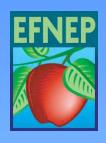
Development of
Promotion/
Recruitment Materials
for EFNEP

Susan S. Baker, EdD Colorado State University



March 11-14, 2013 | The Fairfax at Embassy

Purpose



Develop recruitment materials for two audiences:

- 1) Agency partners
 - Agencies serving adults
 - Agencies serving youth
- 2) Potential participants

Materials for Agencies



Conducted interviews with current and potential agency partners targeting:

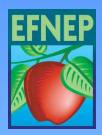
- Youth
- Adults
- Pregnant and parenting teens

Materials for Agencies



- Interviewed current agency partners
- Drafted materials based on feedback
- Conducted interviews with potential agency partners using drafted materials
- Finalized materials based on feedback

Adult Agency Brochure



What is EFNEP?

A research-based program that works with your organization to:

- Assist limited-resource families in acquiring knowledge, skills, attitudes and changed-behavior necessary for nutritionally sound diets.
- Contribute to personal development and improvement of the total family diet and nutritional well-being.

Who is eligible for EFNEP?

Individuals who are eligible for assistance programs such as Supplemental Nutrition Assistance Program (SNAP), WIC, or Head Start, are also eligible for EFNEP.







Expanded Food and Nutrition Education Program For curriculum details, please visi www.eatingsmartbeingactive.com

For more information about the program, please visit: www.efnep.colostate.edu

Local Contact Information

Colorado State University, U.S. Department of Agriculture, and Colorado counties cooperating. Extension programs are available to all without discrimination. USDA is an equal opportunity provides



Education Program



Exceptional, hands-on nutrition education for adults

Colorado State University Extension

What does EFNEP provide?

- An 8-12 lesson, interactive, researchbased nutrition curriculum
- Adaptable material to meet each participant's needs
- Lessons delivered in small groups or one-on-one sessions

Participants receive...

- Water bottle
- Grocery shopping list
- Produce brush
- Measuring cups and spoons
- Stretch band and physical activity booklet
- Food thermometer
- · Recipe booklet
- Graduation certificate



to areate healthy recipes and learn the

Participants learn how to...

- · Read food labels
- Save money on groceries
- Make healthy food choices
- Be more active

Optional lessons are available addressing nutrition during pregnancy, feeding a new baby, introducing solid foods, and feeding





What participants had to say ...

"I look at nutrition labels for fat and sugars. I try to eat more vegetables by adding them to my meals and I eat smaller portions rather than eating till I'm full."

- Participant from El Paso County

"I personally like the classes because I learned some easy and nutritious recipes, as well as how to properly use the thermometer." - Participant from El Paso County

"My success has been great! I've started to eat healthier and I don't eat out as much. I've also started cooking which is a huge change for me, but I am trying!"

- Participant from Denver County

Youth Agency Brochure



What is EFNEP?

A research-based program that works with your organization to:

- · Assist limited-resource families in acquiring knowledge, skills, attitudes and changed-behavior necessary for nutritionally sound diets.
- Contribute to personal development and improvement of the total family diet and nutritional well-being.

Who is eligible for EFNEP?

At schools and after school programs where at least one half of the kids are on free and reduced lunch, all of the kids are eligible for EFNEP







Expanded Food and Nutrition Education Program www.efnep.colostate.edu

Local Contact Information

Colorado State University, U.S. Department of Agriculture, and Colorado counties ecoperating. Extension programs are available to all without discrimination. USDA is an equal opportunity provider and employer.







education for youth and children

Colorado State University Extension



FOR THIRD GRADE

What they learn...

- Key concepts of MyPlate
- How to keep food safe How digestion works

What they do...

- · Taste a variety of healthy foods
- . Be active in fun, creative ways
- · Read labels to make



FOR FOURTH GRADE

What they learn...

- How much they should eat from each food group
- How digestion works
- . How to read a food label
- . How to keep food safe

What they do...

- · Plan healthy snacks and meals
- . Choose a healthy snack by reading a food label
- Practice taking food temperatures to be sure food is safe to eat
- and more!



Kids love FFNFP!

good, healthy snacks!"

"Thank you for coming to our class. I learned that grains are good for you. I liked when we made pizza."

- Student from Pueblo County

"We learned a lot from you and had some

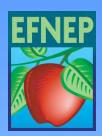
- Student from Denver County

Development of Recruitment Materials for Potential Participants



- Conducted focus groups with participants completing EFNEP
- Drafted materials based on feedback
- Conducted focus groups with potential participants with drafted materials
- Finalized materials based on feedback

English Participant Brochure



What is EFNEP?

The Expanded Food and Nutrition Education Program (EFNEP) provides hands-on nutrition education through a series of lessons. Each group meets once a week, for eight to ten weeks. Best of all. EFNEP is free for those who are eligible!

Who can attend?

If you are eligible for programs such as Supplemental Nutrition Assistance Program (SNAP), WIC, or Head Start, you are eligible for EFNEP.





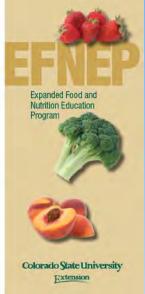


Expanded Food and Nutrition Education Program For more information about the program, please visit

Local Contact Information



Colorado State University LLS. Department of Agriculture, and Colorado countee cooperating. Extension programs are available to all without discrimination. USDA is an equal opportunity provider



With EFNEP lessons. you will receive nutrition information, recipes, and:

- Water bottle
- Grocery shopping list
- Produce brush Measuring cups and spoons
- Stretch band and physical activity
- booklet · Food
- thermometer





EFNEP participants learn about healthy eating and being active. Each lesson lasts about 60 to 90 minutes. Lessons are taught one-on-one or in groups.

You'll learn about ...

- Healthy eating and cooking for less
- Saving money at the grocery store
- Keeping food safe
- . Being active
- Cooking

Planning meals And, you'll prepare and taste new recipes at each lesson.

EFNEP also offers four optional lessons. You can attend one or all of these

- Eating Smart and Being Active During Pregnancy
- Feeding Your New Baby Feeding Your Baby Solid Foods
- Feeding Young Children



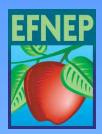
What participants had to say ...

"I've learned important skills in the kitchen; how to properly cook and thaw meat, how to eat healthier, and how to shop smarter."

"The exercise has helped me to have more

"You can't ask for a better way to learn about food, making your children healthy, and meeting new people!"

Journal of Nutrition Education and Behavior GEMS



GEM No. 503

Recruiting EFNEP Agency Partners: Process and Materials

Susan S. Baker, EdD¹; Garry Auld, PhD, RD¹; Lauren Burdock, MS¹; Emily E. Biever, MS¹; Kathryn McGirr, MS, RD¹; Nancy Ann Banman, PhD²

INTRODUCTION

The Expanded Food and Nutrition Education Program (EFNEP) was created in 1968 in response to the concerns about hunger in the United States.1 The Expanded Food and Nutrition Education Program uses paraprofessional educators who represent the target audience to teach basic nutrition, food safety, food resource management, and physical activity to limited-resource families.2 According to the Colorado State University EFNEP Web site, a common way for both adult and youth participants to be referred to the program is through community agencies affiliated with EFNEP.3 Prior to this project, Colorado EFNEP did not use any printed materials to recruit potential agency partners, and there was a lack of recruitment materials for potential EFNEP participants.4

METHODS

Parallel to the process for participant recruitment materials, \$^{4}ENP agency recruitment materials developed by other states were used to solicit feedback from current and potential agency partners. Brochure developers used the same social marketing theory. So and business communication literature. When creating the recruitment materials, as occurred with the participant recruitment materials development. Adequate

white space, realistic color, and photographs instead of clipart helped with readability and appropriateness of the materials for the intended audience.⁹

In Phase 1, 5 officials from agencies that were currently partnering with EFNEP were interviewed individually to obtain their opinions about EFNEP and 5 EFNEP recruitment brochures from other states. In Phase II, potenial agency partnes were shown draft recruitment brochures created after Phase I They were asked to give their opinions on which brochure was more appealing, what they would change, and what they felt was important to include in the final version. In both phases, 2 individuals independently reviewed the interviewer's notes.

RESULTS

Five interviews were conducted with officials from current EFNEP partnering agencies in 2 counties. Agency officials illied brochunes that included personal feedback from clients, detailed explanations of what the clients on the class, the knowledge clients gain from the program, and information arranged by bullet points instead of full sentences. Agency officials felt that the recruitment brochures targeting potential agencies should include an emphasis on the following: the

hands-on cooking component of the program; that participants get to eat the food they make; an itemized list of what participants receive with the program; the topics of EFNEP lessons; the contact information for the local EFNEP paraprofessional educators; and the graduation certificate participants receive upon completion of the program. They also appreciated statements explaining that EFNEP provides nutrition education to other agencies and can refer dients to other agencies as well as evidence that EFNEP can adapt to accommodate the needs of an agency's audience. From this information, 2 draft recruitment brochures targeting agencies serving adults and 2 draft recruitment brochures targeting agencies serving youth were prepared for Phase II of the research.

In Phase II, interviews were conducted in 2 counties with 5 agency officials not currently partnering with EFNEP. These agency officials preferred the 1-page, double-sided sheet to the tri-fold brochure, citing the readability and content, especially the information about EFNEP lessons, the lesson enhancements, and quotes from participants. As far as design, interviewees liked the colors, large font. ample white space, big photos with an ethnic mix of participants (in the youth materials), and that the information fit on 1 sheet of paper. Agency officials indicated that the following information increased their interest in partnering with EFNEP: the program provides nutrition education; the inclusion of a physical activity component; the adaptability and the hands-on, interactive nature of the program; and the nutrition information and the lesson enhancements received by the EFNEP participants.

Suggested changes to the materials include making the "What is EFNEP?" section more concise, adding photos with more ethnic diversity for the adult materials, and clarifying the eligibility guidelines of the program on

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lesson enhancements, and quotes
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Behavior, 43(6), 551-554.

Baker, S., Auld, G., Burdock, L., Biever, E.,

EFNEP Agency Partners-Process and

McGirr, K., & Banman, N. (2011). Recruiting

Materials. Journal of Nutrition Education and

Food Science and Human Nutrition Department, Colorado State University, Fort Collins, CO 2CSU School of Social Work Center for Life-Long Learning and Outreach Education, Colorado State University, Fort Collins, CO

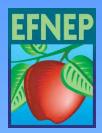
[†]Lauren Burdock and Emily E. Biever were graduate students at the Food Science and Human Nutrition Department, Colorado State University at the time this study was

Address for correspondence: Susan S. Baker, EdD, 102 Gifford Building, Food Science and Human Nutrition Department, Colorado State University, Fort Collins, CO 80523-1571; Phone: (970) 491-5798; Fax: (970) 491-8729; E-mail: Susun.Baker@colostate.edu

] Nutr Elke Ehker. 2011;43551-554

^{©2011} SOCIETY FOR NUTRITION EDUCATION AND BEHAVIOR doi:10.1016/j.jneb.2011.05.011

Journal of Nutrition Education and Behavior GEMS



GEM No. 502

Recruiting EFNEP Participants: Process and Materials

Lauren Burdock, MS[†]; Garry Auld, PhD, RD¹; Kathryn McGirr, MS, RD¹; Nancy Ann Banman, PhD²; Susan S, Baker, EdD¹

INTRODUCTION

In response to hunger in the United States,1 the Expanded Food and Nutrition Education Program (EFNEP) was created in 1968 to provide information about nutritious food choices. food safety, food budgeting, and physical activity to adults and children with limited resources.2 The Expanded Food and Nutrition Education Program is taught by paraprofessionals who come from the target population. According to Colorado State University EFNEP, families are usually referred to EFNEP by program participants and graduates; community agencies affiliated with the EFNEP also refer adults and children.3 Prior to this project, Colorado EFNEP did not use any printed materials to recruit potential EFNEP participants, similar to the lack of recruitment materials for potential EFNEP agency partners.*

METHODS

Participant recruitment materials were developed using other state of EFNPP recruitment materials as example, as well as feedback from current and potential EFNEP participants. Social marketing hency^{5,5} and business communication literature^{2,6} were considered in the development of the recruitment materials. By including ample white space, realistic color, mel photographis, and limited information on the materials, developers aimed at increasing readability and acceptability of the materials by the target audience.²

In Phase I, focus groups were conducted with current English-speaking (3 groups) and Spanish-speaking (2 groups) EFNEP participants who had completed at least 6 lessons of an 8-lesson EFNEP curriculum. Participants were asked about their EFNEP experiences and opinions of 3 EFNEP recruitment brochures from other states. Participants' opinions were used to draft content for English- and Spanish-language brochures, In Phase II, focus groups (2 English and 2 Spanish) were conducted with potential EF-NEP participants (EFNEP eligible but no experience with EFNEP) who were recruited from Share Our Strength's Cooking Matters (formerly Operation Frontline)-a program that teaches participants how to choose and prepare healthful, inexpensive meals10-to solicit opinions on the drafted recruitment materials. In both phases, two individuals independently analyzed the focus group transcripts to identify themes. Finally, after results from Phase II were analyzed and edits made to the brochures, EFNEP paraprofessionals were asked to review the materials and provide input.

RESULTS

The focus groups had common themes within and between language groups. Phase I participants said that before they joined EFNEP, learning about program benefits, such as improved murition knowledge and learning to eat healthfully, were the

knowledge and skills that would have attracted them to the program. After attending the EFNEP, participants appreciated learning about nutrition labels, food safety, portion sizes, saving money at the grocery store, and preparing grocery lists before shopping. If participants were to describe EFNEP to their friends, they would emphasize that they learned how to ear more healthfully, gained nutrition knowledge that could benefit their families, received lesson enhancements (instant-read thermometers, measuring cups, etc.), and learning to cook new food thems.

Comments about the 3 brochures used from EFNEP in different states indicated that the information on saving money and learning to eat nutritiously would attract people to the program. Participants also liked pictures of people participating in the program because they give a better idea of what occurs during EFNEP classes. Overwhelmingly, the groups preferred a brochure that contained quotes from EFNEP participants, an explanation of the EFNEP, and the benefits of participating. The Phase I focus group data were used to construct 2 draft brochures in both English and Spanish.

In Phase II, Cooking Matters participants were asked their opinions about the draft brochares developed after Phase I. Participants liked the information about EFNEP, the descriptions of the Seating Smart - Being Active lessons, the optional lessons for pregnant women and new parents, and the incentives of receiving free lesson enhancements for attending EFNEP. People suggested adding more photos of ethnically diverse participants and pictures of real fruit instead of clin at.

For the brochure design, participants preferred white backgrounds with color accents, larger fonts, less text, more pictures, and more information about the program. Input from EFNEP paraprofessionals was also included, leading to the final Burdock, L., Auld, G., McGirr, K., Banman, N., & Baker, S. (2011) Recruiting EFNEP Participants-Process and Materials. Journal of Nutrition Education and Behavior, 43(6), 548-550.

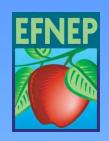
¹Food Science and Human Nutrition Department, Colorado State University, Fort Collins, CO ²CSU School of Social Work Center for Life-Long Learning and Outreach Education, Colorado State University, Fort Collins, CO

[†]Lauren Burdock was a gradua≢ student at the Food Science and Human Nutrition Department, Colorado Sta≢ University at the time this study was completed.

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Phone (970) 491-5798, Fax: (970) 491-8729; B-mail: Susan,Baker@colostare.edu J Nite Elice Belev. 2011;43:548-550 62011 SOCIETY FOR NUTRITION EDUCATION AND BEHAVIOR. doi:10.1016/j.ineb.2011.04.004

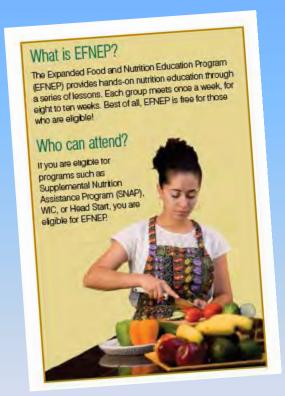
Additional Recruitment Materials

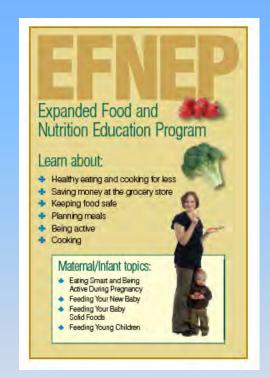


- Developed a "brand"
- Additional materials developed
 - Posters
 - Banners
 - Flyers
 - Lock boxes

Display Board



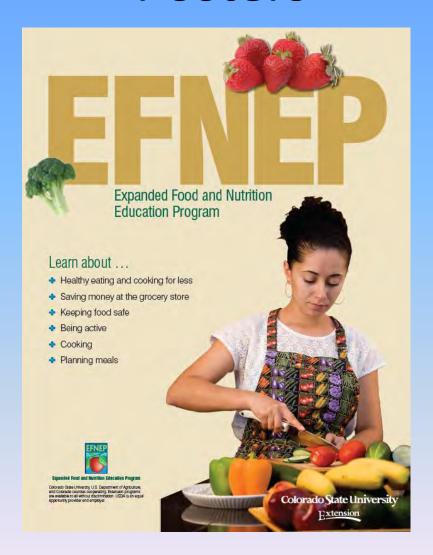




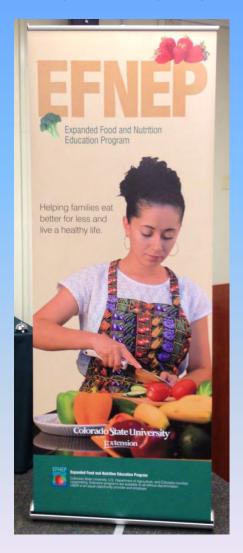


Posters





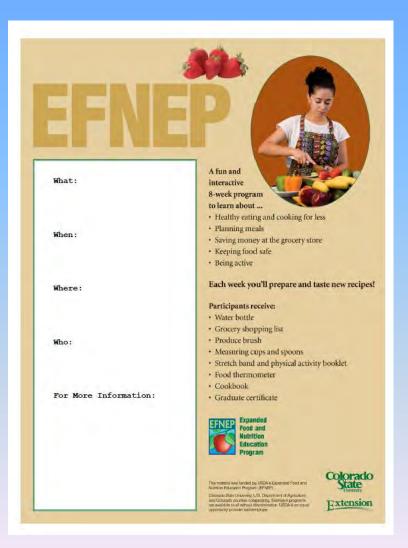
Banners



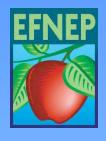


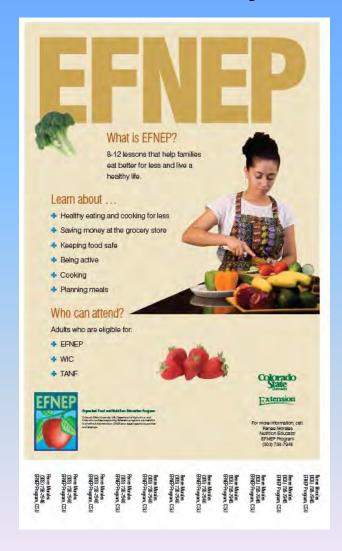
Customized Flyers



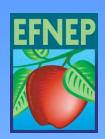


Tear-off Flyers





Lock Boxes and Referral Pads



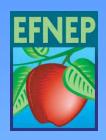


Colorado State		EFNEP
Extension		
I am interested in free l cooking, and		
Please co.		
Name:	Phone:	
I have children under 18 years of age	. TYes	□ No
Mailing address or e-mail address:		
This material was		
Expanded Food and Nutrition		rogram (FENER)

Promotion/Recruitment Materials Available for Your Use





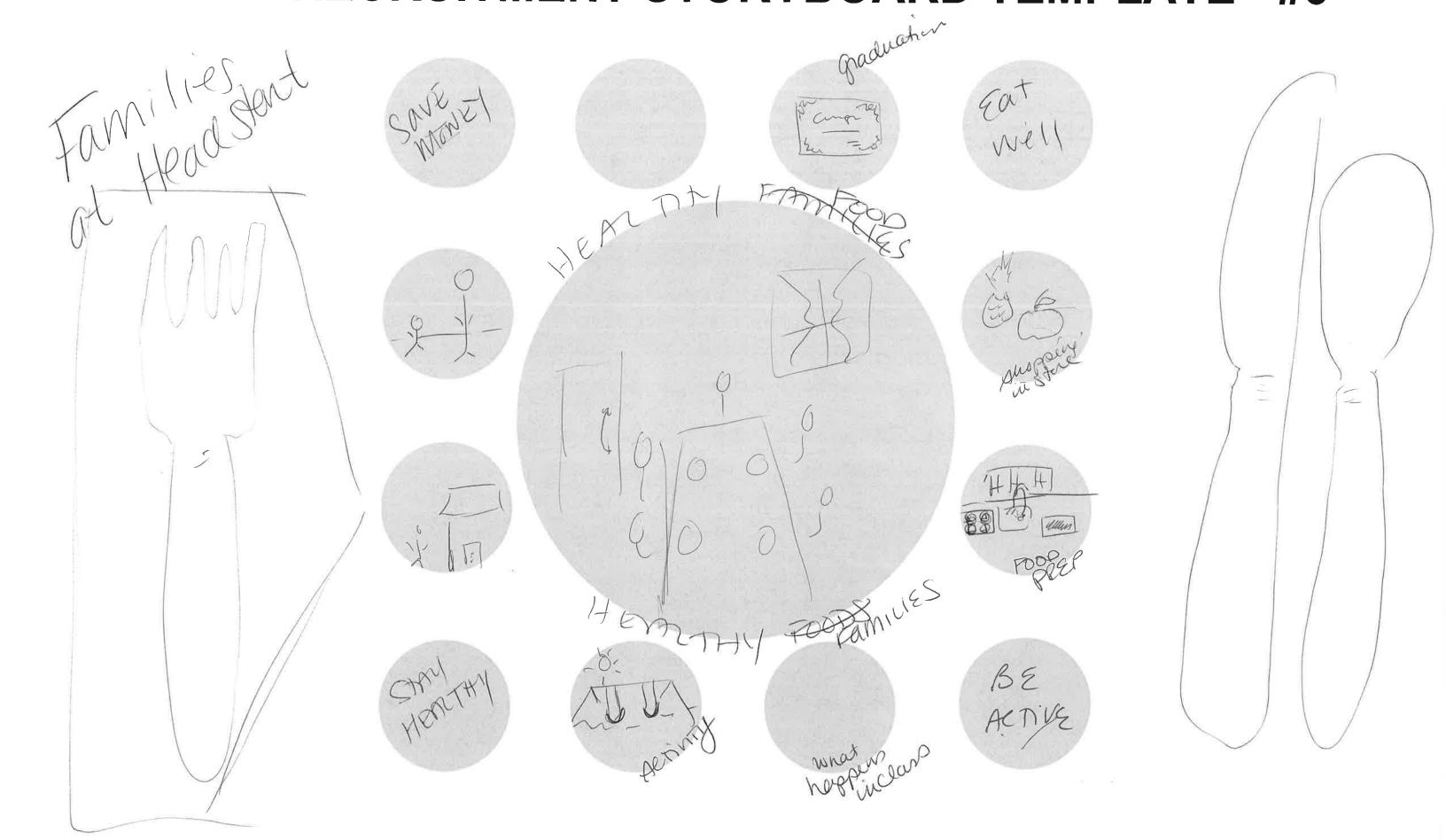


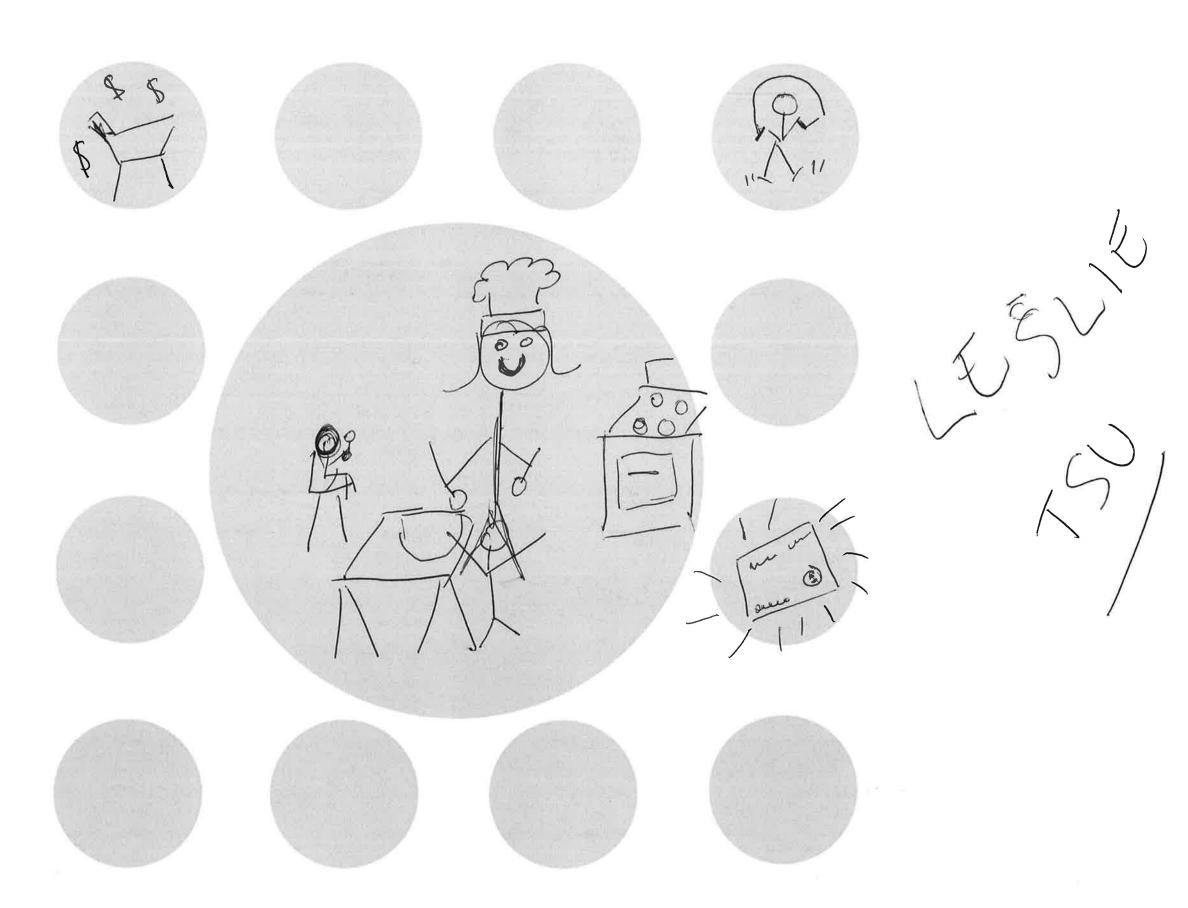
Development of Promotion/Recruitment Materials for EFNEP

Susan S. Baker, EdD Colorado State University





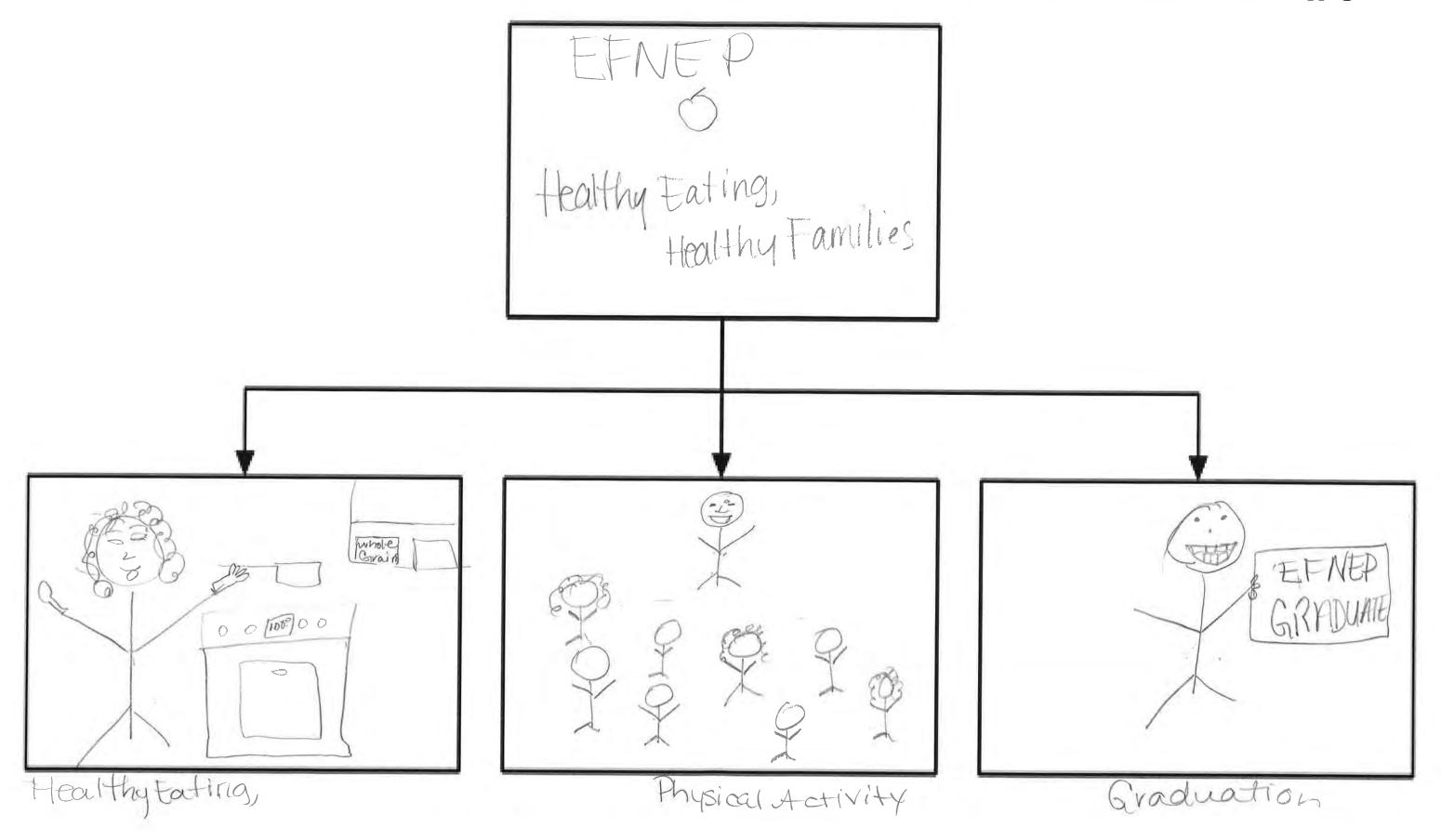


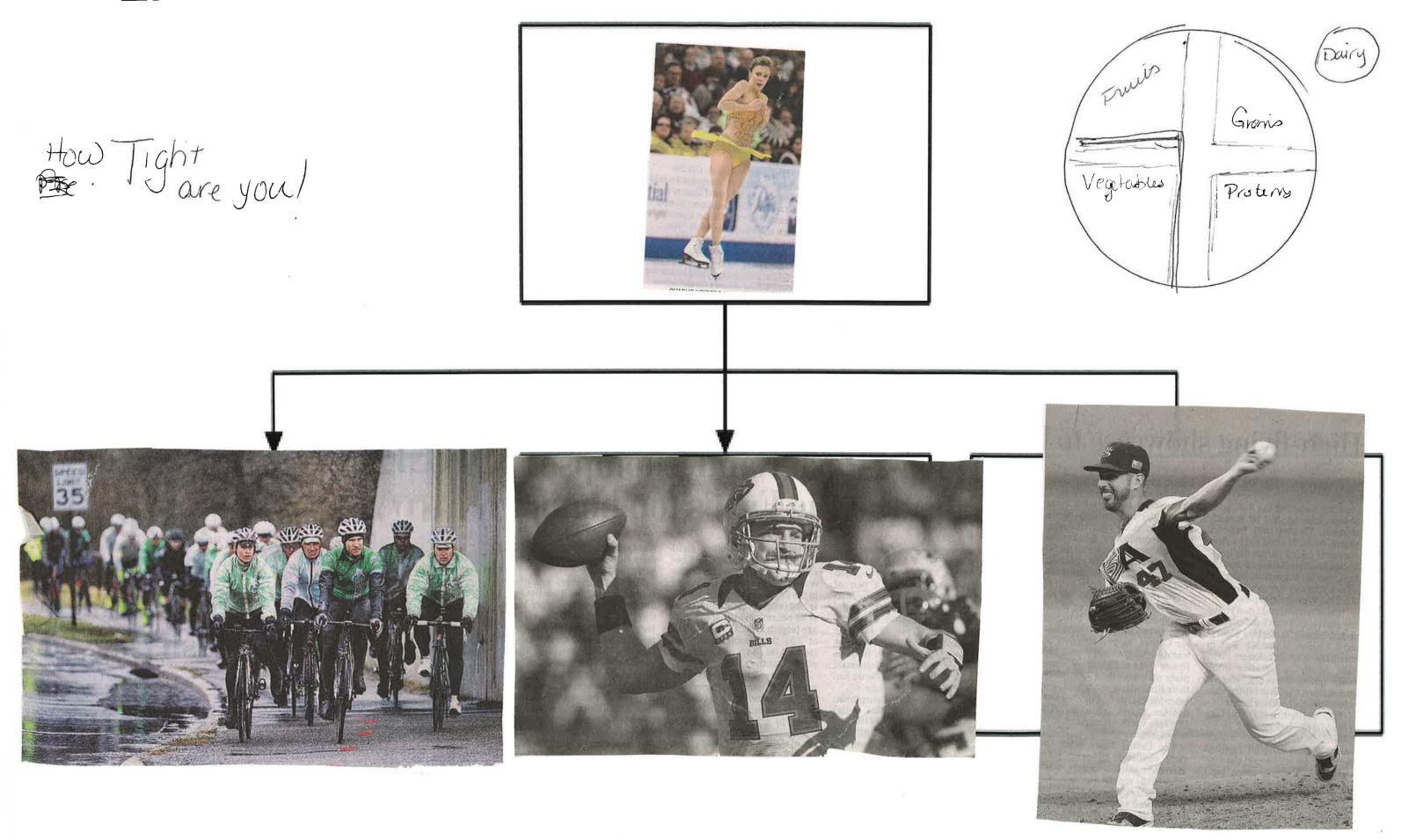


SMARE BETNE

Heally tood Heatly Tank

Stretown	holding; fem Good	coking demo
EFNEPS	TRENETHONING Fa	milies Through God
hands -on activity class		family meal
	Learn about new foods?	





EFNEP TO THE RESCUE

Before EFNEP, I had trouble feeding my family within my budget

Picture of lows from

Mom on in front

follows empty

Cuplivard

Picture of Same Participant & Shoppins Patricipant & Shoppins Planning Exwer Skulls in Class

Picture of bart Same participant or growing store After ETNEP- my family has healthy meals all month

Family around

Dinner table

Dinner table

Participal in toleground

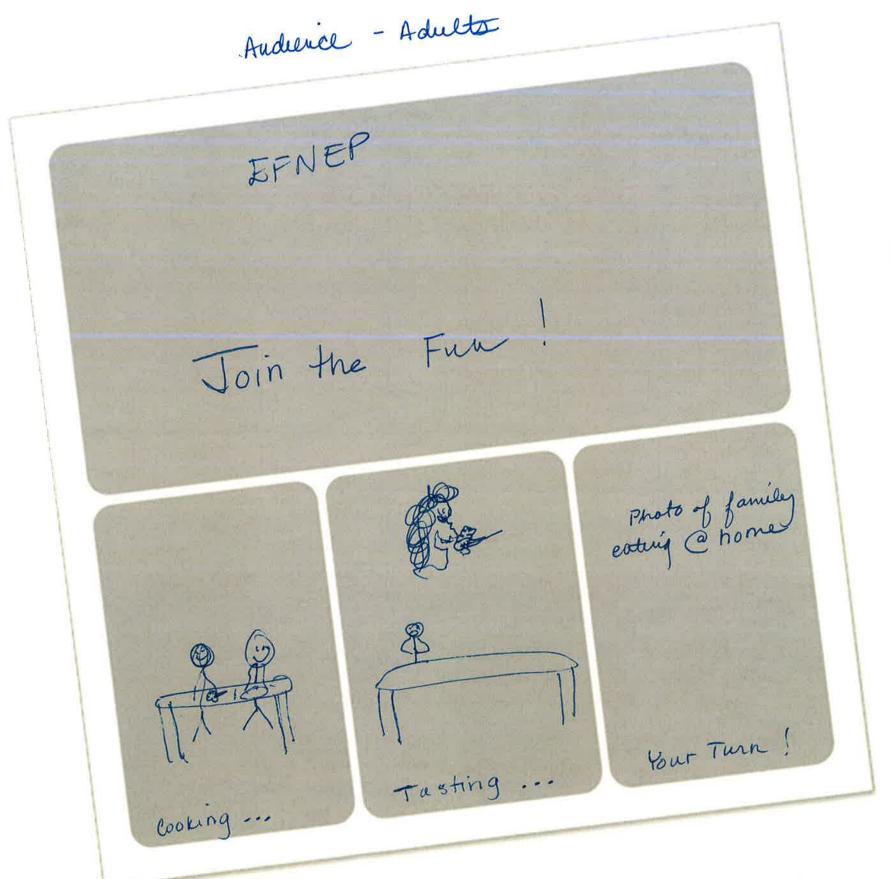
Participal in toleground

Participal in toleground

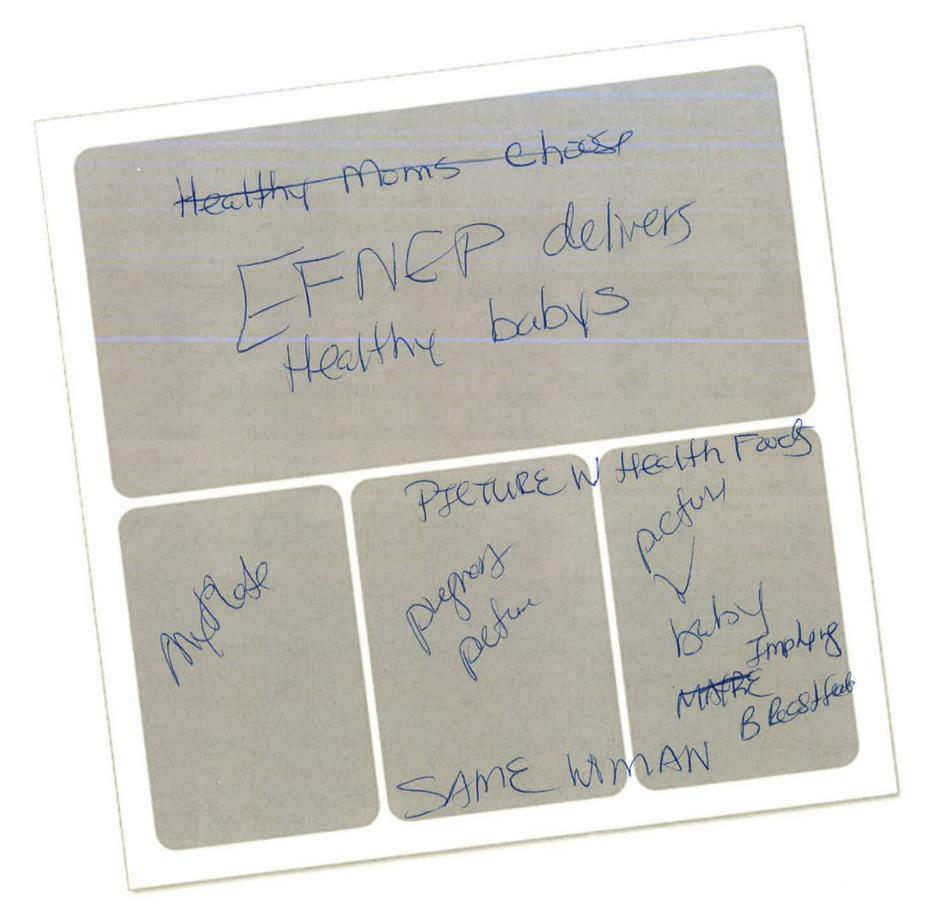
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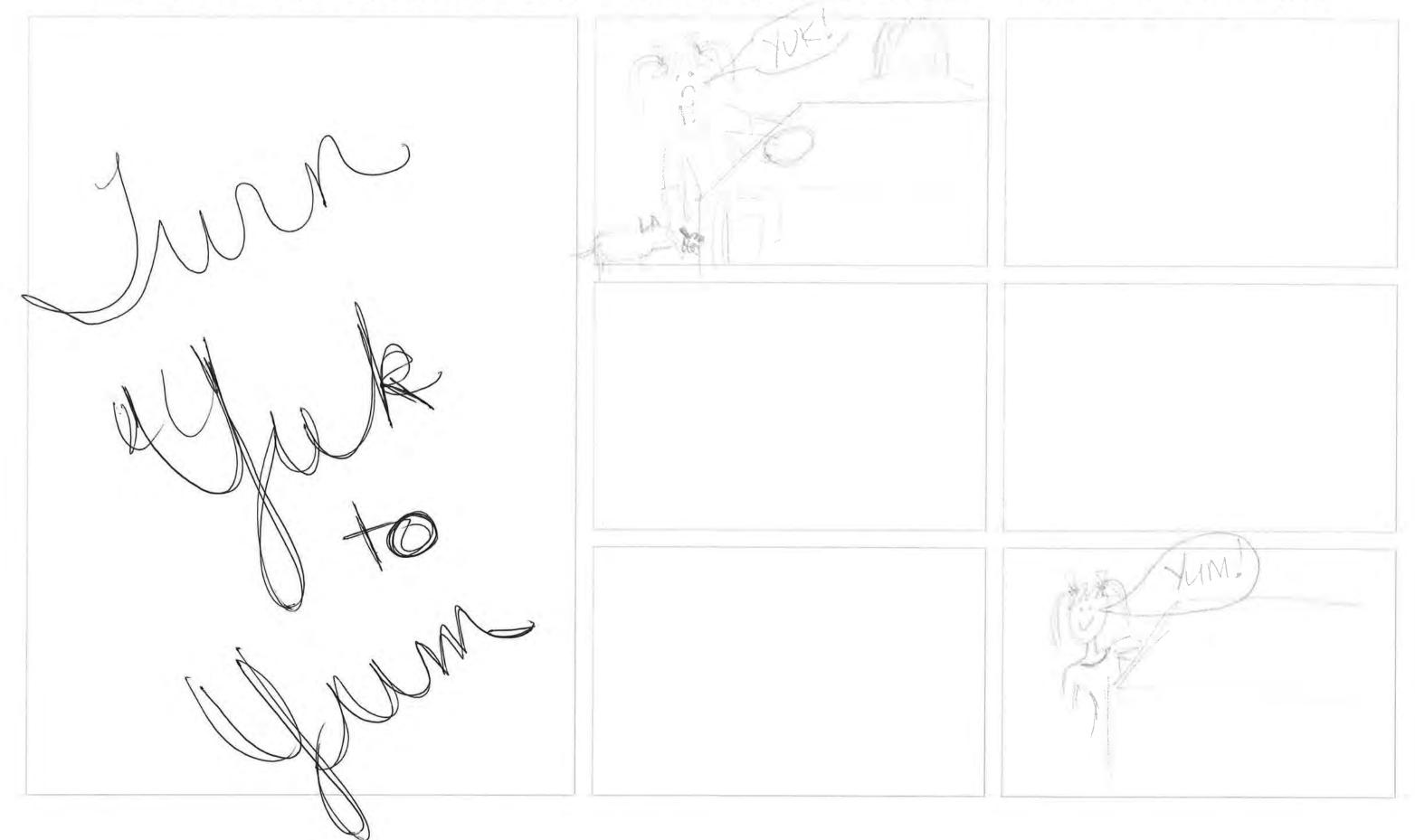
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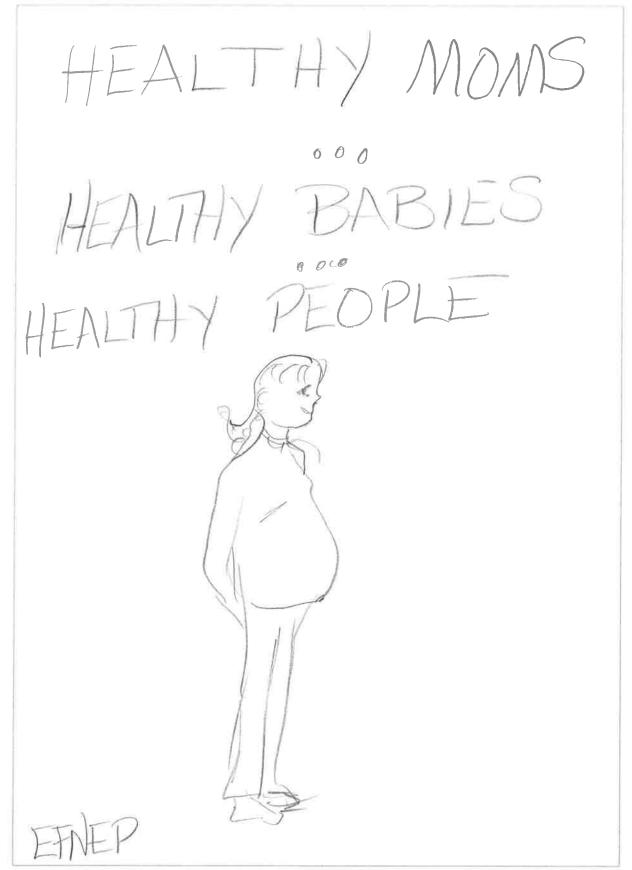
Austin Brokes
Mary Mcterion
Judith midkiff
Debie Jones
Debie Jones
Brian Calhoan
Lorelei Jones

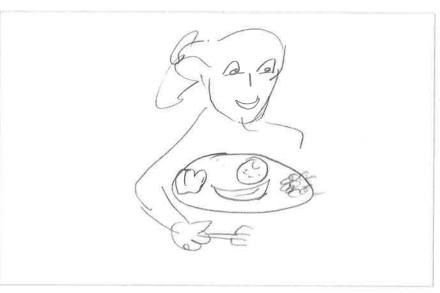


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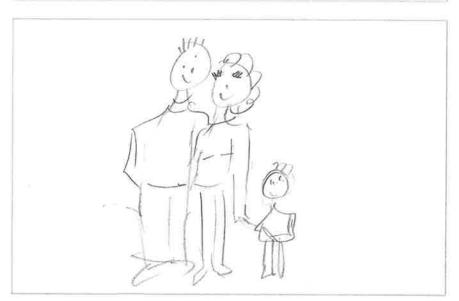




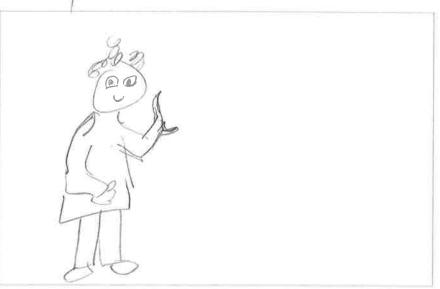


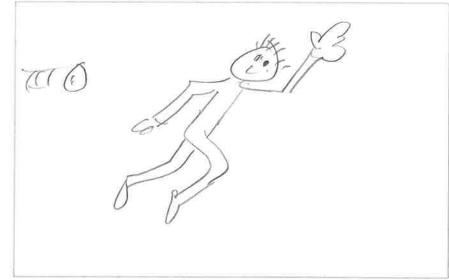


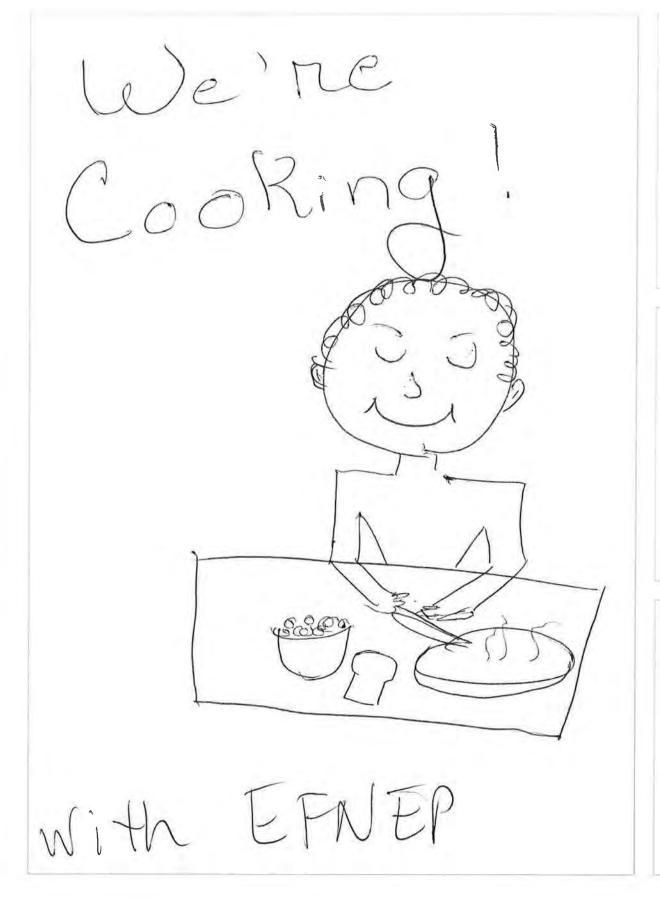












Cooking for Picky Eaters

Healthy Snacks

Meals on a Budget

Quick Meals

Fun Recipes

Tools You Can Use

WITH EFNEP WE CAN FIX THATIL

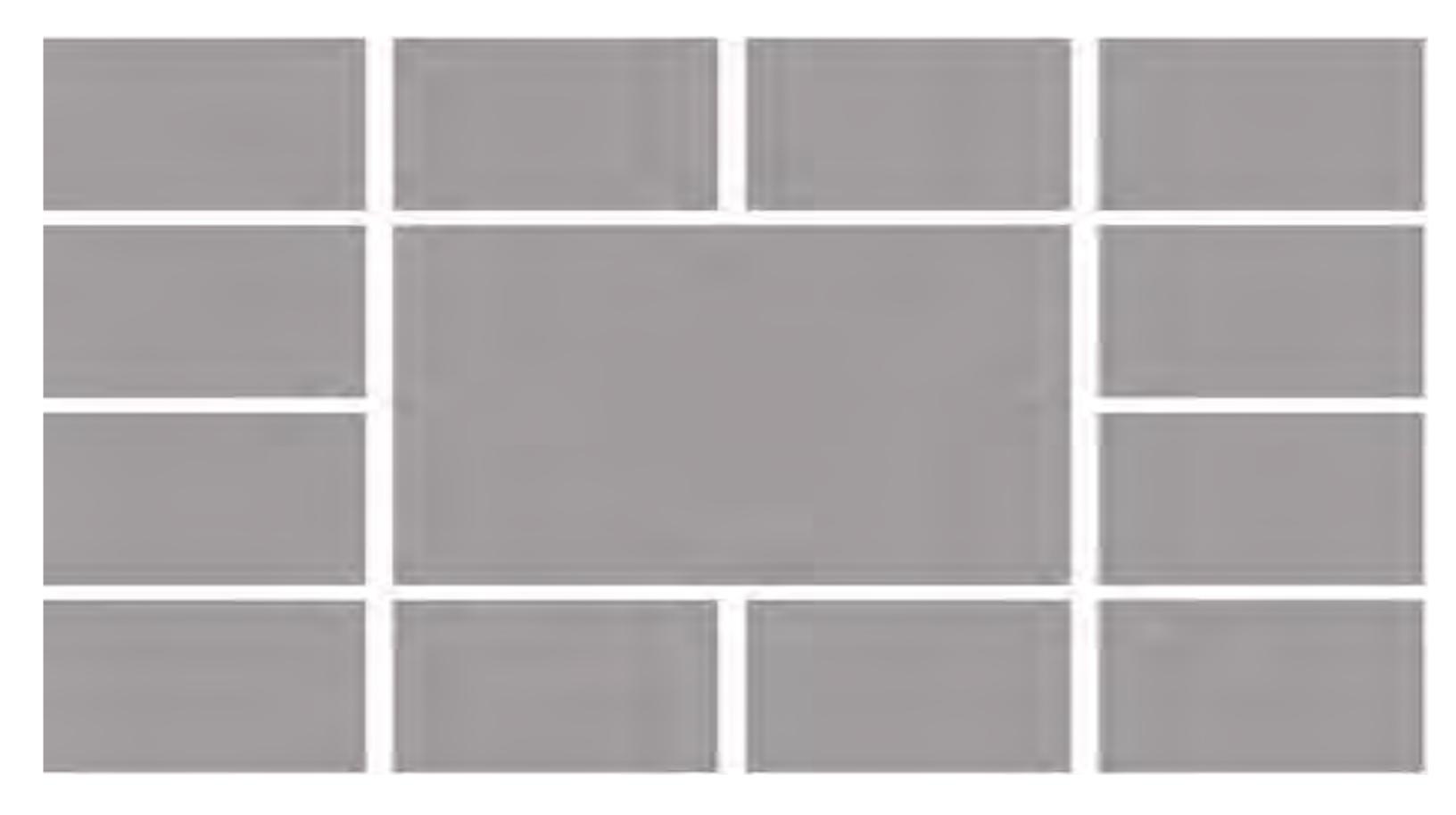
Picture of Picture of Homong Family

Picture of Food Items/ Hmongs shopping

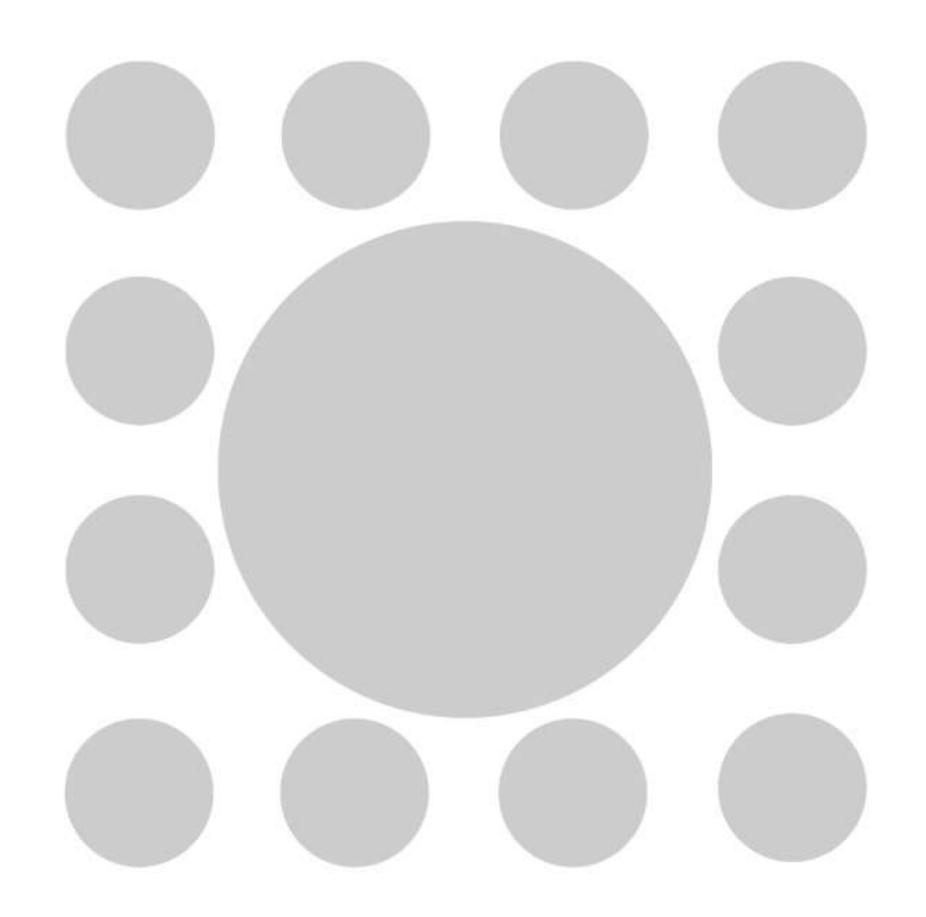
Picture of Foods
Thems/Amongs
Preparing Foods

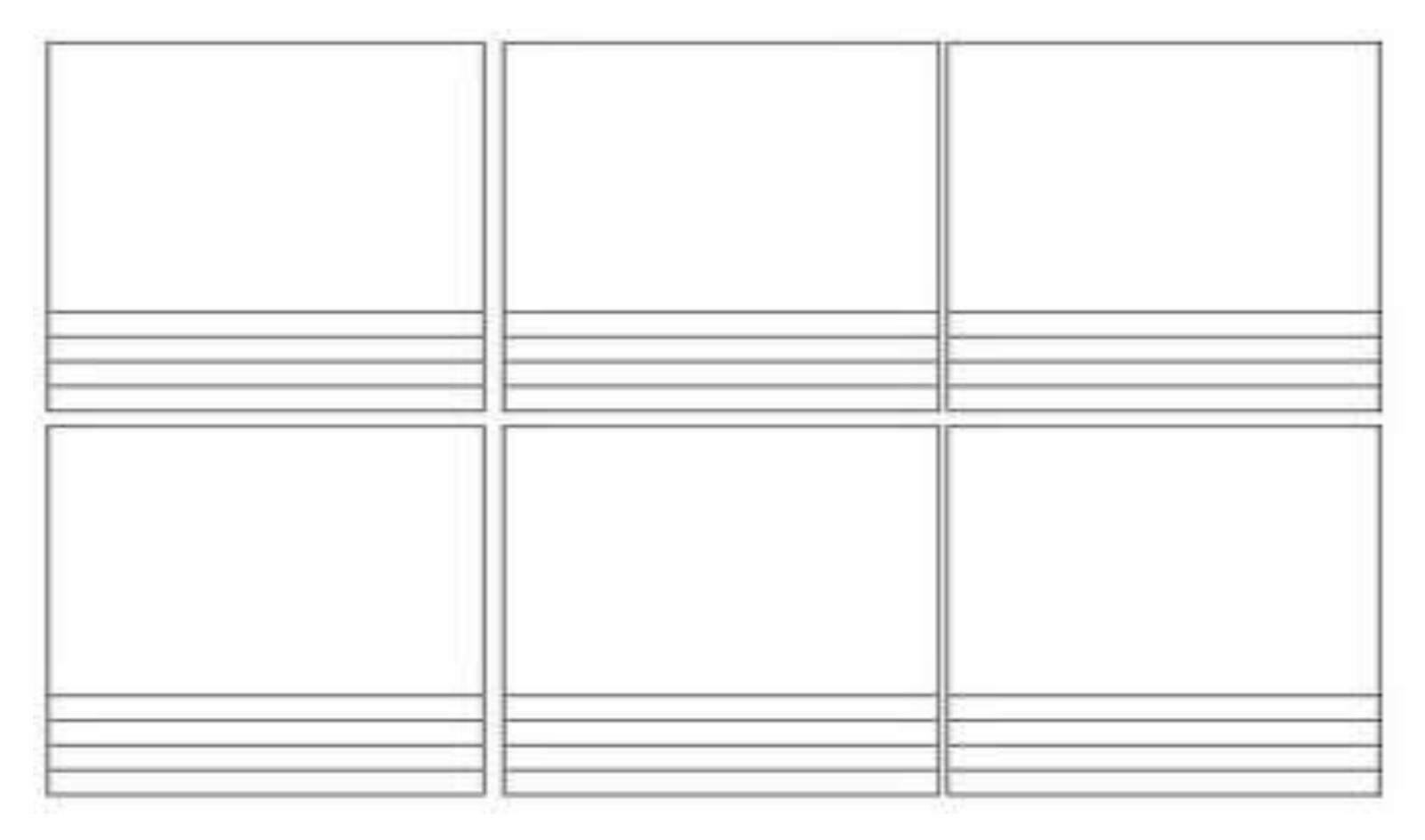
Pict wee 8 Family Eating Foods

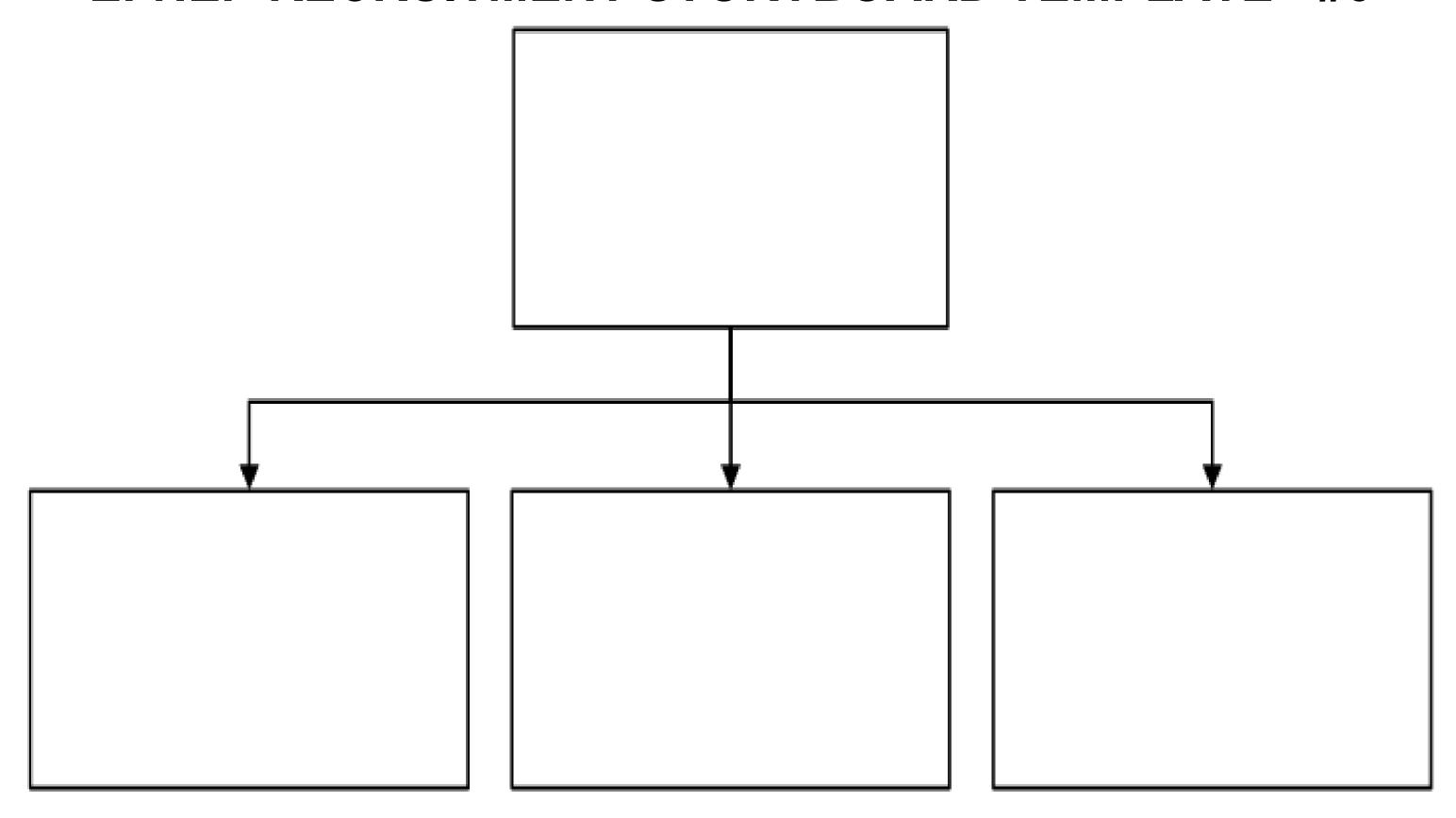
Picture of Family Easting Foods

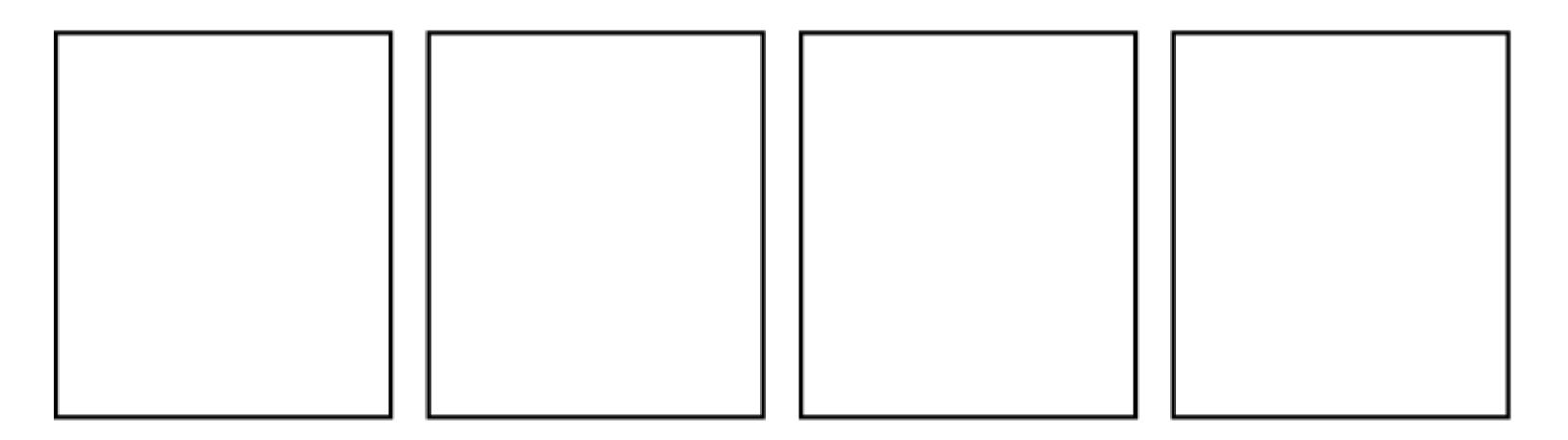






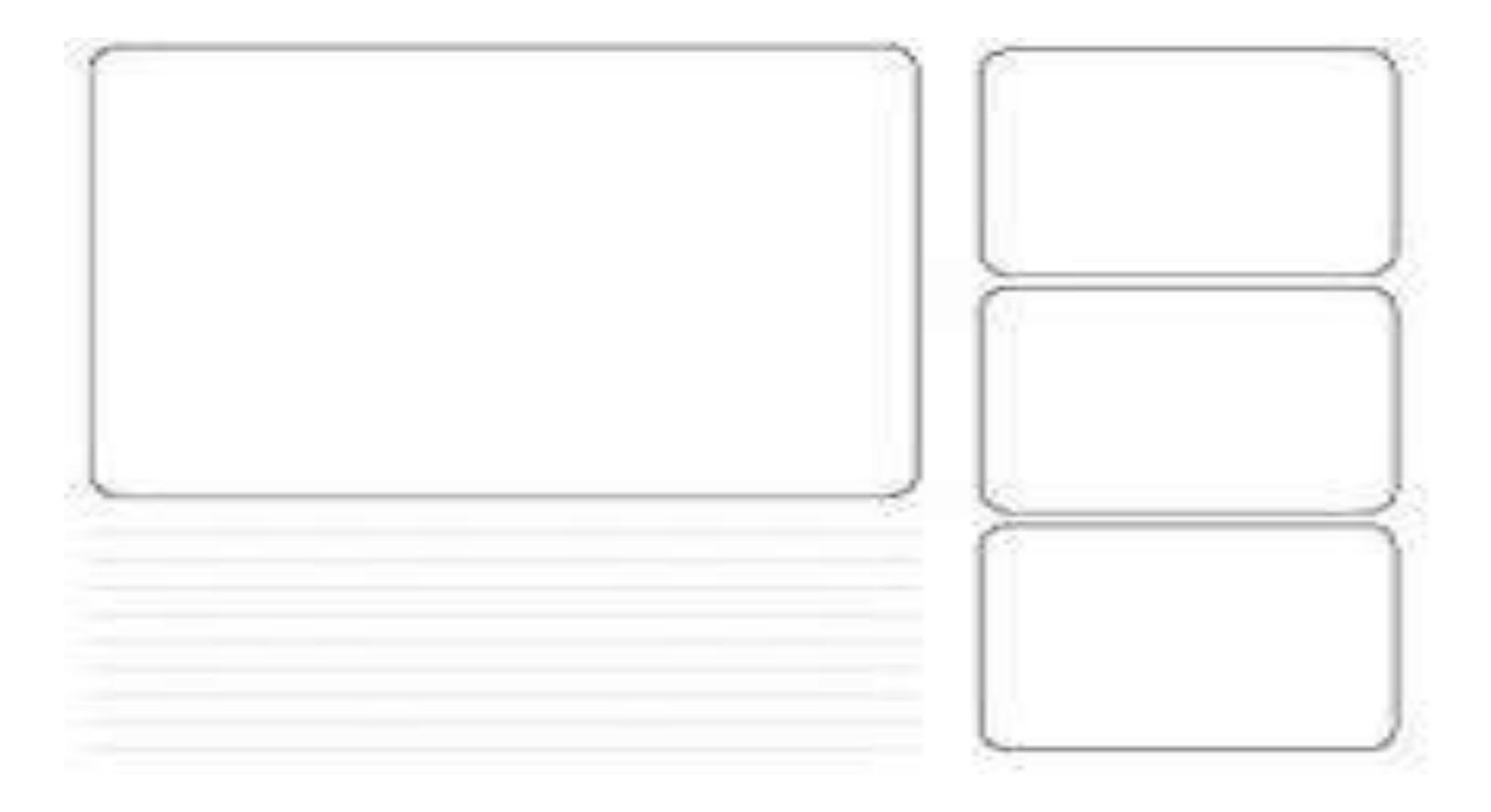


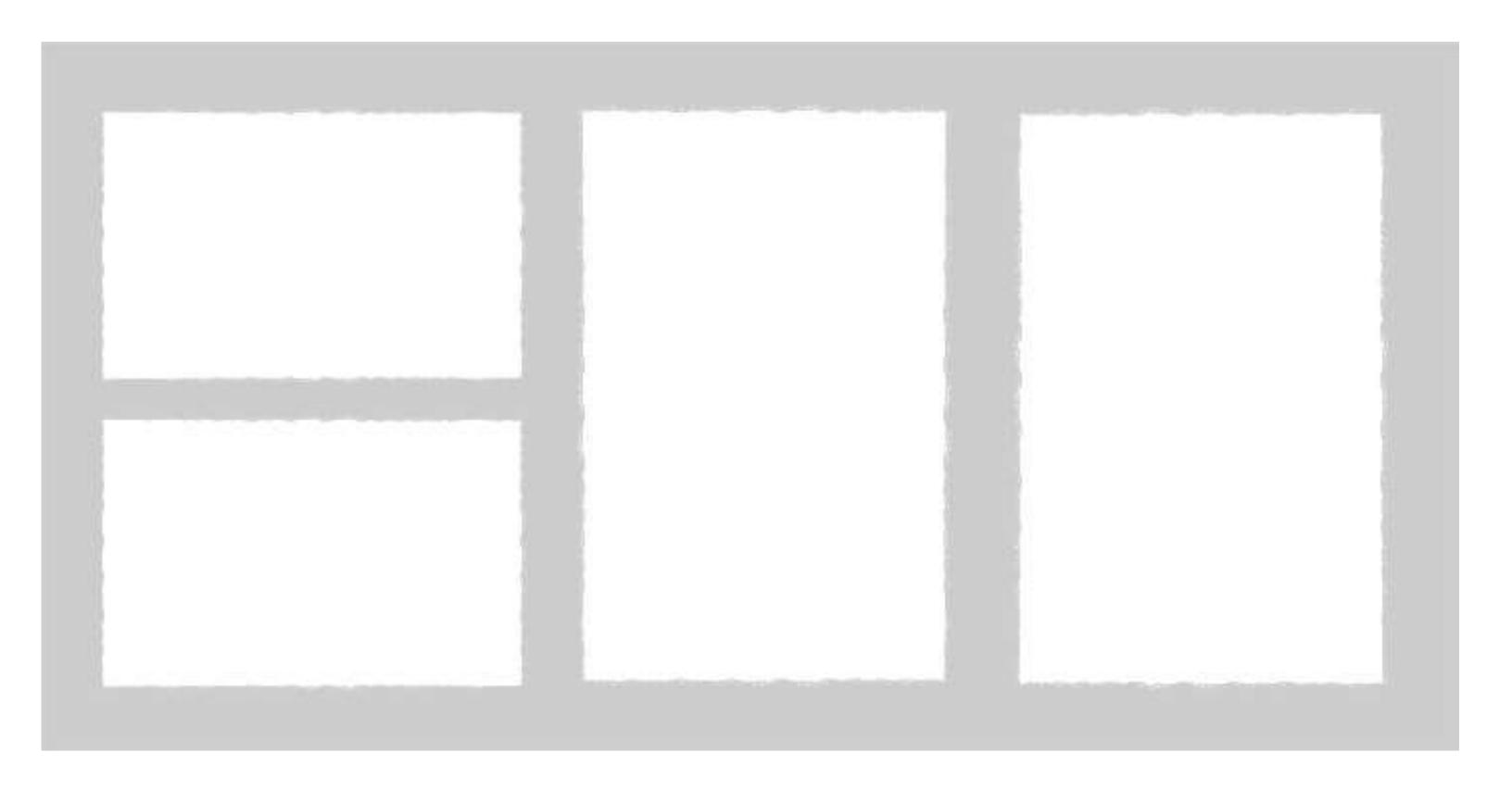






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stepping up to the

PLATE

National 2013 EFNEP Meeting

RECRUITMENT: A WHOLE NEW BALLGAME

~ Recruitment Pros and Cons ~

Terence Martin

Alabama Cooperative Extension System



UEFNEP Sites and Staff...

Dr. Donnie Cook, PI/Project Coordinator/Manager

Terence Martin , MS - Program Coordinator







Who is the Target Audience?

Hispanics: Adults and Youths

 Pregnant and young Hispanic mothers with children 0-5 years.

 Hispanic Youth ages 6-14 from low-income families

Extension is Making a Difference

- Providing a series of nutrition education classes
- Creating awareness through flyers, seminars, and health fairs
- Food demonstrations

UEFNEP Pros

Partnerships

WIC Offices, After-School Programs, Churches, and ESL (English Second Language) ELL (English Language Learner) Programs

Bilingual Staff

Communication Barrier

Nutrition Mobile Unit

UEFNEP Cons

Transportation

Culture

Ethnic Foods

Husband's Trust

■ HB-56 Law(Alabama Anti- Illegal Immigration Bill)
Signed June 9, 2011

UEFNEP Solution



Mobile Unit before restoration- Purchased by the Alabama Cooperative Extension System's Urban Affairs and New Nontraditional Program Unit



Mobile unit before restoration



Program Assistant Carolina Hurtado and WIC Staff in Limestone County - Bus after restoration



Adult participants in Limestone County



Program Assistant Carolina Hurtado Food Demonstration in Limestone County



Adult participants sampling healthy chicken salad

UEFNEP's Future



Youth participants in Madison County with Program Assistant Susana Rodriguez

UEFNEP's Future



Adult participants in Madison County with Program Assistant Susana Rodriguez



United States Department of Agriculture

Alabama Cooperative Extension System

Urban Affairs & Nontraditional Programs

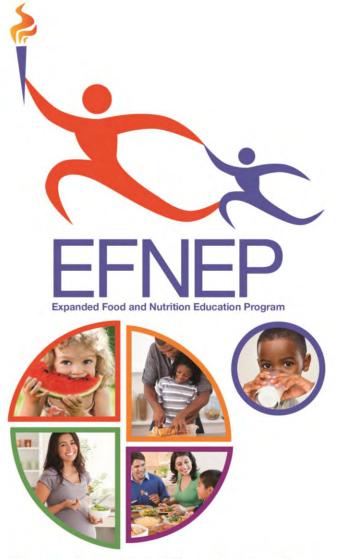




Questions?

Terence Martin, MS
P.O. Box 967, 4900 Meridian St.
Normal, AL 35762
(256)- 372- 4973





Carrying the Torch for the Next Healthy Generation National Coordinators' Meeting Arlington, Virginia • February 24-27, 2014

Recruitment and Retention:

Skating to Victory from Beginning to End

Moderator:
Vanessa da Silva
University of Georgia

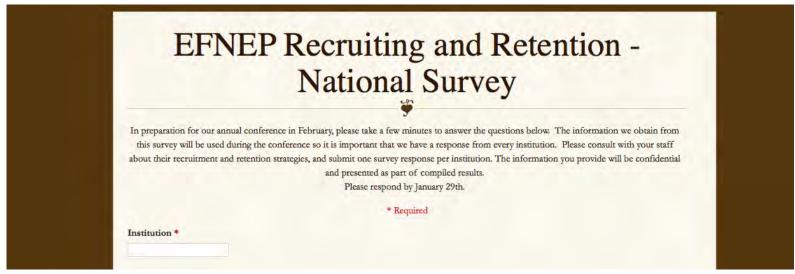
What's in store this morning?

- Summary of Recruiting and Retention survey
- Innovative approaches
 - Presentations by: Jo Britt-Rankin, Donna Brown, Austin Brooks
- Q&A
- Group discussion by Tier



Recruiting and Retention

- Survey sent out to over coordinators listserv
- Responses from 36 institutions

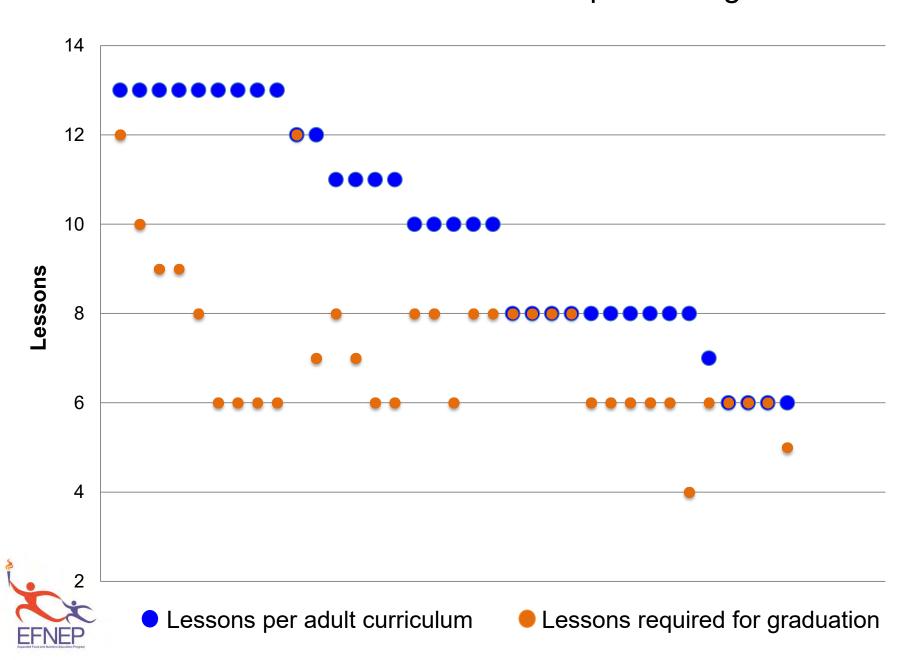




Survey

- What is the most successful method of recruiting EFNEP clientele at your institution?
- What is one innovative approach to recruiting that you have tried that was successful?
- Which approach to recruiting clientele has been challenging or unsuccessful, leading it to no longer being used at your institution?
- What steps are in place to retain clientele in your EFNEP program until graduation?
- How many lessons are in your adult curriculum?
- How many lessons are required for graduation?
- How many lessons are usually offered per session?

Total number of lessons and total required for graduation



How many lessons are usually offered per session?

 27 of the 36 respondents reported one lesson per session as their standard practice for delivery



What is the most successful method of recruiting EFNEP clientele at your institution?



Successful recruiting methods

 Partnering with agencies that also serve limited-resource families

 Community health fairs, face-to-face time in the community (churches, schools, waiting rooms)

Word of mouth!



What is one innovative approach to recruiting that you have tried that was successful?





Recruiting: innovative approaches

- Clinic where doctor writes 'prescription' for EFNEP classes
- Doctor provides an office for EFNEP paraprofessional to meet with participants



Recruiting: innovative approaches

- Cooking demonstration and food tasting
 - "meal preparation" instead of "nutrition education"
- Grocery store tour as part of lessons
- "Ask me how" button
- Mobile unit takes class into communities



Recruiting: innovative approaches

- Recruitment storyboard
- Toll-free "Nutrition Warmline" call for nutrition information
- Online referral system partnering agencies use for referrals



Which approach to recruiting clientele has been challenging or unsuccessful?



Challenging approaches

- Mailing flyers
- Posting flyers in the community
- Handing out flyers
- Door-to-door recruitment
- Cold calls
- Radio recruitment





What steps are in place to retain clientele in your EFNEP program until graduation?





Retention

 Reminder phone calls, emails, text messages

Educational extenders

 Follow up with absentees; provide make up lessons



Retention

- Emphasis on program graduation
 - Certificate
 - Recipe book
 - Raffle at graduation (crock pot, skillet, etc) or additional extenders using donations
 - Bag of non-perishable food items
 - TEFAP





The University of Georgia

 Standardizing recruiting material so program is presented the same statewide

Hired student worker – graphic design



FOOD TALK

Session	Lesson	Recipe Demos	Educational Extenders
Session		Curly Noodle Supreme	Calendar
1	Your Food, Your Choice	Harvest Muffins	EFNEP Pencils Recipe Cards
2	Stress-Free Mealtimes	Chicken Divan Cinnamon Dip	Menu Planner Grocery List Recipe Cards MyPlate Handout
3	Color Me Healthy	Fiesta Quesadillas Ranch & Zesty Sauces Peach Crumble	DASH Diet Measuring Spoon Recipe Cards
4	Save with Smart Shopping	Ranch Sauce with Carrots Skillet Spaghetti	Unit Price Saving Slider Reusable Grocery Bag Recipe Cards
5	Winning Ways with Fast Food	Breakfast Burritos Zesty Sauce Creamy Pineapple Pudding	Measuring Cup Calcium Bookmark Recipe Cards
6	Keep Yourself Well! Keep Food Safe!	Famous Fried Rice Fruity Parfaits	Refrigerator Thermometer He's BAC Book Keeping Food Safe Brochure Ant Brochure Recipe Cards
7	Keep Your Health Out of Jeopardy	Easy Cheesy Broccoli Soup Crunchy Apple Salad	Meals in Minutes Recipe Book Recipe Cards
8	Solid Fats and Added Sugars	Flatbread Skillet Pizza	- SESSION IN DEVELOPMENT-









FOOD TALK

Overview of Sessions

Session 1: Your Food, Your Choice

- Food choices
- An overview to the "Food Talk" series
- Enrollment packets

Session 2: Stress-Free Mealtimes

- Dealing with the stress of planning and preparing dinner
- Reducing your salt intake
- Discussing the risks of high blood pressure

Session 3: Color Me Healthy

- The importance of adding fruits and vegetables to your diet
- Comparing the cost of fruits and vegetables
- Following the DASH diet to help lower blood pressure

Session 4: Save with Smart Shopping

- Food budgets
- Saving money at the grocery store

Session 5: Winning Ways with Fast Food

· Selecting healthier options when eating out

Session 6: Keep Yourself Well! Keep Food Safe!

- The importance of physical activity to stay healthy
- Review of the 4 basic steps to food safety

Session 7: Keep Your Health Out of Jeopardy

Finding and reducing solid fats and added sugars

Session 8: Food Talk Review

- Review of the previous sessions
- Graduation
- Exit packets







EFFIEP

Expanded Food and Nutrition Education Program



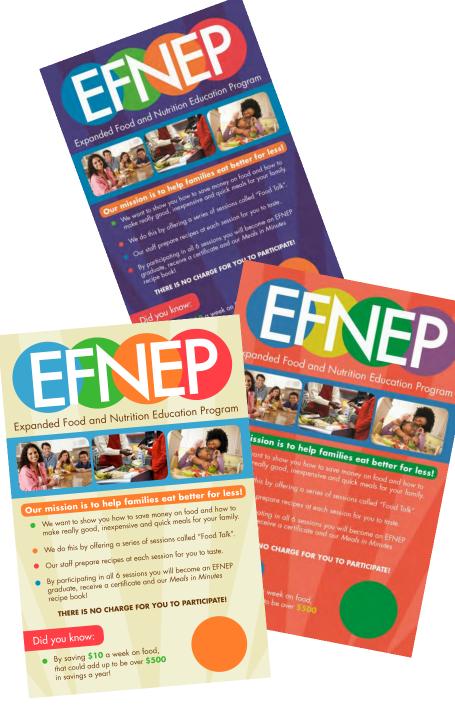
Our mission is to help families eat better for less!

- We want to show you how to save money on food and how to make really good, inexpensive and quick meals for your family.
- We do this by offering a series of sessions called "Food Talk".
- Our staff prepare recipes at each session for you to taste.
- By participating in all 6 sessions you will become an EFNEP graduate, receive a certificate and our *Meals in Minutes* recipe book!

THERE IS NO CHARGE FOR YOU TO PARTICIPATE!

Did you know:

 By saving \$10 a week on food, that could add up to be over \$500 in savings a year! Try our 4-Fruit Smoothie! (Recipe on back.)



ALL ABOUT SODIUM





SODIUM CONTENT OF GREEN BEANS











RINSED, CANNED 186 mg

LOW SODIUM 17 mg

FRESH/FROZEN 0 mg

WHERE'S THE SODIUM?



- SODIUM-FREE or SALT-FREE
- VERY LOW SODIUM
 Each serving contains 35 mg of sodium or less.

Nutrition Facts Serving Size 1 contain Amount Per Serving Total Fat 3g Saturated Fat 1.5g Trans Fat 0g Cholesterol 5mg Total Carbohydrate 23g Sugars 17g Protein 2g

- REDUCED or LOW SODIUM
- LITE or LIGHT IN SODIUM

Nutrition Facts erving Size 1 oz (about 20 chips ervings Per Container 12

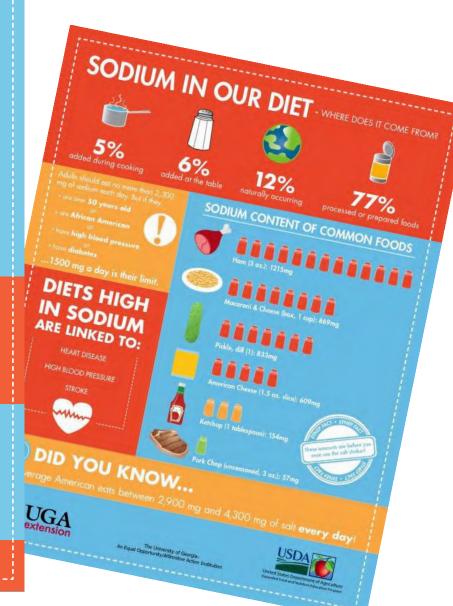
Pay attention to the **serving size** and the **number of servings** in the package. You may be eating more sodium than you think!

EAT MORE FOODS WITH LESS THAN 200mg **OF SODIUM** PER SERVING.











4 -Laver Taco Dip

You will need:

- 1 can (15 oz.) pinto beans
- 1 ½ teaspoons chili powder
- 1/2 teaspoon oregano
- 1/4 teaspoon cumin
- ½ cup (4 oz.) plain non-fat yogurt
- ½ cup salsa (mild or medium)
- 1/4 cup diced green bell pepper
- ¼ cup diced cucumber
- 2 cups chopped lettuce
- 1 cup (4 oz.) shredded cheddar or Colby-Jack cheese made from 2% milk
- 1 small tomato, diced

Steps:

- 1. Open canned pinto beans. Place colander in sink. Pour beans into colander. Rinse with cool water.
- 2. Pour beans onto dinner plate. Evenly sprinkle spices (chili powder, oregano, and cumin) over beans. Mash beans with fork until fairly smooth. Scrape beans into medium (2 quart) mixing bowl.
- 3. Add plain yogurt to bean mixture. Stir well.
- 4. Spoon creamy bean mixture onto serving plate (dinner plate size). Spread bean mixture evenly across plate.
- 5. Place salsa in small (1 quart) mixing bowl.
- 6. Rinse green bell pepper. Place on cutting board. Cut off top. Remove seeds inside. Slice bell pepper into strips. Dice several strips to make ¼ cup diced bell pepper. Save rest of strips to serve with dip. Add diced bell pepper to salsa.
- 7. Rinse cucumber. Peel with vegetable peeler. Dice enough to make ¼ cup. Add to salsa mixture. Stir.
- 8. Cut rest of cucumber into round slices to serve with dip. Set aside.
- 9. Spoon salsa mixture evenly over beans on serving plate.
- 10. Rinse lettuce. Chop. Arrange two cups evenly over salsa mixture.
- 11. Measure 1 cup of pre-shredded cheese. Sprinkle evenly over lettuce.
- 12. Rinse tomato. Remove stem and core. Dice into small pieces. Arrange diced tomato on top of cheese to garnish dip.
- 13. Serve with Baked Flour Tortilla Chips, bell pepper strips and cucumber

MyPlate:

1 oz. protein, ¼ cup vegetables, 7/8 cup dairy



Nutrition Facts Servings per container 4 Amount Per Serving Calories 240 Calories from Fat 27 % Daily Value* Total Fat 3g 7% Saturated Fat 1g Trans Fat Cholesterol 7mg 2% Sodium 405mg 17% Total Carbohydrate 35g 12% 46% Dietary Fiber 11g Sugars 5g Protein 19g Vitamin A 55% . Vitamin C 31% Calcium *Percent Daily Values are based on a 2,000 calone diel Your gaily values may be higher or lower depending on Total Fat Sat Fat Less than Less than Cholesterol Less than Less than Total Carbohydrate Calories per gram

Fat 9 • Carpohydrate 4 @www.NutritionData.com

4-Layer Taco Dip



Amount Per	Serving		
Calories 24	0	Calories f	rom Fat 2
		% Dail	y Value*
Total Fat 3g			5
Saturated	Fat 1g		7
Trans Fat			
Cholesterol		2	
Sodium 405		17	
Total Carbohydrate 35g			12
Dietary Fi	ber 11g		46
Sugars 5g	1		
Protein 19g			
Vitamin A	55%	• Vitamin (31
Calcium	25%	• Iron	17
	s may be hig		
Sat Fat L Cholesterol L	ess than ess than ess than ess than rate	65g 20g 300mg 2,400mg 300g 25g	80g 25g 300mg 2,400mg 375g 30g

- This is a colorful, healthy dish that can be served as a snack, at a party, or
- The fresh vegetables used in this recipe (bell pepper, cucumbers, lettuce, and tomatoes) can be found at grocery stores year-round. They are reasonably priced too.
- Let your children mash the beans and spices together with a fork, mix in the them more likely to eat the food they help prepare!



4-Layer Taco Dip [Makes 4 servings.]



INGREDIENTS:

15 oz. can	pinto beans
1 ½ teaspoons	chili powder
V2 teaspoon	oregano
1/4 teaspoon	cumin
½ cup	plain non-fat yagurt
½ cup	salsa
V4 cup	diced green bell pepper
¼ cup	diced cucumber
2 cups	chopped lettuce
1 cup	shredded cheddar or Colby-Jack cheese (made Nom 2% milk)
1	small tomato, diced

DIRECTIONS.

- 1. Open canned pinto beans. Place colander in sink. Pour beans into colander. Rinse with
- 2. Pour beans onto dinner plate. Evenly sprinkle spices (chili powder, oregano, and cumin) over beans. Mash beans with fork until fairly smooth. Scrape beans into medium (2 quart) mixing bowl.
- 3. Add plain yogurt to bean mixture. Stir well.
- 4. Spoon creamy bean mixture onto serving plate (dinner plate size). Spread bean mixture evenly across plate.
- 5. Place salsa in small (1 quart) mixing bowl.
- 6. Rinse green bell pepper. Place on cutting board. Cut off top. Remove seeds inside. Slice bell pepper into strips. Dice several strips to make 1/4 cup diced bell pepper. Save rest of strips to serve with dip. Add diced bell pepper to salsa.
- 7. Rinse cucumber. Peel with vegetable peeler. Dice enough to make 1/4 cup. Add to salsa mixture. Stir.
- 8. Cut rest of cucumber into round slices to serve with dip. Set aside.
- 9 Spoon salsa mixture evenly over beans on serving plate.
- 10. Rinse lettuce. Chop. Arrange two cups evenly over salsa mixture.
- 11. Measure 1 cup of pre-shredded cheese. Sprinkle evenly over lettuce.
- 12. Rinse tomato. Remove stem and core. Dice into small pieces. Arrange diced tomato on top of cheese to garnish dip.
- 13. Serve with Baked Flour Tortilla Chips, bell pepper strips and cucumber.



www.ugaefnep.org



Easy Cheesy Broccoli Soup



Amount Per		
Calories 21	 Calories from 	n Fat 104
	% Daily	Value*
Total Fat 12	g	189
Saturated	Fat 5g	269
Trans Fat	Og	
Cholesterol 22mg		79
Sodium 272mg		113
Total Carbohydrate 17g		63
Dietary Fiber 4g		15%
Sugars 8c		
Protein 13g		
Vitamin A	32% • Vitamin C	773
Calcium	32% • Iron	59

- This soup tastes like something you would get in a restaurant! You will need a whisk to make it, though they usually have them at dollar stores.
- The recipe calls for nonfat milk made from nonfat dry milk powder and water. Mix it according to the directions on the package. In cooked foods like this soup, it doesn't taste any different than fluid milk. You can use any kind of milk you have.
- Be sure to use onion powder not onion salt. You want the flavor but not the extra sodium!





Skillet Spaghetti

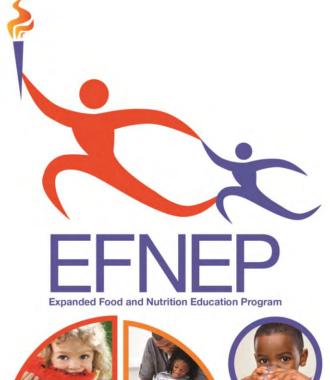


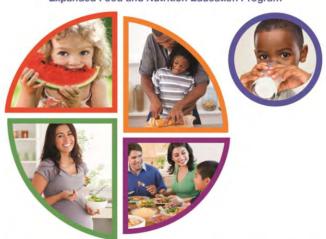


- This dish has 4 of the 5 food groups in it protein, vegetables, grains, and dairy! Add a piece of fruit like an apple or orange and you'll have a complete MyPlate!
- This recipe uses soy crumbles, but you can use ground turkey or beef instead. Soy crumbles are a good alternative to traditional meats because they are a good source of protein and have less fat than ground meat.
- We are using whole grain pasta in this recipe. Whole grains contain fiber and help you feel fuller longer.









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A New EFNEP Model in KC

Rachel Gordon
University of Missouri

New Office, New Paradigm





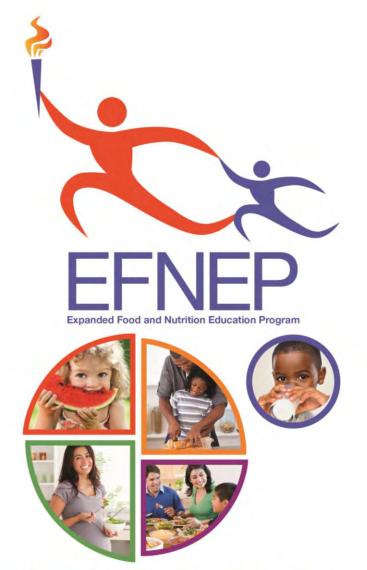
Our Neighborhood, Our Partners



A New Model of Teaching

- Classes are taught at the River Market
- Utilize Teaching Kitchen. Funded by Healthcare Foundation of Greater KC
- Agencies send participants to classes
- Eat Smart. Be Active (ESBA)
- One lesson taught each week
 - 2-3 sessions per day
- Participants can join any week and continue through graduation.





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Recruitment Tool: Rebuilding Mobile Unit

Donna Pinkett Brown

Delaware State

University

"Jessup Agricultural Wagon"



- George Washington Carver at Tuskegee Institute designed "movable school" that students built (1906)
- Funded by Morris K. Jessup, NY financier



"Booker T. Washington Agricultural School on Wheels"





Mobile Unit Extension Services

Underserved Delaware Residents

- One-on-one farm visits
- Workshops
- Educational programs
- Technical assistance
- Demonstrations





Who will Fund the Vision?







RBEG Grant Funds Extended

Applied for & Awarded PRIME funds for Year 3



From Vision to Reality- 2012





Features Include

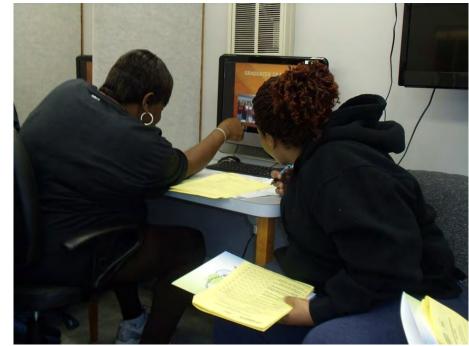
- 8 Computer workstations
- WiFi access
- LAN- School software
- Window tinting
- Security system
- 42" Flat screen display monitor
- Portable awning
- Solar operated



Interactive Learning









Outreach







Health Fairs











Urban Outreach











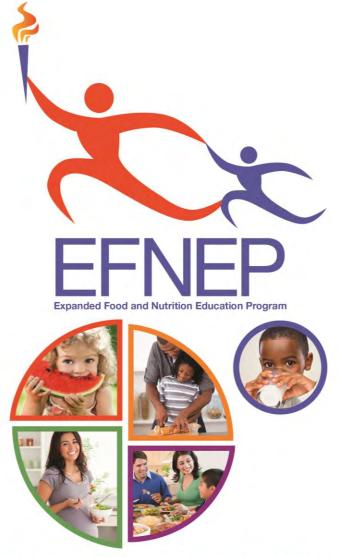
THEN











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Social Media An effective tool for Recruitment and Retention

Lorelei Jones, NC State Austin Brooks, Virginia Tech

Increase Retention

Social media extends the relationship beyond the face-to-face meeting



Social media should provide: Additional reinforcing information



EFNEP Core Focus Areas

- Cooking
- Food Resource Management

17 Likes 4 Comments 53 (!) Shares

Social media should provide: Reminders of upcoming meetings



Prince William Family Nutrition Program at Serve

I have a class today at Serve Shelter if anyone wants to come out. From 10 am to 12 noon. Hope to see you there.

Like · Comment · Share · July 2, 2013 at 7:35am in Manassas, VA · Edited · 禁





Social media should provide:

A supportive environment offering encouragement



- Participant gained confidence and skills for better cooking at home
 - Reached out with a question
- Program Assistant offered advice and support
- Another participant appreciated the dialogue
 - Bolsters EFNEP's reputation with participants and larger audience



Social media should provide: Two-way communication



Virginia Family Nutrition Program

A friend of FNP asked for some ideas to cook beets. Here is my response:

Great topic! I love beets.

Do they still have the greens attached? You can eat those, prepared as you would any other leafy green (Generic recipe: sautéed with garlic and a splash of vinegar or lemon juice).

Roasted beets are super easy and you can eat them plain or added to other dishes (like a rice pilaf-type recipe, perhaps).

One unusual way I really like to eat beets is to grate them (raw) with some shredded carrots and a simple vinaigrette (olive oil, vinegar, mustard, spices, maybe a touch of maple syrup or honey). Raw beets are so sweet and earthy, I love them.

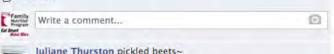
Finally, you can use beet puree (I would boil or roast them, then mash) as a substitute for fat (oil or butter) in chocolate cake recipes. The cake is really moist, it doesn't noticeably change the flavor, and adds tons of nutrition while cutting calories and fat.

Anyone have other suggestions for cooking beets?

Like · Comment · Share · June 26, 2013 at 5:09pm · 株

Kenya Onyango, Caroline Stewart Mullins and Kathy Robertson like this.





- Juliane Thurston pickled beets~ Like - Reply - & 1 - June 26, 2013 at 6:25pm
 - Virginia Family Nutrition Program Yum, I love pickled beets, too.
 Like June 26, 2013 at 7:35pm

- A participant asked how to prepare beets
- Shared question and response with all followers
- Other participants saw and responded to post

115 people reached (63% of fans)

7 people engaged 4 stories generated



Social media should provide:

A community environment where participants share and learn together







Increase Recruitment

Social media is the digital age version of word-of-mouth advertising



Kenya Onyango reviewed Virginia Family Nutrition Program.

June 15, 2013 at 10:09pm - 10

*** This page is helping with eating right and giving great recipes and advise.





Social Media should: Expand your reach to a larger audience



Austin Brooks liked this.



Sustainable Table

Right next to McDonald's even! We need more of these... "Made from reclaimed wood and surrounded by real plants with a carpet of artificial grass leading up, the kiosk is stocked at 10 a.m. every day with an array of fresh salads and snacks consisting mainly of #organic, locally grown produce and assembled at a nearby kitchen just hours before. Whatever is left at the end of each day is donated to a local food pantry."

When EFNEP participants engage with your posts, their social media friends can see the activity



This Vending Machine Sells Only Fresh Salads And It's Seriously Delicious

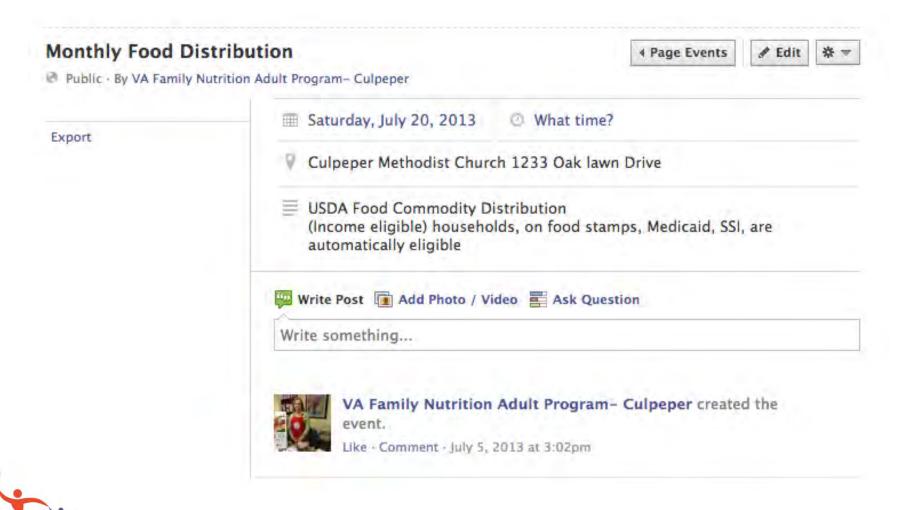
huffingtonpost.com

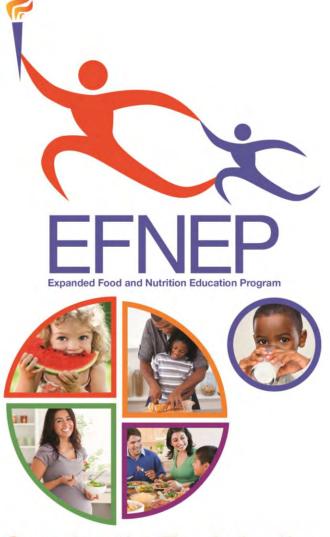
When 27-year-old Luke Saunders told his former boss he was turning down a substantial raise and promotion to create a...



Social Media should:

Be used to advertise upcoming classes or events





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Group Discussion

Group Discussion

 Which approaches mentioned today could you implement at your institution?

 Which strategies mentioned today would prove challenging at your institution?

Any new recruitment and retention ideas?



EFNEP

stepping up to the

PLATE

National 2013 EFNEP Meeting Evaluation

collaboration

Program Integrity

March 11-14, 2013 | The Fairfax at Embassy Row



stepping up to the

PLATE

National 2013 EFNEP Meeting Rutgers
(NJ EFNEP)
Knocking It Out
of The Park!

Dr. Debra M. Palmer Rutgers Cooperative Extension

March 11-14, 2013 | The Fairfax at Embassy Row





New Jersey: 21 Counties with:



- Many immigrants/ ethnicities
- A fair amount of water
- Not much farmland
- All urban....yet not
- A high cost of living





New Jersey, 21 counties with:

- Many immigrants/ethnicities
- A fair amount of water
- Not much farmland
- All urban....yet not
- High cost of living with interesting politics

NJ EFNEP

- Participants are mostly Black, "Latino" & White
- Not much programming in areas "on" the water (especially in South Jersey)
- Tier ? Program; mostly urban programming in 5 Counties
- Unionized staff







RUTGERS

New Jersey Agricultural Experiment Station

But We're Still Up At Bat...





...And Knocking It Out of the Park!!!

RUTGERS

New Jersey Agricultural Experiment Station

Leading Collaborative Projects: Bases Loaded!



Environmental Change Agents

1st Base: Our program participants & NJ residents in need

2nd Base: Our local partners and cooperating agencies



3rd Base: The food system and our federal partners





Breakfast After the Bell





Fresh Fruit & Vegetable Program



Program Integration: A Scoring Position!



Teaming Up! (No competition here ©)

www.snaped4me.org



Bibliography Social Media in Nutrition and Extension Education

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- Hornick, B. A., Childs, N. M., Edge, M. S., Kapsak, W. R., Dooher, C., & White, C. (2013). Is it time to rethink nutrition communications? A 5-year retrospective of Americans' attitudes toward food, nutrition, and health. *ournal of the Academy of Nutrition and Dietetics*, 113(1), 14-23.
- Lohse, B. (2013). Facebook is an effective strategy to recruit low-income women to online nutrition education. *Journal of Nutrition Education and Behavior*, 45(1), 69-76.
- Seger, J. (2011). The new digital stage: barriers to the adoption and adaptation of new technologies to deliver extension programming and how to address them. *Journal of Extension*, 49(1), 1-6.
- Singleterry, L. S., & Horodynski, M. A. (2011). Paraprofessionals' perceptions on delivering infant feeding lessons to disadvantaged mothers via a self-directed computer-supported method. *Health Education Journal*, 1-9.

Local Facebook Page Guidelines

Do

DO work with Austin Brooks (anb1044@vt.edu) to set up your page.

DO friend other Virginia Tech, VA Cooperative Extension, and Family Nutrition Program identities, as well as community partners, and national nutrition organizations (USDA, etc.).

DO keep your page *professional*. You are representing the Family Nutrition Program at all times while using local pages.

DO respect copyright laws. Always give credit for others' work or "Share" from the original source.

DO provide information from approved sources only. (Same rules as for curriculum)

Don't

DON'T publish confidential information about clients.

DON'T let comments on your page get out of control. Encourage respect and delete inappropriate comments as necessary. Austin will be monitoring, but do not hesitate to ask for help.

DON'T publish photos without proper *signed* photo release forms. Do not "tag" people in photos.

DON'T forget social media is never 100% private. Never post something you would not say publicly.

DON'T forget your day job! Use of personal accounts at work is not acceptable and subject to disciplinary action.

EFNEP

stepping up to the

PLATE

National 2013 EFNEP Meeting Exploring the Use of Social Media in EFNEP



Exploring the Use of Social Media in EFNEP

Ashley Fondren, Mississippi State
Austin Brooks, Virginia Tech
Lorelei Jones, North Carolina State

facebook











Southern Region Social Media Committee

Can Social Media help EFNEP:

- Recruit?
- Reinforce?
- Remind?
- Relate?
- Retain?

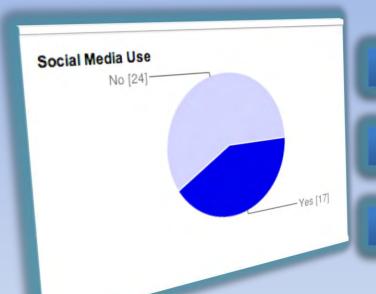
Other driving questions:

- Who?
- What?
- When?
- Where?
- How?

Social Media Committee explored...

- Multiple perspectives (EFNEP participant, peer educator, & professional)
- Existing social media policy
- EFNEP's current social media presence
 - How others are using/evaluating social media
- EFNEP Social Media Strategies

Perspective - Professional



Provide nutrition info to reinforce face-to-face meetings

Recruit EFNEP participants

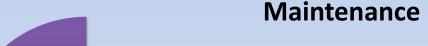
Communicate with EFNEP staff

Most used social media sites...

facebook.







- State-level professional
- County-level professional
- Paraprofessional

Other

Do professionals think paraprofessionals use social media?

Professionals' perspective of paraprofessional social media use



social media used by paraprofessionals...

facebook



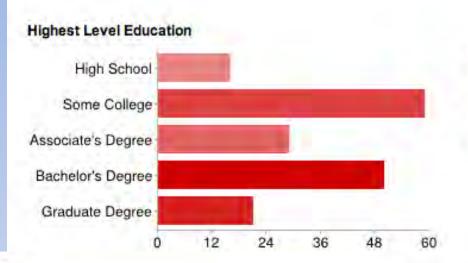




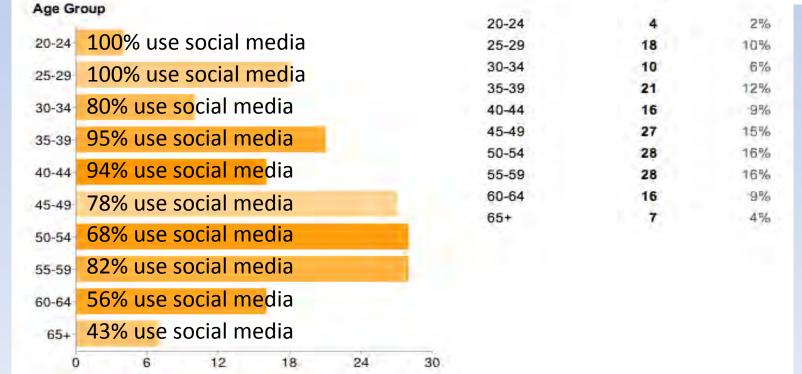
Paraprofessional Demographics

97% of respondents were female

80% have a personal social media account



High School	16	9%
Some College	59	34%
Associate's Degree	29	16%
Bachelor's Degree	50	28%
Graduate Degree	21	12%



Literature says...

- Facebook is an effective strategy to recruit low-income women to online nutrition education (B. Lohse)
- Incorporating social media can help increase website usage (S.L. Francis, P. Martin, K. Taylor)
- Paraprofessionals' perceptions <u>advantage:</u> reach more disadvantaged families, <u>disadvantage:</u> Internet access is inconsistent and wide range of computer literacy (Singleterry, Horodynski)
- 5-year Retrospective look at the IFIC Food & Health Survey show health practitioners should focus on understanding the individual needs of Americans rather than just delivering information. There needs to be <u>connectivity</u> and a <u>sense of trust</u> between the public and health professional. (Hornick et al)



Major Themes from Focus Groups

- Theme 1: CONTENT
- Theme 2: APPEARANCE
- Theme 3: MAINTENANCE
- Theme 4: TRUST

Theme 1: CONTENT

Participants stated they would like to see:

- Recipes, including EFNEP recipes, new recipes, and the ability to share recipes with other participants
- Nutrition tips and health information, including information for special populations
- ☐ Information about deals and promotions (e.g., sales and coupons)

Theme 2: APPEARANCE

"[It should be] an exciting page, you know, you don't want to visit a boring...site you know, [where] all you doing is just sitting there just reading everything...make it vibrant, make it live."

Theme 3: MAINTENANCE

"It would have to be daily maintenance; I'm not going to come back a week later, and not have the answer, 'cause I would rather go to Google."

Theme 4: TRUST

"[I don't have concerns about receiving information through YouTube] just as long as it's legitimate and researched."

Theme 4: Trust

- Based on feedback from Program Assistants, we created "local" Facebook pages
 - More trust with a face clients recognize
- Co-admin "local" pages with PA
 - PA brings personal relationship
 - RD brings credibility

Theme 3: Maintenance

- Fresh Content, served twice daily,7 days a week!
 - Same posts on state & local pages
 - PA's post events as needed
- Monitoring constantly
 - I try to respond within 12 hrs
 - During the work day, almost instantaneously
- Analytics weekly
 - Detailed analysis on stats
- Quarterly reports
 - More general analysis on progress

Theme 1: Content

- Importance of adhering to Guidance in content
 - Research-based
 - Reflect USDA
 Recommendations aka
 Dietary Guidelines
 - Current knowledge on nutrient requirements
 - Unbiased
 - No specific product mentions

Theme 2: Appearance



^{*}Success Stories and Recipes are our most popular posts

Community Partners and Stakeholders

Develop collaborative communication plan to:

- 1. share FNP content through CP&S social media channels
- 2. Share CP&S content through FNP social media channels

In order to put forth a unified message through multiple media streams, increasing the exposure to calls to action and likelihood of behavior change in our target population(s)

Future Expansion of Social Media

- Electronic Newsletter Series
 - Use to promote social media
- Updated Website (in the works)
- Blog (Phase 2 of website revision)
- Online Recipe Database
- Pinterest
 - once recipes online
- Better utilization of YouTube
 - Need additional resources for video production

Successes

- 153% growth in Facebook audience in 1st
 3 months, 45.7% growth in 2nd 3 months
- Facebook Highlight- 20 comment discussion on post by follower
- 50 followers in 1st 3 months, 155% growth in Twitter audience in 2nd 3 months
- Twitter Highlight- Retweeted by @OrganWiseGuys, @ACEfitness and @EatHealthyInfo (by AND)
- 6 "local" Facebook Pages to date
 - PAs "buying in" to social media
- Collaboration with Food Safety Specialist in VCE to promote her resources for seafood safety and handling

Challenges

- Reaching target audience
 - Need better promotion, particularly by PAs
- Measuring impact
 - How to assess behavior change due to social media
 - Further, how to assess public value of FNP's social media
- Funding
 - Scrapped plan for App
- Technical expertise
 - Don't be intimidated!



Rights

my job

position



Word Cloud created at www.wordle.net

Social Media Guidelines:

Things to consider when starting your own Facebook page **Be honest.**

Don't post anonymously, use pseudonyms or false screen names.

Protect EFNEP participants.

EFNEP participants should never be cited or referenced without their explicit approval.

Stay positive.

Avoid arguments and make sure what you say is factually correct.

Don't forget your day job.

Make sure that social media does not interfere with your job or other commitments.

Tips for Facebook posts

Quality matters.

Use a spell-checker. Write in simple language. Remember your audience is not only participants, but also community partners, university faculty, and other professionals.

Be concise.

Avoid writing lengthy posts or posts with jargon.

Be engaged.

Encourage colleagues to engage with the page; if someone posts an accomplishment, respond with positive feedback. If someone asks a question, be sure it is addressed quickly.

Facebook post ideas:

- If you are grocery shopping and see a sale on a healthy item, identify the store location and sale (e.g. "I'm at the *local grocery store* on Western Blvd and they have broccoli for \$1.12/lb!).
- If you are craving an unhealthy food, but chose a healthy alternative snack (e.g. "I was craving fast food driving home from work—but instead snacked on a bag of carrot sticks I had packed in my purse!)
- My kids loved the mashed potato and cauliflower I made for dinner from this week's Recipe of the Week!
- My goal this week is to go for a walk after dinner every night! Does anyone want to join me in the challenge?

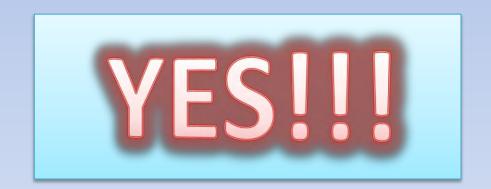
February 2013				
Monday	Tuesday	Wednesday	Thursday	Friday
		·		1 For added exercise, briskly walk to the bus stop then get off one stop early
4 Visual cues can help with portion sizes—a serving of meat or fish should be the size of a deck of cards and half a cup of mashed potato, rice, or pasta is about the size of a traditional light bulb.	5 Recipe	6 Buy vegetables and fruits in their simplest form. Pre-cut, pre-washed, ready-to-eat, and processed foods are convenient, but often cost much more than when purchased in their basic forms.	"Strength is the ability to break a chocolate bar into four pieces with your bare hands—and then eat just one of the pieces." –Judith Viorst	8 In a crunch and need to buy fast food? WedMD gives some suggestions http://www.webmd.com/food-recipes/features/10-best-fast-food-meals
11 It might not be your child's first choice, but doing household chores is a very effective way to get exercise. Mopping, sweeping, taking out trash, dusting or vacuuming burns a surprising number of calories.	12 Recipe	Safety Tip: Rinse fruits before preparing or eating them. Under clean, running water, rub fruits briskly to remove dirt and surface microorganisms. After rinsing, dry with a clean towel.	14 Valentines Day Instead of buying candy for your loved ones, take a moment and write them a love letter.	Still occasionally craving a soda or other unhealthy beverage? Drink an equal amount water just before opening the beverage. This will limit your craving and help to offset the negatives.
18	19	20	21	22
Herbs are a salt free way to lift a dish from okay to fabulous!	Recipe	Did you know skipping meals slows down your metabolism and increases your hunger? Being healthy doesn't mean being hungry.	Are your kids exhausted after school? Daily exercise is important for health & academic success. After some physical activity & a healthy snack, kids are more alert and focused to get homework done.	Have you planned your meals and shopping list for next week? Planning ahead makes your life easier and healthier!
Remember, even if you plan to peel vegetables or fruit before eating, it is still important to wash it first.	26 Catching up with a family member or friend? Go for a walk with them or walk while you're talking on your cell phone.	27 Recipe	If you're hardly drinking any water, it will take time to make it a habit. Try drinking a glass in the morning after you brush your teeth and before meals. Then slowly incorporate some of these habits so that you are reaching your daily goal of drinking lots of water.	

Safety Tip: Rinse fruits before preparing or eating them. Under clean, running water, rub fruits briskly to remove dirt and surface microorganisms. After rinsing, dry with a clean towel.	Instead of buying candy for your loved ones, take a moment and write them a love letter.	Still occasionally craving a soda or other unhealthy beverage? Drink an equal amount water just before opening the beverage. This will limit your craving and help to offset the negatives.
Did you know skipping meals slows down your metabolism and increases your hunger? Being healthy doesn't mean being hungry.	Are your kids exhausted after school? Daily exercise is important for health & academic success. After some physical activity & a healthy snack, kids are more alert and focused to get homework done.	Have you planned your meals and shopping list for next week? Planning ahead makes your life easier and healthier!

Southern Region Social Media Committee – what we've learned

Can Social Media help EFNEP:

- Recruit...
- Reinforce...
- Remind...
- Relate...
- Retain...



SUPPLEMENTAL MATERIALS AVAILABLE ON EFNEP.ORG

- ✓ Bibliography of literature
- ✓ Virginia Social Media Policy
- ✓ Facebook Dos and Don'ts for Program Assistants
- ✓ Summary of Professional and Paraprofessional Survey Results

Southern Region Social Media Committee Members

Ashley Fondren, MS State, Chair

Lorelei Jones, NC State
Austin Brooks, Virginia Tech
Caitlin Pardue, NC State
Debra Cotterill, Univ. of KY
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Helen Chipman, NIFA

ANY QUESTIONS???

Virginia Family Nutrition Program Social Media Policies

This document gives guidance to the publication of and commentary on social media by employees of Virginia Family Nutrition Program.

For the purposes of this document, social media means any facility for online publication and commentary, including but not limited to blogs, wiki's, and social networking sites such as Facebook, Twitter, and YouTube.

This document is in addition to and complements any existing or future policies regarding the use of technology, computers, e-mail and the Internet (including, but not limited to: University Policy 7000 "Acceptable Use and Administration of Computer and Communication Systems" and State Policy 1.75 "Use of Electronic Communications and Social Media").

Publication and commentary on social media carries similar obligations to any other kind of publication or commentary.

All uses of social media must follow the same ethical standards that Virginia FNP employees must otherwise follow. (including, but not limited to: State Policy 1.60 "Standards of Conduct.")

Using Social Media

Virginia FNP employees wishing to set up and administer social media profiles must do so in collaboration with the FNP Social Media Manager.

Follow or "like" other Virginia Tech, Virginia Cooperative Extension and Family Nutrition Program identities. Cross-promote other Virginia Tech, Virginia Cooperative Extension and Virginia FNP identities when applicable.

Protect your own privacy

Privacy settings on social media platforms should be set to allow anyone to see profile information similar to what would be on the Virginia FNP website.

Be mindful of posting information that you would not want the public to see. Social media is never private. Be smart about protecting yourself and your privacy. What you publish will be around for a long time, so consider the content carefully and also be cautious about disclosing personal details.

While not mandatory, it is strongly suggested you do not "friend" any participants on your personal profile, even if you know them personally. If a participant "friends" you, you may use your best judgment whether or not to accept. It is recommended that you direct participants to the Virginia FNP page, rather than your personal account.

Questions on privacy settings may be directed to FNP Social Media Manager.

Respect copyright laws

It is critical that you respect U.S. copyright, trademark, fair use, and disclosure laws. When in doubt, give credit to the original author.

You should never quote more than short excerpts of someone else's work, and always attribute such work to the original author/source.

It is good general practice to link to others' work rather than reproduce it. Cite sources when possible and use the "share" function to relay information exactly as it was posted by someone else.

If you question whether you should post something, then you probably shouldn't.

Respect your audience, Virginia FNP, and your coworkers

Keep in mind that you could always be perceived as a spokesperson for Virginia Tech and the Family Nutrition Program even if you are not officially.

Recognize the culture and etiquette unique to social networking. The public in general, and Virginia FNP's employees and participants, reflect a diverse set of customs, values and points of view. Don't say anything contradictory or in conflict with the Virginia FNP website.

Respect how you present yourself in social media. This includes not only the obvious (no ethnic slurs, offensive comments, defamatory comments, personal insults, obscenity, etc.) but also proper consideration of privacy and of topics that may be considered objectionable or inflammatory - such as politics and religion.

Any information shared on Virginia FNP pages should reflect only the approved curricula and resources.

Absolutely do not post personal information or opinions on department pages. Per University Policy 12000, endorsements of political personages, businesses, or products should be avoided on university pages.

Protect Virginia FNP participants

It's perfectly acceptable to talk about your work and have a dialog with the community, but it's not okay to publish confidential information. Confidential information includes things such as unpublished details of current projects, financial information, research, and identities of any Virginia FNP participant.

Refrain from sharing confidential information online. Virginia FNP participants should never be cited or obviously referenced without their explicit approval. Never identify a participant by name and never discuss confidential details of any participant.

It is acceptable to discuss general details about kinds of projects and to use non-identifying pseudonyms for a participant so long as the information provided does not violate anyone's confidentiality or make it possible for someone to identify the participant.

Use photos if you have gotten a signed photo release form. Do not "tag" individuals, but allow individuals to tag themselves, if desired.

Staying Positive

Leverage the positive spirit of social media and always follow Virginia Tech's Principles of Community. Use good judgment when responding to comments. Provide updated or correct information when necessary, but do not be argumentative.

Delete derogatory, inflammatory, or malicious comments.

If you notice arguments or negative comments on the Virginia FNP Facebook page, please notify the FNP Social Media Manager immediately via email with the subject line "URGENT: Social Media Attention Needed."

Don't forget your day job.

Make sure that social media does not interfere with your job or other commitments. The only allowable use of social media while "on the clock" is to *quickly* monitor and update the Virginia FNP page.

Browsing your personal account is not acceptable while at work.

Repeat infractions of this policy will result in social media privileges being revoked.

Social Media Tips

The following tips are not mandatory, but will contribute to successful use of social media.

Quality matters. Use a spell-checker. Write in simple language. Remember our audience is not only participants, but also community partners, university faculty, and other professionals.

Avoid writing lengthy posts or posts with jargon.

Engagement on the Facebook page is encouraged; if someone posts an accomplishment, respond with positive feedback.

Enforcement

Policy violations will be cause.	subject to disciplinary action, up to and including termination for
I, Media Policies.	, have read and agree to abide by the Virginia FNP Social
Signed	Date
Area Coordinator	Date

Local Facebook Page Guidelines

Do

DO work with the FNP Social Media Manager to set up your page.

DO friend other Virginia Tech, Virginia Cooperative Extension, and Family Nutrition Program identities, as well as community partners, and national nutrition organizations (USDA, etc.).

DO keep your page *professional*. You are representing the Family Nutrition Program at all times while using local pages.

DO respect copyright laws. Always give credit for others' work or "Share" from the original source.

DO provide information from approved sources only. (Same rules as for curriculum)

Don't

DON'T publish confidential information about clients.

DON'T let comments on your page get out of control. Encourage respect and delete inappropriate comments as necessary. The FNP Social Media Manager will be monitoring, but do not hesitate to ask for help.

DON'T publish photos without proper signed photo release forms. Do not "tag" people in photos.

DON'T forget social media is never 100% private. Never post something you would not say publicly.

DON'T forget your day job! Use of personal accounts at work is not acceptable and subject to disciplinary action.

EFNEP Professional Social Media Use Survey:

42 universities participated in the survey. Social media use was evenly split—17 universities actively use social media for EFNEP, and 245do not use social media for EFNEP.

Purpose:

Of the 17 schools that used social media, the three most common reasons were:

- 1) Provide nutrition information to reinforce face-to-face meetings
- 2) Recruit EFNEP participants
- 3) Communicate with EFNEP staff (professional and/or paraprofessional)

Maintenance:

State-level professional sites maintain most sites, but several schools used other staff members to maintain the sites. Other staff members included county-level staff, regional staff, and graduate students. Sites are most often updated on a weekly basis. The most common amount of updates is 2-4 times per week.

Sites Used:

Facebook is the most commonly used site, followed by Twitter and YouTube, respectively. Other sites used include Pinterest and blogging sites (ex. WordPress).

Paraprofessional Use:

17 universities reported the use of social media by EFNEP paraprofessionals, while 15 reported non-use, and 5 were unsure of paraprofessional use. Paraprofessionals most commonly use Facebook, followed by YouTube, Twitter, Pinterest, and blogs, respectively.

Promotion:

Social media sites are promoted in a number of different ways. Some tactics listed include: marketing brochures, website, YouTube ads, Radio ads, Facebook invitations, email links, staff list serve, announcement at meetings, and word of mouth.

Followers:

The majority of EFNEP social media followers are staff members, followed by participants, potential participants, and students.

National Social Media:

A large majority (38) of universities expressed interest in a National EFNEP social media presence. Only 3 universities were uninterested. The preferred national social media sites are: Facebook (27), Twitter (15), YouTube (14), Pinterest (12), Blog (12). No universities were interested in MySpace.

Universities were interested in the following services a national site could offer: Providing resources for State EFNEP (27), providing information from National EFNEP (23), providing a forum to share State EFNEP success stories (21), providing an online meeting place for State EFNEP (13). Other ideas included: offering a connection to other agencies, providing developed messages and training curriculum, PR and marketing services, continuing education services, and providing information to stakeholders.

Conclusions:

Based on the survey results, there is definite interest in EFNEP social media use for information, recruitment, and communication purposes. The most popular channels include Facebook, Twitter, and YouTube. It is common practice for state-level staff to update these sites on a weekly basis.

Paraprofessional Survey Summary:

Demographics:

176 paraprofessionals participated in the survey. Of these, 97% were female, 67% were EFNEP paraprofessionals and 43% were SNAP-Ed paraprofessionals. Nearly half of the respondents were between the ages of 45-59, while 13% were 60+ and 39% were 20-44. Only 9% had a high school degree, while the rest had some form of higher education. 34% had some college, 28% had a bachelor's degree, 16% had an associate's degree, and 12% had a graduate degree.

Personal Social Media Use:

80% of paraprofessionals have personal social media accounts. The most popular social media sites were Facebook, Pinterest, and YouTube, respectively. Of those that use social media, 91% have Facebook accounts. An overwhelming 94% use social media to keep in touch with family and friends, and over half use social media to share information, photos, and videos. While the majority of educators do not update their site regularly, most check their personal accounts at least once a day, if not more.

Social Media in EFNEP:

Only 16% of paraprofessionals use social media for EFNEP, but 24% answered they "did not know" if social media was used. The most common uses were to provide nutrition information and to communicate with current program participants. The accounts are maintained by state-level professional staff (48%), paraprofessional staff (38%) and county-level professional staff (25%). Fans include staff, participants, and potential participants. The most common sites used are Facebook and Twitter and the majority reported that the accounts are not regularly updated.

Social Media in SNAP-Ed:

20% of paraprofessionals use social media for SNAP-Ed but 18% weren't sure. The most common use is to provide nutrition information. But unlike EFNEP, social media is used in SNAP-Ed to communicate with staff (rather than participants). The sites are maintained by state-level professional staff (75%), county level staff (28%) and paraprofessionals (15%). The most common sites are Facebook and Twitter and they are typically updated daily or weekly. Staff makes up the majority of fans, followed by participants, and potential participants.

EFNEP Personal SM Use:

77 EFNEP paraprofessionals have personal social media accounts and 19 do not. The majority of paraprofessionals update the sites weekly or do not update the sites regularly, but they check their personal sites daily. The most popular sites are Facebook (73), YouTube (25), and Pinterest (23).

SNAP-Ed Personal SM Use:

49 SNAP-Ed paraprofessionals have personal social media accounts and 8 do not. The majority of paraprofessionals update the sites weekly or do not update the sites regularly, but they check their personal sites daily. The most popular sites are Facebook (46), Pinterest (24), and Twitter (12).



The Supervisor's
Role:
An Essential
Component of
EFNEP

Beth Jabin,
 Michigan State
 University
 Helen Chipman,
 USDA – NIFA



March 11-14, 2013 | The Fairfax at Embassy Row

Leadership

Leadership is unlocking people's potential to become better.

Bill Gates

Goals for Presentation

Review critical nature of supervisory role w/in EFNEP

 Explore opportunities to equip and empower those in supervisory role to succeed

Share collective wisdom

Environment

- Changing
- Increasing pressure to produce measureable, meaningful outcomes and impacts

.....Translates to.....

 Increasing need for highly functioning, productive individuals and teams

In HR Terminology

- How do we CONSISTENTLY
 - Attract
 - Retain
 - Develop
 - Empower

Dynamic, talented and dedicated professionals who will help us meet or exceed our organizational goals

Key Elements for Creating Highly Functioning Teams

- Hiring
- Training
- Communications
- Accountability
- Feedback/Evaluation

The Supervisory Role in EFNEP

- Hiring
- Supervising/Training
- Communicating (educators, community members and stakeholders)
- Goal setting with local staff
- Coaching and Mentoring staff
- Reporting
- Performance Review/Evaluation of staff

In Other Words.....

■ In EFNEP, the supervisory role is "where the rubber meets the road"!

How can we best equip and empower these people to build and guide a highly functioning team focused on accomplishing the EFNEP mission?

Hiring Process

- ✓ Analyze and articulate skill sets required of highly successful candidates(EFNEP Core Competencies)
- Recruit strategically
- Train hiring managers in interview skills
- Provide tools to guide interviews and candidate evaluation

Training

- Systematic transfer of knowledge
 - Focus on Core Competencies
 - Utilize/build on existing resources
 - Uniform across the organization
- Multi-level in EFNEP
 - **☑** State Coordinators
 - ☑ Peer educators
 - Supervisory level

Key Skills for Supervisory Roles

- Effective delegation
- Effective communication
- Coaching for performance
- Corrective action planning

Communication

- Even the most talented, best trained will struggle without consistent, accurate, timely, 2way communication
- Topics
- Tools
 - Face to face
 - Phone
 - Newsletters
 - Electronic meeting rooms
 - Skype
 - Social media outlets

Summary

- The supervisory role is a CRITICAL link in the delivery of EFNEP programming
- Opportunities exist to increase support
 - Hiring
 - Training
 - Communicating
 - Other?

Table Talk

Divide into groups

- 30 min to discuss three questions
- 15 minutes reporting

Questions for Discussion

1) Hiring

Within the context of the roles represented at your table, how do you address the points of importance with respect to recruiting and hiring?

What are your greatest challenges in areas related to hiring qualified, talented, dedicated, motivated staff?

What can we learn from one another?

Questions for Discussion

Within the context of the roles represented at your table, how do you address points of importance with respect to supervision/training?

- What are your greatest challenges in this area?
- What can we learn from one another?

Questions for Discussion

3) Communication

Within the context of the roles represented at your table, how do you address points of importance with respect to communication?

What are your greatest challenges with respect to communication?

How might we improve communication across <u>all</u> levels of EFNEP programming?

Closing Thought

If your actions inspire others to dream more, learn more, do more, and become more, you are a leader.

John Quincy Adams

Thank you for your time!

Communication

How do you address points of importance?

Group: Unions

Monthly conference calls. Send questions ahead of time to prepare and then state staff discusses Webinars – type in questions- give info/agenda ahead

Group: County/State SharedAmount of emails – too many
Provide a communication plan- good idea

Greatest challenges?

Group Unions:

Teaching supervisors to make sure communication goes up not down

Group: County/State SharedToo many emails. Hard to get staff to notice email Difficult not to spread rumors

What can we learn from one another?

Group: County/State Shared
Use something besides email
On-line survey
Create speaking points, maybe?
Plan for consistent messages

True/Real colors personality system for learning better communication strategies

Supervision/Training

How do you address points of importance?

Group: Coordinator/Supervisor

Delegate to peer trainers (paraprofessionals)

Delegation to students

Delegating to non-core counties

Newsletters to inform each week (links to training courses)

Required to report each month

Monthly webinar

Skype

Regional meetings

Corrective action- stay on top of it, quarterly reports, University form, sometimes needs to be done face to face

Group: County/State Shared

Quarterly training- in larger states for supervising agents (adobe connect, google)

Centralized (regional)

District Network

Regional supervisors – hold face to face quarterly

Group: Strong State

Hiring from within vs hiring from outside CE system- different training needs Can be more focused on training/subject matter than managerial role Need clear expectations of supervisory role, core competencies

Group: UnspecifiedRoles clearly defined

Greatest challenges?

Group: Coordinator/Supervisor

Distance, Time, Cost, Efficiency of training, shared goals, accountability of paraprofessionals, skill sets and range of skills and education, communication plan Delegating to individuals no under direct supervision.

Group: County/State Shared

Getting face to face Expense, Time

Group: State Strong

Adjustment from agent's independence to area coordinator's monitoring by state coordinator Challenge of supervisors work well with CE agents (and CE culture)

Need good communication within local offices and on up the organization

Importance of good working relationships w/associate directors in CE

Group: Unspecified

Faculty are evaluated based on the direct teaching they provide to clientele not for being supervisor SNAP-Ed supervisors aren't faculty. EFNEP supervisor is non-tenure track faculty.

NM county supervisors are tenure track faculty. Some state program staff with same education level (Masters) are not.

What can we learn from one another?

Group: Coordinator/Supervisor

Techniques, forms

Group: County/State Shared

Speed network sharing

More face to face or Google Hangouts

Group: State Strong

Need training with area coordinators on supervisory skills, communication skills (esp w/regard to disciplinary action), utilize True/Real Colors personality system (keep it impersonal)

Regular meetings with area coordinators, making decisions via consensus for buy-in

Use communication plan to insure consistent message

Recruiting and Hiring

How do you address points of importance?

Group: Unions

In some states, supervisors are not all union.

Having a union requires a certain kind of supervisor. Need someone patient, thorough, detail oriented. Someone who can handle poor performers w/o emotional involvement. Looking for more than just experience in comm. Nutrition ed. Being a good coach.

Supervisor has to be able to document

Group: State Strong

Hiring of paraprofessionals- State has a protocol we have to follow. Someone else chooses interviewees. Hire NEAs as temps to circumvent the State hiring procedure.

Issue: HR thinks > training is better. Opposite of what we are looking for in paraprofessional.

Allowed to see applic committee

Importance of precise job descriptions

Group: County/State Shared

Statewide templates – can adapt to fit local needs

Competencies/skills for job descriptions

Hired at county level but state staff has to sit in on interviews to make sure indigenous to population Some have scripted interview questions

Quarterly hiring system

Worked with county dist. Matrix of roles and responsibilities for each person. EFNEP develops tools. (questions and format)

State approval at HR offices. Approval is lengthy but hiring occurs at local level by search committee. Process begins at state level. Supervisors/professions happen at regional level. Paraprofessionals at local level

Group: Unspecified

Interview questions based off core competencies Follow University HR policy State based system, EEO standards

Group: Unspecified

ID -Hired by districts – no state FCS person involved

NM- same as above, no input

FL- Transition where state is getting more involved (1 interview). Have new dean who came from MD.

Program leader. District director still has final say

MD- EFNEP is under Ag- not FCS. State has some say, with team from county

Greatest challenges?

Group: Union

Training your supervisors, finding consistency in training

Money

Group: State Strong

Problem: Must apply on-line technological issues but if they can't do it, how can they manage tech on job?

Getting the right job title to obtain the level to match need 1,2 3

Have interviewee do a brief presentation during interview

Need to have an email account- now with smartphones they have, before not

How do we get the word out? Not just newspaper ad to get right audience

Group: County/State Shared

Salary range

Over qualified pool

On-line system is challenge for some minority populations

Is the on-line system best for recruiting paraprofessionals?

Timelines- University system – 3 months

Advertising locally originally and university now requires an on-line system.

Changing the applicant pool (more academic group). May have to screen up to 150 candidates.

Seeing over qualified candidates

Length of process can be over 3-6 months at some institutions

Finding paraprofessionals that are bilingual

Group: Unspecified

Finding good people willing to work for low pay

What can we learn from one another?

Group: Unions

Share job descriptions

Some states had luck with hiring ex paraprofessionals into supervisor roles with heavy supervisory training

Some states hire no-nutrition prof but with heavy supervisor experience

Group: State Strong

TANIF statewide job listing, flyers statewide, ask educators for shining stars from classes

Getting word out to best applicants – small papers, free ones

But our target audience is becoming more savvy to find the opportunities

Say HS diploma or GED required(no BS degree), no previous nutrition education experience required Large papers may get too many overqualified

Have county directors review for wording, take flyers down when job filled

How many applicants- urban 100+, rural 35-40. Need a sizeable pool to find a suitable candidate

Work closely with HR to define criteria – what type of quality we are looking for

Have a good job description, ask agencies who use EFNEP programming to make referrals, get referrals from current educators

Post fliers where audience is-Laundromats, bathroom stalls, direct fliers in community

Some hire 1x/yr vs vacancy need, or shift extra people from another program that is being downsized.

Shrinking budgets- but they can's reallocate EFNEP \$

Someone laid off can come to the most recent hire "bumping"

You can get people you don't want.

Making sure emphasis is on important roles in supervisory role (i.e., handling disciplinary issues)

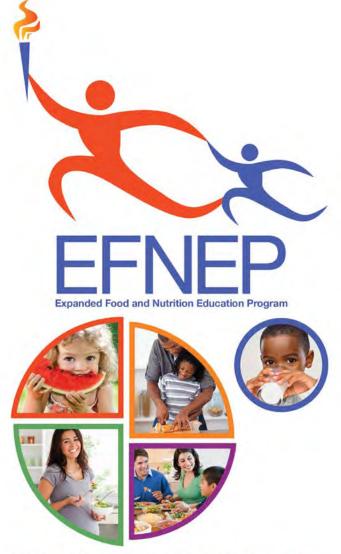
Perhaps using behavioral interview questions (hypothetical situations)

Group: County/State Shared

Develop a timeline for recruiting process
Have someone from State level
ID different levels for paraprofessionals
Have them do demos for interviews
National dataset of questions for interviews
Each state should share interview questions

Group: Unspecified

FL is trying to hire area coordinators. Dean is on-board for SNAP-Ed. Then will meet w/district directors.



Carrying the Torch for the Next Healthy Generation National Coordinators' Meeting Arlington, Virginia • February 24-27, 2014

Leadership Lessons learned from Wolves

Lorelei Jones
NC State University



Rudyard Kilpling wrote:

"For the strength of the pack is the wolf, and the strength of the wolf is the pack."





TEAMWORK

Not every member of the pack aspires to be the boss. Some prefer to be steady hunters, caretakers or scouts. But each has a crucial role to play as part of the TEAM.







Family & Consumer

One Program – Two Universities – Equal Partners supporting each other

NC A & T State University



Tasks	- 1 1 1	TEAM MEMBERS													
	CED	FCS Agents	4-H Agents	EA	State Staff	DED/RC	PAs	NOTES							
COMMUNICATION (continued)		1		1	1 11		u								
Share program accomplishments and successes		3		X	100		191	Program Accomplishments are posted on the EFNEP website each December.							
10. Market program	X	X	х	X			X								
11. Develop county plan to include EFNEP	X	х	х	х	26/		3								
12. Serve on state committees to support EFNEP	x	х	X	х	X	x	х								
13. Facilitate agency collaborations	X	X	X	x				PAs need help opening agency doors. The FCS/4-H Agent should be the lead to make introductions, however all staff should help as opportunities present themselves.							
14. Work with County staff to include EFNEP programming strategies	13		188	х	х	X	160								

Every one has a role. Just as in the wolfpack, the leader will drop back and another member of the pack will take over. The same is true in a high functioning team.







Just as a pack embraces new members, we need to embrace new partners. The program gains new perspectives, new expertise and new opportunities.





New resources.





New ideas.







Find this information at

EFNEP Social Media Blog

http://efnepsocialmedia.wordpress.com/





PATIENCE









ow can **EFNEP** benefit your patients?

- Provide follow-up education between office visits
- Teach new skills that help families overcome barriers to healthy eating and physical activity
- Through changed behavior, help families save money in potential health care costs by reducing risk factors of obesity



PATIENCE

Take the time needed to assure EFNEP goals will be met. Seek long-term victory rather than short-term success.





PLAY





PLAY

Play energizes us, stimulates creativity and collegiality.





COMMUNICATION











Practicing safe cooking methods in the kitchen is key to protecting you and your family. How safe is your kitchen? Take this guiz to see how much of a risk you have for food borne illnesses at home, http://homefoodsafety.org/quiz. Give this post a "like" once you do.



quiz homefoodsafety.org

Select a question from the Interactive Kitchen below. Answer all nine questions to find out how safety savvy you are. Good Luck!

Unlike - Comment - Share



You and Susan Stanford Chase like this.



Virginia Family Nutrition Program Government Organization



Faye Anderson, VA Family Nutrition Program -Fluvanna Government Organization





NC EFNEP - Expanded Food and Nutrition Education Program

February 24 @

When selecting snacks, remember, choose healthy! Try adding fruits and vegetables to your family's snack list. Why, you get MORE of what your body needs for good health. Check out the 100 Calorie Comparison Chart at http://www.fruitsandveggiesmorematters.org/100-caloriecomparison to find healthy (and filling) snack options for your family! Let us know your favorite healthy snack.







Find tips, recipes, programs for a healthy life



Organizations, teachers, agencies, and stakeholders



Staff and Volunteers







LOYALTY





Learn more at: www.faithfulfamiliesesmm.org



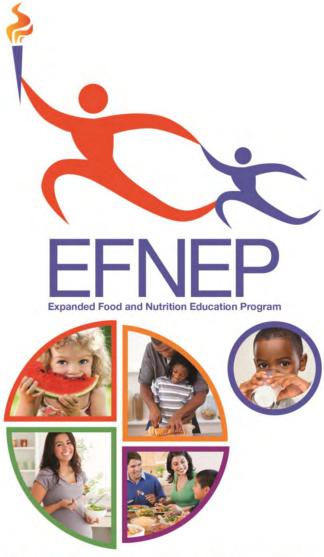


Learn more at www.voicesintoaction.org





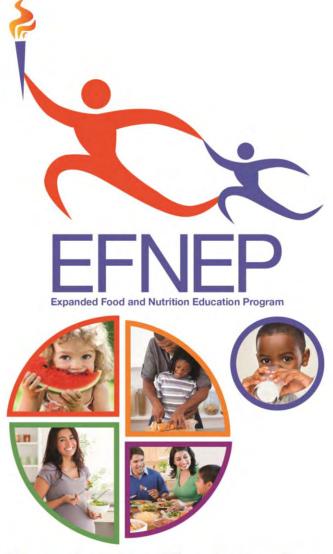




Carrying the Torch for the Next Healthy Generation

National Coordinators' Meeting Arlington, Virginia • February 24-27, 2014

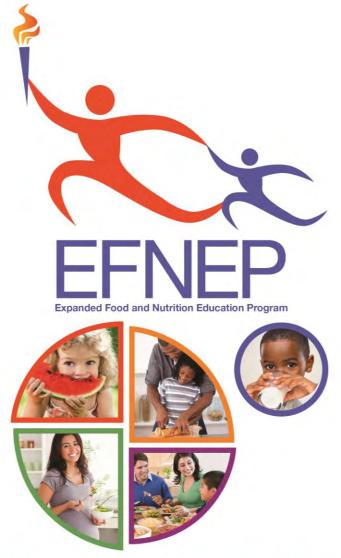




Carrying the Torch for the Next Healthy Generation National Coordinators' Meeting Arlington, Virginia • February 24-27, 2014

The Winning Team Pulling It All Together

Robert E. Holland Cynthia Montgomery Stephanie Blake



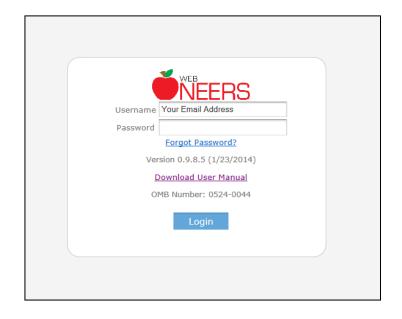
Carrying the Torch for the Next Healthy Generation National Coordinators' Meeting Arlington, Virginia • February 24-27, 2014

The Winning Team: Pulling it All Together

Stephanie M. Blake, USDA-NIFA

WebNEERS*

- Accomplishments
- Our Commitment



*Web-based Nutrition Education Evaluation and Reporting System



Beta Team – FY2014

- Barbara Johnson, Cornell
- BeVerly Sims, U. of AR
- Brenda Sheik, OK State
- Karen Franck, U. of TN
- Kavitha Sankavaram,
 U. of MD College Park
- Korrin Vanderhoof, OH State
- Latresha Brady-Pinkston, Auburn

- Lorna Ewart, Cornell
- Michelle Scott-Pierce, Cornell
- Steve Williams, U. of MO
- Sue Snider, U. of DE
- Tiffany Williams, U. of GA
- Tony Benavente, NC State



Beta Team - FY2014

Projects:

- Add Your Own Checklist Question
- Youth Checklist Report by Group
- Training
- Online Help Desk



WebNEERS Wish List

Nutrition

Web-based Nutrition Education Evaluation and Reporting System (WebNEERS)

The Web-based Nutrition Education Evaluation and Reporting System (WebNEERS) replaced the Nutrition Education Evaluation and Reporting System version 5 (NEERS5). WebNEERS is a secure system designed, hosted, and maintained by Clemson University. WebNEERS is accessed through the Internet via Internet Explorer, Firefox, Google Chrome, and Safari web browsers. It incorporates local, university, and federal components of the current NEERS5 as well as new elements such as the EFNEP 5-Year Plan/Annual Update, the EFNEP budget and budget justification, and the social ecological framework of the Community Nutrition Education (CNE) logic model. Additional information is available below.

WebNEERS Information

Preview of WebNEERS

Getting Started

- · Access to WebNEERS (username and password required):
 - EFNEP: WebNEERS | Test Site
 - SNAP-Ed: WebNEERS
- Instructions
 - User Manual
 - End of Year Processes: Full Instructions | Region Level Only
 - Budget & Justification
 - Annual Update
- · Training Modules
- · Sample Forms: Adult | Youth

Technical Support

- Frequently Asked Questions: WebNEERS
- Online Help Des (username and password required)
- Wish List



www.nifa.usda.gov/webneers

WebNEERS Wish List

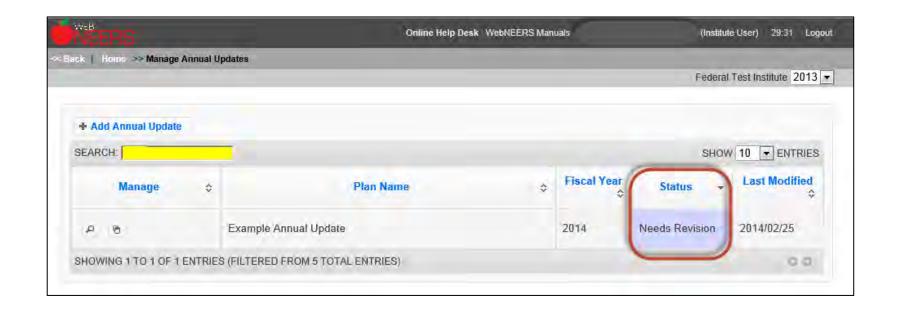
	Wel	bNE	ERS \	Wish	List ☆																			S	tepha
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f _×	FY2014 Priorities																								
	Α	A B C D											E												
1	FY20		rioriti	ies																					
2	Done	Pri	ority Le	evel	Ranking		ltem									Details									
3	n		high		1	Collect data on which user enters each adult and youth group																			
4	n		high		2	Changi	Changing User Type Add									Add confirmation message before user is created									
5	n		high		3	Federa	Federal Level Cleanup								compl	complete Federal system									
6	Υ		high		4	Update	Update Youth Question details for Federal sets									Text for some of the questions needs to be edited per input from the youth evaluation committee.									
7	n		high		5	Annua	Annual Update Report								1	Users need a way to print off a PDF version of this report including data from all tabs									
8	n		high		6		Add export option for Program Impacts and Delivery Sites and partnerships								at regi	at regional and institution level									
9	n		high		7	Notify	Notify of Unsuccessful Email Attempts								from v	Users should be alerted if an email they attemtped to send from within the system (new user, password reset, etc) did not go through									
10	n		high		8	Excel v	Excel version of List of Family Report									Provide an excel version of the List of Families report so universities can sort the data									
11	n		high		9	Youth Group	Youth Checklist Review - add option to run it by Youth Group							uth	Users want to be able to review the checklist results for specific youth groups (Beta Team working on this)										



Budget/Justification & Annual Update

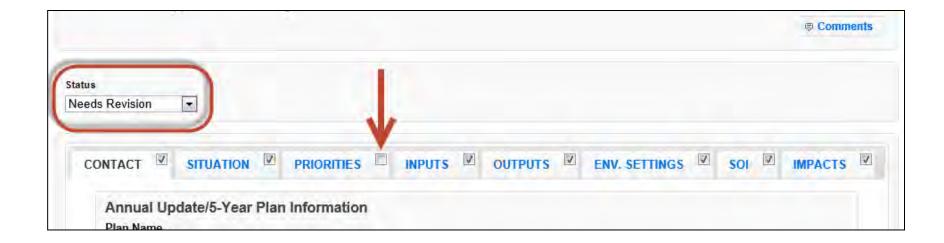


Annual Update





Annual Update





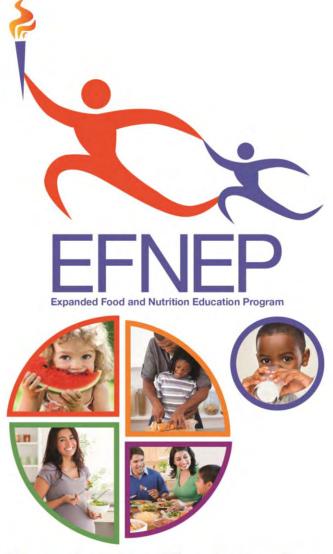
Annual Update





Final Thoughts

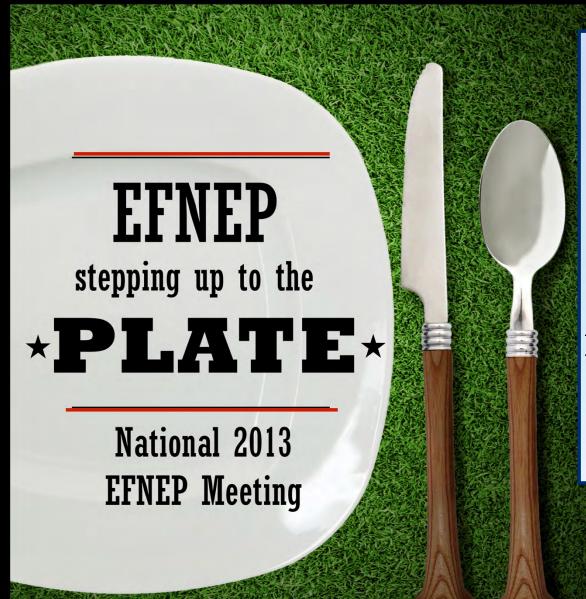




Carrying the Torch for the Next Healthy Generation National Coordinators' Meeting Arlington, Virginia • February 24-27, 2014

The Winning Team Pulling It All Together

Robert E. Holland Cynthia Montgomery Stephanie Blake



YOUTH EFNEP NATIONAL SURVEYS

How did we get there...process overview!

Presenter:

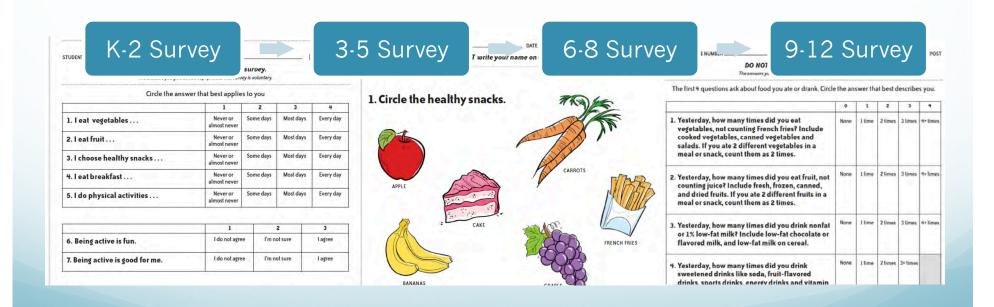
Yenory Hernandez, PhD Clemson University

March 14, 2013

March 11-14, 2013 | The Fairfax at Embassy Row

Efforts to Enhance the Quality of the National Youth EFNEP Surveys:

Multi-State Youth EFNEP Evaluation Project



Overview

- Background
- Youth EFNEP Survey Development Project
- Multi-State Youth EFNEP Revision & Evaluation Project
 - Expert Reviews
 - Cognitive Interviews
- Questions & Answers (at the end)

Background

- Problem: In 2011, during the EFNEP Conference meeting and the EFNEP general session at SNEB, EFNEP Coordinators discussed the need to determine the common set of youth evaluation questions, particularly in light of the upcoming transition to the new-web-based reporting system.
- Goal: Identify appropriate questions that could serve as foundation for the development of a comprehensive/systematic youth evaluation component to EFNEP.
- Target audience: EFNEP eligible children and youth from K-12 grades.

National Youth EFNEP Surveys Development Project

Team Members

- Heli Roy, Chair (LA)
- Ben Chamberlain, Chair (MI)
- Virginie Zoumenou (MD)
- Lillie Monroe-Lord (DC)
- Justine Hoover (IA)
- Scottie Misner (AZ)
- Donnie Love Cook (AL)
- Shelley Swenson (FL)
- Yenory Hernandez (SC)

- Maria del Carmen Lambea (OH)
- Olga Santiago (MI)
- Wendy Wolfe (NY)
- Audrey Adler (NJ)
- Marion Halim (NE)
- Lois V Sanders (VI)
- Melissa Maulding (IN)
- Amy Davidson (VT)
- Josh Phelps (OK)

National Youth EFNEP Surveys

Overview of the Survey Development Process

Timeline:

August 17, 2011-September 12, 2011



Project Chairs

 2 State Coordinators were asked to co-chair this survey development project.

Revisions

- National Office revised the first draft of questions sets.
- Revised/approved questions included in the web-based report system.

Workgroups Established

 16 State EFNEP Coordinators/ Specialists recruited & distributed in 4 grade level groups.

Survey design

- Identify items from the literature & existing Youth EFNEP instruments.
- Two conference calls per group were undertaken for selecting questions.
- First draft of questions sets presented to the National Office.

National Youth EFNEP Surveys

Accomplishments

 Output 1: A bank of questions developed.

 Output 2: Surveys for four age groups were developed based on the EFNEP core areas/ indicators (Version 1.0).

Final Distribution (Version 2.0)

	Total	DQ	PA	FS	FRM	SEC
K-2	10	8	1	1	0	0
3-5	14	8	3	3	0	0
6-8	14	6	3	3	2	0
9-12	14	6	3	4	0	1

National Youth EFNEP Surveys Revision & Evaluation Project

Purpose of this project

- Revise and evaluate the National Youth EFNEP surveys in terms of:
 - Validity (expert reviews, cognitive interviews)
 - Reliability (test-retest reliability)
 - Usability-feasibility
 - The needs of the EFNEP youth participants.
 - The needs of the EFNEP paraprofessionals.
 - The needs of the EFNEP coordinators/ administrators.

Multi-State Research Team

University Name	Team Members
MICHIGAN STATE UNIVERSITY	Olga Santiago, <u>Meenal Rana</u> , Ben Chamberlain
CLEMS N	Yenory Hernandez, Brittney Linton
Cornell University	Wendy Wolfe
RUTGERS	Audrey Adler, Kerry Silverman
PENNSTATE	Elise Ann Gurgevich, Julie Cooper
OHIO STATE UNIVERSITY	Maria del Carmen <u>Lambea</u>

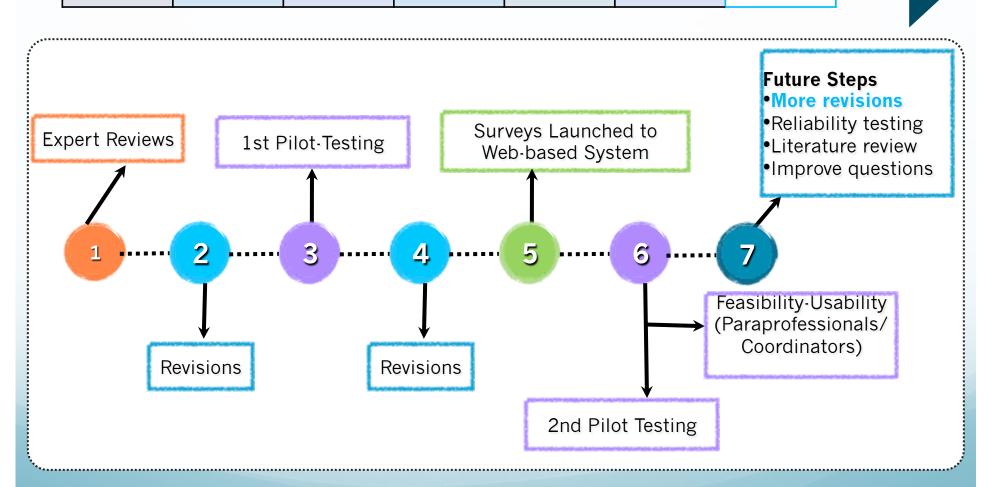
Monthly conference calls, research into practice, careful decision-making

Revise, Evaluate, Revise, Evaluate, Revise...

November/ December 2011 December 2011/ January 2012

February/May 2012 June/August 2012 September/ October 2012 October 2012/ March 2013

March 2013...



Web-Based System

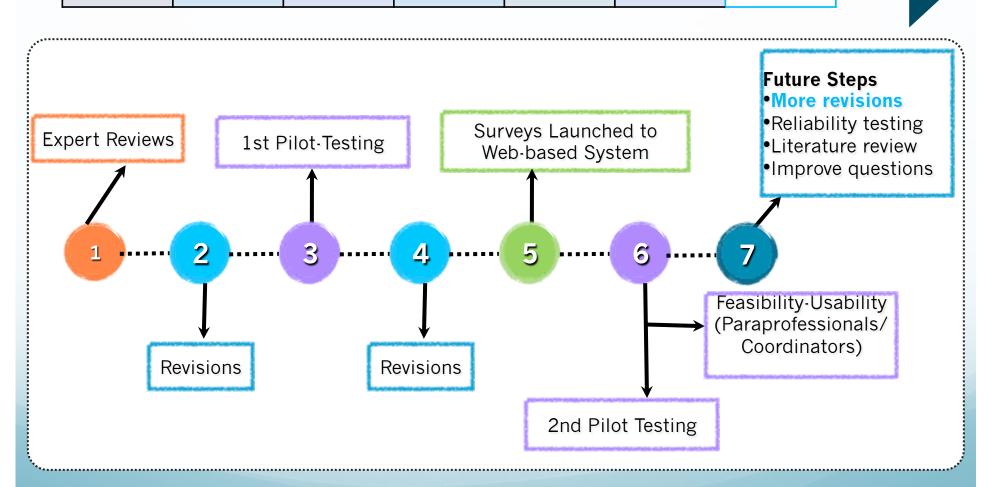
Question_O der	r	qType Age_Grou p	Core_Area	Outcome _Numbe r	qUserText	qScreen	qAid
	6	N K-2	DQ	1A	Circle the foods from the Vegetables Group. Pictures Include: Bell Pepper, Lettuce, Meat, Cake, Pretzel, Cucumber	Circle the vegetables	Enter value between 0 and 6
	1	3 K-2	DQ	1A	At your home, do you have vegetables to eat?	Vegetables to eat?	0-Don't know; 1-Never; 2-Sometimes; 3-Always; 5-point facial hedonic face; 1-Dislike very much; 2- Dislike a little; 3- Not sure; 4- Like a little; 5- Like very much
	7	N K-2	DQ	1A	Circle the foods from the Fruit group. Pictures Include: Apple, Broccoli, Strawberries, French Fries, Bread, Glass of Milk	Circle the fruits	Enter value between 0 and 6
	3	5 <mark>K-2</mark> 3-5	DQ	1A	How sure are you that you can. Ask someone in my family to have fruits and fruit juices out where I can reach them? Circle the snacks that are best for our body. (List Examples)	Ask to have fruits and juices within reach? Circle snacks that are best	1-I'm sure I cannot, 2- I don't think so, 3-I am not sure, 4- I think so, 5- I'm sure I can Enter value between 0 and 6.
	2	3 K-2	DQ	1A	At your home, do you have fruits to eat?	Fruits to eat?	0-Don't know; 1-Never, 2-Sometimes, 3-Always, 5-point facial hedonic face; 1-Dislike very much; 2- Dislike a little; 3- Not sure; 4- Like a little; 5- Like very much
	8	N K-2	DQ	1A	Circle the foods from the Grains Group. Pictures include: bananas, oat bran, syrup, taco shell, tomato, bread	Circle the grains	Enter value between 0 and 6

Revise, Evaluate, Revise, Evaluate, Revise...

November/ December 2011 December 2011/ January 2012

February/May 2012 June/August 2012 September/ October 2012 October 2012/ March 2013

March 2013...





Expert Reviews/Revisions

- **Total:** 24 experts from six states and different disciplines.
- Disciplines: EFNEP Specialists, Health Promotion & Behavior, Physical Activity, Extension/4-H, Nutrition, Public Health, Agricultural Education.

2 Revisions

- Changes
 - Questions order
 - Wording
 - Response format
 - Entire question



(Version 3.0 ready for pilot study):

1st Round of Pilot-Testing

Subjects:

EFNEP eligible children between the ages of 5-17 years.

Data Collection:

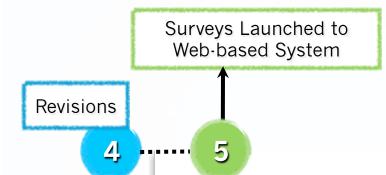
- Cognitive interviews: one-one interviews to assess children's understanding of each question, and the appropriateness of response options & illustrations.
- A training/protocol with think aloud techniques and scripted probes for each survey was designed to elucidate the processes children used to response the survey questions.
 - To you what is physical activity? What activities do you think of?
 - If you are talking to a friend how would you ask this in your own words?
- •5 states were included: NJ, NY, OH, PA, & SC.

1st Round of Pilot-Testing

Data Analysis/Revisions:

- **52 interviews**, within 13 different grades, were analyzed (MSU led the analysis process).
- Dedoose Qualitative Analysis Software.
- Coding & grouping codes into themes (problems, recommendations).
- Several discussions/ agreements via emails & conference calls.

Surveys	Grades	Total
	Kindergarten	3
K-2 Survey	First	3
	Second	6
	Third	4
3-5 Survey	Fourth	3
	Fifth	4
	Sixth	5
6-8 Survey	Seventh	2
o o our voj	Eighth	2
	Ninth	3
	Tenth	4
9-12 Survey	Eleventh	7
	Twelfth	6
Total	13 grades	52



Revisions/Version 4.0 of the Surveys Launched to Web-Based System

Old Question

I do physical activities like walking to school, helping around the house, using the stairs, or walking the dog.

A. Never or almost never

B.____ Some days

C.___ Most Days

D.____ Every day or almost every day

Revised Question

I do physical activities.

A.___ Never or almost never

B.___ Some days

C.___ Most days

D.___ Every day

Problem:

- Question with too many words
- Restricted PA examples
- Confusion between most days & almost everyday

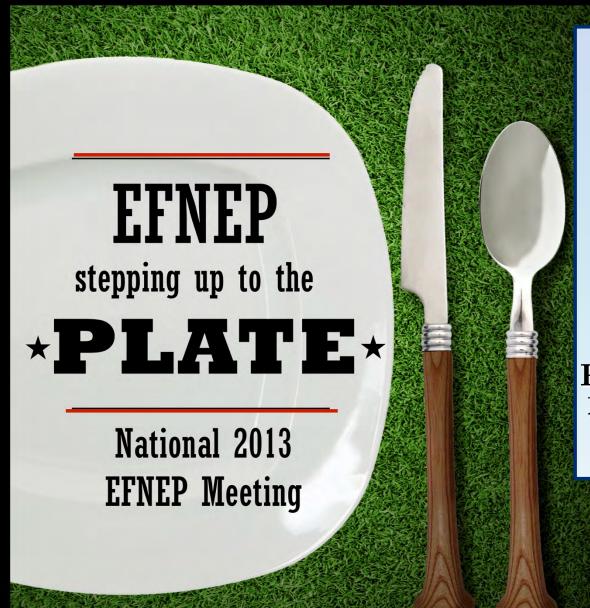
Pending:

 Provide definition of PA and/ or a cardboard with more PA examples

2nd Round of Pilot-Testing

- Subjects:
- EFNEP eligible children between the ages of 5-17 years.
- Data Collection:
- Cognitive interviews
- Training & data collection protocol/interview guides were improved.
- 3 states were included: MI, NJ & SC.
- Qualitative Analysis/Reporting: Pending

Surveys	Total
K-2 Survey	9
3-5 Survey	28
6-8 Survey	9
9-12 Survey	12
Total	58



YOUTH EFNEP NATIONAL SURVEYS

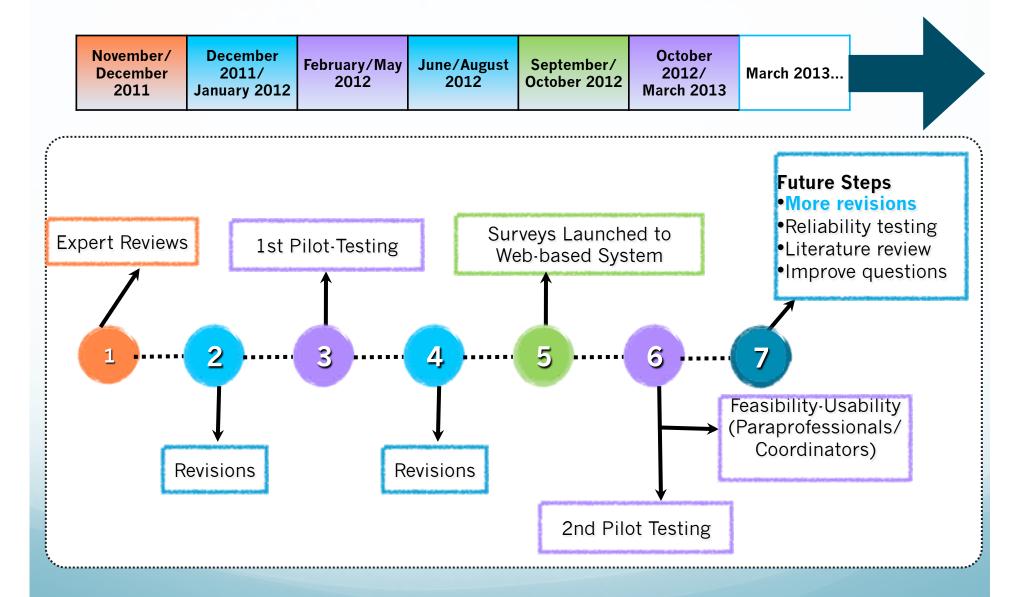
What are the Coordinators & Paraprofessional Perspectives?

Presenter:

Melissa Maulding, MS, RD Olga J. Santiago, PhD

March 11-14, 2013 | The Fairfax at Embassy Row

Revise, Evaluate, Revise, Evaluate, Revise...



Objectives

Feasibility-Usability

- To examine the usability of the EFNEP Youth Evaluation Tools through paraprofessional surveys.
- To examine the usability of the EFNEP Youth Evaluation Tools through **coordinator surveys.**
- To identify areas for improvement of the EFNEP Youth Evaluation Tools in terms of:
 - Length
 - Difficulty
 - Words/Expressions/Pictures

Methods

Period

January-February, 2013 – Coordinators & Paraprofessionals.

> Study Population

- Nationwide
- State Coordinators and Paraprofessionals working with youth audiences EFNEP

Participants recruitment

- Invitation via e-mail to EFNEP Coordinators
 - EFNEP Coordinators send an invitation to paraprofessionals

Measurement

- On-line surveys that assessed the instructor's opinions in terms of:
 - average length of the administration of the evaluation tool (minutes)
 - difficulty level for children
 - unclear words, expressions or pictures
 - issues and suggestions

Results: State Coordinators

- > 41 participants
- > 34% (14/41) have fully implemented use of the new youth evaluation questions.
- > Of those that have not implemented:
 - > 48% (14/29) plan to implement it on 2013.
 - > 52% (15/29) plan to implement it on 2014.
- Data entry (more than one alternative)
 - 51% Paraprofessionals.
 - 51% Administrative assistants at the local level.
 - 26% Administrative assistants at the state/territory level.
 - 21% County Agents/Educators/Supervisors.

Distribution of Survey Participants per State (N=178) Paraprofessional's Survey

States (Top 5)	Number (%)	
North Carolina(NC)	26 (14.6)	
Michigan (MI)	24 (13.5)	
Louisiana (LA)	22 (12.4)	
Montana (MT)	20 (11.2)	
Virginia (VA)	17 (9.6)	
Other States Combined	59 (33.1)	
Not specified	10 (5.6)	
Total	178 (100)	

Results: Paraprofessionals Have you used the surveys?

Grade Group	Total # of participants	# of instructors that have used the questionnaire	Percentage (%)
K-2	120	86	72%
3-5	119	103	87%
6-8	107	39	36%
9-12	104	28	27%

➤ Most of the respondents have used **K to 2nd** or **3rd to 5th** evaluation tools.

6

Results Is the length appropriate?

Grade Groups	_	ofessionals (n/N)	Average time Paraprofessionals (n)
K-2	38%	(33/88)	21 mins (157)
3-5	86% (103/119)	15 mins (66)
6-8	79%	(34/43)	10 mins (27)
9-12	97%	(29/30)	11 mins (20)

^{*}Includes only those participants that provided number of minutes.

- ➤ Over 78% of the respondents considered the length of the evaluation tools appropriate for 3rd to 12th Grade.
- ➤ K to 2nd grade evaluation tool needs to be revised for length.

6

Results: Paraprofessionals Is the difficulty appropriate?

Group of Grades	Group of Grades
K-2	38% (33/87)
3-5	83% (83/100)
6-8	92% (36/39)
9-12	86% (24/28)

- ➤ Over 82% of the respondents considered the difficulty of evaluation tools appropriate for 3rd to 12th Grade.
- ➤ K to 2nd Grade and 3rd to 5th Grade evaluation tools need to be revised for difficulty level.
- ➤ K to 2nd Grade: Q2 Hand washing; Q9 & Q10 Food availability
- > 3rd to 5th intention questions Q11 to Q14

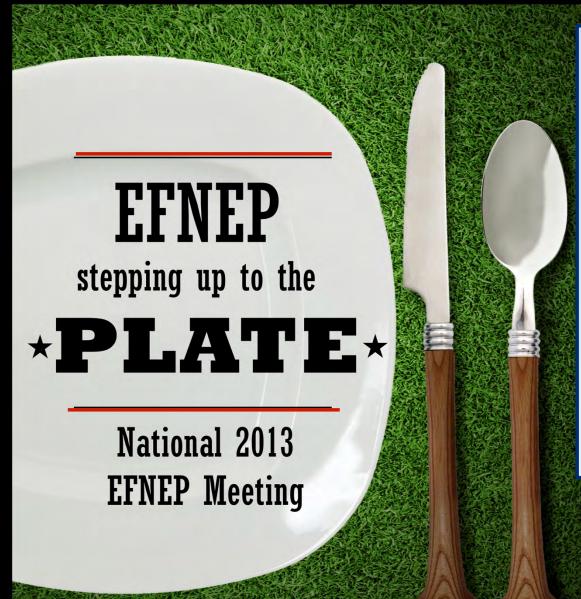
Results: Paraprofessionals Are there words/expressions unclear?

Group of Grades	Yes (n/N)
K-2	82% (70/85)
3-5	31% (31/100)
6-8	28% (11/40)
9-12	31% (9/29)

- The respondents identified several words or expressions that were unclear for each evaluation tools. For example:
- ➤ K to 2nd Grade: Physical Activity; Happy faces in Q9 and Q10

Conclusion

- Paraprofessionals feedback is consistent with preliminary results of the cognitive interviews:
 - K-2 length, and last two questions
- Further testing is needed
 - Observations
 - Additional resources
 - Manual guide
 - Card boards



YOUTH EFNEP NATIONAL SURVEYS

WHAT ARE THE NEXT STEPS?

Presenter:

Heli J. Roy, PhD, MBA, RD

March 11-14, 2013 | The Fairfax at Embassy Row

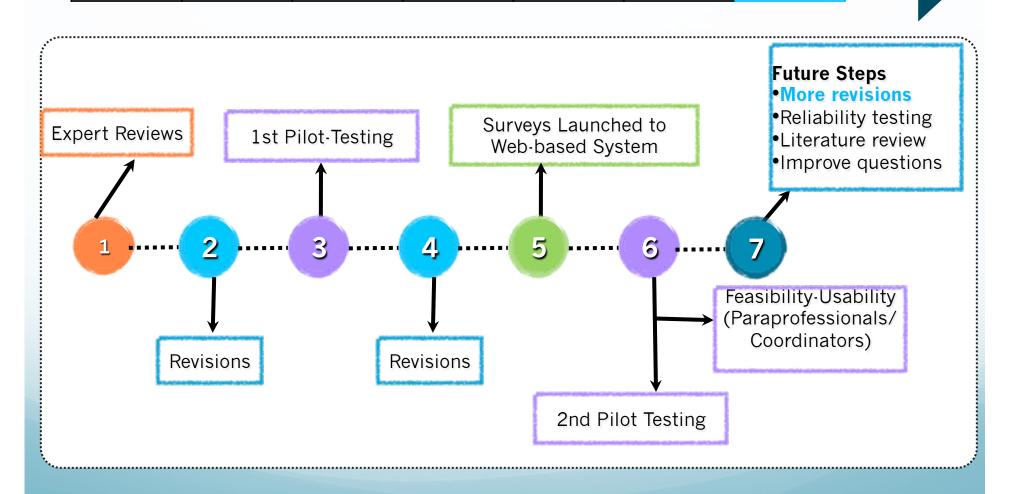
Revise, Evaluate, Revise, Evaluate, Revise...

November/ December 2011

December 2011/ January 2012

February/May 2012 June/August 2012 September/ October 2012 October 2012/ March 2013

March 2013...



7

Spanish Version

- Spanish Translation Workgroup established.
 - EFNEP staff from Michigan State University, Ohio State University and Clemson University (n=4).
 - Clemson University Hispanic Graduate Students (n=5).
- Each survey is being translated in Spanish.
- Two versions:
 - One more towards Mexican Americans.
 - The other more towards Puerto Ricans.
- Final version of each translated survey will be completed by the end of this semester.

2nd Round of Cognitive Interviews

- Are the questions interpreted as intended:
 - Grade level variations
 - Younger children have difficulty with questions
 - Food security questions
- Being conducted now
- Analysis & report will be completed soon (May 2013)

Reliability Testing

- Reliability testing will begin next week.
 - Test-retest reliability.
- Important aspect of youth evaluation to get consistent results
 - Across state to state
 - Variation in educational programs (schools)
 - Different grade levels K-12



Explore the Literature

- Each group that worked before will be called together again to write a section of the literature review pulling together relevant literature.
- Eventually combine it into one document

7

Improve the Surveys

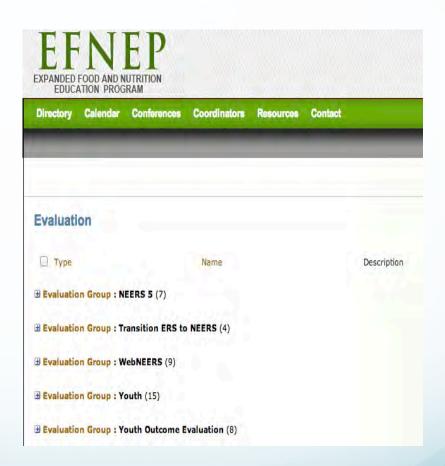
- Revision of the existing surveys will be made based on:
 - Cognitive interviews results
 - Coordinators survey results
 - Paraprofessionals survey results
 - Reliability testing results
- After revisions further testing will take place.
- Continue using the current questionnaires for the present.

37

Attention!

- Make sure you are using the correct versions of the surveys.
- You can find the most updated at:

https:// www2.ag.purdue.edu/ programs/hhs/efnep/Pages/ Resource-Evaluation.aspx





stepping up to the

PLATE

National 2013 EFNEP Meeting

EFNEP Youth Evaluation in Nebraska

•Jean Ann Fischer

March 11-14, 2013 | The Fairfax at Embassy Row







EFNEP Youth Evaluation in Nebraska







"Begin with the end in mind.®"

FranklinCovey

- EFNEP funding is based on showing impact. To show an impact, we need to make sure our lessons address the concepts covered in the evaluation questions.
- So we asked ourselves...

"What needs to be taught, to make sure the youth are prepared to answer the evaluation questions?"



STEP #1:

Looked at the EFNEP youth evaluation questions.

Q: Do we ask all of the questions in year 1, or gradually begin using them?

A: Use them all, every time! FY13 is our pilot year.



University of Nebraska-Lincoln

STEP #2:

Aligned our current teaching objectives to the evaluation questions.

	K-2 Eval.	3-5 Eval.	6-8 Eval.	9-12 Eval.]
Objective #1:Hand washing/ Food Safety					1
Food Safety	Х	Х	Х	Х] 4
Objective #2:Healthy Snacking]
Healthy Snacking	Х	Х] 2
Healthy Drinks				Х] 1
Objective #3:MyPlate/Dietary Guidelines]
MyPlate	Х	Х	Х	Х] 4
MyPlate: Grain Group	Х		Х	Х] 3
MyPlate: Protein Group	Х] 1
MyPlate: Dairy Group	Х	Х	Х	Х] 4
MyPlate: Vegetable Group	Х	Х	Х	Х] 4
MyPlate: Fruit Group	Х	Х	Х	Х] 4
Objective #4: Physical Activity]
Screen Time]
Physical Activity	X	Х	Х	Х] 4
Objective #5:Breakfast			_		
Breakfast		Х] 1

The topics that appeared most often became our priority lessons.

STEP #3:

Designed a 6 lesson series, focused on our priority lessons.

- 1. MyPlate & Physical Activity
- 2. Fruit & Vegetable Groups
- 3. Dairy & Protein Groups
- 4. Grain Group
- 5. Preparing Safe Food
- 6. Healthy Snack & Drinks









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MyPlate & Physical Activity

- Key concepts included in this lesson.
 - What are the food groups of MyPlate?
 - What is physical activity, why it is good for us, and how much do we need?
 - Do you limit screen time to less than 2 hours/day?

How do you make healthy choices when eating

out?





Fruit & Vegetable Groups

- Key concepts included in this lesson.
 - What are fruits and vegetables?
 - How can you eat more fruits and vegetables each day?
 - How many cups of fruits and vegetables do you need to eat each day?





Dairy & Protein Groups

- Key concepts included in this lesson.
 - What are the foods in the Dairy and Protein food groups?
 - Do you eat breakfast?
 - Do you choose low-fat dairy products?
- Protein and breakfast are only evaluated using one question – so the majority of the time spent should be on dairy.



Grain Group

- Key concepts included in this lesson.
 - What are the foods in the Grain group?
 - What are whole grains?







Preparing Safe Food

- Key concepts included in this lesson.
 - When should you wash your hands?
 - Do you prepare foods that are safe to eat?
 - How do you store food safely?
 - Do you know how to measure ingredients and follow a recipe?



Healthy Snacks & Drinks

- Key concepts included in this lesson.
 - What is a healthy snack?
 - What is a healthy drink?





How do I plan my lesson?

- Developing the lesson plan is up to you!
 - Use Curriculum Guides
 - Make sure you are focusing on the key concepts.



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What is a curriculum guide?

- Includes:
 - Concept of lesson
 - Teaching objectives of lesson
 - Resources
 - Curriculum
 - Handouts
 - Activities, games, etc.





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EFNEP YOUTH EVALUATION SESSION, THURSDAY MARCH 14^{TH} , 2013

TASK 1

2. WHAT HAS WORKED WELL FOR YOU IN IMPLEMENTING USE OF THE NEW TOOLS WITH STAFF? THINK PROCESS, TRAINING, ETC. PLEASE BE SPECIFIC.

Tier 1:

- Staff is happy to have a standard youth eval tool.
- Exciting great potential we will be ahead of the pack in data collection

<u>Tier 2:</u>

- Training that was hands-on when Web-NEERS training
- Evaluation manual with protocols and then trained on it
- Defined data to enter only if did pre-/post- and graduation
- Separate trainings on how to do survey, how to enter data, and how to export data.
- Staff coded their own evaluation tools
- Where staff enter data had regional training
- Scoring data at the state level
- Providing tips to staff for implementing survey (reading, walking around room, etc.)
- Drafted letter to school

Tier 5:

- Only doing grade 3
- Trained on curriculum, instrument introduced with the curriculum training, using Show Me Nutrition
- Using consistent curriculum, questions matched, taught to teach to concepts not to questions
- Curriculum guide
- CI hasn't implemented it. Paraprofessionals overwhelmed with the idea. Little admin help to code or enter it.
- Read each question aloud. More than once is important.

Tier 6:

- NY added additional questions use teachers' system for ID.
- NV cover sheet coded, identifiable info shredded
- HI- implement gradually, 9-12 first.

Tier 7:

- One on one training with staff
- Sharing instruments with staff and getting feedback from them prior to testing
- Provide each individual with a code (ID#) county IDs
- Webinar training
- We are still in transition and using old evaluation tool. Will begin using new survey ASAP.

3. WHAT HAS PROVED CHALLENGING FOR YOU IN IMPLEMENTING USE OF THE NEW TOOLS?

<u>Tier 1</u>:

- Q9 and Q10 on K-2 evaluation are not working in Texas
- CA modified these 2Qs pics confusing changed pictures from F&V to families eating at home, CA has a photo bank and four photos of veggies. Also changed order.
- Texas got two versions from Olga which was correct version with F&V but Texas thinks without F&V it is more simplified
- In Web-NEERS five response choices is the max, system is set but you could design Qs with less than five responses.
- Can we shrink the size of the survey to save paper?
- CA changed the whole turkey to chicken leg; foods are not scaled so CA rescaled all pictures so they fit relative to one another. CA also took leaves off the bunches of grapes. CA put it into a booklet implementing levels one at a time.
- PA finds color copies expensive.
- What about mixed age groups (after-school program) have to divide group for evaluation and it takes more personnel to administer
- Coding how to take names off? Branded with logo and line for name which is cut off before sending to state office for coding by PA central data entry. Also, use removable labels to write name on and remove before sending in . Use initials for ID use 3 initials if needed. Take names off after matching pre and post.
- Question regarding confidence in cooking scale does not seem to make sense $1 \rightarrow 5$ our states are suggesting to re-label the scale to make it correct
- Scoring is difficult, pay attention!
- Texas has developed a score code book share with all?
- Difficult points/Q confusing: If child says "I'm not going to do this question, they could get 3 points. "Not answered" needs to be an option.
- CA made a script for paraprofessional to follow and read to keep all kids on the same question.

**NOTE: It would have been good to have copies of evaluations during this session for us to review – make sure that this input gets to the committee, please.

Tier 2:

- Cost of printing, if scanning need to have only one-sided papers.
- K-2 won't be able to handle "bubble" or answer sheets; even at 3rd grade have comprehension level concerns
- Wide age range when looking at multiple grade levels (K-2; 3-5) in terms of comprehension
- Looking at time evaluation takes in terms of lesson time length
- Working with teachers on ID numbers.
- The children don't know what a survey is. Look to peers for answers.
- Takes time away from the lesson.
- Same tool for the same children over several years.

Tier 5:

- Curriculum updates to cover the concepts in the evaluation tools
- Time to do the pre/post; methods to do it; some were not doing pre/post before
- NEERS5 data challenges
- Need modifications as discussed by Kari Bachmann
- Need to be able to report dosage with impact
- Technology can we change to ipads, apps, clickers? talk to Barbara Struempler in Alabama and South Dakota about Body Quest using ipad
- New Mexico not all children (eg. learning disabilities) can comprehend the instruments. These children have approved accommodations (eg. testing one-on-one) but we aren't' providing them. Would like exceptions to not implement the surveys with all youth.
- We need the Spanish versions...students test better in their native language even if they do understand English.

Tier 6:

- Some topics and questions aren't addressed in programs.
- ID codes aren't relevant.
- Some states only evaluate a few programs/grades.

<u>Tier 7</u>:

- Time and inputting data; validity of tools for K-2; one data entry person; computer literacy
- Lots of paper; expensive to print in Pacific.
- Align questions to curriculum might have to revise curriculum/lessons.

4. WHAT TYPES OF PROGRAMS HAVE YOU FOUND WELL SUITED TO THE YOUTH EVALUATION TOOLS? WHAT TYPES OF PROGRAMS HAVE YOU FOUND PRESENT CHALLENGES? THINK IN TERMS OF SETTING, DURATION, ETC.

Tier 2:

- Challenges = groups with multiple ages like summer food service, after school age; groups with transient attendance
- Challenges = large groups, time, mixed age groups (afterschool, park district outdoor)
- Good= in school, closed groups

<u>Tier 5</u>:

- Afterschool versus school environment has some challenges
- ID #s, pre/post =challenge; summer cooking camps series of lessons "Kid EFNEP"
- Afterschool needs to be fun, tests not welcome
- Need different ways to collect data in different settings
- Multi-age groups are very challenging: how do you administer two or more instruments in one group!
- Non-structure settings are harder than in school.

Tier 6:

• Doesn't work for after-school programs.

<u>Tier 7</u>:

- Summer camps (reading questions to participants)
- Changing curriculum to meet tools developing curriculum to meet tools
- Currently use MyPlate Children Lessons, OrganWise Guys (modified), University of Hawaii
- New evaluation system dictates lessons this can be problematic because sometimes education needs differ from evaluation requirements

5. HOW HAVE/WILL YOU OVERCOME THESE CHALLENGES?

Tier 2:

- Want to share best practices such as manuals, questions and answer on help desk
- Added extra lessons to curriculum to make sure topics were covered.
- Involve teachers in administering survey.

<u>Tier 5</u>:

- By working on it.
- We suggest the country develop a protocol for which groups we need to collect data from rather than place the burden on each state to devise one. We should be able to develop a sampling plan!
- Give a survey to each youth (laminated in color) and youth fill out answer sheets.

Tier 6:

• Mary will share cover sheet.

<u>Tier 7</u>:

- Mixing curriculum to meet age groups
- Will need to re-vamp curriculum/lessons

WHAT CURRICULA HAVE YOU FOUND WELL-SUITED TO THE YOUTH EVALUATION TOOLS? WHY? PLEASE BE SPECIFIC.

K-2:

- Color Me Healthy
- Eagle Book Series
- Kids in the Kitchen
- Professor Popcorn
- Show Me Nutrition
- Food security is tricky and there is no representation of canned or frozen fruit/veg on the evaluation
- Tools do not fit the grades readability score
- Pizza Q "I would throw it away" common response of kids, but not a choice for an answer
- K-2 is eight sided, print back to back in booklet form?
- Auburn ordered CATCH curriculum grade K in school but had to make a lot of changes had to add myplate, food safety.
- Show Me Nutrition with changes, Eat Well Keep Moving from Harvard, Jump Into Fitness from MI and modifying for K-2

<u>3-5</u>:

- KidQuest (South Dakota; grade 5/6)
- Show Me Nutrition (grade 3 needs some tweaking)
- Team Nutrition 3-5
- Kids in the Kitchen multi-age groups
- Most of curriculum is not detailed enough to provide enough info for paraprofessionals to use they have to develop a lesson plan with who knows what's in it.
- Need same level of rigor put toward the curriculum as the evaluation tools
- Making Tracks (3rd)
- Power You (4th)
- different ones
- CATCH for afterschool
- Cooking for Life (Vermont)

6-8:

- Professor Popcorn
- Show Me Nutrition
- Mississippi State
- Be Smart Eat Healthy
- Cooking with Kids
- Team Nutrition USDA; Eating Healthy Youth

- Healthy Hands
- Let's Move
- Myplate.gov
- University of Hawaii MyPyramid Lessons
- Not really doing much middle school teaching
- Kids in the Kitchen
- Power of Choice
- Exercise Your Options (California Dairy Council)
- CATCH for classrooms and afterschool
- YUM-EE Youth Understanding MyPlate Exploration Edition (University of Florida)
- Eat Right for Life

9-12:

- Eating Smart, Being Active
- Eat This, Not That
- Hawaii got high school students to look at adult curriculum three years ago. This is all the youth work with. They use a modified version of Eating Right is Basic (old version) that represents Hawaii ethnic groups and foods. The one change they made was developing "fake budgets".
- Langston uses an adult curriculum with 4-6th graders. Gets better results than with adults. Uses North Carolina's "Eat Healthy Be Strong" curriculum. Emphasizes portion size.
- Rutgers use a modified curriculum from adults.

HOW HAVE YOU APPROACHED, OR HOW WILL YOU APPROACH, MAKING MODIFICATIONS TO EXISTING CURICULA SO THAT HE TOOLS AND RESOURCES ARE BETTER ALIGNED?

<u>K-2</u>:

- We can't lose with the stuff we use!
- Evaluate post data to see if curriculum and educator is teaching key concepts, which evaluation is measuring; have to pull in from other sources, change curriculum and get new ones.
- Supplemented K-2 curriculum in CA to be sure to cover everything asked on the survey
- Cost of copies is high if we could have copies provided from federal level, or have states order together could be much cheaper.
- You give us five questions let each state develop the other five according to their needs and curricula used.
- Adding lessons age appropriate, missing items
- RI we use the EFNEP supervisor and dietetic interns and graduate students to help make modifications.

<u>3-5</u>:

- Could go to curricula originator to ask for changes? Pulled other lessons to supplement curricula for this year selected those that did not need much tweaking.
- MI has added PA lesson to Show Me Nutrition.
- Need to have curricula fidelity so paraprofessionals don't make it up as they go along.
- Add to curriculum. List objectives, adjust program. Add self-efficacy.

<u>6-8</u>:

- Use of multiple curricula
- Research additional resources to assist with modifications as needed
- Start testing/searching for lessons that will work for our specific populations and will cover the areas of the youth evaluation tool
- Need to include food safety in some lessons, include food security questions (content), add other curricula to
 cover topics not included in one curricula, may have to add other food preparation demonstrations, some schools
 have gardens and trying to incorporate that into curricula, including measuring activities through simple snacks

<u>9-12</u>:

- Four of the questions aren't addressed in the Hawaii curriculum; will not ask those questions this year. Unsure how they will add to the curriculum to address food security.
- It is challenging when the instruments change halfway through.
- Rutgers can only use behaviorally-focused curriculum and lots of the curricula out there aren't focused on that.