



EFNEP

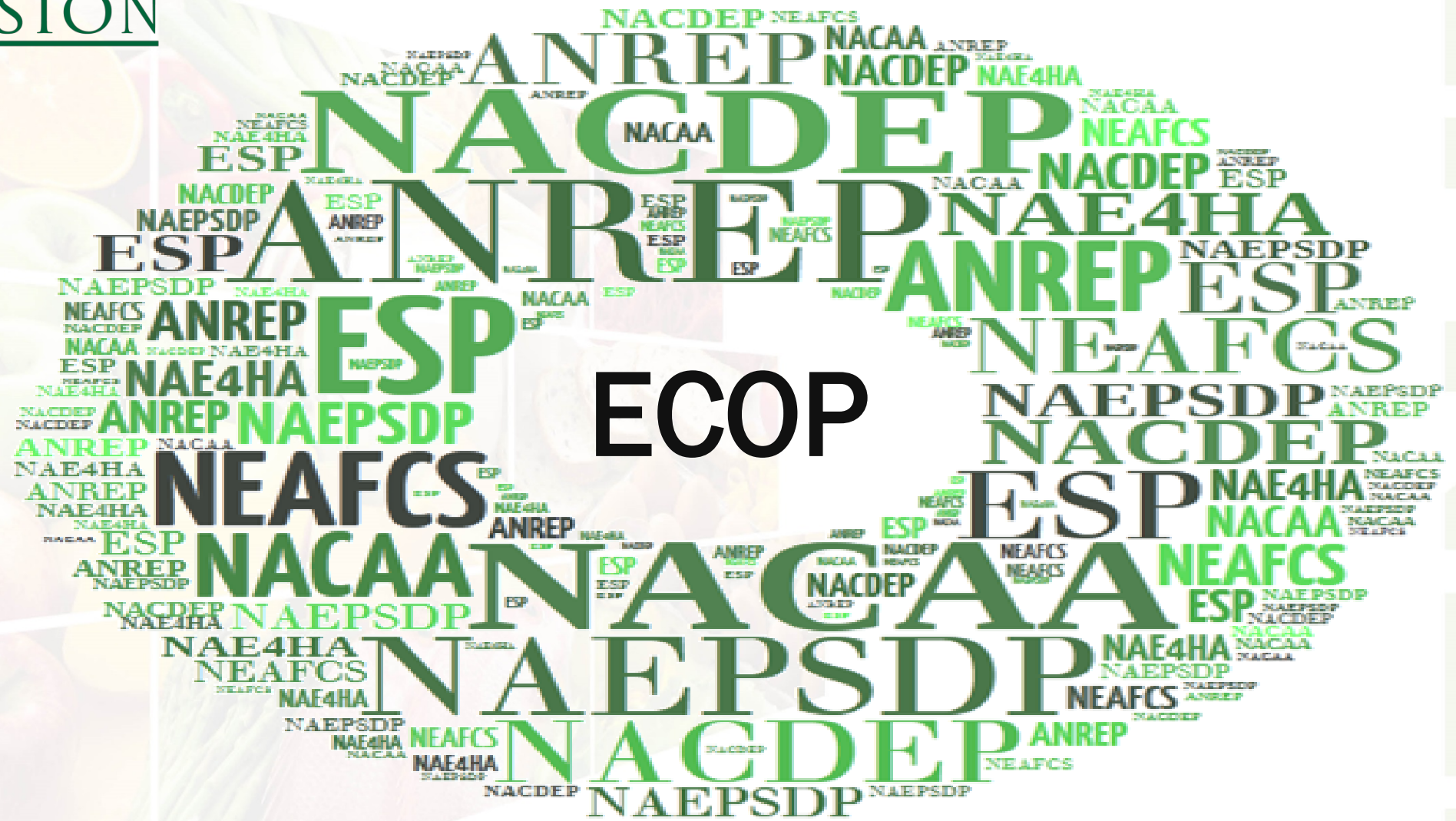
Building for the Future

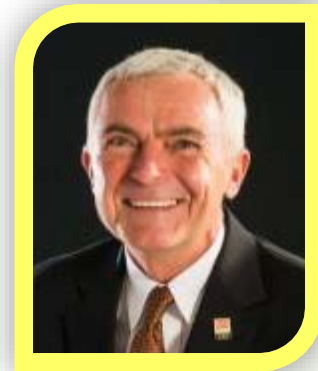
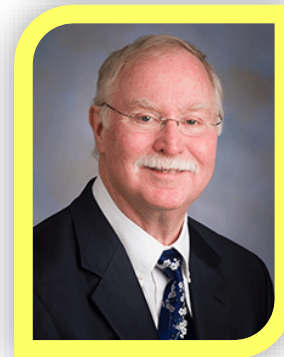
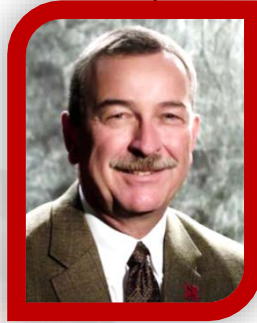
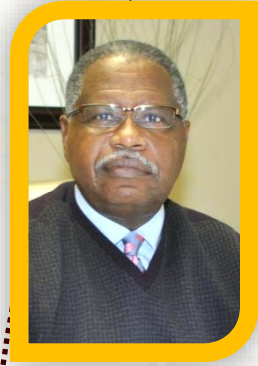
**2017 National Coordinators'
Conference**

**ECOP Perspective:
Building on the Value of
EFNEP**

Fred Schlutt, ECOP Chair

Vice Provost for Extension and Outreach, University of Alaska





COOPERATIVE
EXTENSION



2017 National Coordinators' Conference

Building for the Future

ECOP Core Themes

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



ECOP Ongoing Priorities

- Advance efforts with health and water security education.
- Continue strong advocacy for federal capacity funding, together with competitive funding, and programmatic and funding authorization in the next farm bill.
- Engage with USDA-NIFA and other agencies to increase Extension's value in the federal landscape.



ECOP Ongoing Priorities

- Expand strategic alliances with national partners (e.g. NC-FAR, NACo, ESCOP, APLU BAA).
- Engage fully in the ESS-CES-AHS Communications and Marketing Project.
- Enhance visibility of Cooperative Extension by communicating impacts through www.landgrantimpacts.org.

ECOP Ongoing Priorities

- Provide opportunities for directors/administrators to improve personal, organizational and system leadership skills, including an annual conferences and webinars to enhance peer-to-peer learning.
- Encourage continued excellence of all ECOP committees, task forces, and work groups.

ECOP Ongoing Priorities

- Through the eXtension Foundation Board of Directors, assure eXtension is viewed as a function of Extension.
- Assure staffing of the ECOP National Office provides strategic support of ECOP functions.

2017 Emphasis Areas

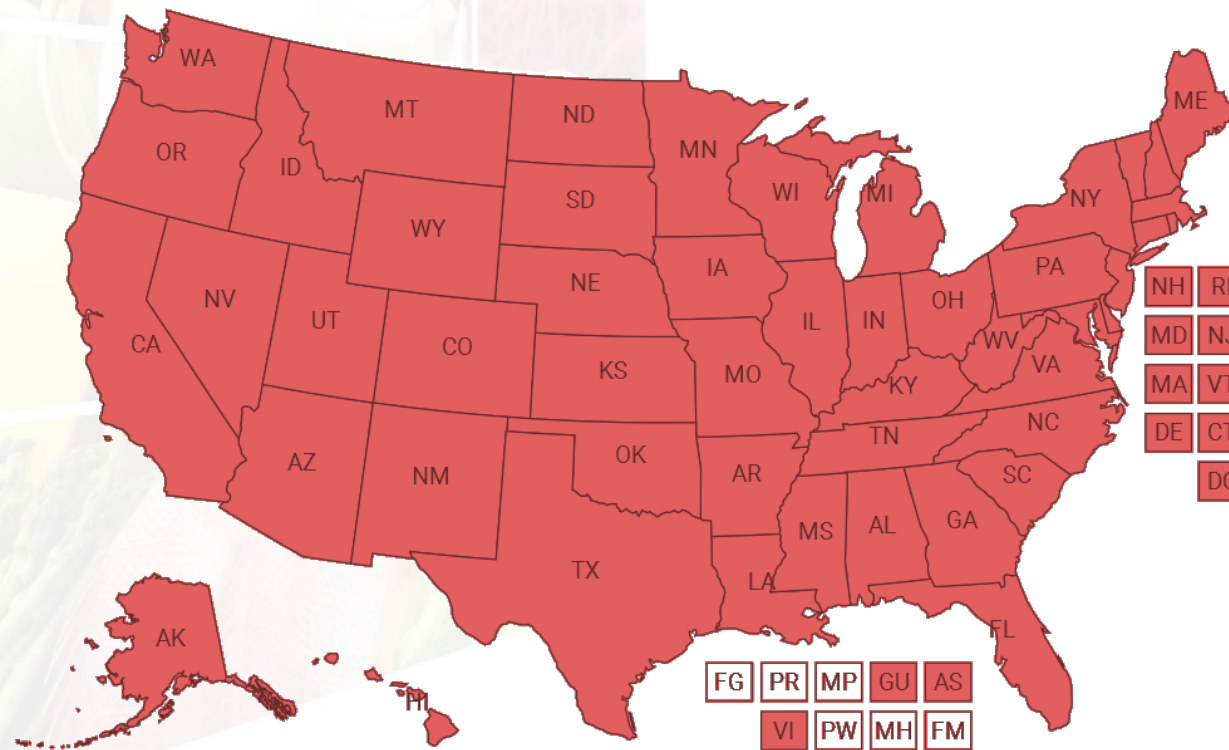
- Capacity Funding

COOPERATIVE
EXTENSION

\$

2017 Emphasis Areas

- National System



2017 Emphasis Areas

- Private Resource Mobilization



2017 Emphasis Areas

- Urban Programming



2017 Emphasis Areas

- Innovation



2017 Emphasis Areas

- Internal Communications



Initiatives in Process

- Health Implementation

“The Extension model arose at a time when American agriculture was largely inefficient and only marginally productive. ... A century later, American agriculture is without equal in its contributing food to a growing world population. This same system of Extension can do for the nation’s health what it did for American agriculture.”

Initiatives in Process

- Strengthening Strategic Partnerships



Initiatives in Process

- Health Implementation



Robert Wood Johnson Foundation

Initiatives in Process

- Telling the Impact Story

www.landgrantimpact.org

online training through...



Issues • Innovation • Impact

Learn

A Part of the Cooperative Extension System

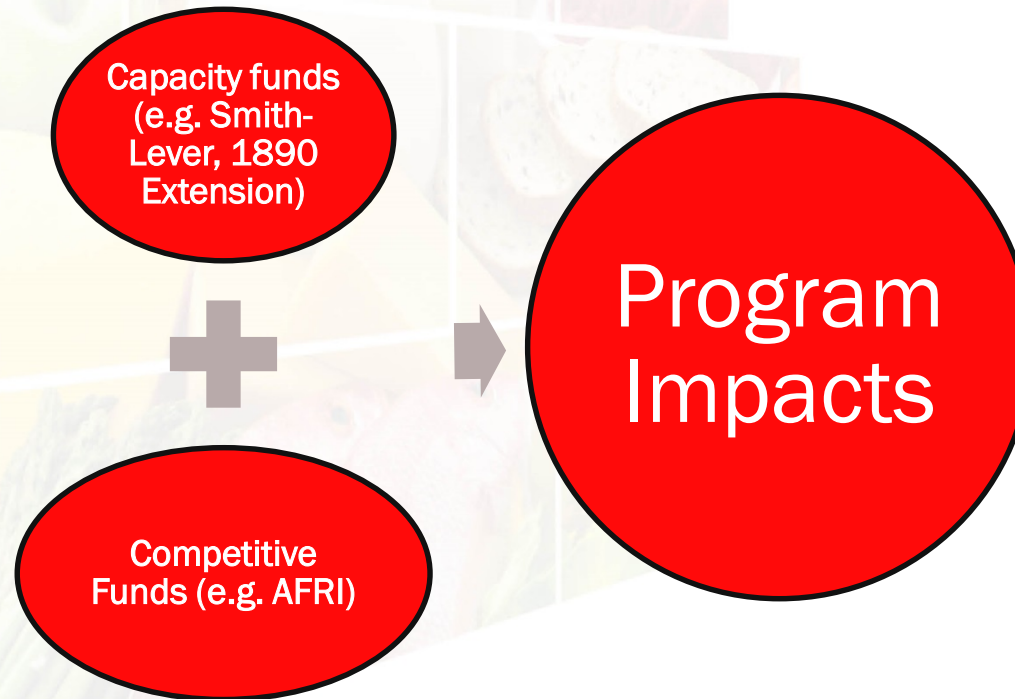
Initiatives in Process

- 4-H Leadership Committee



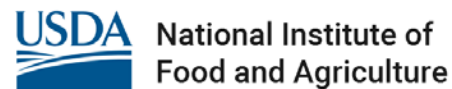
Initiatives in Process

- Federal Funds Advocacy



Initiatives in Process

- Celebrating Excellence



Contact us



Fred Schlutt, ECOP Chair, efschluttjr@alaska.edu

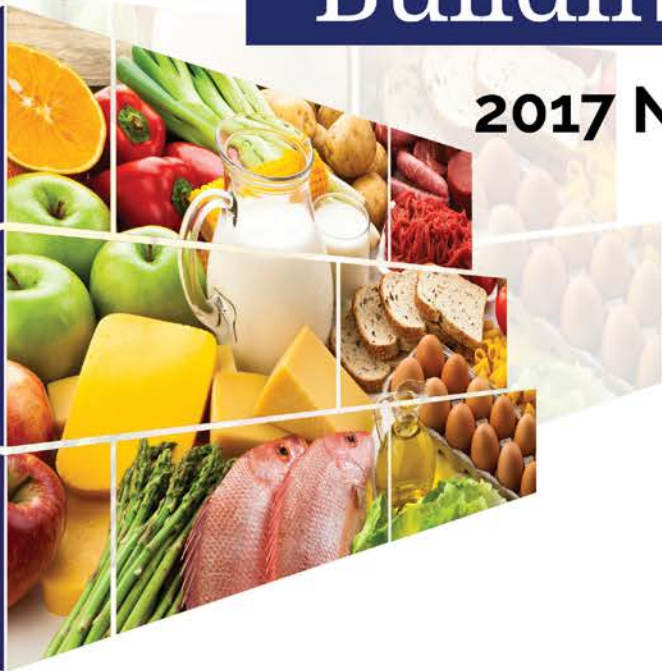
Rick Klemme, Executive Director, Cooperative
Extension/ECOP, rickklemme@extension.org



EFNEP

Building for the Future

2017 National Coordinators' Conference



Building Quality Paraprofessional Supervision

March 21, 2017

Debra Cotterill - University of Kentucky

Debra Sellers - Iowa State University

Stephanie Diehl - Virginia Tech

Katie Mulligan - University of Rhode Island

2017 National Coordinators' Conference



Building for the Future

EFNEP Paraprofessional Supervision

Crucial Components
for Program Success
February 2017



THE
UNIVERSITY
OF RHODE ISLAND



United States
Department of
Agriculture

National Institute of
Food and
Agriculture



Virginia
Cooperative
Extension
Virginia Tech
Virginia State University



TUSKEGEE
UNIVERSITY



THE OHIO STATE UNIVERSITY
COLLEGE OF FOOD, AGRICULTURAL,
AND ENVIRONMENTAL SCIENCES

OHIO STATE
UNIVERSITY EXTENSION



PennState Extension

IOWA STATE UNIVERSITY
Extension and Outreach



EXTENSION
Utah State University

extension
ALABAMA A&M & AUBURN UNIVERSITIES



College of Family and
Consumer Sciences
UNIVERSITY OF GEORGIA



University of Kentucky
College of Agriculture,
Food and Environment
Cooperative Extension Service

MICHIGAN STATE
UNIVERSITY | Extension



Colorado State University
Extension



PRAIRIE VIEW
A&M UNIVERSITY
COLLEGE OF AGRICULTURE
AND HUMAN SCIENCES

Cooperative Extension Program



FAMILY &
CONSUMER
SCIENCES

This material is based upon programming that is funded by the National Institute of Food and Agriculture, U.S. Department of Agriculture and is administered by the Cooperative Extension System of 1862 and 1890 Land-Grant Universities.

USDA is an equal opportunity provider, employer, and lender.

Building Quality Paraprofessional Supervision

Objectives

- Understanding of EFNEP Paraprofessional Supervision Resources
- Assess Utilization within Your Infrastructure
- Identify Needs and Next Steps

3 Crucial Components

- Responsibilities
- Traits and Skills
- Critical Support





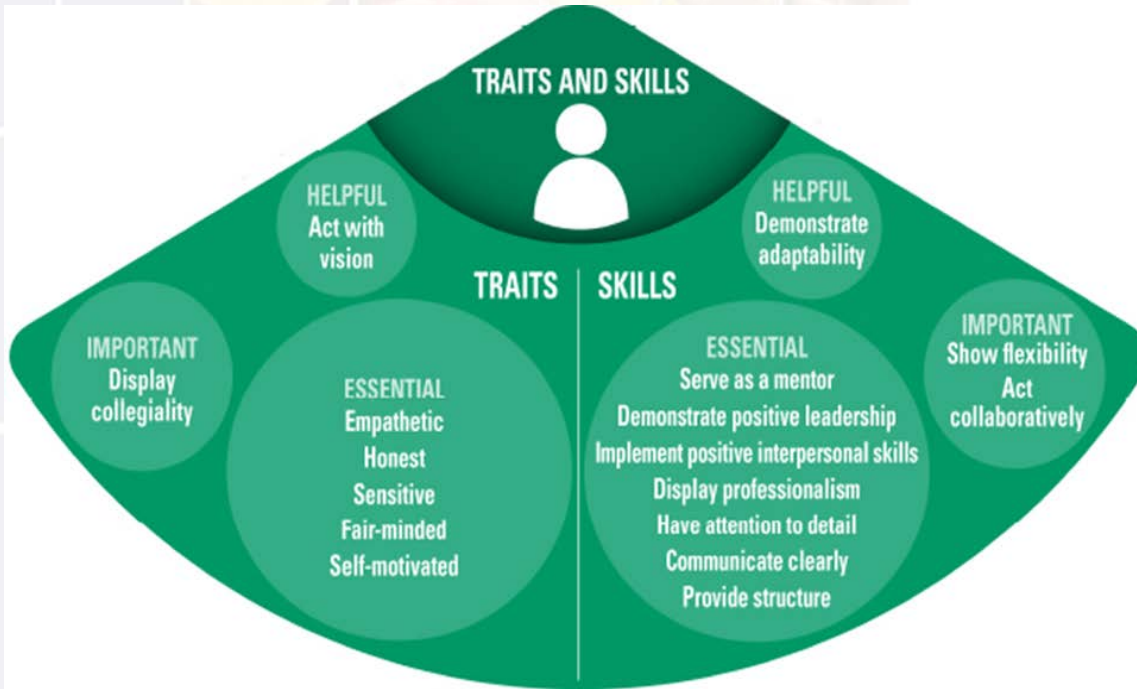
Responsibilities



Responsibilities

- Local Level Policies & Procedures
- National & University Implementation
- Model Professional Integrity
- Hire, Onboard, Train, & Retain
- Team Member, Leader & Coach

Traits and Skills



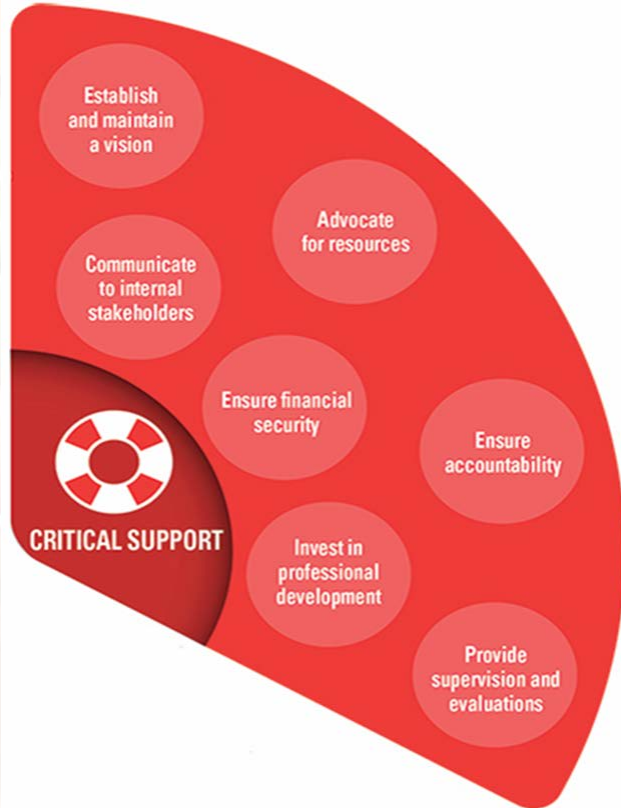
Traits

- Essential
 - Empathy, Relatability, Honesty, Sensitivity & Self-motivation
- Important
 - Collegiality, Flexibility
- Helpful
 - Act with Vision

Skills

- Essential
 - Leadership, Communication, Professionalism, Mentor, Prioritize, Organize
- Important
 - Adaptability, Act Collaboratively

Critical Support



Critical Support

- Program Fidelity
- Daily Program Management
- Stakeholder Partnerships

Functions for Administrators

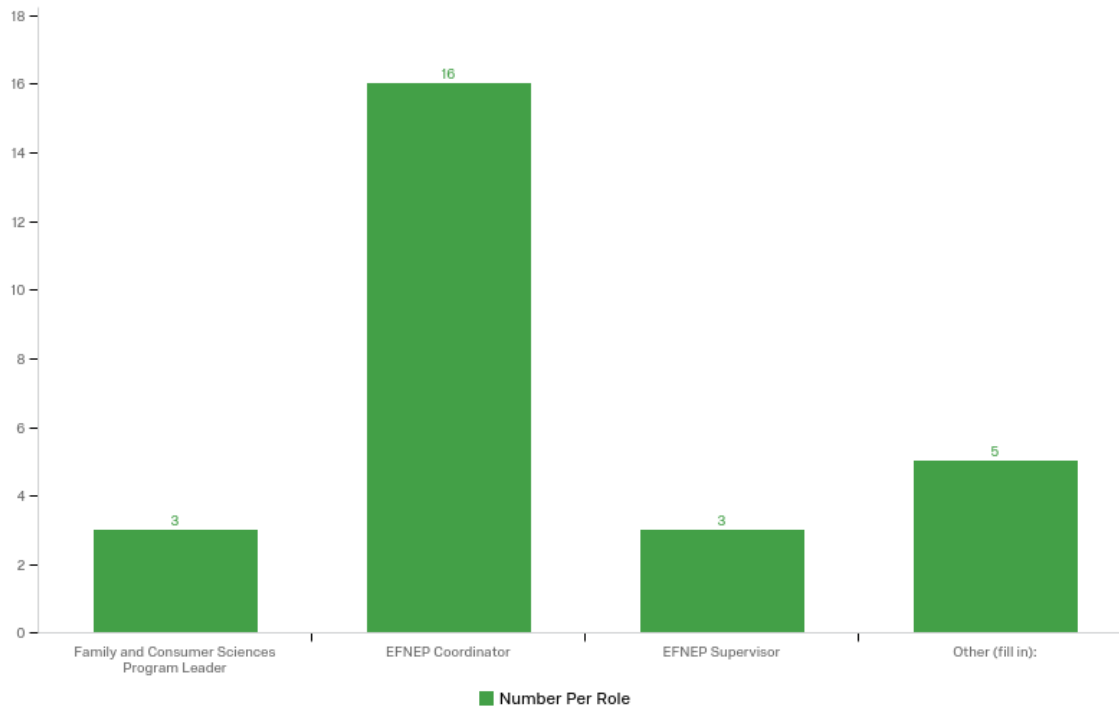
- Vision for EFNEP
- Resources
- Accountability Systems
- Financial Security
- Professional Development

Building Quality Paraprofessional Supervision

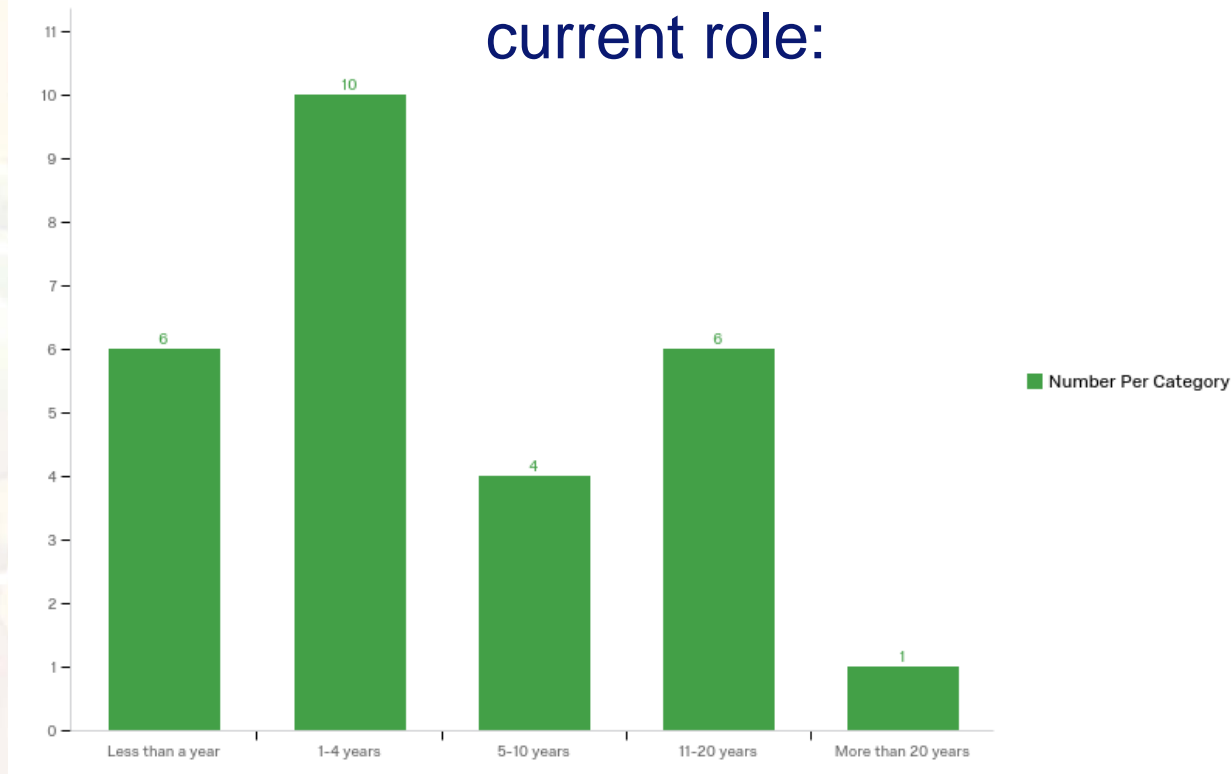


Please select your current role with EFNEP (choose only one):

Current Roles with EFNEP

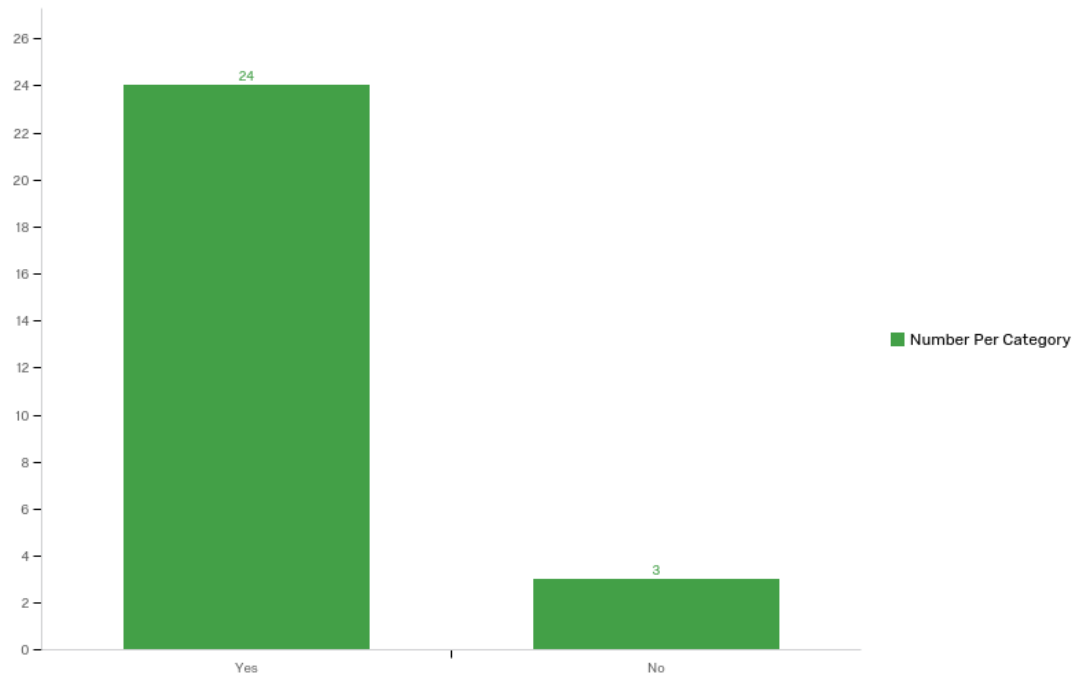


Please indicate how long you have been in your current role:



As a result of reading the white paper, reviewing the infographic, and/or watching the webinar, did you learn anything new?

Learning Something New

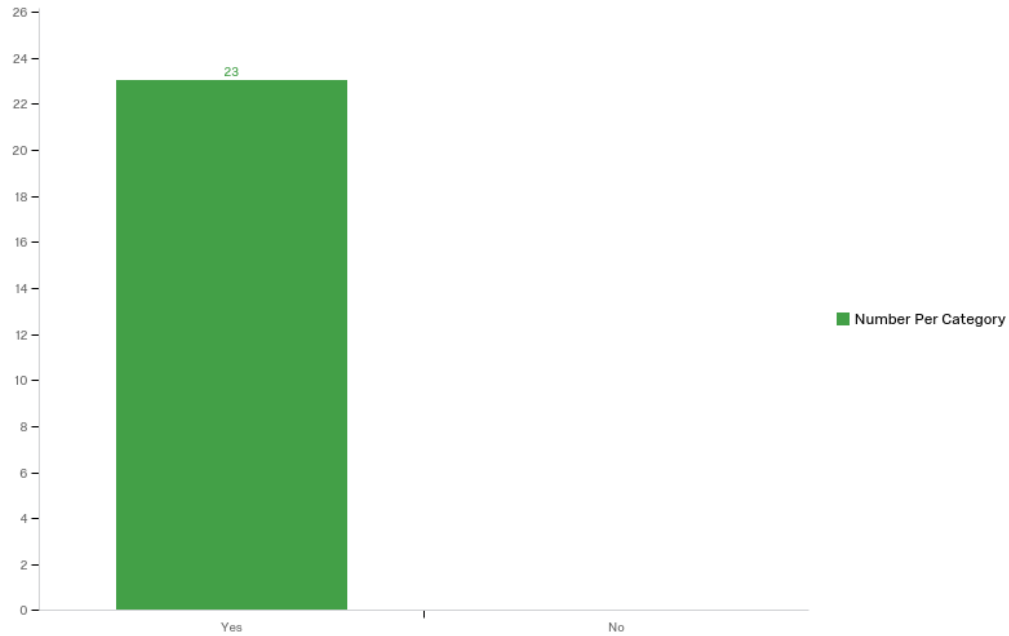


If yes, what?

- History and objectives of Committee
- A framework of supervision and corresponding areas
- Clarity related to roles
- Hands-on requirements for working with paraprofessionals
- Importance of internal and external stakeholder partnerships
- Need to proactively share successes

As a result of reading the white paper, reviewing the infographic, and/or watching the webinar, do you plan to apply this information in your job?

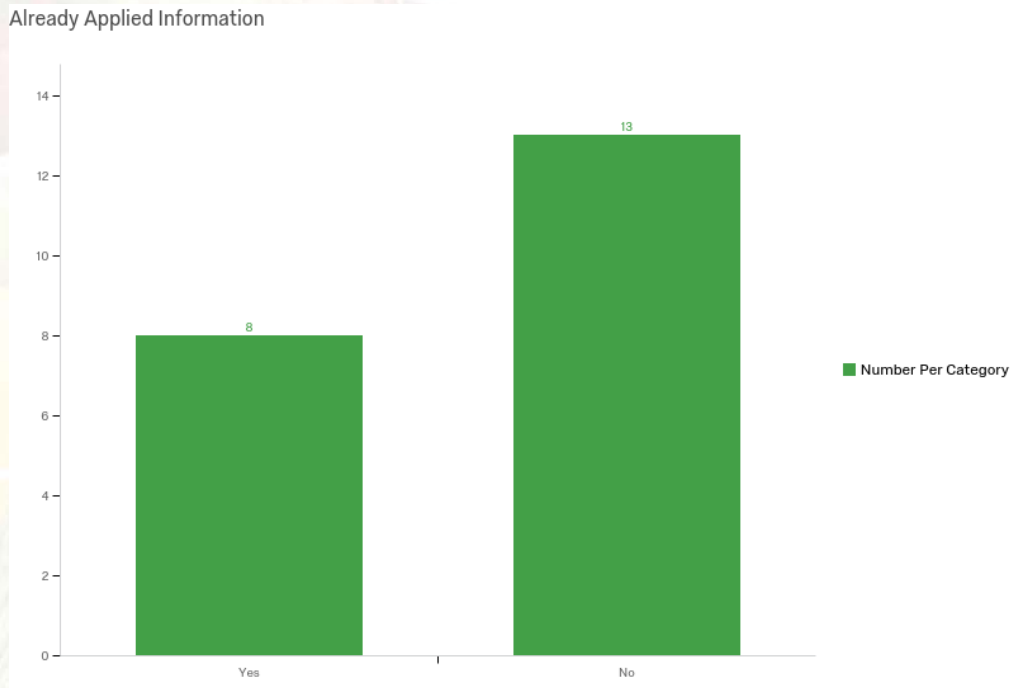
Plan to Apply



If yes, how?

- Develop materials/criteria to use in training
- Orient/train paraprofessionals, supervisors, & coordinators
- Offer more/improved training for supervisors
- Communicate with managers & administrators
- Use as a tool for professional development

As a result of reading the white paper, reviewing the infographic, and/or watching the webinar, have you already applied this information in your job?



If yes, how?

- Planning for development of materials
- Included resources in orientation/training

Diversity of Supervision of EFNEP Paraprofessionals

- Local County Supervision - From FCS Agents and/or County Directors
- Area Supervision - From the District/Regional Level
- State Supervision - Directly from State Office

* Disclaimer – We understand and recognize that there are other mixed models of supervision and this is not intended to be a comprehensive listing.



State-to-State Comparison

Similarities across States, BUT
Different Models of Supervision of
EFNEP Paraprofessionals

- Virginia - District/Regional Approach
- Kentucky & North Carolina - County Approach with Middle Management Trainers
- Rhode Island & Virginia State - State Approach

Worksheet: Organizational Chart

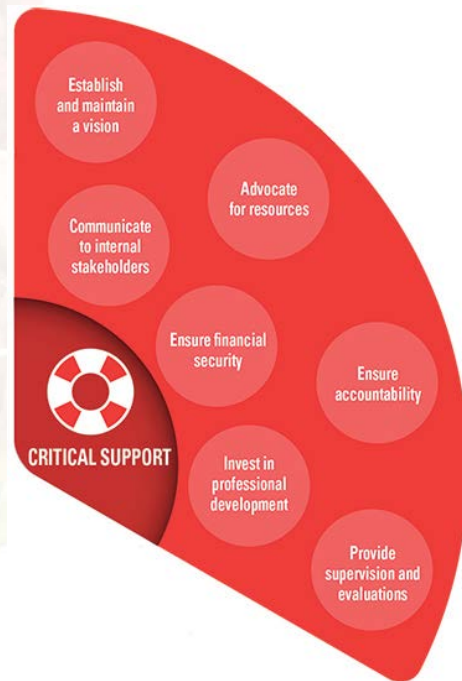


2017 National Coordinators' Conference

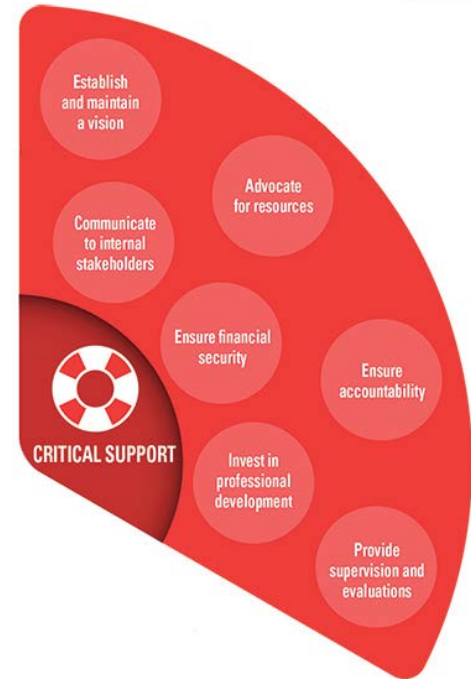


Building for the Future

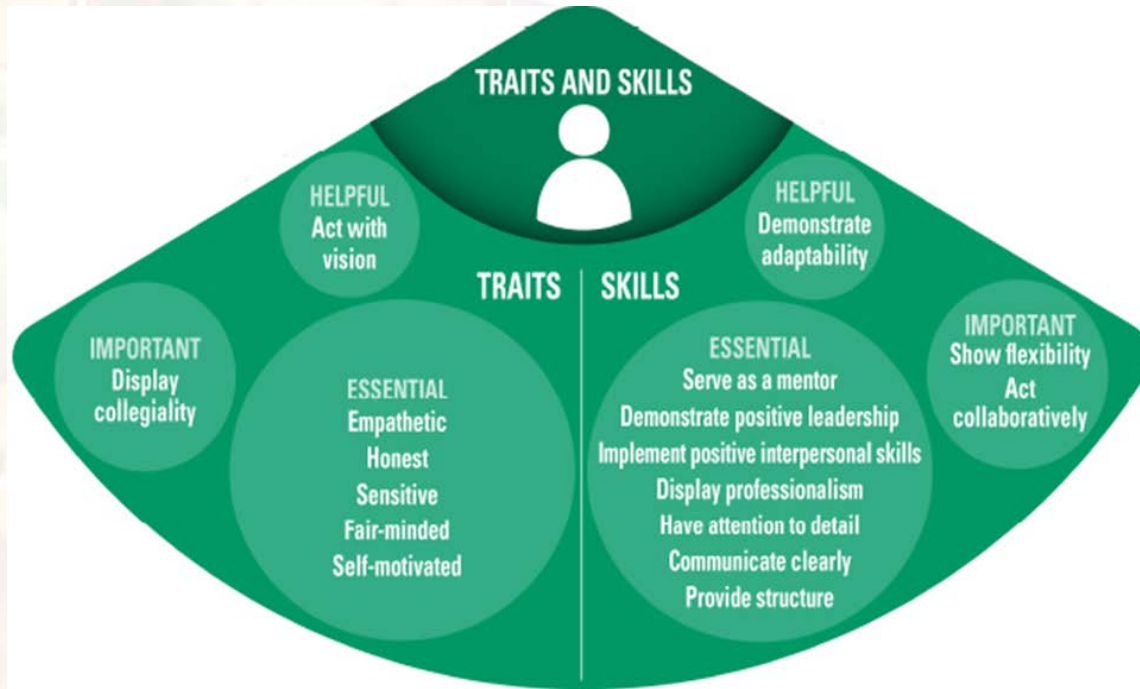
Worksheet: Responsibilities and Critical Support



Worksheet: Organizational Chart



Worksheet: Essential Traits & Skills



Building Quality Paraprofessional Supervision

- Resources
 - White Paper
 - Webinar
 - Infographic

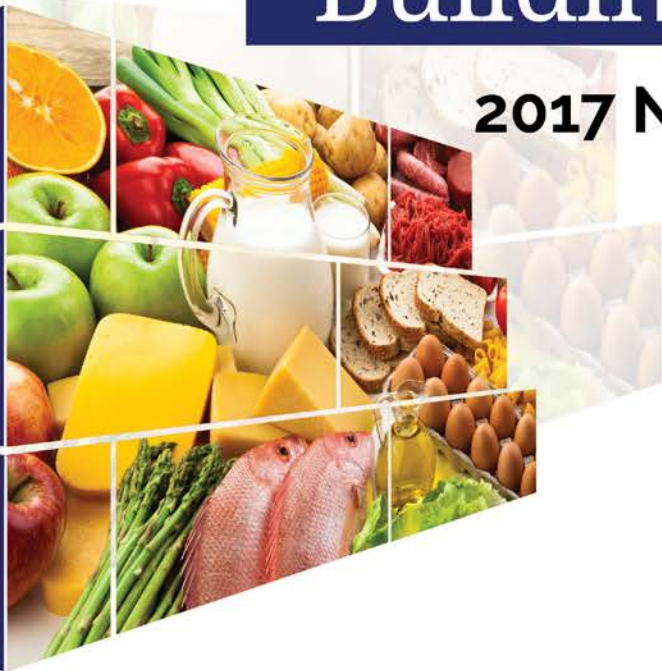
<https://nifa.usda.gov/resource/efnep-paraprofessional-supervision>



EFNEP

Building for the Future

2017 National Coordinators' Conference



Presenters

- Jason Eichelberger
- Debra Garrard-Foster, MS
- Mallory Koenings, PhD, RDN

Jason Eichelberger



2017 National Coordinators' Conference



EFNEP

Building for the Future

Jason Eichelberger



2017 National Coordinators' Conference



EFNEP

Building for the Future

Jason Eichelberger



2017 National Coordinators' Conference



EFNEP

Building for the Future

Jason Eichelberger



www.clemson.edu/yli

2017 National Coordinators' Conference



Building for the Future

Debra Garrard-Foster

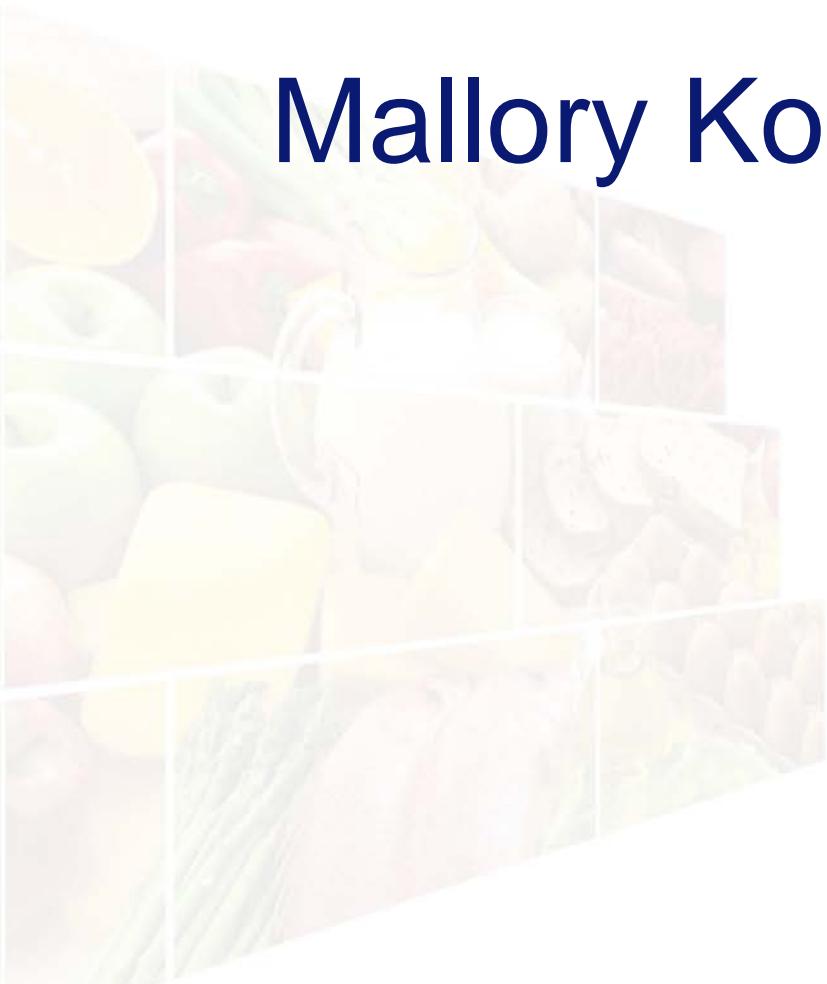
EFNEP and SNAP-Ed Coordinator
Oklahoma State University

2017 National Coordinators' Conference



Building for the Future

Mallory Koenings



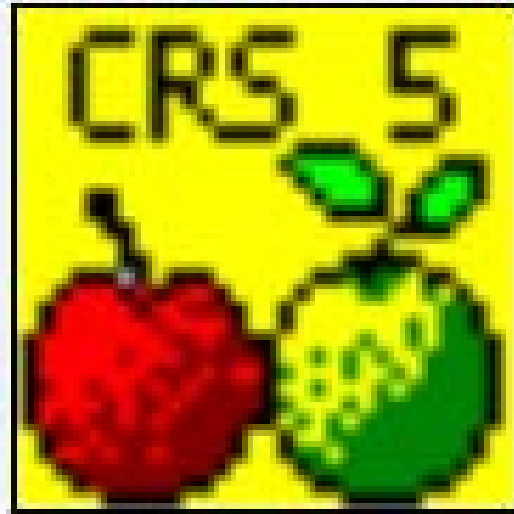
2017 National Coordinators' Conference



EFNEP

Building for the Future

WebNEERS - Past



2017 National Coordinators' Conference



Building for the Future

WebNEERS - Past

- 3 Separate Systems
- Access Based

WebNEERS - Past

The screenshot displays two windows from the WebNEERS application. The left window, titled "CRS5 - [New Adult]", is a data entry form for a new adult. It contains various fields for personal and household information, including ID (3516), PP (P00001), address, phone, age, gender, race, and ethnicity. A yellow highlight is present on the "Age" field, which is set to "0" and labeled "Age not given." A message "Required fields have yellow background." is displayed. The right window, titled "CRS5 - [Main Switchboard]", shows a dashboard with the text "CRS 5 NEERS" in large purple letters. It includes a navigation menu with buttons for "Adults", "Staff", "Tables", "Nutrition", "Youth", "System Administration", "Checklists", "Interagency Cooperation", and "Data Interchange". A status bar at the bottom indicates "Exit CRS" and "Backup on Normal Exit".

CRS5 - [New Adult]

ID: 3516 PP: P00001 BUFKA, IRIS 20-Jun-2006

First-Last Name: [Yellow Highlight] Address: [Yellow Highlight] City-State-ZIP: [Yellow Highlight] County: [Yellow Highlight] Cong. District: [MSA] Lat-Long: [Yellow Highlight] FIPS Code: [Yellow Highlight] Phone: [Yellow Highlight] Ext: [Yellow Highlight] Age: 0 Age not given. Gender: Female is Pregnant is Nursing Residence: <Unknown> Highest Grade: Not Supplied Household Income: N/S per month (N/S=not supplied) Lesson Type: <Unknown> Number of Lessons: 0 Number of Contacts: 0

Subgroups: Children: 0 Ages 0-5: 0 Ages 6-13: 0 Ages 14-19: 0 Others in Household: 0 Household Total: 1

Remarks: [Empty Box]

At least one Federal subgroup is required

Public Assistance at Entry: F:Child Nutrition, F:FDPIR, F:Food Stamps, F:Head Start, F:Other, F:TANF, F:TEFAP - Commodity, F:WIC/CSFP

Race: American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, Not Provided

Race/Ethnic Subcategory (Optional): [None]

Program Status: Active Entry Date: 01-Jan-2005

Entry Recall: [Empty] Exit Recall: [Empty] Entry Checklist: [Empty] Exit Checklist: [Empty]

Save Cancel

CRS5 - [Main Switchboard]

CRS 5 NEERS

County: VA550 Chesapeake EFNEP VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIV DataDB: new = D:\ Today is Tuesday, March 28, 2006 Reporting Period: 09/01/00 - 08/31/06 User: USA Version 5.00.6 03/24/2006

Adults Staff Tables Nutrition Youth System Administration Checklists Interagency Cooperation Data Interchange

Exit CRS

Backup on Normal Exit

OMB Number 0524-0044 Expires 01/31/2009

WebNEERS - Past

- Old System Code Lost
- 2009 – Clemson Awarded Grant
- 2012 – First Year of WebNEERS
- 2012-2017



WebNEERS - Present

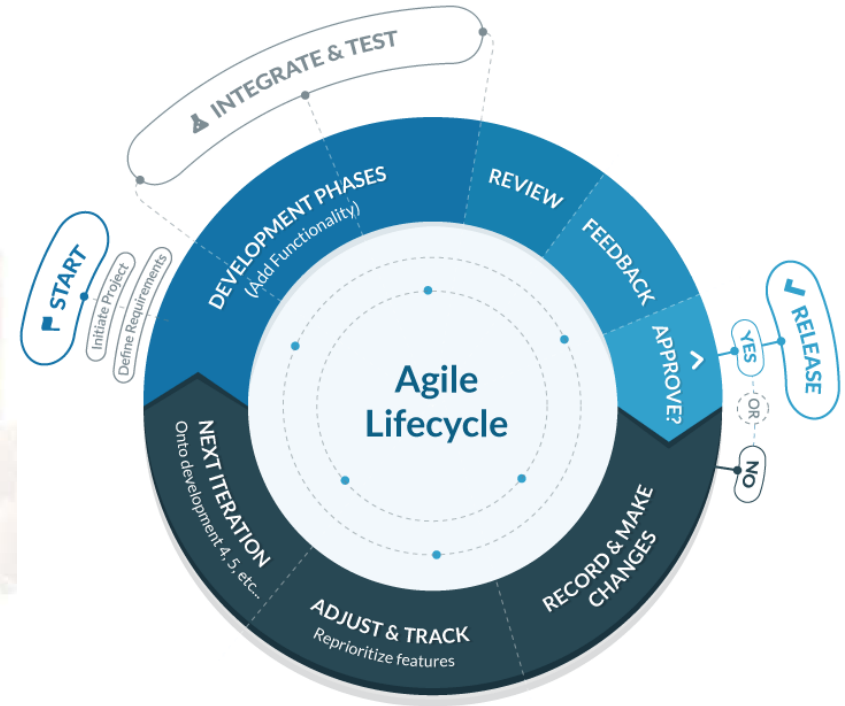
- Developers
 - Toby Kirkland, Project Management
 - Jason Eichelberger, Lead Developer
 - Julian Brinkley, Sr. Developer
 - Austen Calzadilla, Jr. Developer
 - Kyle Burkett, Jr. Developer
 - Stephen Bateman, UI / UX Developer





WebNEERS - Process

- Agile Development
- Responsive
- Rapid Releases

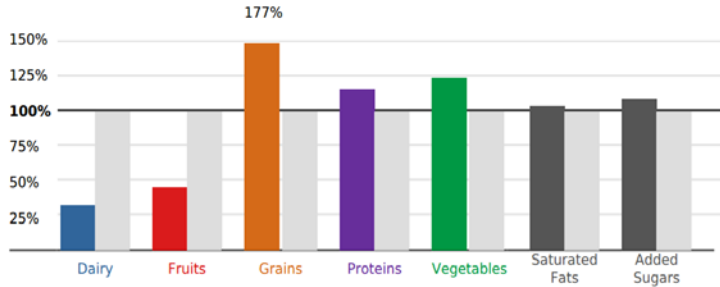


One-Day Food Recall Report

Prepared For Jimmy Kimmel

Age **N/S**
 Supplements **No**
 Pregnant **No**
 Nursing **No**

Food & Nutrient Summary



Key:

 You Ate
 Recommended*

Food	You Ate	Recommended*	Nutrient	You Ate	Recommended*
Dairy	1 cups	3 cups	Calcium	867.9 mg	1000 mg
Fruits	¾ cups	1 ½ cups	Fiber	21.6 g	25 g
Grains	10 ¾ oz eq	6 oz eq	Folate	1053.4 mcg	400 mcg
Protein	5 ¾ oz eq	5 oz eq	Iron	29.8 mg	18 mg
Vegetables	3 ¾ cups	2 ½ cups	Potassium	2.8 g	4.7 g
Saturated Fats	14%	< 10% of calories	Vitamin D	3.8 mcg	15 mcg
Added Sugars	19%	< 10% of calories	Sodium	3.9 g	2.3 g

Feedback Report 2016

Period: 10/01/2015 - 09/30/2016

Funding:

Cost/Participant:

Regions: 19

Staff	People	FTE
Professional	17	5.2
Paraprofessional	62	38.8
Volunteer	1546	9.4
Total	1625	53.3

Demographic Data

Adults			
Total Adults	7887		
Others in Family	28866		
Adult Programming	18%		
Not Pregnant/No Kids	7%	✓	
Public Assist (Entry)	80%	✓	
No Poverty Data	6%	✓	
Graduates			
Graduation Rate	76%	✓	
Mean Months	2		
Mean Lessons	13.3		
Mean Sessions	6.8		
Mean Hours	9.9	✓	

Youth

Total Youth	36012
Total Youth Groups	1128

Outcome/Impact Data

Adult Diet Recalls			
Graduates with Recalls	100%	✓	
Positive Change (any food group)	96%	✓	
Improvement in Physical Activity (n=731)	43%	✓	
Change in Consumption			
Whole Grains	0.2		
Fruits	0.3		
Vegetables	0.3	✓	
Dairy	0.2	✓	
SoFAS	-18.4	△	
HEI Change (Entry: 58.7; Exit: 62.7)	4	△	
Food Cost Savings (n=5975)			
Cost Savings	\$185,314.23		

Adult Checklists			
Checklists with all Zeros	9		
Graduates with Checklists	101%	✓	
<i>Improvement in one or more practice</i>			
Food Resource Mgmt	87%	✓	
Nutrition Practice	90%	✓	
Food Safety	75%	✓	

Youth Checklist Data

Youth w/ Checklists (n=26191)	100%	✓	
<i>Improvement in one or more practice</i>			
Diet Quality	78%		
Food Safety	47%		

WebNEERS - Current

6,648

Users

45mm+

User Interactions

1.4mm+

Lines of Code



Adult - Statistics

481,038

Adults

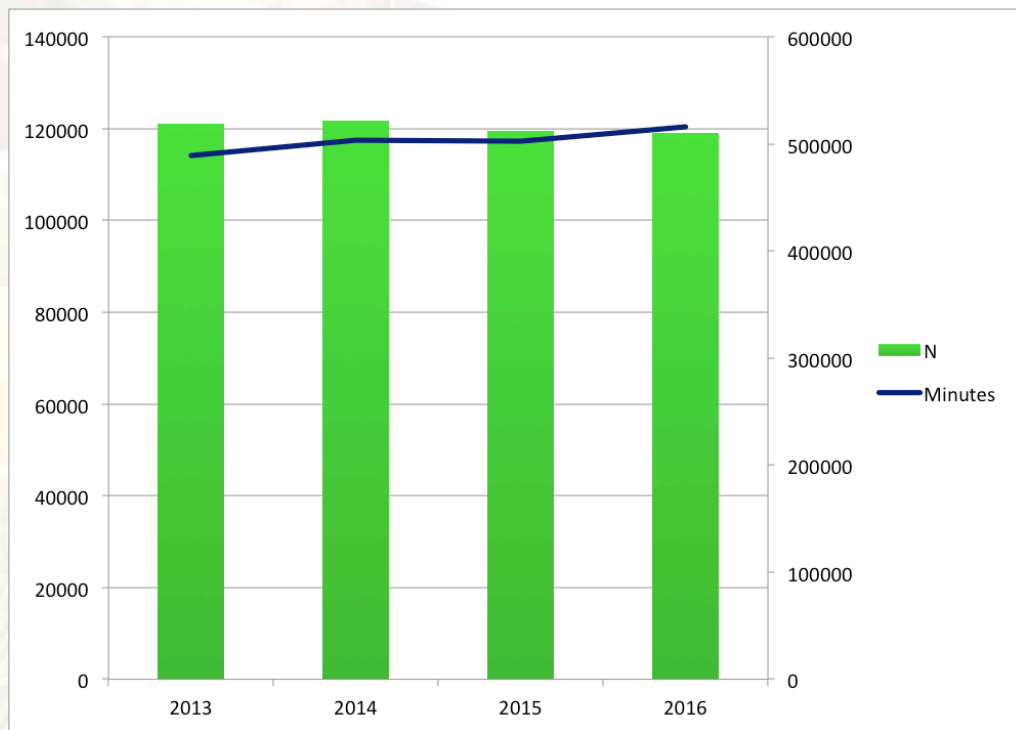
245,171

Recalls*

282,294

Checklists*

Adult - Statistics



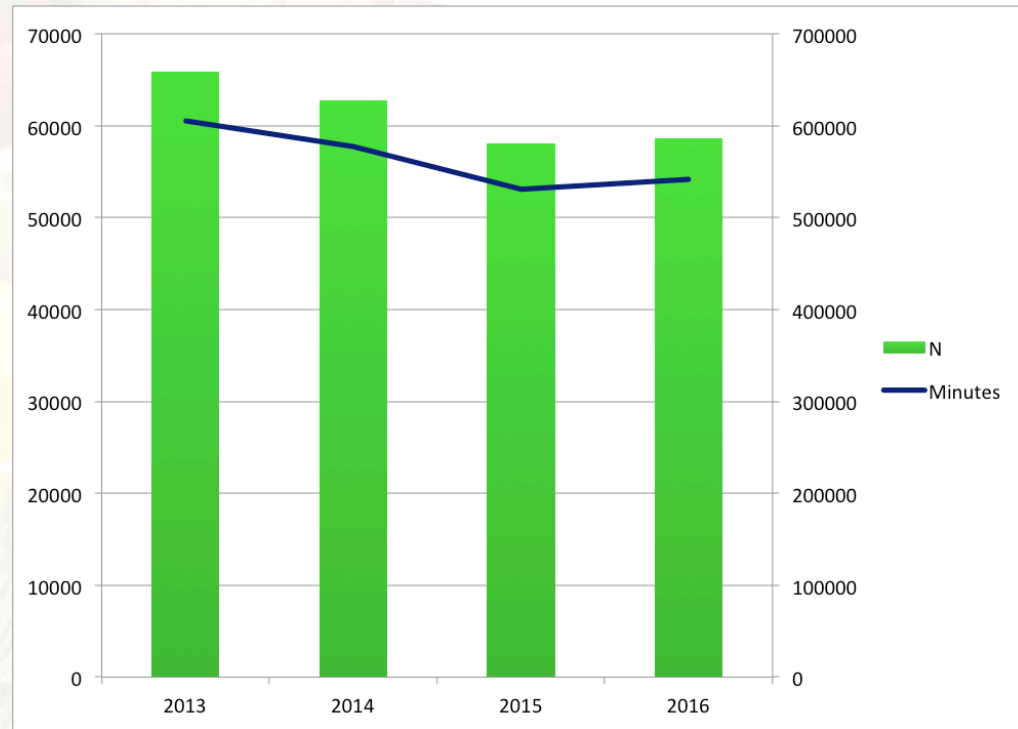
2017 National Coordinators' Conference



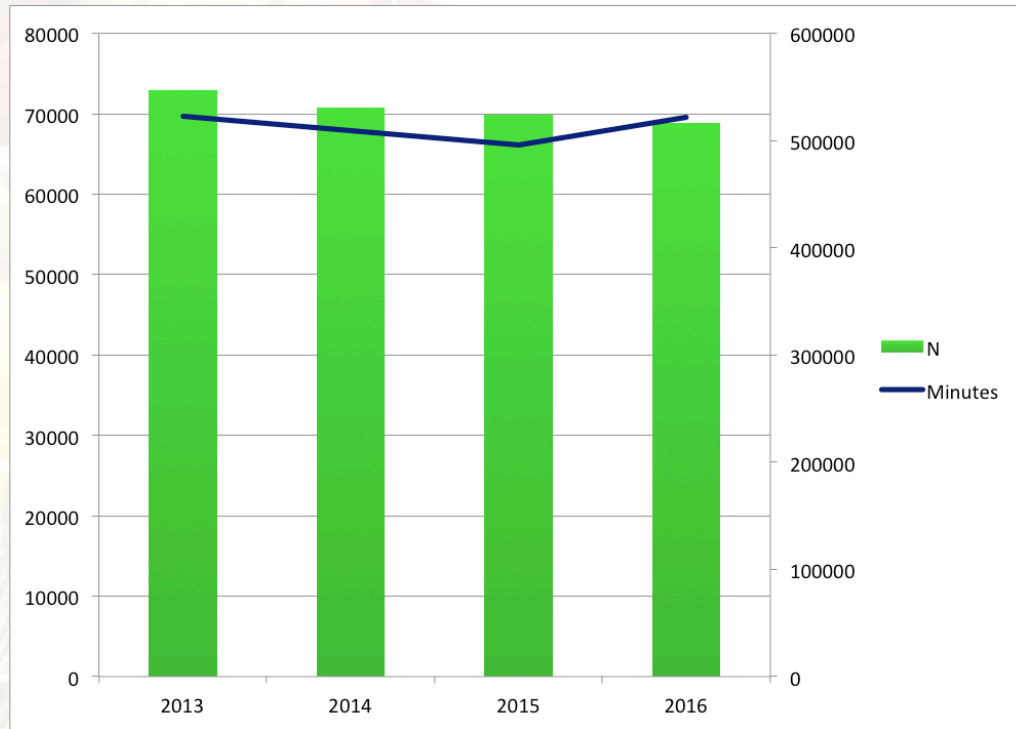
EFNEP

Building for the Future

Recall - Statistics



Checklist - Statistics



2017 National Coordinators' Conference



EFNEP

Building for the Future

Youth Group - Statistics

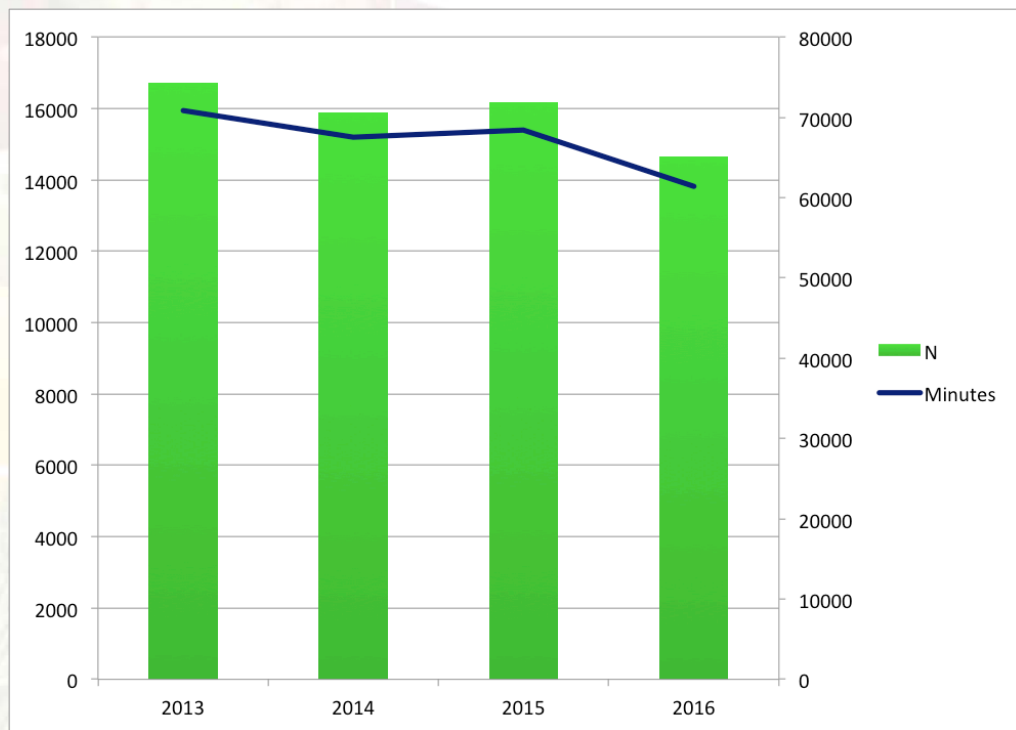
63,381

Youth Groups

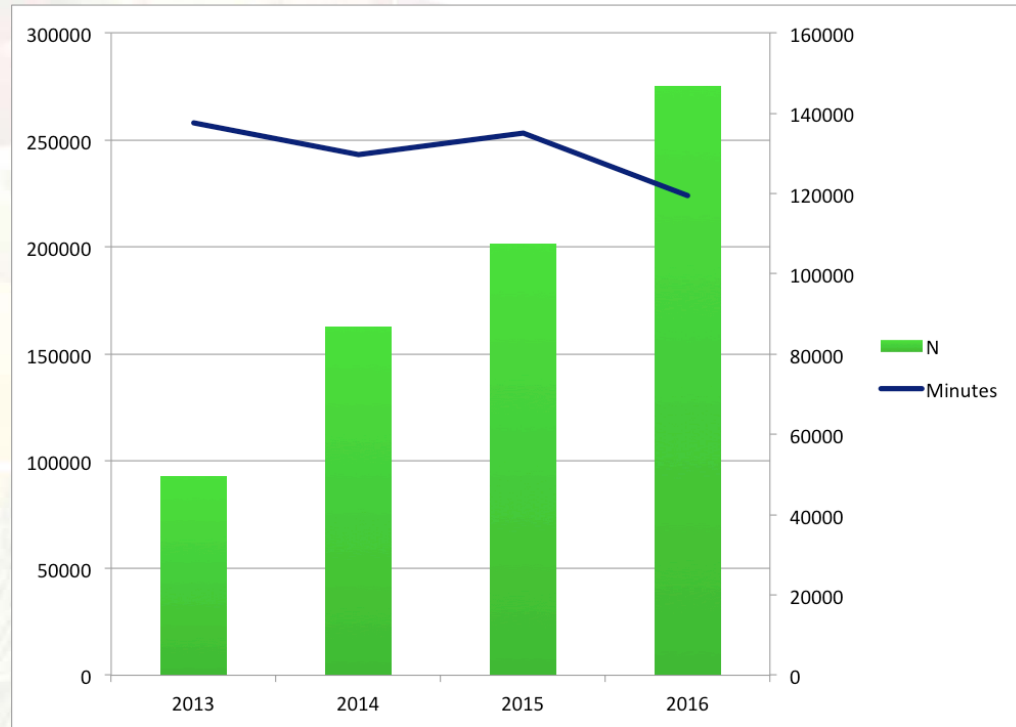
731,464

Question Sets*

Youth Group - Statistics



Youth Checklist - Statistics



Time Study - Totals

1,396 days for adults

1,566 days for recalls

1,423 days for adult checklists

186 days for youth groups

362 days for youth checklist

Time Study - Totals

1,396 days for adults

1,566 days for recalls

1,423 days for adult checklists

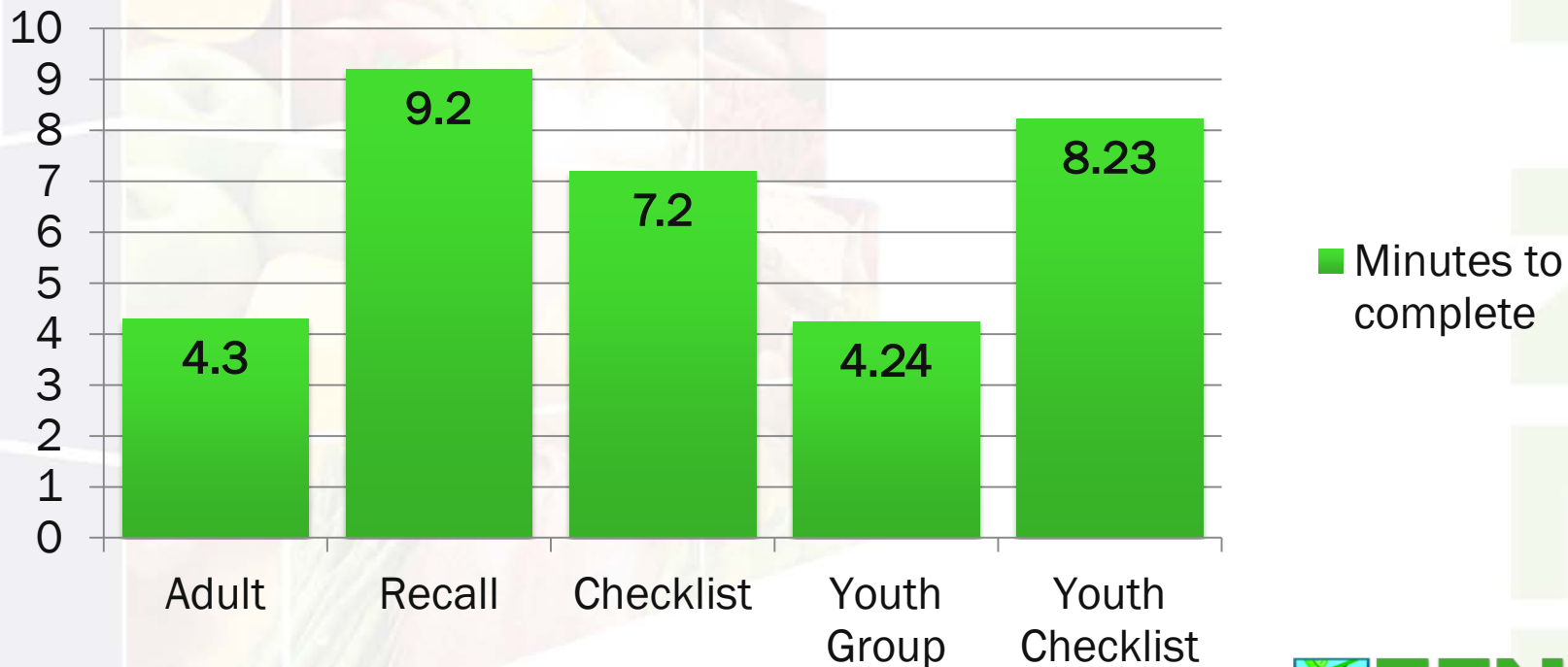
186 days for youth groups

362 days for youth checklist

13.5 YEARS of data entry



Time Study - Averages



I. Summary of Dietary Improvement (5053 with entry and exit recalls)

A. Mean, standard deviation and percent eating a specific quantity of each food group

		Entry		Exit	
		Mean	+/- STDDEV	Mean	+/- STDDEV
1. Grains (total):	Mean consumed at Entry and Exit	5.3 Oz Eq	3.5	4.9 Oz Eq	2.9
	0 Oz Eq	2%		2%	
	1-3 Oz Eq	37%		40%	
	4-5 Oz Eq	26%		29%	
	6-9 Oz Eq	27%		24%	
	10+ Oz Eq	8%		5%	
	Percent with Positive Change at Exit			50%	
2. Whole Grains:	Mean consumed at Entry and Exit	0.8 Oz Eq	1.4	1.2 Oz Eq	1.5
	0 Oz Eq	54%		40%	
	1-3 Oz Eq	42%		55%	
	4-5 Oz Eq	3%		4%	
	6-9 Oz Eq	1%		1%	
	10+ Oz Eq	0%		0%	
	Percent with Positive Change at Exit			44%	
3. Fruits:	Mean consumed at Entry and Exit	1 Cups	1.3	1.2 Cups	1.2
	0 Cups	32%		24%	
	1 Cups	49%		52%	
	2 Cups	13%		16%	
	3 Cups	4%		6%	
	4+ Cups	2%		3%	

I. Summary of Dietary Improvement (38 with entry and exit recalls)

A. Mean, standard deviation and percent eating a specific quantity of each food group

1. Grains (total)

	Consumption (oz eq.)		Oz. Eq Consumed by % of People				
	Mean	Std. Dev	0	1-3	4-5	6-9	10+
Entry	6.5	4.8	3%	26%	29%	24%	18%
Exit	6.3	3.6	0%	26%	34%	24%	16%

Change: **+47%***

2. Whole Grains

	Consumption (oz eq.)		Oz. Eq Consumed by % of People				
	Mean	Std. Dev	0	1-3	4-5	6-9	10+
Entry	6.5	4.8	3%	26%	29%	24%	18%
Exit	6.3	3.6	0%	26%	34%	24%	16%

Change: **-17%***

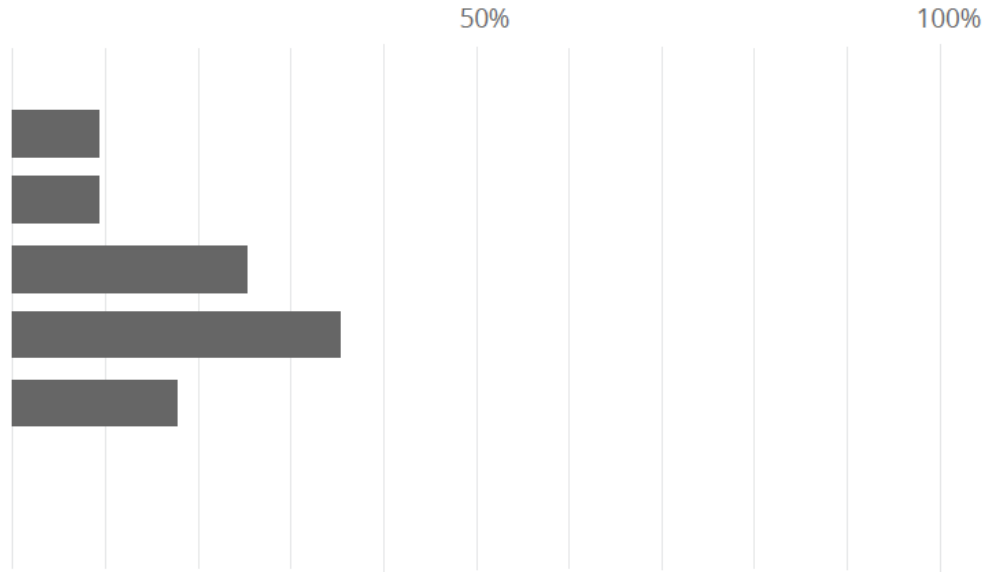
12. Months in Program

Months in Program	Number of Participants	Percent
0-3	2859	98%
4-6	45	2%
7-9	5	0%
10-12	4	0%
13-15	0	0%
16 and up	0	0%
Total	2913	100%

	Completed	Exit Before Objectives Met
Mean	1.9	0.9
StdDev	0.7	1

12. Months in Program

Months	Participants	
	Number	Percent
0-3	2	8%
4-6	2	8%
7-9	6	24%
10-12	8	32%
13-15	4	16%
16+	-	-
Total	25	100%



COMPLETED

Mean: 1.3, Standard Deviation: 0.3

EXIT BEFORE OBJECTIVE MET

Mean: 1.3, Standard Deviation: 0.3

WebNEERS - Future

Search Algorithm

ASA24 Import



EFNEP

Building for the Future

**2017 National Coordinators'
Conference**

**Building Strong
Partnerships to
Meet the Needs
of All**





Jill Weber
Specialist
Regional Supervisor



Christine Hradek
State Coordinator



Katy Moscoso
Regional Supervisor

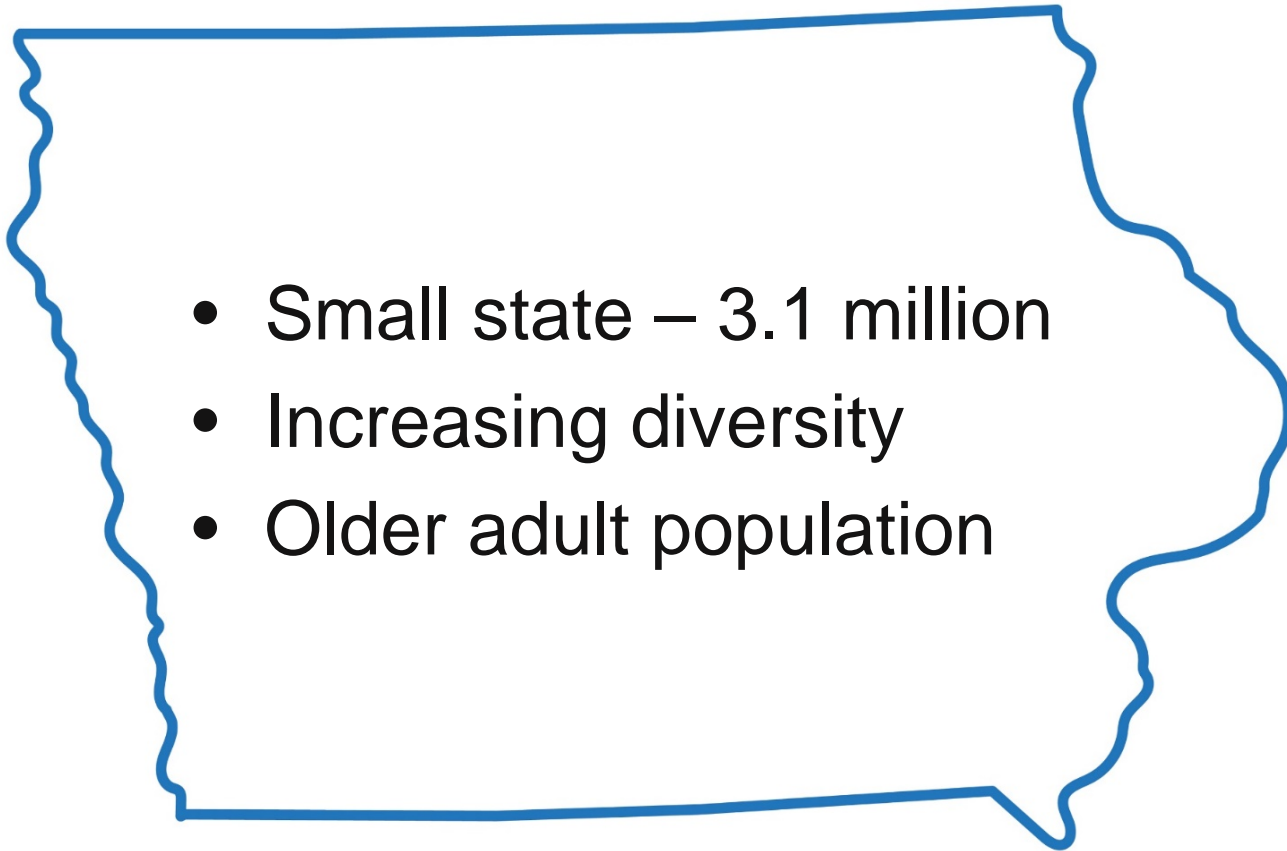
BUY EAT LIVE HEALTHY

EFNEP | EXPANDED FOOD & NUTRITION EDUCATION PROGRAM
FNP | FAMILY NUTRITION PROGRAM

IOWA STATE UNIVERSITY
Extension and Outreach



Snapshot





IOWA STATE UNIVERSITY
Extension and Outreach

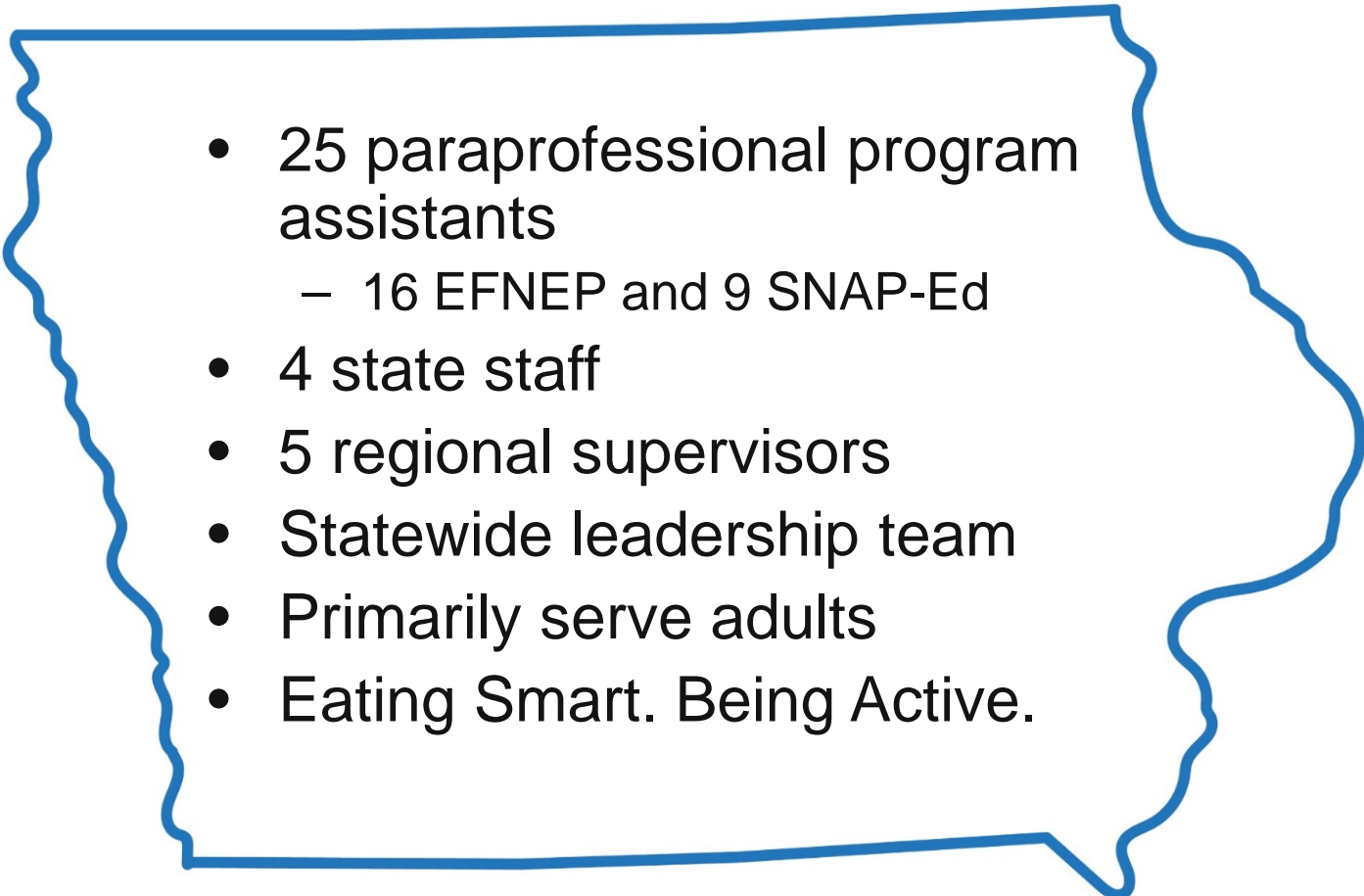


IOWA STATE UNIVERSITY
Extension and Outreach

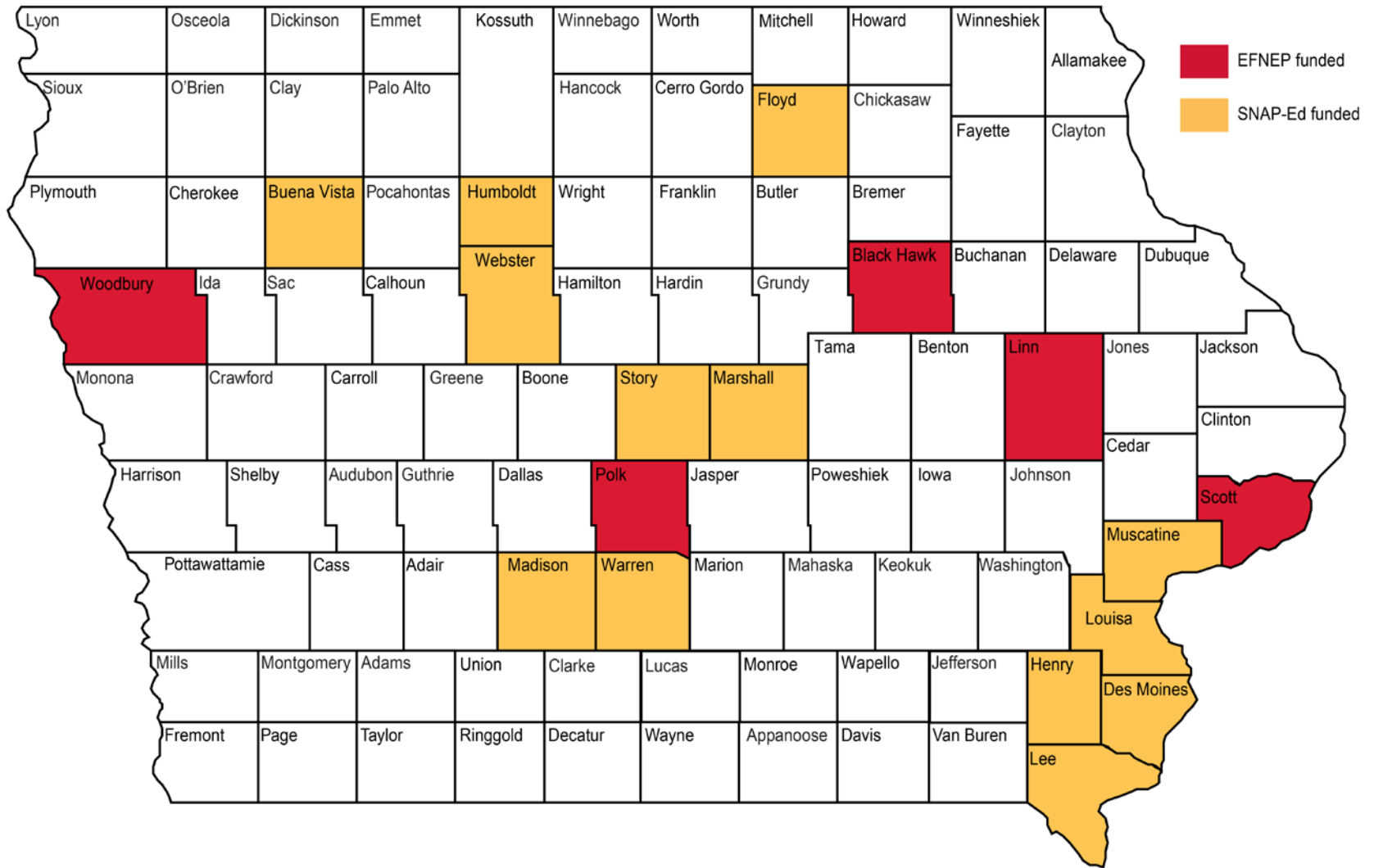
BUY EAT LIVE
HEALTHY

EFNEP | EXPANDED FOOD & NUTRITION EDUCATION PROGRAM
FNP | FAMILY NUTRITION PROGRAM

Snapshot

- 
- 25 paraprofessional program assistants
 - 16 EFNEP and 9 SNAP-Ed
 - 4 state staff
 - 5 regional supervisors
 - Statewide leadership team
 - Primarily serve adults
 - Eating Smart. Being Active.

Buy. Eat. Live Healthy 2017



State Nutrition Education Leadership Team

- Critical system for
 - Sharing successes and opportunities
 - Addressing statewide challenges
 - Making connections
 - Moral support
- Connect by phone every other week
- Two days face-to-face annually
- Uniform training across the state





IOWA STATE UNIVERSITY
Extension and Outreach

Roadmap

- Training
- Connections and Partnerships
- Resources
- Let's hear from you
- Question and answer period



Training

IOWA STATE UNIVERSITY
Extension and Outreach

Training Structure

- Monthly
 - Supervisor determined + training sent from campus
- Regional
 - Annual larger group trainings
- In-service
 - Annual in-service on campus
 - Staff recognition
 - Professional development, speakers, information sessions



Critical Components



- Cultural competency
 - Understand traditions and food culture
 - Grocery store tours
- Food safety
 - Meet families where they are at
 - Culturally appropriate
- Measuring system
 - Difficult transition
 - Picture recipes

Personal Development

- Growth Mindset
 - Positive outlook
 - ‘I can’t do this’ **vs.** ‘I haven’t done it yet’
- Emotional Intelligence
 - Attitudes and emotions are contagious
 - Emotional intelligence and participant retention
- We learn the most from our families!

Connections and Partnerships



Recruiting at Agencies



IOWA STATE UNIVERSITY™
Extension and Outreach

Healthy People. Environments. Economies.

www.extension.iastate.edu

IOWA STATE UNIVERSITY
Extension and Outreach

Agency Partnerships

- Key to learning about immigrants in our community
- Serve as a way to find out about resources available for translation, collaboration and building partnerships
- Many opportunities exist to learn about new immigrants through agency meetings
- Build cultural understanding



Lifecycle
of an Agency
Partnership

HOMEWORK

Do your homework. Get to know their priorities and audience. Read their website, follow them on social media and attend meetings.

MEET

Meet face to face. Meet at your office and theirs. Share goals and look for collaborative opportunities.

MAINTAIN

Maintain consistent contact particularly in times of turnover. Keep records of names, meeting dates and conversations. Follow partners on social media.

PRIORITIZE

Prioritize client service above your needs or those of the other agency. Keep their needs at the center of discussions.

SHARE

Share evaluation results to keep the agency informed of impacts. Never tire of telling your story.

COLLABORATE

Collaborate on events as well as programming. Introduce agencies to each other.

Connections and Partnerships

- Do your homework – understand what they do and how you can help them.
- Take notes. Include dates.
- Encourage eligible staff to go through the program.
- Engage mavens – often older women or people held in high esteem.
- Practice persistence.
- Remember names. Pay attention.
- Keep Program Assistants informed.

Cultural Connections

- Encouragement from a trusted friend is more valuable than any recruiting we can do.
- Getting to know people from different cultures in your community ('vouching')
- Social media – join Facebook groups
- Going to events they host/advertise

Case Study #1

- Liberata is a middle aged Burmese woman we met through a partnership with the Health Dept.
- Our first contact with her was as a translator for one of our first Burmese group classes several years ago. She has stayed in contact with our program and her role now is to tell the new women who come to the Burmese Stork's Nest, 'they need to take the EFNEP program'.
- Because of her status in the community, as a respected elder—the women do enroll! Our program Assistant, Gail, says she is a wonderful advocate for her Burmese classes.

Case Study #2

- Oakridge Neighborhood
 - primarily families from East Africa
- Adaptation to lessons to suit group preferences
 - Focus on group goals
 - Tight knit community
- Positive behavior change
 - Increased physical activity

Resources

- Pictorial recipes
- Auto translation of web-based content
- Minimal use of language in videos
- Financial resources for translation
- Spanish language material





Crunchy Apple Roll-Up

PREPARATION

TOOLS



SOAP

KNIFE

BUTTER KNIFE

CUTTING BOARD

TABLESPOON

INGREDIENTS



1/2

APPLE

1 TBSR

PEANUT BUTTER

2-3 TBSR

CRISPY RICE CEREAL

1

WHOLE WHEAT TORTILLA

WASH



STEP-BY-STEP

1 PREPARE THE APPLE



WASH WITH WATER



DRY WITH PAPER TOWEL



CUT IN HALF



CUT IN HALF AGAIN



CUT OFF AND DISCARD THE CORE



THINLY SLICE

2 ASSEMBLE THE ROLL-UP



MEASURE 1 TBSP. PEANUT BUTTER



SPREAD THE PEANUT BUTTER



ADD APPLE SLICES AND CEREAL



ROLL UP



CUT IN HALF

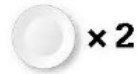
Crunchy Apple Roll-Up

INGREDIENTS

- 1/2 medium apple
- 1 tablespoon peanut butter
- 1 whole wheat tortilla
- 2 to 3 tablespoons crispy rice cereal

INSTRUCTIONS

1. Wash an apple under cool running water. Dry with a paper towel. Cut the apple in half through the core. Cut one half in half. Cut off and discard the core. (Store remaining apple half in a sealed plastic bag in the refrigerator.) Thinly slice the apple half.
2. Spread peanut butter over tortilla. Spread apple slices in an even layer over peanut butter. Sprinkle with cereal. Roll up tightly and cut in half.



MAKES 2 SERVINGS



Nutrition Facts

Serving Size 1/2 roll-up
Servings Per Recipe 2

Amount Per Serving

Calories 150 Calories from Fat 50

% of Daily Value*

Total Fat 6g	9%
Saturated Fat 1g	5%
Trans Fat 0g	
Cholesterol 0g	0%
Sodium 210g	9%
Total Carbohydrate 21g	7%
Dietary Fiber 3g	12%
Sugar 5g	

Protein 4g

Vitamin A 2%	•	Vitamin C 6%
Calcium 0%	•	Iron 4%

This program is funded by USDA's Supplemental Nutrition Assistance Program, EFNEP and Iowa State University Extension and Outreach. USDA is an equal opportunity provider and employer. The Supplemental Nutrition Assistance Program, known in Iowa as Food Assistance, provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more visit www.yesfood.iowa.gov.

... and justice for all.

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, age, disability, and where applicable, sex, marital status, familial status, parental status, religion, sexual orientation, genetic information, political beliefs, reprisal, or because all or part of an individual's income is derived from any public assistance program. (Not all prohibited bases apply to all programs.) Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact USDA's TARGET Center at 202-720-2980 (voice and TDD). To file a complaint of discrimination, write to USDA, Director, Office of Civil Rights, 1400 Independence Avenue SW, Washington, DC 20250-6410, or call 800-795-3272 (voice) or 202-720-6382 (TDD). USDA is an equal opportunity provider and employer. Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Cathann A. Kress, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.



**SPEND SMART.
EAT SMART.**

Recipes

How-to Videos

Grocery budget
calculator

Financial Resources

- Translation services
- Spanish-language materials
- Resource development, recruitment materials



#STRONGIOWA

IOWA STATE UNIVERSITY
Extension and Outreach

Discuss and share back

- What unique benefits does EFNEP offer to immigrants and refugees?
- How can we support existing agencies serving families who are immigrants or refugees?
- How might we position EFNEP differently when recruiting with this audience?

Thank you!

- **Program assistants!**
- Renee Sweers
- Holly Van Heel
- Felicia Marable-Williams
- Jody Gatewood
- Justine Hoover
- Stacia Sanny
- Kristin Taylor
- Dr. Deb Sellers
- Dr. Connie Beecher
- ISU Nutrition and Wellness Specialists
- County leadership and colleagues
- Community partners
- Student staff

Hold for quotes/anecdotes

- *“I really enjoy my work with immigrant families! They are hungry for learning and use our classes to help them learn English.”*

-Gail, EFNEP Program Assistant

- *“I enjoy being able to teach the families new information and love learning about their culture as we go through the program. It is exciting and rewarding helping them adjust.”*

- Star, EFNEP Program Assistant



Jill Weber
Specialist
Regional Supervisor
Jrweber@iastate.edu



Christine Hradek
State Coordinator
Hradek@iastate.edu



Katy Moscoso
Regional Supervisor
Kaj@iastate.edu

WHAT WE WANT

#STRONGIOWA

JOIN US WWW.EXTENSION.IASTATE.EDU

IOWA STATE UNIVERSITY
Extension and Outreach



EFNEP

Building for the Future

2017 National Coordinators' Conference



PSE Workgroup Members

- Foster-Garrard, Debra, Oklahoma State University (Co-Chair)
- Procter, Sandy, Kansas State University (Co-Chair)
- Baker, Susan, Colorado State University
- Cason, Katherine, Penn State University
- Cuthbertson, Courtney, Michigan State University
- Dollahite, Jamie, Cornell University
- Fischer, Jean Ann, University of Nebraska-Lincoln
- Khan, Tarana, Clemson University
- Lambea, Maria Carmen, Ohio State University
- Scott-Pierce, Michelle, Cornell University
- Zoumenou, Virginie, University of Maryland Eastern Shores

Timeline of Workgroup

- January 2016- Workgroup formed to determine how to collect impacts/outcomes around EFNEP PSE and social-ecological model.
- March 2016-Reported examples of EFNEP PSE activities at the national EFNEP meeting.
- Surveyed Institutions
- Worked with Web Developer on reporting impacts in WebNEERs
- March 2017-DACUM panel was conducted



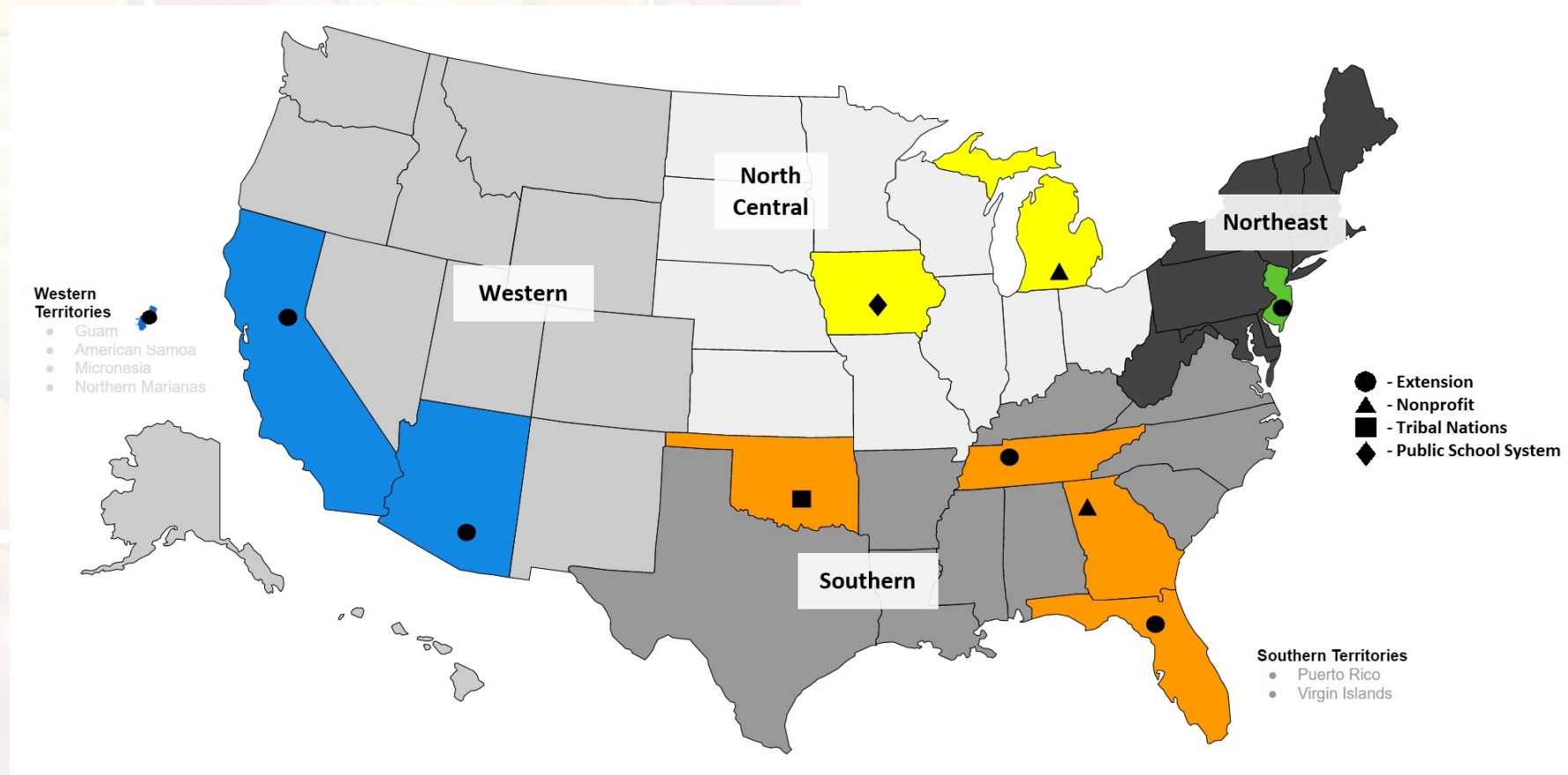
RNECE-PSE Change Center

- PSE Needs for EFNEP and SNAP-Ed
- Coordinated by University of Tennessee

DACUM

- Developing a Curriculum
- Define major job duties and responsibilities
- Conducted with businesses, government groups and nonprofits all over the world

SNAP-Ed DACUM Panel



2017 National Coordinators' Conference



Building for the Future

EFNEP DACUM Panel

- Alabama
- Colorado
- Iowa
- Maryland
- New Mexico
- New York
- South Dakota
- Texas
- Washington

2017 National Coordinators' Conference



Building for the Future

Major Job Duties for Implementing PSEs in EFNEP

- Engage in PSE Professional Development
- Manage Scope of PSE Activities
- Support PSE Activities
- Evaluate PSE Activities
- Report PSE Activities

Review & Verification

- We need your help!
- Please review and make suggestions
 - Is anything missing?
 - Is anything unclear?
- Please complete survey
 - Rate each duty for importance



Review & Verification

- We need your help!
- Please review and make suggestions
 - Is anything missing?
 - Is anything unclear?
- Please complete survey
 - Rate each duty for importance



PSE Workgroup Timeline Continued

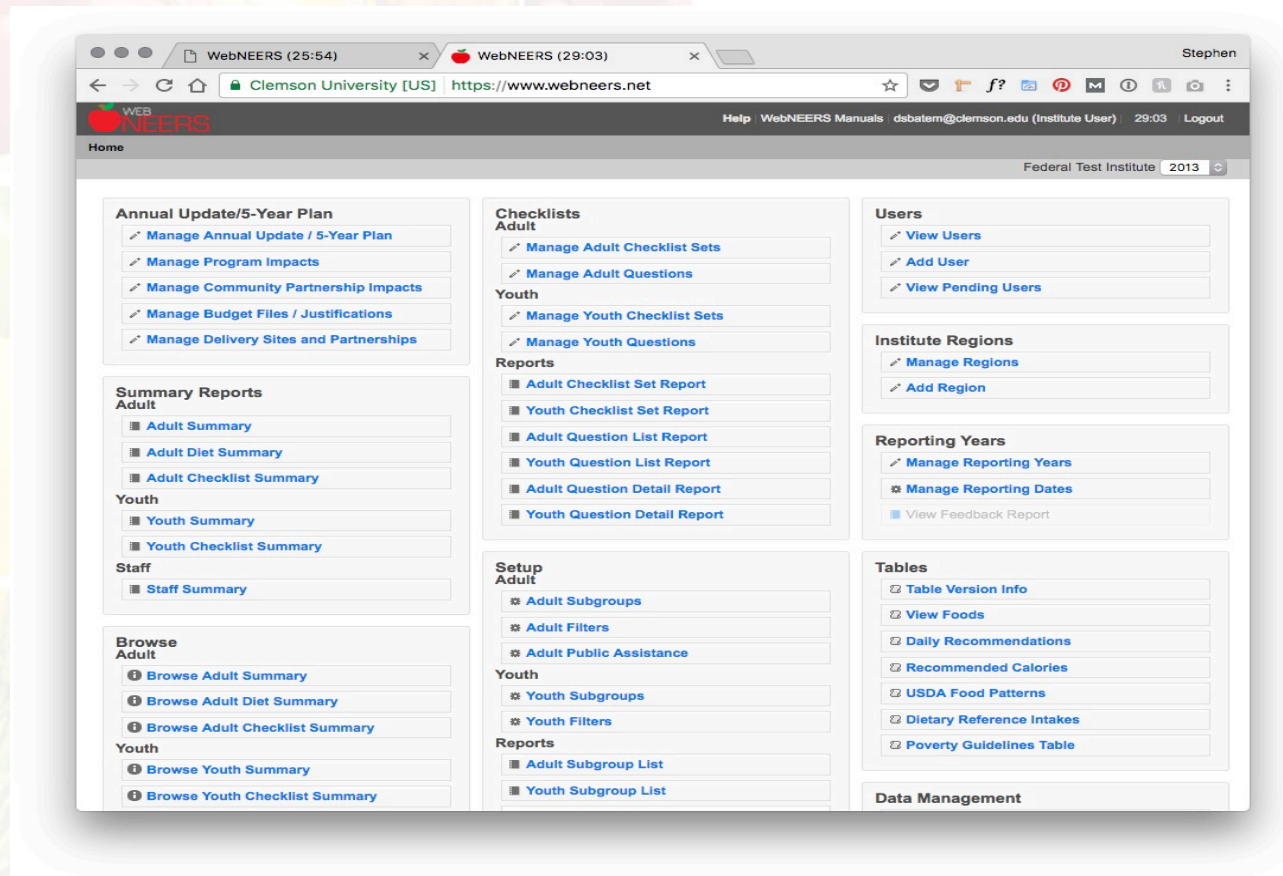
- Met with WebNEERs Developer to develop wish list
- Screen shots were developed to show reporting changes within WebNEERs

Major Changes within WebNEERs

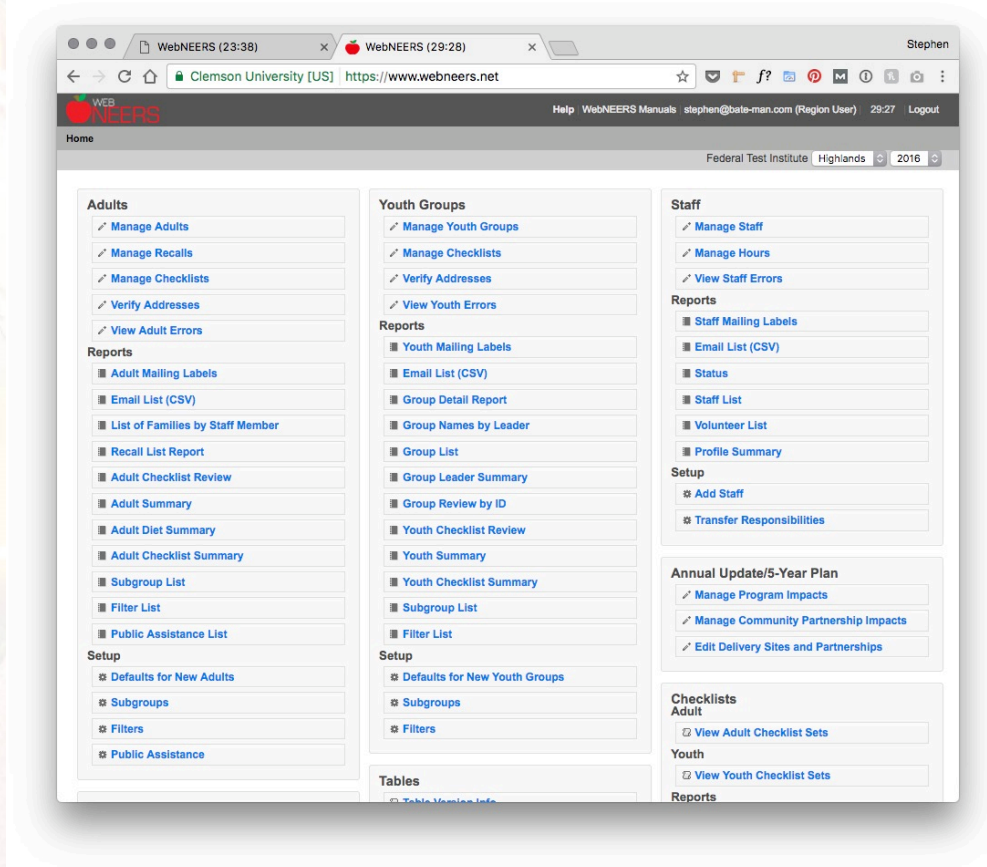
- Added PSE reporting at the regional level
- Added narrative text boxes (up to 5000 characters)
- Expanded sections
- Institutions can select 0-5 community partnership impacts to submit to NIFA



WebNEERS Mockups Institute Main screen



WebNEERs Regional User Screen



2017 National Coordinators' Conference



Building for the Future

Example of Creating a Community Partnership Impact

Submitted by: stephen@bate-man.com

Community Partnership Impact

Title

Submit for Institute Use

Focus Areas
Please select which areas this CPI relates to. Select all that apply:

Core Areas

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

Congressional Districts
Select the congressional districts involved in the CPI. Select all that apply:

- SC District 1
- SC District 2
- SC District 3
- SC District 4
- SC District 5
- SC District 6
- SC District 7

Key Words
Select any of the following key words that apply to the CPI. Select all that apply:

Type

- Environmental Settings
- Sectors of Influence

Participant Type

- Adult
- Youth
- Pregnant Teen

Term

- Short
- Medium
- Long

Delivery Sites & Partnerships

- Adult Education & Training Sites
- Adult Rehabilitation Centers
- Churches
- Community Centers
- Emergency Food Assistance Sites
- Extension Offices
- Farmers Markets
- Food Stores
- Head Start Sites
- Health Care Sites
- Libraries
- Other Youth Education Sites
- Public Housing
- Schools
- Shelters
- SNAP Offices
- WIC Program Sites
- Worksites

Narrative
Provide a brief Community Partnership Impact of ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

Home Settings Logout
Developed by the Youth Learning Institute
Version: 1.1.2 (10/5/2016)
OMB Number: 0204-0044 (paper: 04302219)

2017 National Coordinators' Conference



Building for the Future

Example of Creating a Community Partnership Impact

Submitted by: stephen@bate-man.com

Community Partnership Impact

Title

Submit for Institute Use

Focus Areas
Please select which areas this CPI relates to. Select all that apply:

Core Areas

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

Congressional Districts
Select the congressional districts involved in the CPI. Select all that apply:

- SC District 1
- SC District 2
- SC District 3
- SC District 4
- SC District 5
- SC District 6
- SC District 7

Key Words
Select any of the following key words that apply to the CPI. Select all that apply:

Type

- Environmental Settings
- Sectors of Influence

Participant Type

- Adult
- Youth
- Pregnant Teen

Term

- Short
- Medium
- Long

Delivery Sites & Partnerships

- Adult Education & Training Sites
- Adult Rehabilitation Centers
- Churches
- Community Centers
- Emergency Food Assistance Sites
- Extension Offices
- Farmers Markets
- Food Stores
- Head Start Sites
- Health Care Sites
- Libraries
- Other Youth Education Sites
- Public Housing
- Schools
- Shelters
- SNAP Offices
- WIC Program Sites
- Worksites

Narrative
Provide a brief Community Partnership Impact of ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

Home Settings Logout
Developed by the Youth Learning Institute
Version: 1.1.2 (10/5/2016)
OMB Number: 0524-0044 (paper: 04302219)

2017 National Coordinators' Conference



Building for the Future

Example List of Impacts Generated

WEB NEERS Help WebNEERS Manuals stephen@bate-man.com (Region User) 26:02 Logout

<< Back | Home >> Manage Community Partnership Impacts Federal Test Institute | Highlands | 2016

[+ Add Community Partnership Impacts](#)

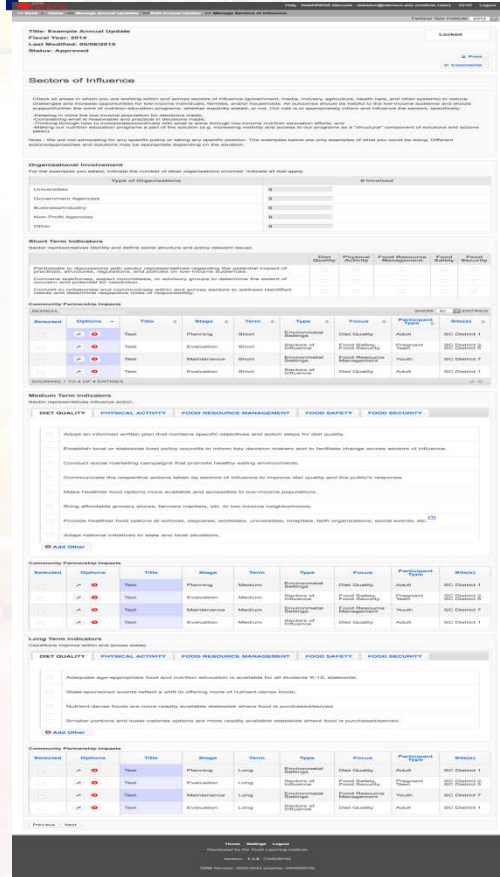
SEARCH: SHOW All ENTRIES

Options	Title	Stage	Term	Type	Focus	Participant Type	Site(s)
	Test	Planning	Medium	Environmental Settings	Diet Quality	Adult	SC District 1
	Test	Evaluation	Long	Sectors of Influence	Food Safety, Food Security	Pregnant Teen	SC District 2, SC District 5
	Test	Maintenance	Medium	Environmental Settings	Food Resource Management	Youth	SC District 7
	Test	Evaluation	Long	Sectors of Influence	Diet Quality	Adult	SC District 1

SHOWING 1 TO 4 OF 4 ENTRIES ⏪ ⏩

Home Settings Logout
Developed by the Youth Learning Institute
Version: 1.1.2 (12/5/2018)
OMB Number: 0524-0044 (expires: 04/30/2019)

Example Screen Shot of Annual Update Preview



PSE Workgroup Future Direction

- Planning to provide an example of a Community Partnership Impact Outcome which will be included in the annual update training by NIFA
- Work with Web Developer on beta testing
- Continue to monitor and address ways to improve reporting of EFNEP PSE activities within WebNEERs



PSE Workgroup Future Direction

- Planning to provide an example of a Community Partnership Impact Outcome which will be included in the annual update training by NIFA
- Work with Web Developer on beta testing
- Continue to monitor and address ways to improve reporting of EFNEP PSE activities within WebNEERs





EFNEP

Building for the Future

2017 National Coordinators' Conference



EFNEP Volunteer Management

- Working group formed in Spring 2016
- Monthly meetings to frame proposal
- Widespread representation

Workgroup Members

- Helen Chipman, co-chair, USDA
- Linda Boeckner, co-chair, University of Nebraska-Lincoln
- Lisa Benavente, North Carolina State University
- Chelsea Bishop Smith, Texas A&M
- Imelda Galdamez, Michigan State University
- Sue Snider, University of Delaware
- Mattie Rasco, Alcorn State University
- Cassandra Silveira, University of Minnesota
- Dreamal Worthen, Florida A&M University
- Kate Yerxa, University of Maine

Workgroup Members

- Helen Chipman, co-chair, USDA
- Linda Boeckner, co-chair, University of Nebraska-Lincoln
- Lisa Benavente, North Carolina State University
- Chelsea Bishop Smith, Texas A&M
- Imelda Galdamez, Michigan State University
- Sue Snider, University of Delaware
- Mattie Rasco, Alcorn State University
- Cassandra Silveira, University of Minnesota
- Dreamal Worthen, Florida A&M University
- Kate Yerxa, University of Maine

Our Charge

- Provide language that could inform policy on volunteerism in EFNEP
 - Align recommendations with EFNEP program policies, and with university and Extension policies
 - Get input from program coordinators



Drafts Developed

- Volunteer categories
- Key criteria
- Potential policy language
- YOU will have a chance to review and respond

Categories of Volunteers

- Formal Volunteer Program
- Non-agency Volunteers
- Agency-paid Volunteers
- Student/Intern Volunteers

Key Criteria Defined

- Potential benefit to EFNEP and to volunteers
- Examples of volunteers
- Examples of potential responsibilities

Key Criteria Defined

- Recruitment and management of volunteers
- Initial and ongoing training needs
- Keeping volunteers involved and engaged

Key Criteria Defined

- Recognizing, honoring and discharging from service
- Interface of paraprofessional staff, supervisors and volunteers
- Challenges and how to address them

Essential Elements

- **Volunteers must understand they are “the face” of EFNEP and the university**
- Program, university, and community requirements and expectations should be in alignment with national EFNEP policies and protocols
- Ongoing training and monitoring will be critical to success



Essential Elements

- Volunteers must understand they are “the face” of EFNEP and the university
- **Program, university, and community requirements and expectations should be in alignment with national EFNEP policies and protocols**
- Ongoing training and monitoring will be critical to success



Essential Elements

- Volunteers must understand they are “the face” of EFNEP and the university
- Program, university, and community requirements and expectations should be in alignment with national EFNEP policies and protocols
- **Ongoing training and monitoring will be critical to success**



Timeline

- Preview at National EFNEP Conference – March 2017
- Review and feedback by state EFNEP Coordinators – April – May 2017
- NIFA to finalize; training, as needed
- Soft roll-out FY 2018

Timeline

- Preview at National EFNEP Conference – March 2017
- **Review and feedback by state EFNEP Coordinators – April – May 2017**
- NIFA to finalize; training, as needed
- Soft roll-out FY 2018

Timeline

- Preview at National EFNEP Conference – March 2017
- Review and feedback by state EFNEP Coordinators – April – May 2017
- **NIFA to finalize; training, as needed**
- Soft roll-out FY 2018

Timeline

- Preview at National EFNEP Conference – March 2017
- Review and feedback by state EFNEP Coordinators – April – May 2017
- NIFA to finalize; training, as needed
- **Soft roll-out FY 2018**



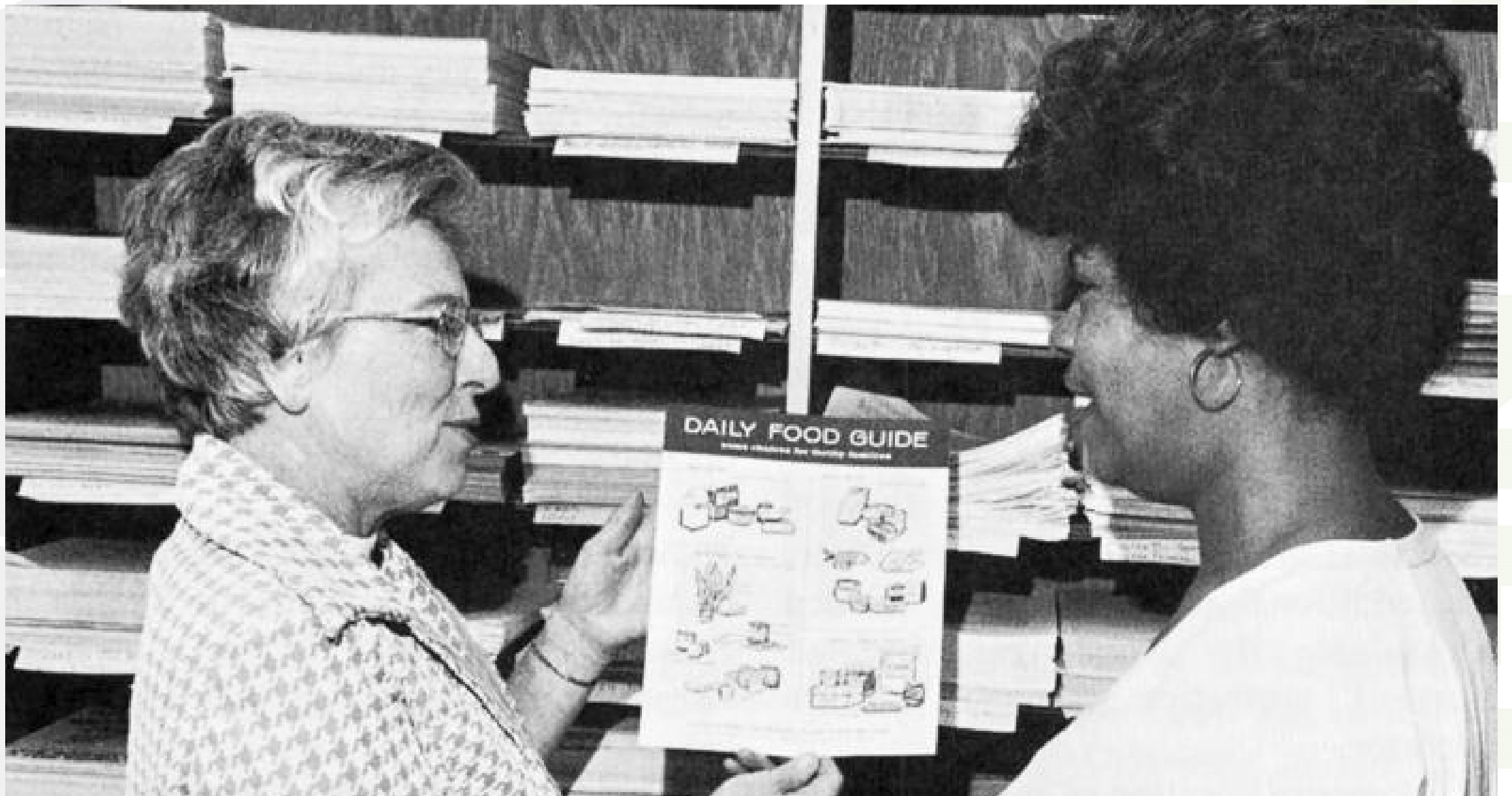
EFNEP

Building for the Future

2017 National Coordinators' Conference

National Conference Planning Committee

Presenter:
Leslie Speller-Henderson
Tennessee State University







FOR
20
10







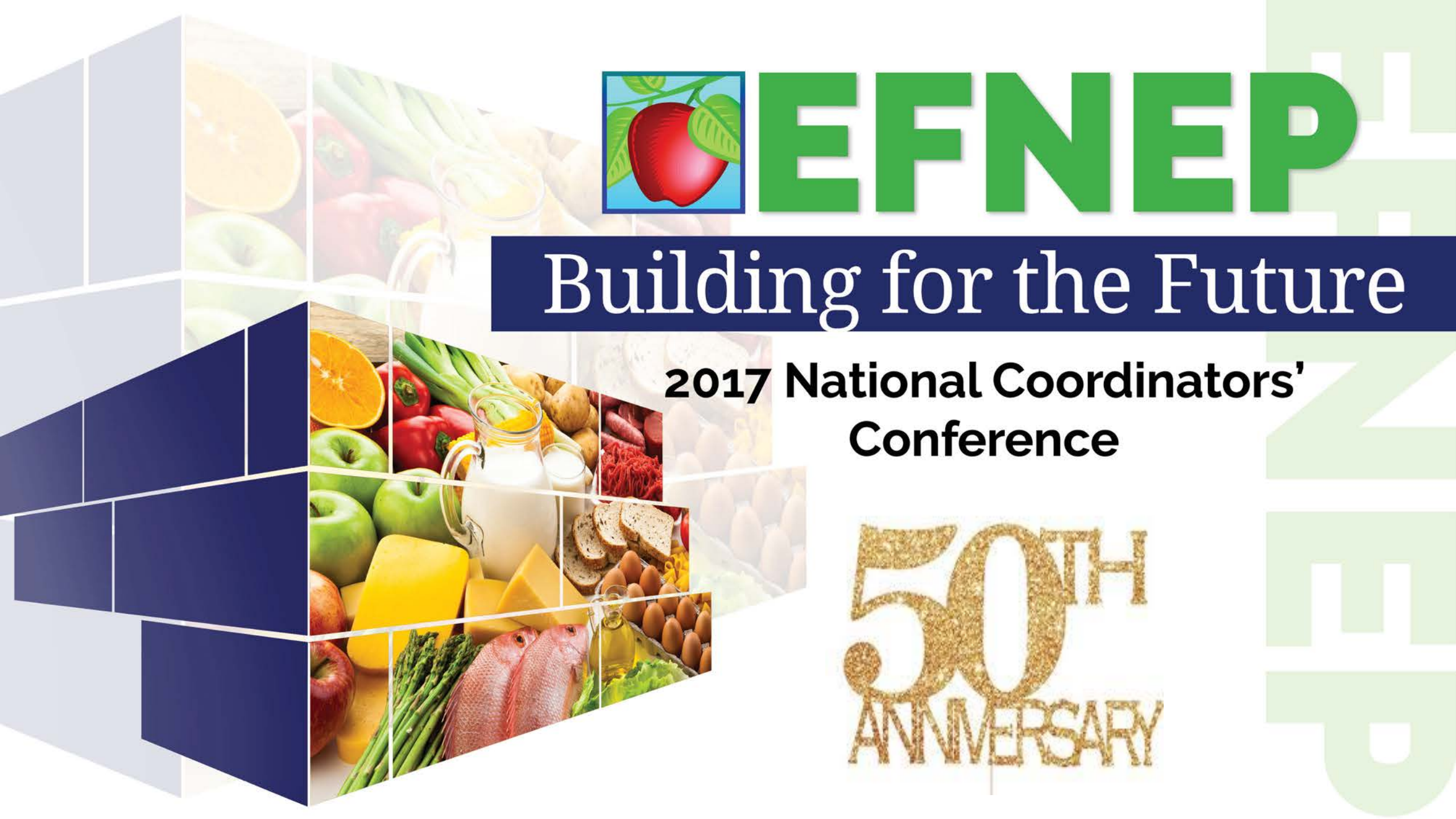


EFNEP

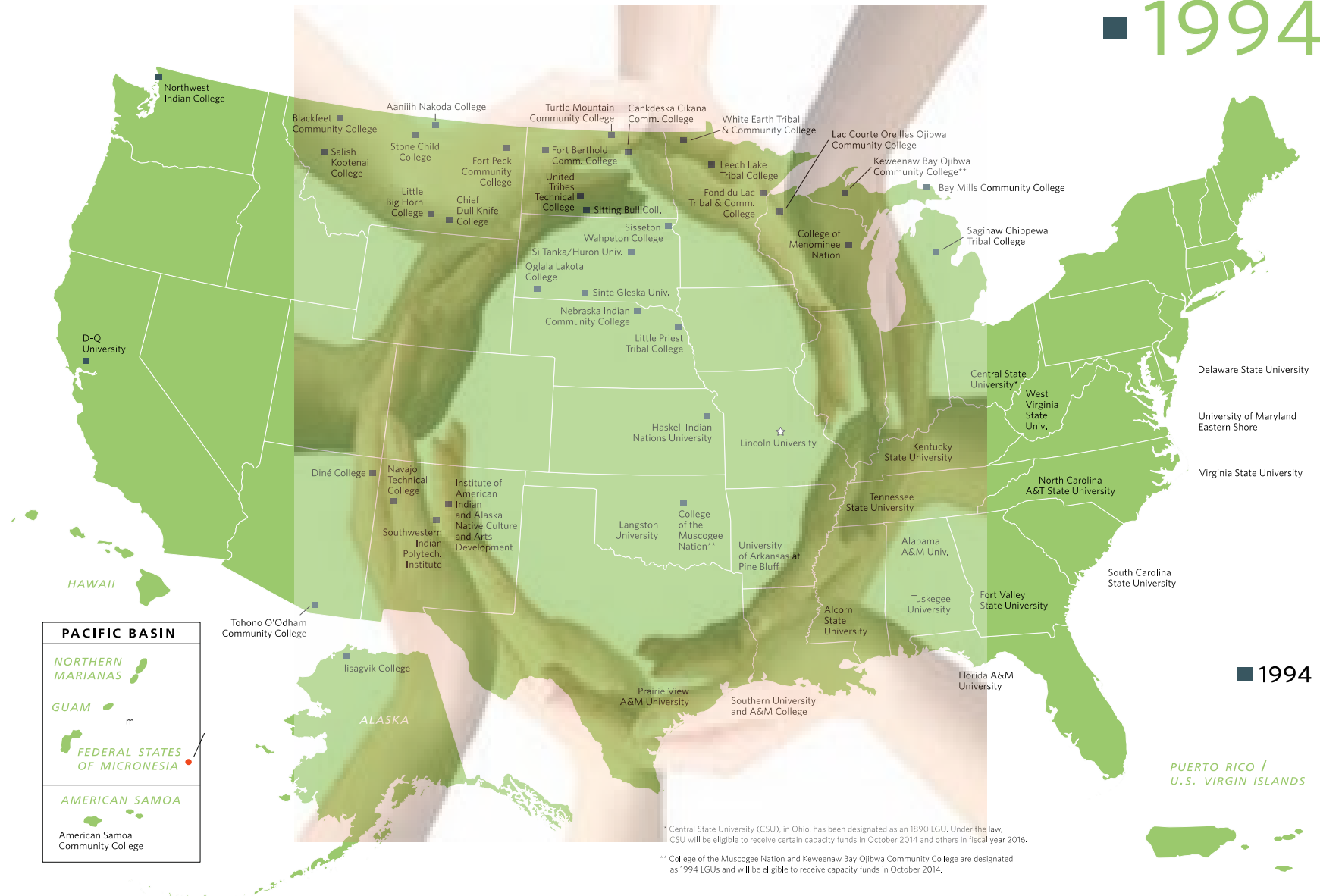
Building for the Future

2017 National Coordinators' Conference

50TH
ANNIVERSARY



■ 1994



Northwest Indian College

Blackfeet Community College

Aaniiih Nakoda College

Stone Child College

Fort Peck Community College

Salish Kootenai College

Little Big Horn College

Chief Dull Knife College

United Tribes Technical College

Sitting Bull Coll.

Fort Berthold Comm. College

Cankdeska Cikana Comm. College

White Earth Tribal & Community College

Lac Courte Oreilles Ojibwa Community College

Leech Lake Tribal College

Fond du Lac Tribal & Comm. College

Keweenaw Bay Ojibwa Community College**

Bay Mills Community College

Saginaw Chippewa Tribal College

College of Menominee Nation

Sisseton Wahpeton College

Si Tanka/Huron Univ.

Oglala Lakota College

Sinte Gleska Univ.

Nebraska Indian Community College

Little Priest Tribal College

Haskell Indian Nations University

Lincoln University

Central State University*

West Virginia State Univ.

Delaware State University

University of Maryland Eastern Shore

Virginia State University

North Carolina A&T State University

Tennessee State University

Alabama A&M Univ.

South Carolina State University

Fort Valley State University

Tuskegee University

Alcorn State University

University of Arkansas at Pine Bluff

Langston University

College of the Muscogee Nation**

Navajo Technical College

Institute of American Indian and Alaska Native Culture and Arts Development

Southwestern Indian Polytech. Institute

Tohono O'odham Community College

Prairie View A&M University

Southern University and A&M College

* Central State University (CSU), in Ohio, has been designated as an 1890 LGU. Under the law, CSU will be eligible to receive certain capacity funds in October 2014 and others in fiscal year 2016.

** College of the Muscogee Nation and Keweenaw Bay Ojibwa Community College are designated as 1994 LGUs and will be eligible to receive capacity funds in October 2014.

May your hands be an
extension of your heart and
may you do the work of
love with them

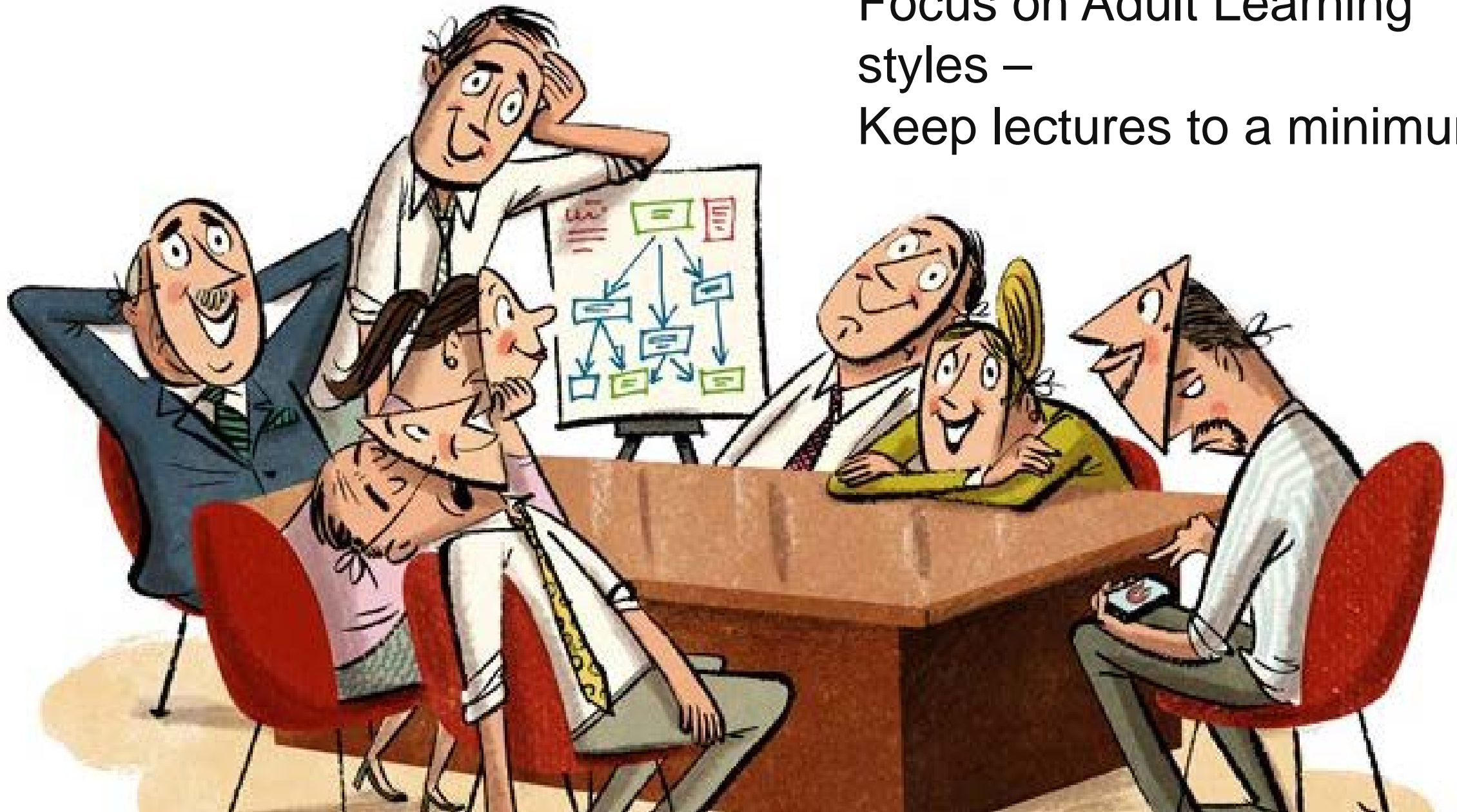
Aja Monet



♥
**WE
WANT YOU
TO
JOIN
OUR TEAM**



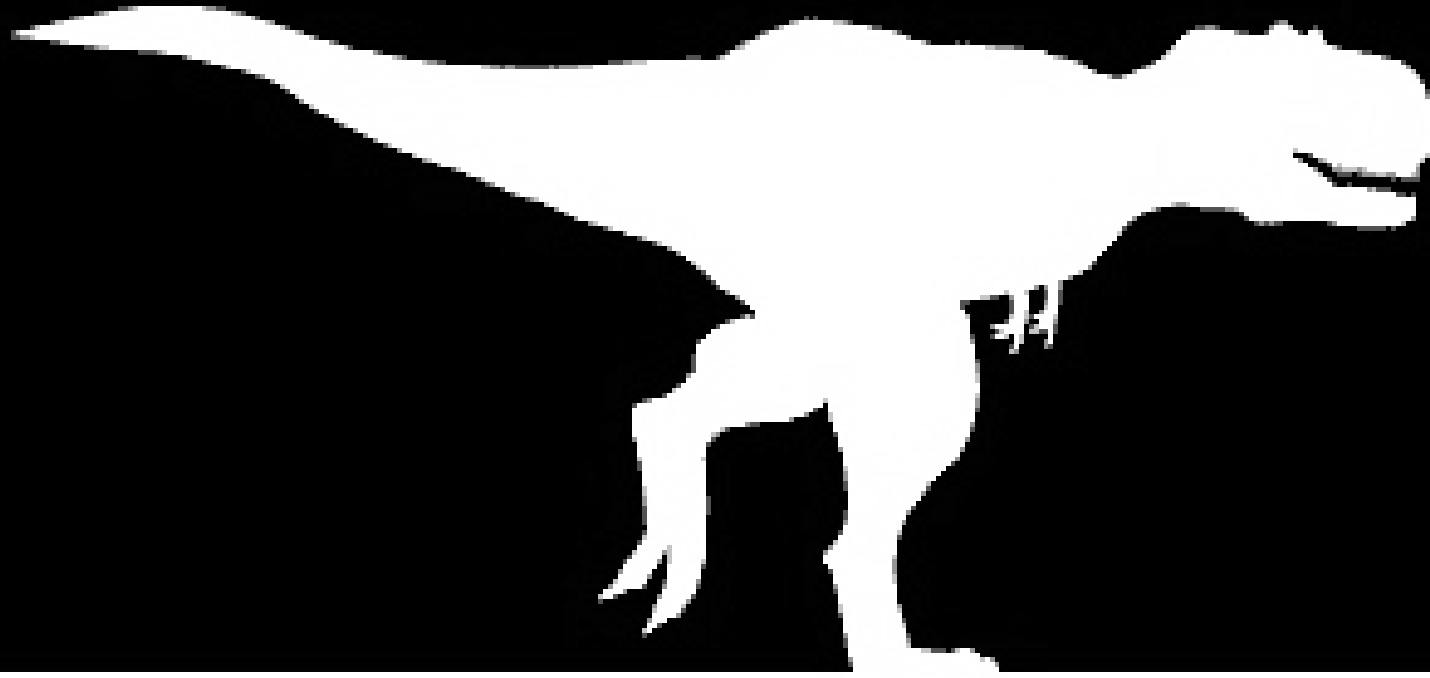
Focus on Adult Learning
styles –
Keep lectures to a minimum



Present and Learn From One Another



Incorporate Physical Activity



EXERCISE

Some motivation required.

Maximize our Time



Time for Networking

One person
can ~~only~~ do
so much



End on a High Note



1969 - 2019



Expanded Food and Nutrition Education Program



EFNEP

Building for the Future

2017 National Coordinators' Conference



Youth Evaluation: Illuminating Our Impact on 3rd to 5th Graders

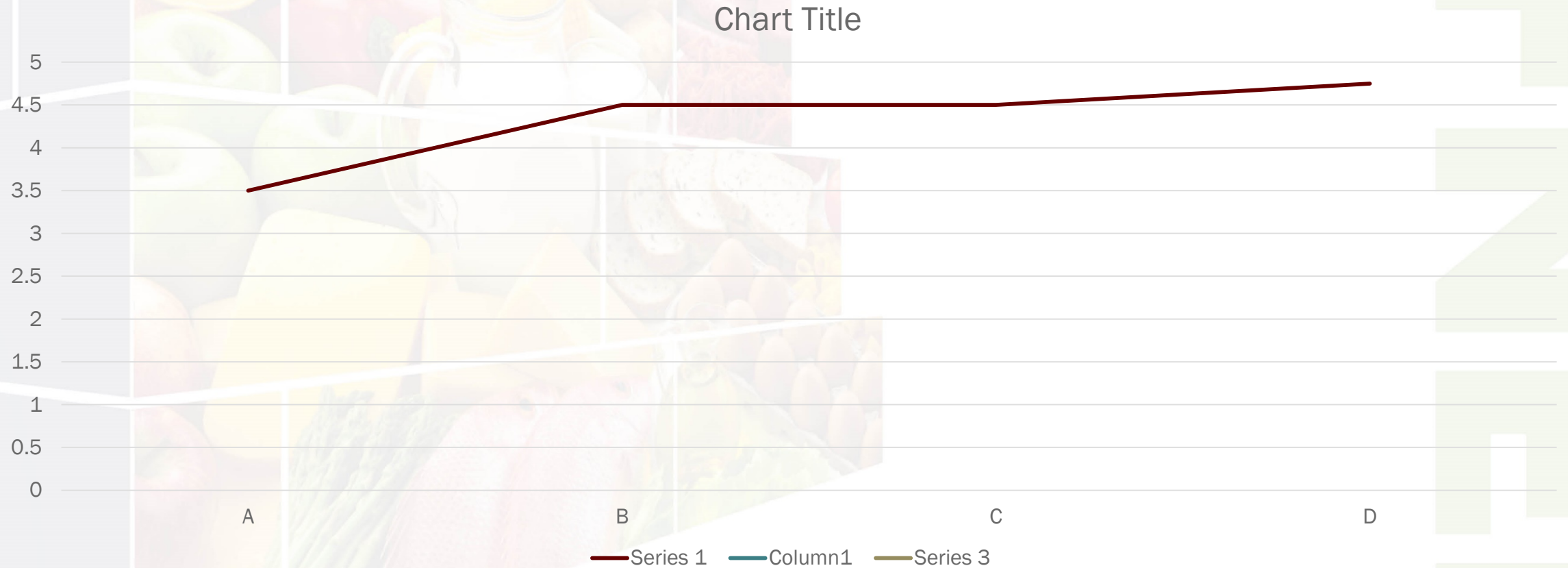


2017 National Coordinators' Conference



Building for the Future

Why Change?



What have we done?

- I eat breakfast... **EVERY DAY**
- Being active is good for me... **I AGREE**
- I wash my hands before making something to eat... **ALWAYS**

What have we done?

Will you ask your family to have fruits in a place like the refrigerator or a bowl on the table where you can reach them?



What have we done?

- I eat vegetables...
 - I choose healthy snacks...
- I do physical activities...

What have we done?

- Drinking sugar-sweetened beverages
- Sedentary behaviors
- Nutrition Facts label



Nutrition Facts	
Serving Size 2/3 cup (55g)	
Servings Per Container About 8	
Amount Per Serving	
Calories 230	Calories from Fat 40
Total Fat 8g 12% % Daily Value*	
Saturated Fat 1g	5%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 160mg	7%
Total Carbohydrate 37g	12%
Dietary Fiber 4g	16%
Sugars 1g	
Protein 3g	
Vitamin A	10%
Vitamin C	8%
Calcium	20%
Iron	45%
*Percent Daily Values are based on a diet of 2,000 calories. Your daily value may be higher or lower depending on your calorie needs.	
Calories: 2,000 2,500	
Total Fat	Less than 65g 80g
Sat Fat	Less than 20g 25g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2,400mg 2,400mg
Total Carbohydrate	Less than 300g 375g
Dietary Fiber	25g 30g



EFNEP

How will it look?

Almost never	Some days	Most days	About once a day	2 or more times a day
--------------	-----------	-----------	------------------	-----------------------

OR

Almost never	1-3 times a week	4-5 times a week	About once a day	2 or more times a day
--------------	------------------	------------------	------------------	-----------------------



How will it look?



2017 National Coordinators' Conference



Building for the Future

Where are we now?

- Expert Review

Expert



Not an Expert



**Can
You
Spot the
Difference?**



Where are we now?

- **Expert Review**

When I make myself something to eat, I put cold foods back in the refrigerator right away...

- Never or almost never
- Sometimes
- Most of the time
- Always



Where are we now?

- **Expert Review**



**“I’m not arguing.
I’m just explaining
why I’m right!”**

Where are we now?

- Cognitive Interviews



2017 National Coordinators' Conference



Building for the Future

Where are we now?

- Cognitive Interviews

Special thanks to Oklahoma for their participation in this process



When will we see it?

2018 Calendar

Calendarpedia
Your source for calendars.

January						
Sa	Su	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February						
Sa	Su	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

March						
Sa	Su	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April						
Sa	Su	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May						
Sa	Su	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June						
Sa	Su	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

July						
Sa	Su	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August						
Sa	Su	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September						
Sa	Su	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October						
Sa	Su	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November						
Sa	Su	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December						
Sa	Su	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Federal Holidays 2018

Jan 1	New Year's Day	May 18	Memorial Day	Oct 8	Columbus Day	Nov 27	Thanksgiving Day
Jan 15	Martin Luther King Day	Jul 4	Independence Day	Nov 11	Veterans Day	Dec 25	Christmas Day
Feb 19	Washington's Day	Sept 1	Labor Day	Nov 22	Indigenous Day (Observed)		

Source: calendarpedia.com

Revised: 11/14/2017



EFNEP

Youth Evaluation Committee

Audrey Adler, Rutgers University

Melissa Maulding, Purdue University

Megan Ness, North Dakota State University

Wendy Wolfe, Cornell University

Maria Carmen Lambea, Ohio State University

Kate Yerxa, University of Maine

Leslie Cunningham-Sabo, Colorado State University

Suzanne van Rijn, North Carolina State University

Cassandra Silveira, University of Minnesota

Judy D'Eridita, North Carolina State University

Brigid McDonnell, Colorado State University

Belle Swanby, University of Minnesota

Courtney Cuthbertson, Michigan State University

Dennis Savaiano, Purdue University

Tracy Eaton, Purdue University

Barbara Lohse, Wegmans School of Health
& Nutrition

Lorelei Jones, North Carolina State
University

Melissa Prescott, Colorado State University

Andrea Morris, Auburn University

Jennifer Ogren, University of Minnesota

2017 National Coordinators' Conference



Building for the Future

For More Information

Audrey Adler

audler@njaes.Rutgers.edu

848-932-9435

Melissa Maulding

mmaulding@purdue.edu

765-496-6849



EFNEP

Building for the Future

**2017 National Coordinators'
Conference**

**EFNEP Technology
Initiative**

**Building the Future of
EFNEP Program Delivery**

It Takes a Village...

- Austin Brooks Virginia
- Emily Foley North Carolina
- Jean Anne Fischer Nebraska
- Imelda Galdamez Michigan
- Lorelei Jones North Carolina
- Lisa Martin Kansas
- Jennifer McCaffrey Illinois
- Mira Mehta Maryland
- Shewana McSwain North Carolina
- Joan Paddock New York
- Beth Peralta Illinois

2017 National Coordinators' Conference



Building for the Future

Goals of Using Technology in EFNEP

- Increase EFNEP graduation rate.
- Expand reach to new audiences.
- Assist EFNEP with staying relevant to different learning styles and how audiences want to learn.

When you hear the phrase.....

EFNEP and Technology

What comes to mind?

2017 National Coordinators' Conference



Building for the Future

Maintaining EFNEP Integrity

- Program delivery priority of EFNEP is peer educators with knowledge and experience of low income communities as the best method for reaching our nation's poorest families.
- Dosage and paraprofessional contact needed for optimal program outcomes.
- Learner-centered focus.
- Innovative teaching techniques and hands-on learning that can support and/or enhance programs.
- Collection of information such as recalls, surveys, signatures, etc.
- Cultural competence – multi languages.
- Validity and evidence base with practical application of current research.
- High quality of teaching—review and update peer educator training protocol.
- Coordination, collaboration and engagement with community partners and stakeholders.



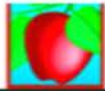
Overview of Work to Date

- Literature review
- Survey of EFNEP participants and staff
- Pilot projects
 - Texting
 - Video conference delivery
 - Online supplemental lesson
- Draft of technology framework and contribution to policy document

2016 - 2017 Progress

- Poster at SNEB
- Integrated Technology and Social Media Framework
- Feedback Survey from Coordinators
- Poster at 2017 EFNEP Coordinators meeting
- Updated Social Media Tool Kit and Website

www.efnepdigitalresources.org



EFNEP DIGITAL
RESOURCES

[Resources](#)

[Education](#)

[Toolkit](#)

[News](#)

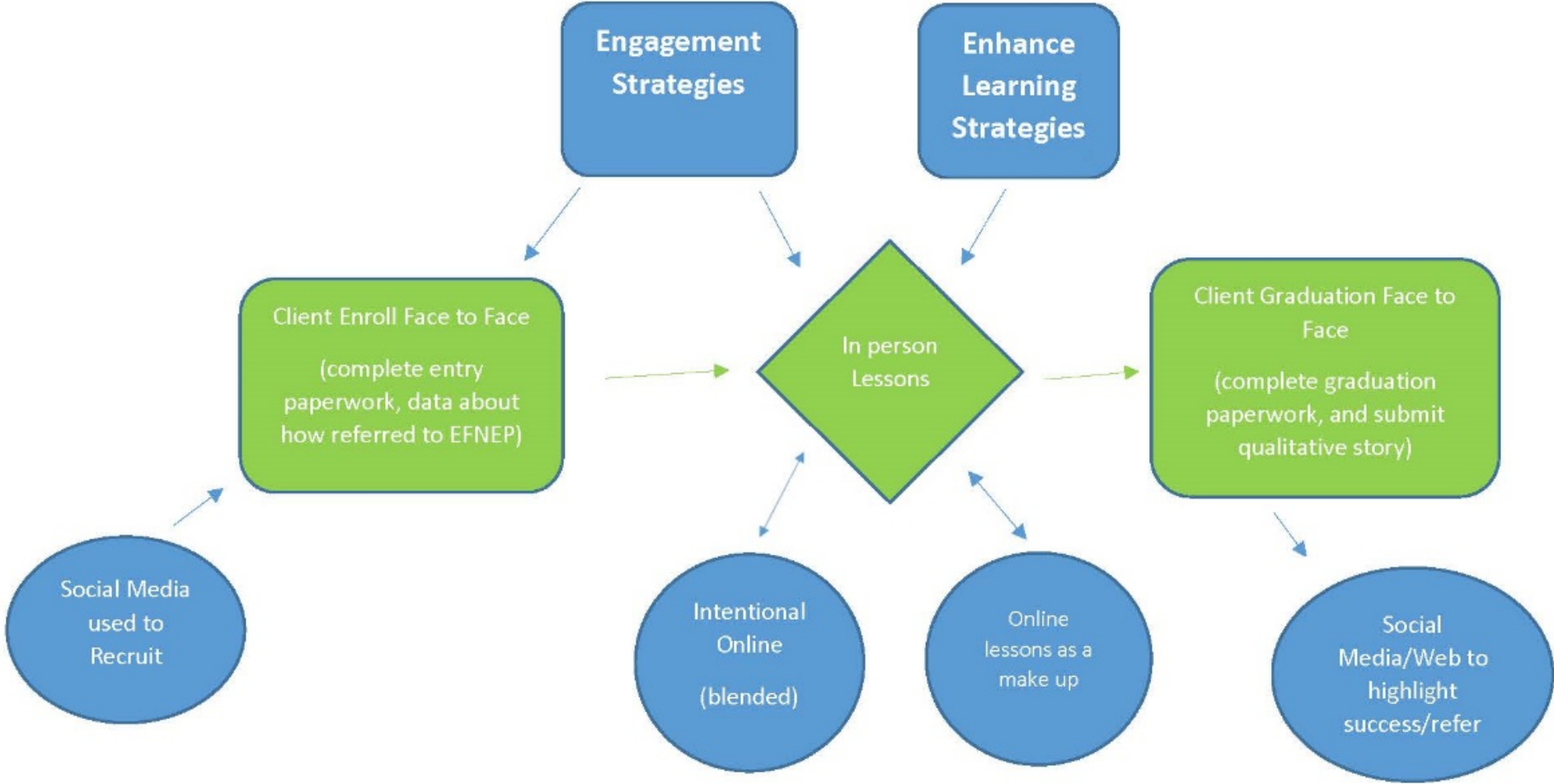
[Contact](#)

When it comes to
building a **healthier**
community, we're all
on the same **team**

The Expanded Food and Nutrition Education Program (EFNEP) works throughout the country to meet the needs of low-income families, and to help them get out of the poverty cycle. While peer educators' interactive lessons with EFNEP participants remain essential, digital marketing and social media strategies have also become important to aid EFNEP's community outreach efforts. But where do you even begin to create a social media strategy that will help you reach your target audience? To meet this need, EFNEP representatives from across the country came together to create tools and resources to educate other EFNEP programs about using digital marketing and social media strategies to communicate with participants and potential participants. Find resources, educational materials, and tools to help you succeed in promoting your EFNEP programs using social media and digital marketing here on our website.



EFNEP Technology Conceptual Map
9 - 2016



Let's Dive In!

Technology Lit Review Bingo

2017 National Coordinators' Conference



Building for the Future

Technology Literature Review

T1 : Social Media

- Bower, G.G., Frimming, R.E., & Polsgrove, M.J. (2011). Evaluation of a health and fitness social media experience. *Journal of Health Education*, 42(4), 222-227. doi: 10.1080/19325037.2011.10599191
- Bramlett, M.A., & Harrison, J.A. (2012). Safe Eats: An Evaluation of the Use of Social Media for Food Safety Education. *Journal of Food Protection*, 75(8), 1458-1463. doi: 10.4315/0362-028X.11-551
- Cavallo, D.N., Tate, D.F., Ries, A.V., Brown, J.D., DeVellis, R.F., & Ammerman, A.S. (2012). A Social Media-Based Physical Activity Intervention: A Randomized Controlled Trial. *American Journal of Preventative Medicine*, 43(5), 527-532. doi: 10.1016/j.amepre.2012.07.019
- Ferrara, C.M., Ackerson, L.K., Krieger, R., Fahey, A., Maloof, E., Marley, S., Moran, C., & Simone, K. (2015). Feasibility of a social networking site to promote physical activity in adults. *International Journal of Health Promotion and Education*, 53(2), 58-67. doi: 10.1080/14635240.2014.932672
- Korda, A., & Itani, Z. (2011). Harnessing Social Media for Health Promotion and Behavior Change. *Health Promotion Practice*. 14(1), 15-23. doi: 10.1177/1524839911405850



Technology Literature Review

T1 : Social Media (cont'd)

- Leak, T.M., Benavente, L., Goodell, L.S., Lassiter, A., Jones, L., & Bowen, S. (2014). EFNEP Graduates' Perspectives on Social Media to Supplement Nutrition Education: Focus Group Findings From Active Users. *Journal of Nutrition Education and Behavior*, 46(3), 203-208.
- Lohse, B., & Wamboldt, P. (2013). Purposive Facebook Recruitment Endows Cost-Effective Nutrition Education Evaluation. *JMIR Research Protocols*, 2(2), E27. doi: 10.2196/resprot.2713
- Rutsaert, P., Regan, A., & Pieniak, Z. (2013). The use of social media in food risk and benefit communication. *Trends in Food Science and Technology*, 30, 84–91.
- Shan, L., Panagiotopoulos, P., Regan, A., De Brun, A., Barnett, J., Wall, P., & McConnon, A. (2014). Interactive communication with the public: Qualitative exploration of the use of social media by food and health organizations. *Journal of Nutrition Education and Behavior*, 47(1), 104-8
- Torgan, C.E. (2012). Leveraging Social Media Technologies to Help Clients Achieve Behavior Change Goals. *ACSM's Fitness Journal*, 16(6), 18-24.
- Brinkman, P., Kinsey, J. & Henneman, A. (2017). Increasing the Capacity of Social Media to Extend Your Outreach. *Journal of Extension*, 55(1).



Technology Literature Review

T1 : Social Media (cont'd)

- Grieve, R., Indian, M., Witeveen, K., Tolan, G.A., & Marrington, J. (2013). Face-to-face or Facebook: Can social connectedness be derived online? *Computers in Human Behavior* 29, 604–609.
- Oha, H.J., Lauckner, C., Boehmer, J., Fewins-Bliss, R., & Li, K. (2013). Facebooking for health: An examination into the solicitation and effects of health-related social support on social networking sites. *Computers in Human Behavior* 29, 2072–2080.
- Frimming RE, Polsgrove MJ, Bower GG. (2011). Evaluation of a health and fitness social media experience. *American Journal of Health Education*. 42(4):222-227.
- Tobey, L.N., & Manore, M.M. (2014). Social Media and Nutrition Education: The Food Hero Experience. *Journal of Nutrition Education and Behavior*. 46(2).
- Mains, et. al. (2013). Effective use of Facebook for extension professionals. *J Extension*, 51(5), 5TOT6. Accessed 11/21/13 at: <http://www.joe.org/joe/2013october/516.php>.



Technology Literature Review

T2 : Educational Videos

- Cox, R.H., White, A.H., & Gaylord, C.K. (2003). A video lesson series is effective in changing the dietary intakes and food-related behaviors of low-income homemakers. *Journal of the American Dietetic Association*. 103(11), 1488-1493).

Emerging evidence

- Davis, R.L. (2011). Short nutritional videos and knowledge change in a population of low-income individuals in a community outreach setting. *Master's Thesis*.
- Ajie, W. (2013). Computer-based nutrition education for adolescents: systematic review and focus on embedded videos. *Master's Thesis*.



Technology Literature Review

R3 : Online Recruiting

- 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.
- Leonard, A., Hutchesson, M., Patterson, A., Chalmers, K., & Collins, C. (2014). Recruitment and retention of young women into nutrition research studies: practical considerations. *Trials*. 15(23).



Technology Literature Review

L1: Text Messaging

- Patrick, K., Raab, F., Adams, M.A., Dillon, L., Zabinski, M., Rock, C.L., Griswold, W.G., & Norman, G.J. (2009). A Text Message-Based Intervention for Weight Loss: Randomized Controlled Trial. *Journal of Medical Internet Research*, 11(1), e1. doi: 10.2196/jmir.1100
- Hingle, M., Nichter, M., Medeiros, M., & Grace, S. (2012). Texting for Health: The Use of Participatory Methods to Develop Healthy Lifestyle Messages for Teens. *Journal of Nutrition Education and Behavior*. 45(1), 12-19.
- Linares, A. & Mihos, K. (2013). Effectiveness of a Text Message Pilot Program Targeting Low-Income Latinos' Dietary Behavior. *Journal of Nutrition Education and Behavior*. 45(4), S3-4.

Technology Literature Review

R2 : Online Lessons

- Bensley, R. J., Hovis, A., Horton, K. D., Loyo, J. J., Bensley, K. M., Phillips, D., & Desmangles, C. (2014). Accessibility and Preferred Use of Online Web Applications Among WIC Participants with Internet Access. *Journal of Nutrition Education and Behavior*. 46(3), S87-92.
- Bensley, R. J., Anders, J. V., Bruski, J. J., Mercer, N., & Rivas, J. (2011). Impact of Internet vs Traditional Special Supplemental Nutrition Program for Women, Infants, and Children Nutrition Education on Fruit and Vegetable Intake. *Journal of the American Dietetic Association*. 111(5), 749-755.
- Franzen-Castle, L. & Versch, R. (2014). Transitioning Nutrition Education Program Delivery to Online Formats. *Journal of Nutrition Education and Behavior*. 46(5), 454-455.
- Neuenschwander, L. M., Abbot, A., & Mobley, A. R. (2013). Comparison of a Web-Based vs In-Person Nutrition Education Program for Low-Income Adults. *Journal of the Academy of Nutrition and Dietetics*. 113(1), 120-126.
- Wantland, D. J., Portillo, C. J., Holzemer, W. L., Slaughter, R. & McGhee, E. M. (2004). The Effectiveness of Web-Based vs Non-Web-Based Interventions: A Meta-Analysis of Behavioral Change Outcomes. *Journal of Medical Internet Research*. 6(4), e40.



Technology Literature Review

R2 : Online Lessons

- Dickinson, W.P., Glasgow, R.E., Fisher, L., Dickinson, L.M., Christensen, S.M., Estabrooks, P.A., & Miller, B.F. (2013). Use of a website to accomplish health behavior change: if you build it, will they come? And will it work if they do? *Journal of the American Board of Family Medicine*, 26(2), 168-176.
- Gold, B.C., Burke, S., Pintauro, S., Buzzell, P. & Harvey-Berino, J. (2007). Weight loss on the web: A pilot study comparing a structured behavioral intervention to a commercial program. *Obesity*, 15(1), 155-164.
- Lustria, M.L.A., Noar, S.M., Cortese, J., Van Stee, S.K., Gleuckauf, R.L., & Lee, J. (2013). A Meta-Analysis of Web-Delivered Tailored Health Behavior Change Interventions. *Journal of Health Communication*, 18, 1039-2013.
- Rader, H.B., & Gannon, G. (2015). Going the Distance Part 3: Teaching an Extension Course Using a Combination of Distance-Delivery Methods. *Journal of Extension*, 53(1), 1RIB2.



Technology Literature Review

R2 : Online Lessons

- Verheijden, M.W., Jans, M.P., Hildebrandt, V.H., & Hopman-Rock, M. (2007). Rates and determinants of repeated participation in a web-based behavior change program for healthy body weight and healthy lifestyle. *Journal of Medical Internet Research*, 22(9), E1.
- Wantland, D. J., Portillo, C. J., Holzemer, W. L., Slaughter, R. & McGhee, E. M. (2004). The Effectiveness of Web-Based vs .Non-Web-Based Interventions: A Meta-Analysis of Behavioral Change Outcomes. *Journal of Medical Internet Research*, 6(4), e40. Retrieved from <http://dx.doi.org/10.2196%2Fjmir.6.4.e40>
- Campbell, C., Koszewski, W.M., & Behrends, D. (2013). The Effectiveness of Distance Education, Using Blended Method of Delivery for Limited-Resource Audiences in the Nutrition Education Program. *Journal of Extension*, 51(4).
- Yang, H.H. (2013). New World, New Learning: Trends and Issues of E-Learning. *Procedia - Social and Behavioral Sciences*. 77, 429 – 442.



Technology Literature Review

L3 : Interactive Online Tools

- Franzen-Castle, et. al. (2013). “Reduce” your work load, “re-use” existing extension print materials, and “recycle” to new digital platforms. *J Extension. 51(4)*, 4TOT2. Accessed 11/21/13 at: http://www.joe.org/joe/2013august/pdf/JOE_v51_4tt2.pdf.
- Hongu, N., Martinez, C.L., Billias, N.N., Wyatt, M.A., Turner, R.J., & Manore, M.M. (2014). The Cooperative Extension system’s use of USDA’s online food and physical activity tracker- super tracker. *Journal of Extension. 52(5)*.

Technology Literature Review

R1 : Email

- Block, G., Sternfeld, B., Block, C.H., Block, T.J., Norris, J., Hopkins, D., Quesenberr, C.P., Husson, G., & Clancy, H.A. (2008). Development of Alive! (A Lifestyle Intervention Via Email) and Its Effect on Health-related Quality of Life, Presenteeism, and Other Behavioral Outcomes: Randomized Controlled Trial. *Journal of Medical Internet Research*, 10(4), e43. doi: 10.2196/jmir.1112
- Block, G., Block, T., Wakimoto, P., & Block, C.H. (2004). Demonstration of an e-mailed worksite nutrition intervention program. *Preventing Chronic Disease*, 1(4), A06.
- Garden-Robinson, J., Eighmy, M., & Reule, A. (2013). Shape Up for Spring: A Comparison of Email and Facebook as Means of Delivering Nutrition and Fitness Education. *Journal of Nutrition Education and Behavior*, 45(4), S67.

Technology Literature Review

T3 : Smartphone Apps

- Albrecht, J.A., Larvick, C., Litchfield, R.E., & Weishaar, C. (2012). Leftovers and Other Food Safety Information for iPhone/iPad Application (“Smartphone” Technology). *Journal of Nutrition Education and Behavior*, 4(5), 469-471.
- Carter, M.C., Burley, V.J., Nykjaer, C., & Cade, J.E. (2013). My Meal Mate Smartphone Application for Weight Loss: Pilot Randomized Controlled Trial. *Journal of Medical Internet Research*, 15(4), E32.
- Wharton, C.M., Johnston, C.S., Cunningham, B.K., & Sterner, D. (2014). Dietary Self-Monitoring, But Not Dietary Quality, Improves With Use of Smartphone App Technology in an 8-Week Weight Loss Trial. *Journal of Nutrition Education and Behavior*, 46(5), 440-444.
- Yang, C.H., Maher, J.P., & Conroy, D.E. (2015). Implementation of Behavior Change Techniques in Mobile Applications for Physical Activity. *American Journal of Preventative Medicine*, 48(4), 452-455.
- Braun, R., Catalani, C., Wimbush, J., & Israelski, D. (2013). Community Health Workers and Mobile Technology: A Systematic Review of the Literature. *PLOS ONE*. 8(6), e65772.



Technology Literature Review

L2 : Video Chats or Livestreaming

Emerging evidence

- Alley, S., Jennings, C., Plotnikoff, R.C. & Vandelanotte, C. (2014). *My Activity Coach*- Using video-coaching to assist a web-based computer-tailored physical activity intervention: a randomised control trial protocol. BMC Public Health. 14:738.



Technology Spectrum

Easy Implementation

Medium

High

Suggested Parameters

- Paraprofessional -key to client success
- Goal: Client retention and graduation
- Outcomes: same as with or without technology
- Must maintain a minimum number of in-person lessons and hours
- Experiential activities are still priority
- Use evidence based practices and resources
- Abides by policy documents

Low Technology Category

- Can implement immediately
- Requires little to no training
- Uses existing approved resources—WIC Shopper, SuperTracker

Examples:

- Digital media and social media during lessons
- Email/text messages for reminders to increase client retention
- Email/text messages to reinforce learning concepts and skill building between lessons.



Medium Technology Category

- Needs moderate planning time
- Requires moderate training needs
- Needs moderate resources to implement

Examples:

- Online make-up lessons
- Social media engagement-program and client interaction
- Social media recruitment and post graduate follow up
- Enhanced learning with social media/interactive technology—videos, quizzes, games, apps



High Technology Category

- Requires multiple steps/people to implement
- Requires additional resources
- Requires additional training and skills
- May need new recruitment/educational technology content

Examples:

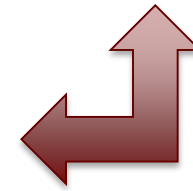
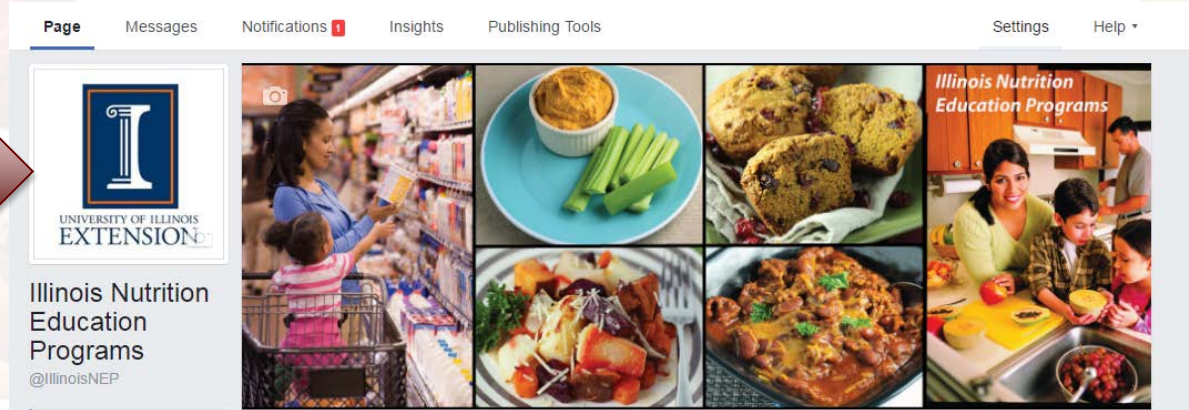
- Blended lessons—in-person and online
- Interactive lessons with quizzes and experiential activities
- Online group meetings such as Google Hangout or Facebook Live



What could a lesson look like?

1 hour of programming make up lesson

YouTube



Where do we go from here..

- Technology Policy document – late Spring
- Information and training sessions, 2017-2018
- Soft roll - written into annual program plan
- Further research to establish best practices
- Data collection to document effectiveness



Your Feedback

- Training needs
 - self-paced video modules
 - live webinars
 - resource guides group discussions/ sharing with colleagues
 - session(s) at regional EFNEP conference
 - session(s) at National EFNEP Conference



Annual Plan Considerations

- Read the policy document
- Consider the parameters
- Maintain EFNEP integrity components
- Start small – pilot
- Outline how you will monitor

We Need to Hear from You

- Training
 - Technical Assistance
 - Resources to Share
-
- Interested in being involved? Join us!

2017 National Coordinators' Conference



Building for the Future



EFNEP

Building for the Future

2017 National Coordinators' Conference

Eating Smart • Being Active

Moving EFNEP into the Future





EATING SMART
BEING ACTIVE

Eating Smart • Being Active

Moving EFNEP into the Future

Colorado
State
University

Extension

Susan Baker, EdD - EFNEP Coordinator

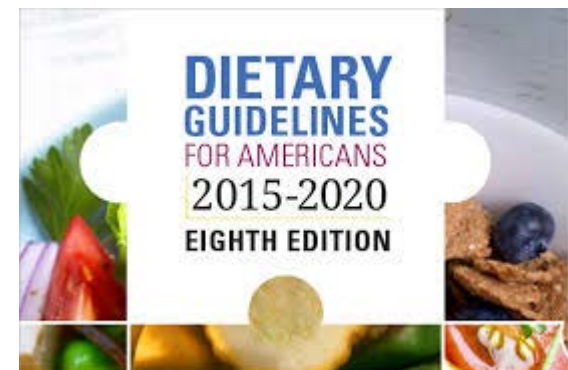
Katie McGirr, MS, RDN - Research Associate III - EFNEP

Rationale for Revision



EATING SMART
BEING ACTIVE

- *2015-2020 Dietary Guidelines for Americans*
- Feedback from frontline educators
- Increased focus on, and intensity of physical activity
- Increased focus on food preparation
- Increased detail in lesson plans



Rationale for Revision



EATING SMART
BEING ACTIVE

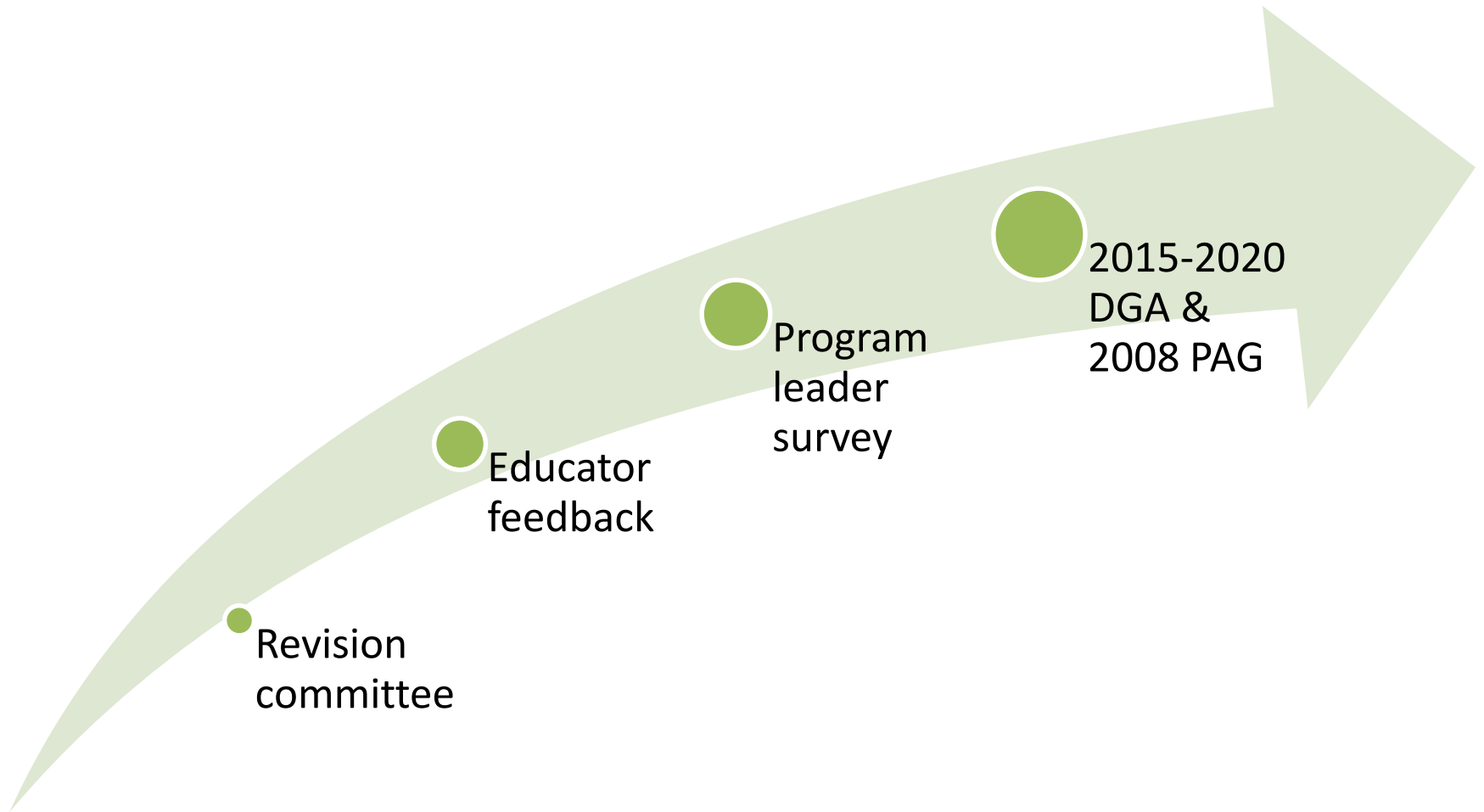
- Fresh look
- Customizable
- Mobile app



The Revision Process



EATING SMART
BEING ACTIVE



The Revision Committee



EATING SMART
BEING ACTIVE

**Revision
committee**

Educator
feedback

Program
leader
survey

2015-2020
DGA &
2008 PAG

The Revision Committee



EATING SMART
BEING ACTIVE

Susan Baker – Colorado State University

Karen Barale – Washington State University

Gayle Coleman – University of Wisconsin (retired)

Lacey Corrick – University of Florida

Kathy Gunter – Oregon State University

Christine Hradeck – Iowa State University

Samantha Harden – Virginia Tech

Kathleen Manenica – Washington State University

Katie McGirr – Colorado State University

Mary Wilson – University of Nevada (Emeritus)

Kate Yerxa – University of Maine

Educator Feedback



EATING SMART
BEING ACTIVE

Revision
committee

**Educator
feedback**

Program
leader
survey

2015-2020
DGA &
2008 PAG

Educator Feedback



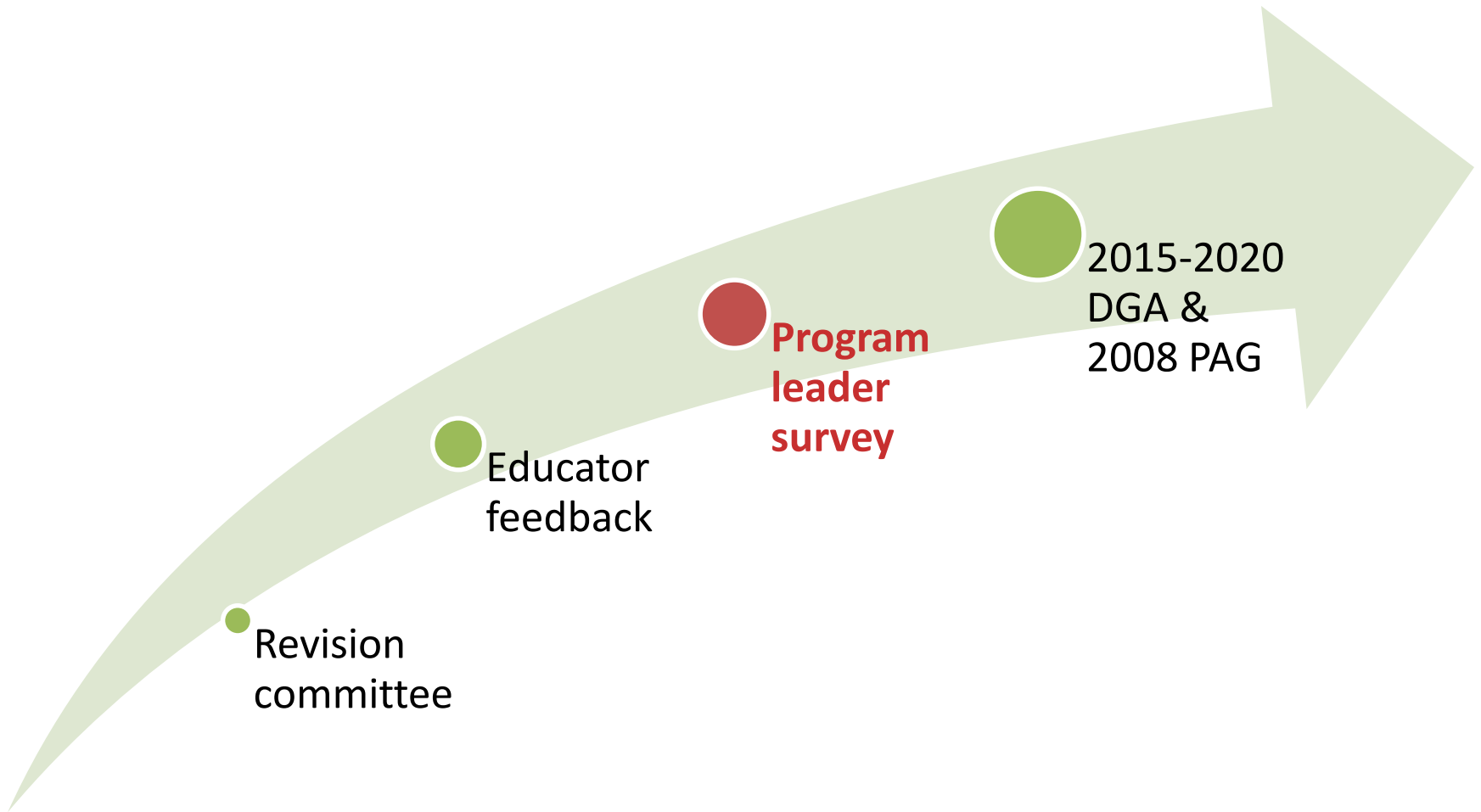
EATING SMART
BEING ACTIVE



Program Leader Survey



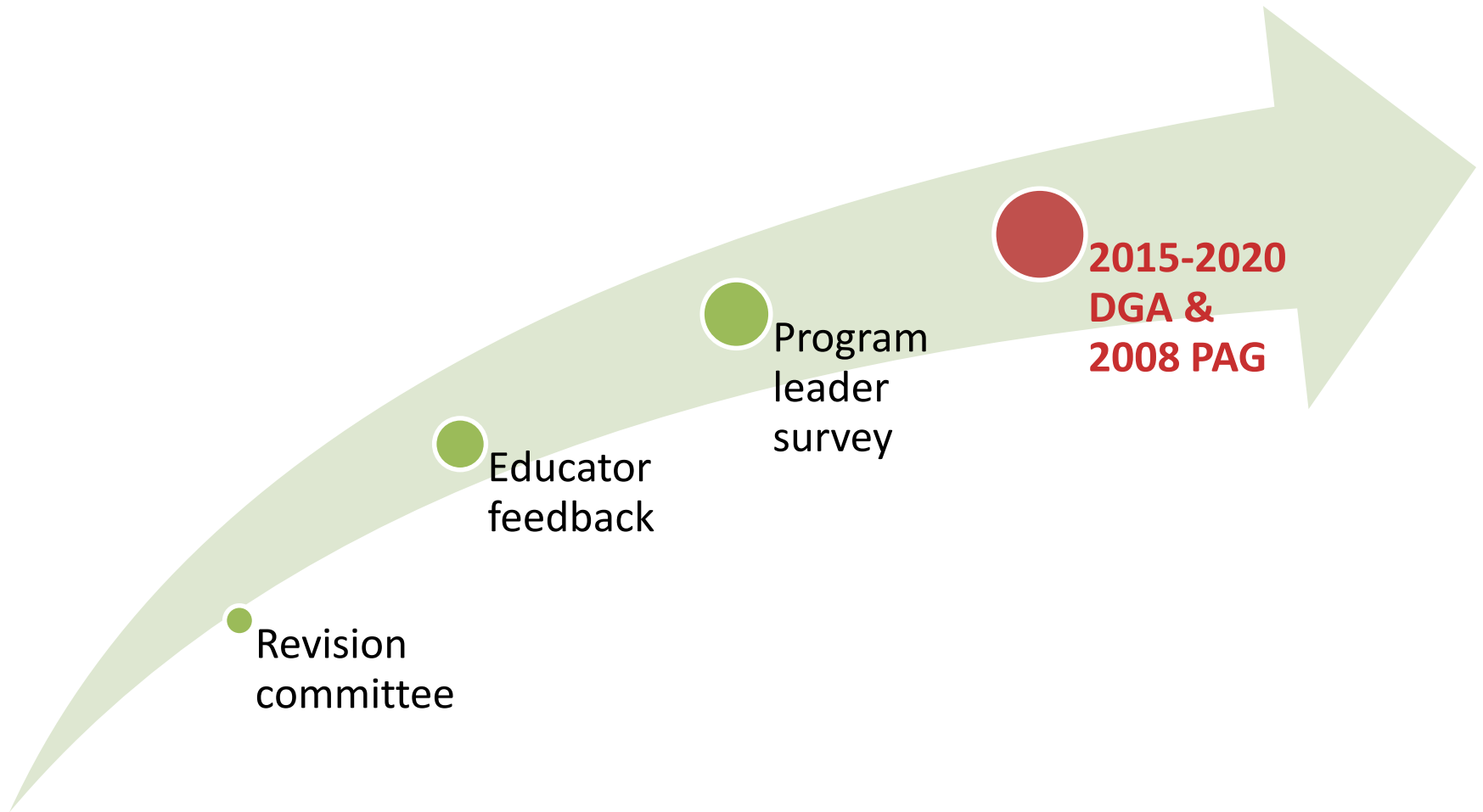
EATING SMART
BEING ACTIVE



2015-2020 DGA & PAG



EATING SMART
BEING ACTIVE



Evaluation of the Curriculum



EATING SMART
BEING ACTIVE

Pilot

Outcome
evaluation



Expert
review

Pilot



EATING SMART
BEING ACTIVE

Pilot

Outcome
evaluation



Expert
review

Expert Panel Review



EATING SMART
BEING ACTIVE

Pilot

Outcome
evaluation



**Expert
review**

Expert Panel Review



EATING SMART
BEING ACTIVE

- Garry Auld – Colorado State University
- Catalina Aragon – Washington State University
- Shea Austin – Tennessee State University
- Marisa Bunning – Colorado State University
- Gayle Coleman – University of Wisconsin (retired)
- Shannon Coleman – Iowa State University
- Anne Lindsay – University of Nevada
- Joye Norris – Learning By Dialogue
- Ellen Schuster
- Taylor Spangler – University of Florida

Outcome Evaluation



EATING SMART
BEING ACTIVE

Pilot

**Outcome
evaluation**



Expert
review

Outcome Evaluation



EATING SMART
BEING ACTIVE

Research Article

Outcome Effectiveness of the Widely Adopted EFNEP Curriculum Eating Smart • Being Active

Garry Auld, PhD, RD¹; Susan Baker, EdD¹; Lisa Conway, MS, RD²; Jamie Dollahite, PhD³; Maria Carmen Lambea, MD, MPH⁴; Kathryn McGirr, MS, RD¹

ABSTRACT

Objective: To determine the effectiveness of the Expanded Food and Nutrition Education Program (EFNEP) curriculum Eating Smart • Being Active (ESBA).

Design and Setting: A quantitative, multi-state, nonequivalent comparison group pretest-posttest design was used to compare nutrition-related behavior changes in participants. ESBA was compared to previously used curricula for 3 different time periods in 5 states using the EFNEP evaluation tool.

Participants: Adults enrolled in EFNEP who completed their entry and exit paperwork during any of the 3 time points.

Intervention: An 8-lesson adult curriculum based on the Dietary Guidelines for Americans and MyPlate.

Analysis: Analysis of variance and covariance (with pretest scores and demographic variables as covariates) were used to analyze data with significance at $P \leq .05$.

Results: ESBA elicited a mean positive behavior change for food resource management ($P < .01$), food safety ($P \leq .001$), nutrition ($P < .001$), and physical activity level in participating states ($P \leq .01$). Compared with previous curricula, ESBA produced better mean outcomes in food resource management, nutrition, physical activity, and intakes of fruit and vegetables.

Conclusion and Implications: ESBA is effective at eliciting positive nutrition-related behavior change. The results of this multi-state, practice-based approach suggest that ESBA is effective in multiple settings and has external validity for use in EFNEP and other community nutrition programs.

Key Words: EFNEP, outcome assessment, nutrition education, adult behavior change (*J Nutr Educ Behav.* 2015;47:19-27.)

Accepted July 22, 2014. Published online September 26, 2014.

INTRODUCTION

The Expanded Food and Nutrition Education Program (EFNEP) is a US federally funded program designed to assist limited-resource audiences in acquiring the knowledge, skills, and attitudes needed to make sound dietary choices for their personal and family health and nutritional well-being.¹ Nationwide, EFNEP reaches over 130,000 adult participants directly and over 360,000 low-income (< 185% of poverty, eg, < \$43,567/year for a family of 4 in 2014) family members indirectly a year.¹

To improve adult participants' diet and health, EFNEP curricula include topics related to nutrition, healthy food purchasing, meal planning, food preparation, food storage, food

safety, food resource management (managing food dollars), and physical activity.² The EFNEP curricula are based on the latest nutrition research reflected in the current Dietary Guidelines for Americans (DGA)^{3,4} and are "tailored to the needs, interests, financial resources, ethnic backgrounds, and education levels of EFNEP participants."⁴ Each state chooses the curricula best suited to its needs. Multiple curricula are used nationally, but 3 curricula predominate for adults, reaching over 80% of participants and 60% of EFNEP programs. All curricula are assessed for their impact on participant behavior using national EFNEP outcome measures, but to the authors' knowledge, no specific curricula have been assessed across states.

The EFNEP employs trained paraprofessional educators to deliver the curricula and elicit behavior change in low-income populations.⁵ Paraprofessionals are typically indigenous to the communities in which they work, have a high school diploma or

JNEB
Best Article
Award 2016

A Modern Look



EATING SMART
BEING ACTIVE

- New photos
- Updated format
- New logo



A New Lesson!



EATING SMART
BEING ACTIVE

Lesson 1: Welcome to *Eating Smart • Being Active*

- Building rapport
- Info about the program and overview of curriculum
- Food preparation activity
- Introduces physical activity in future lessons
- Knife safety
- Paperwork

Welcome! 

Welcome to *Eating Smart • Being Active*

- Eat healthy food on a budget
- Plan meals and snacks
- Keep food safe to eat
- Be more physically active



Knife Safety 



Hold knife properly Don't hold food in hand to cut

Bear claw or crab Create a flat surface

Knife Safety 



Cut away from your body using a see-saw motion Carry a knife with the blade pointed down

Pass the knife with handle Transport knife in a thick kitchen towel or covered with a knife shield

Food Activities



EATING SMART
BEING ACTIVE

- All food activities are food preparations
- New recipes added to the curriculum and cookbook



Let's be active segments



EATING SMART
BEING ACTIVE

Cardio with Warm-Up

Option A: *Walk Indoors with Leslie Sansone* DVD

Option B: Cardio Pyramid with Warm-Up



Let's be active segments



EATING SMART
BEING ACTIVE

- Strength-building activity



Let's be active



EATING SMART
BEING ACTIVE

- Cool down



Learning the Physical Activities



EATING SMART
BEING ACTIVE

Step-by-Step Instructions

- Detailed instructions for learning and practicing the physical activities

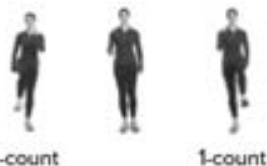
Physical Activity Training Videos

- Series of training videos for educators
- Available free at www.eatingsmartbeingactive.com



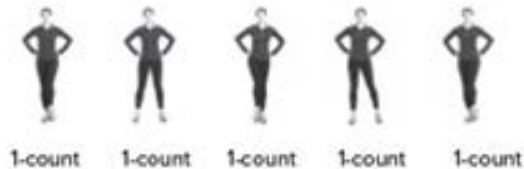
Step 1. March in Place

- Start in standing position with feet hip-width apart.
- Raise your right leg so your knee is halfway between your hip and the ground, then return to start.
- Raise your left leg, so your knee is halfway between your hip and the ground, then return to start.
- March in place for 2 counts of 8 (1 count per step).



Step 2. Step Touch

- Begin by stepping wide to the left. Without stopping, bring your right foot to your left foot, tap, and then step wide to the right.
- Without stopping, bring your left foot to your right foot, tap, and repeat this side-to-side.
- Do step touch for 2 counts of 8 (1 count per step).




Physical Activity Visuals




EATING SMART
BEING ACTIVE


Physical Activities




Warm-Up




1st: Reach for the Sky
2 to 3 times




2nd: March in Place
3 counts of 8




3rd: Step Touch
3 counts of 8




4th: March with Arms
3 counts of 8



5th: Step Touch with Arms
3 counts of 8




6th: March with Arms
3 counts of 8




7th: Step Touch with Arms
3 counts of 8

Cardio Pyramid with


Fruits & Veggies: Half Your Plate
Physical Activities




Hamstring Curls
2 counts of 8




Step Touch
2 counts of 8




March in Place
2 counts of 8



V Step
2 counts of 8




High Knees
2 counts of 8




Boxing Bag
2 counts of 8

Boxing Bag


Fruits & Veggies: Half Your Plate
Physical Activities




March in Place
3 counts of 8




Boxing Bag
2 counts of 8




High Knees
2 counts of 8




V Step
2 counts of 8



Hamstring Curls
2 counts of 8



Step Touch
2 counts of 8



March in Place
2 counts of 8

Walking DVD



EATING SMART
BEING ACTIVE

Walk Indoors with Leslie Sansone DVD

- Developed by Rutgers in conjunction with celebrity fitness expert Leslie Sansone
- Cardio option A in the *Let's be active* segment
- Enhancement for *Lesson 7: Build Strong Bones*

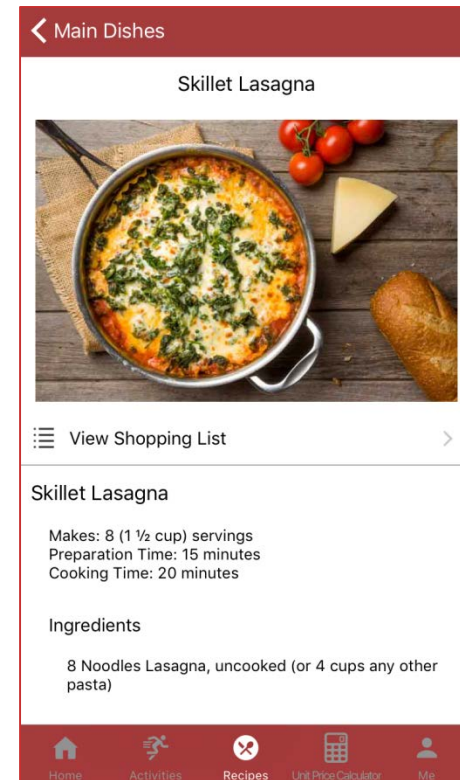


Smartphone Mobile App



EATING SMART
BEING ACTIVE

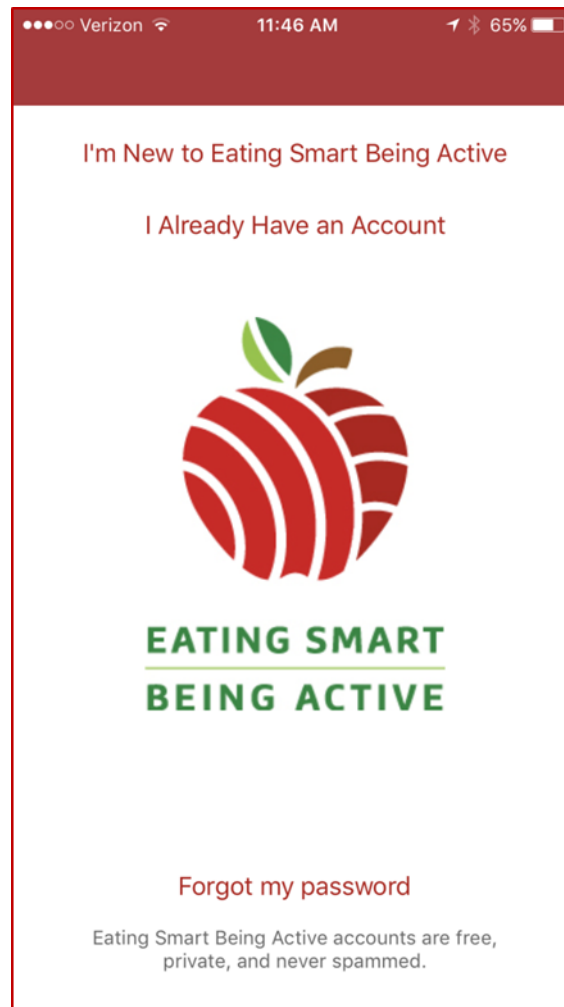
- Includes all recipes
- All physical activities
- Physical activity tracker
- Unit price calculator



Smartphone Mobile App



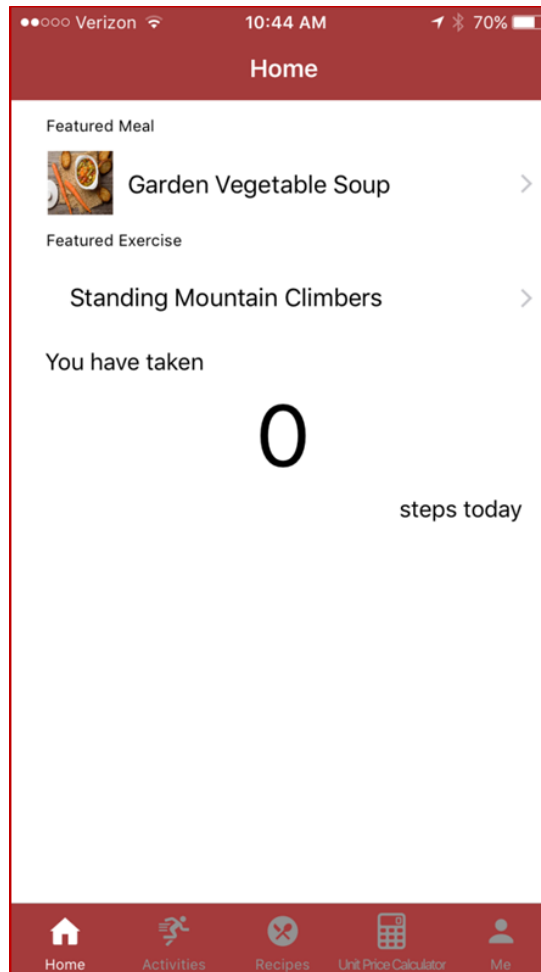
EATING SMART
BEING ACTIVE



Smartphone Mobile App



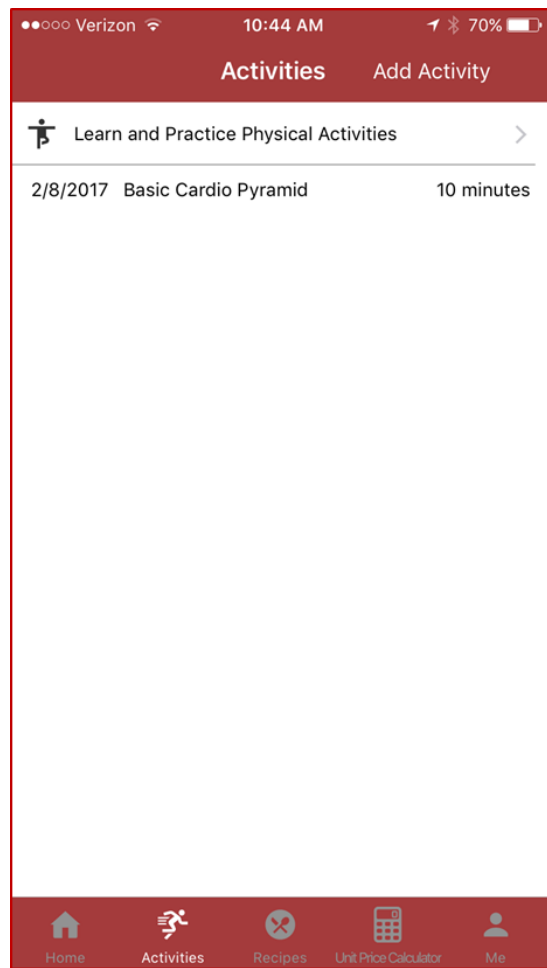
EATING SMART
BEING ACTIVE



Smartphone Mobile App



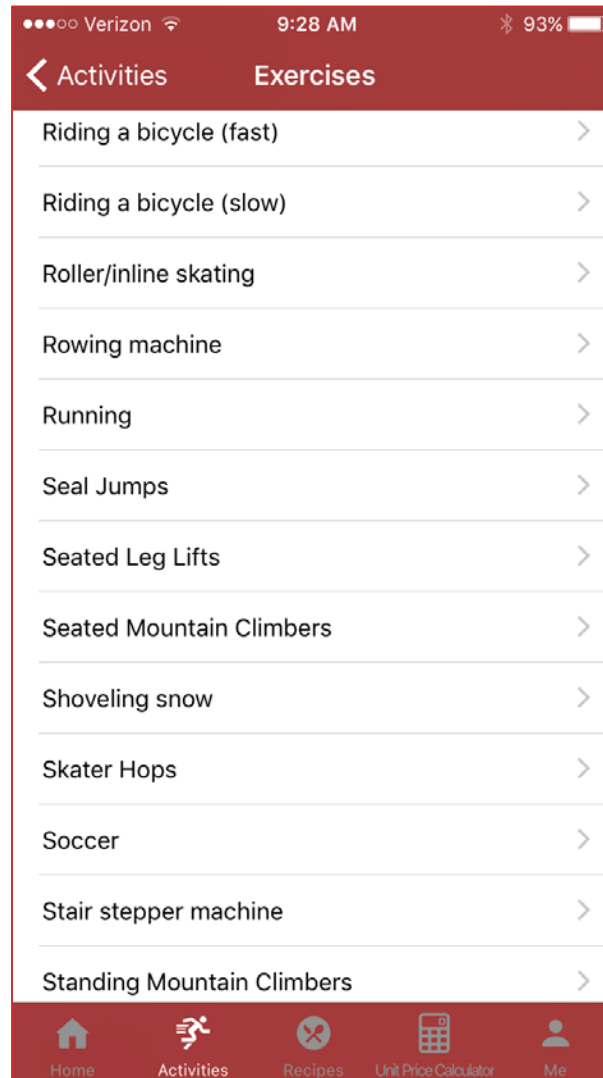
EATING SMART
BEING ACTIVE



Smartphone Mobile App



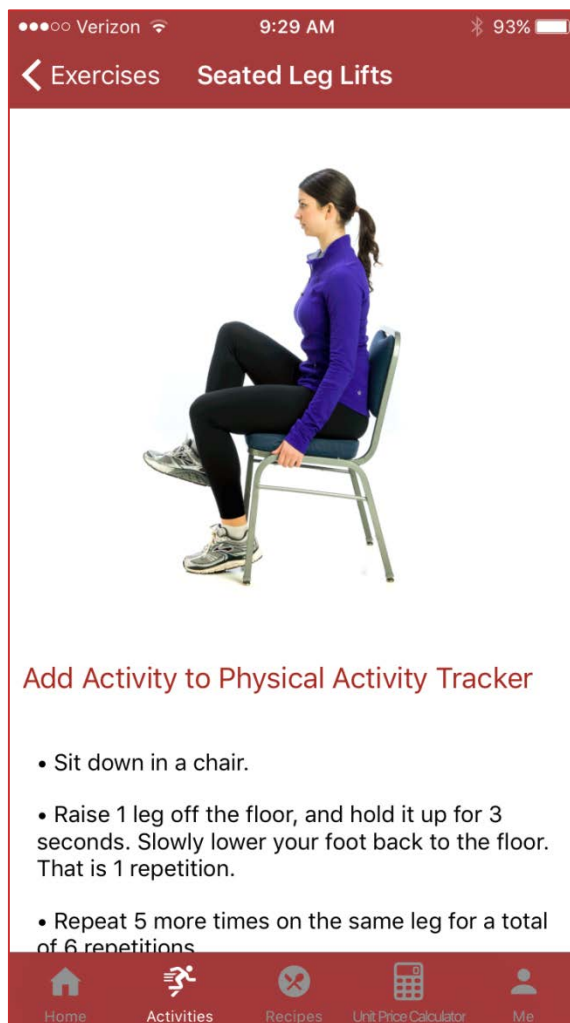
EATING SMART
BEING ACTIVE



Smartphone Mobile App




EATING SMART
BEING ACTIVE



Verizon 9:29 AM 93%

< Exercises Seated Leg Lifts



Add Activity to Physical Activity Tracker

- Sit down in a chair.
- Raise 1 leg off the floor, and hold it up for 3 seconds. Slowly lower your foot back to the floor. That is 1 repetition.
- Repeat 5 more times on the same leg for a total of 6 repetitions.

Home Activities Recipes Unit Price Calculator Me

Smartphone Mobile App



EATING SMART
BEING ACTIVE



Verizon 9:29 AM 92%

< Seated Leg Lifts New Activity

Activity Date
3/16/2017

Physical Activity
Seated Leg Lifts

Activity Name

Duration/Steps
12

Amount Performed
repetitions

Save Activity

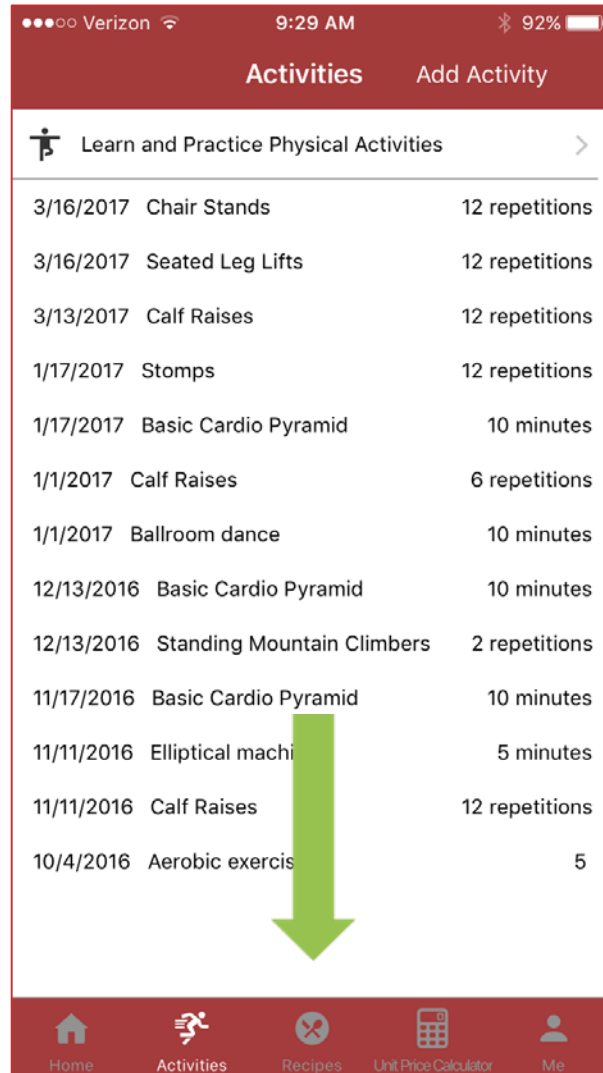
Home Activities Recipes Unit Price Calculator Me



Smartphone Mobile App



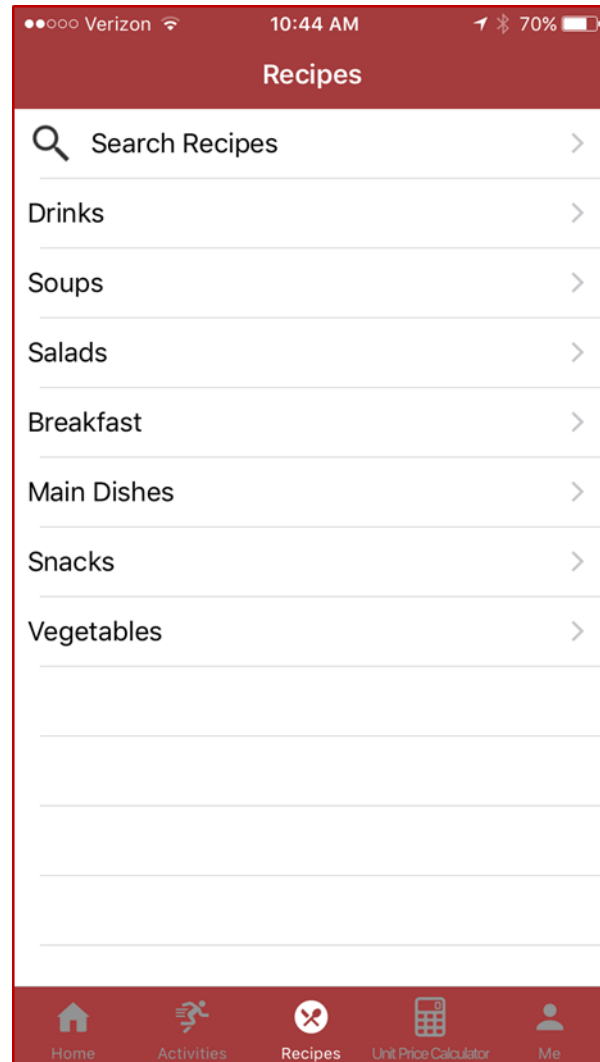
EATING SMART
BEING ACTIVE



Smartphone Mobile App



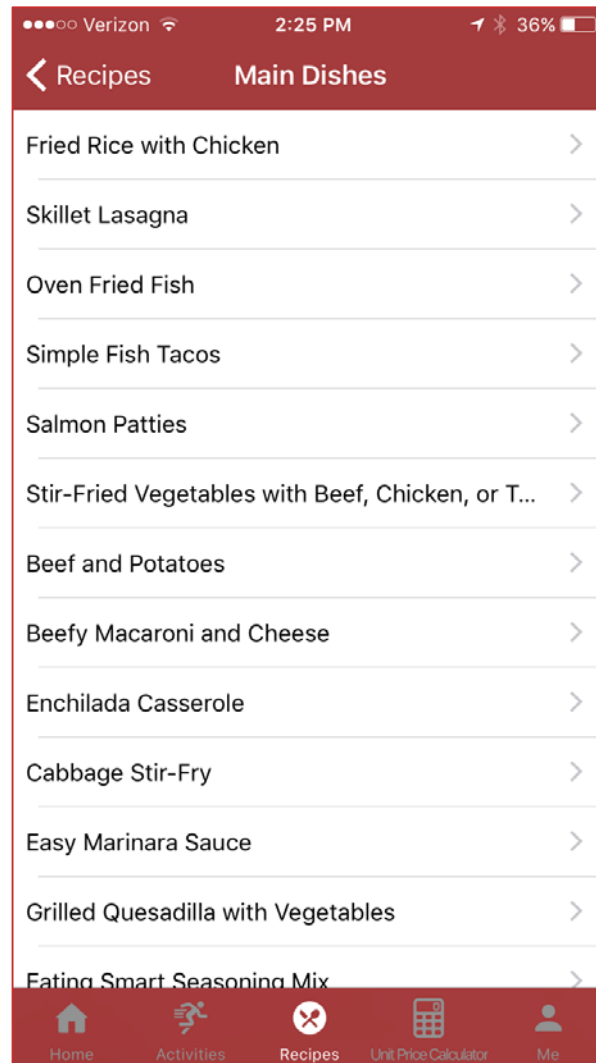
EATING SMART
BEING ACTIVE



Smartphone Mobile App



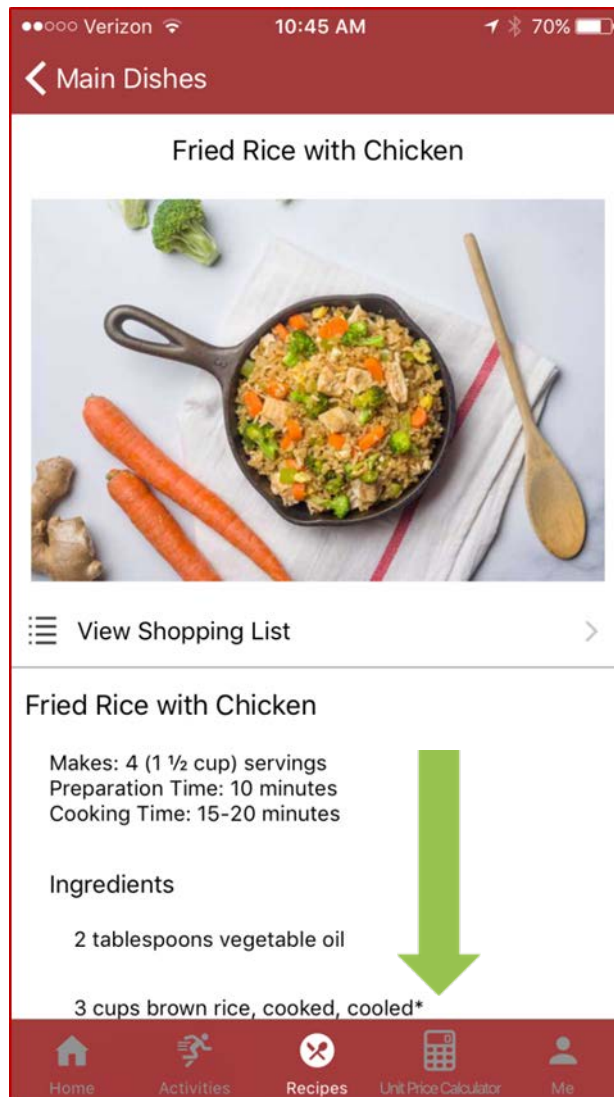
EATING SMART
BEING ACTIVE



Smartphone Mobile App



EATING SMART
BEING ACTIVE



Smartphone Mobile App



EATING SMART
BEING ACTIVE

Verizon 10:45 AM 70%

Unit Price Calculator

Total Size

Cost

Calculate

Unit Price

12	\$4.28	\$0.36
28	\$2.50	\$0.09

Home Activities Recipes Unit Price Calculator Me

Unit Pricing Activity



EATING SMART
BEING ACTIVE

Verizon 10:45 AM 70%

Unit Price Calculator

Total Size

Cost

Calculate

Unit Price

12	\$4.28	\$0.36
28	\$2.50	\$0.09

Home Activities Recipes Unit Price Calculator Me

Calculate the unit price of two different **sizes** of tomatoes

Take the total cost of the item and divide it by the total size of the item.
(Example: $\$1.49 \div 29 = .05$ or 5 cents per oz.)

$$\frac{\text{total cost}}{\text{total oz.}} = \text{unit price}$$



$$\frac{\text{total cost}}{\text{total oz.}} = \text{unit price}$$



Calculate the unit price of two different **brands** of pinto beans

$$\frac{\text{total cost}}{\text{total oz.}} = \text{unit price}$$



$$\frac{\text{total cost}}{\text{total oz.}} = \text{unit price}$$



Calculate the unit price of two different **forms** of cheese

$$\frac{\text{total cost}}{\text{total oz.}} = \text{unit price}$$



$$\frac{\text{total cost}}{\text{total oz.}} = \text{unit price}$$



Lesson Enhancements



EATING SMART
BEING ACTIVE

Lesson 2



Lesson 3



Lesson 4



Lesson 5



Lesson 1



Lesson 6



Lesson 8

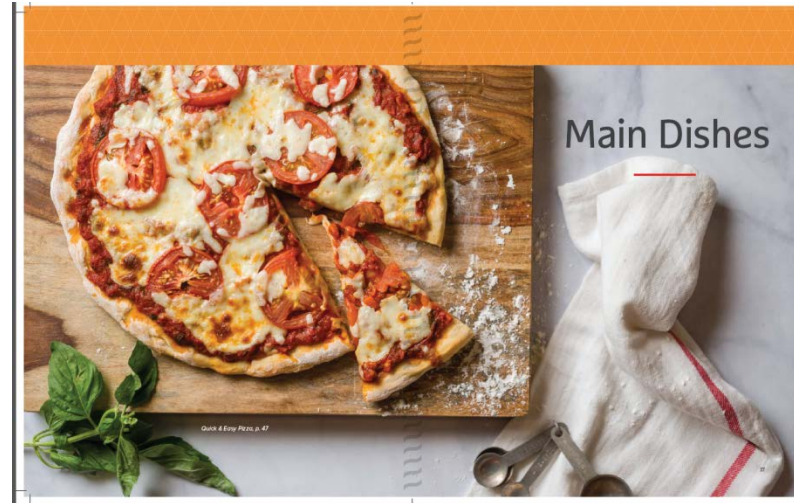
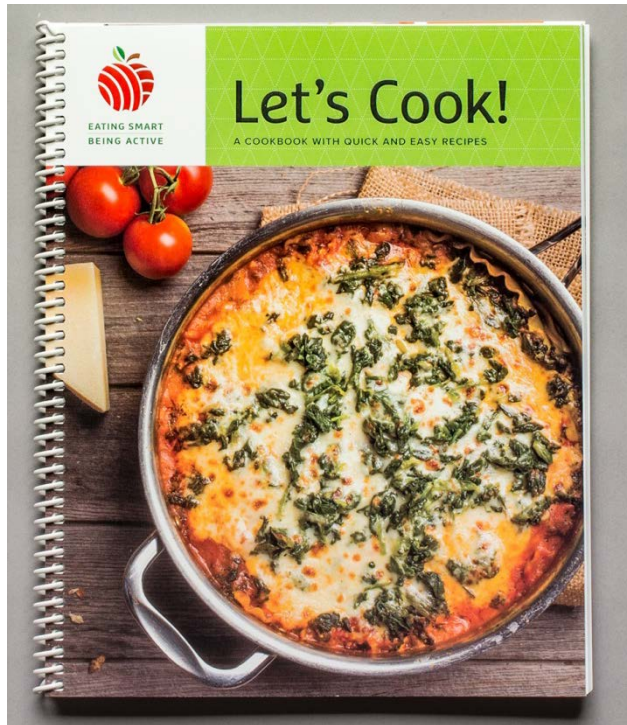


Lesson 7

Lesson Enhancements



EATING SMART
BEING ACTIVE



Roasted Vegetables

VEGETABLES
Makes:
Amount varies
(2 cups per serving)
Preparation Time:
30 minutes
Cooking Time:
30-35 minutes

INGREDIENTS

1. Preheat oven to 425°F.
2. Wash all vegetables, trim as needed to prepare the recipe.
3. Cut and separate the vegetables of your choice by roasting time into different bowls (see chart below).
4. Add vegetable oil, salt, and pepper to the vegetables in both bowls. Toss to coat all vegetables evenly.
5. Arrange vegetables from each bowl in a single layer in 2 different baking sheets, separating by creating a line (see chart below).
6. Roast in the oven until softened and slightly brown according to roasting time (see chart below).
7. Remove from oven, and allow to cool slightly before serving.
8. Refrigerate leftovers within 2 hours. Eat within 3 to 5 days.

VEGETABLES

VEGETABLES	ROASTING TIME
Yellow beans, 1/2 cup (1/2 inch pieces)	30 minutes
Zucchini, 1/2 cup (1/2 inch pieces)	
Asparagus, 1/2 cup (1/2 inch pieces)	
Broiled spinach, 1/2 cup (1/2 inch pieces)	30 minutes
Cauliflower, 1/2 cup (1/2 inch pieces)	
Potatoes, 1/2 cup (1/2 inch pieces)	

Nutrition Facts

Serving Size: 1/2 cup (1/2 inch pieces)
Amount Per Serving
Calories **90**

% Daily Value*

*Percent Daily Values are based on a diet of whole, unprocessed ingredients.

Fruits & Veggies: Half Your Plate

Sweet Potato Fries

VEGETABLES
Makes:
8 servings
(2 1/2 cups per serving)
Preparation Time:
30 minutes
Cooking Time:
30-35 minutes

INGREDIENTS

1. Preheat the oven to 450°F.
2. Wash and peel the sweet potatoes.
3. Collect, cut, and measure all ingredients before starting to prepare the recipe.
4. In a large bowl, toss the sweet potatoes with the oil to coat.
5. Add the paprika, salt, pepper, and garlic powder, and mix to coat. Spread sweet potato fries in a single layer on a baking sheet, making sure they do not overlap.
6. Bake about 20 minutes, turning halfway through, until fries are tender and golden brown.
7. Turn the oven to broil, and allow to cook for another 3 to 5 minutes until potatoes reach desired crispiness.
8. Allow to cool for 5 minutes before serving.
9. Refrigerate leftovers within 2 hours.
10. Reheat leftovers in a single layer at 350°F until hot. Eat within 3 to 5 days.

Nutrition Facts

Serving Size: 1/2 cup (1/2 inch pieces)
Amount Per Serving
Calories **80**

% Daily Value*

*Percent Daily Values are based on a diet of whole, unprocessed ingredients.


Fruits & Veggies: Half Your Plate

Worksheets & Handouts



EATING SMART
BEING ACTIVE

Fruits & Veggies: Half Your Plate



Fruits and vegetables are important

- They have vitamins, minerals, and fiber.
- Make **half your plate** fruits and vegetables.

Choose a variety

- Variety means **eating more than one kind** of vegetable and fruit each day.
- Choose **different colors**.
- Choose **fresh, frozen, canned, or dried**.










Photo © Vegetables Half Your Plate Worksheet © 2018

Fruits & Veggies:



Save money when buying fruits and vegetables


- Check weekly grocery store flyers.
- Buy fresh produce in-season.
- Buy frozen concentrate instead of fresh or canned juices.
- Prepare it yourself – washed, sliced, chopped, and shredded
- Fruits and vegetables cost more.

Storing fruits and vegetables

Fruit or vegetables	Where to store
Onions, potatoes, sweet potatoes	Cool, dark place. Cut any green areas off potatoes – they are not safe to eat.
Bananas, whole tomatoes, and citrus fruits	Room temperature
Other fruits and vegetables	Lower refrigerator drawers
Leftover cooked or cut-up fruits or vegetables	Covered in refrigerator; use within 3 to 5 days.
Frozen fruits and vegetables	In the freezer
Canned fruits and vegetables	Room temperature

Photo © Vegetables Half Your Plate Worksheet © 2018

Make Half Your Grains Whole







Whole grains have fiber, vitamins, and minerals which keep us healthy.

What makes it a whole grain?

Whole Grains

- Whole grain bread
- Whole wheat pasta
- Most ready-to-eat cereals
- Whole wheat tortillas
- Brown or wild rice
- Oatmeal
- Whole grain barley

Refined Grains

- White bread
- Most pasta
- White flour tortillas
- Most corn tortillas
- White rice
- Pearl barley








Photo © Vegetables Half Your Plate Worksheet © 2018

Make Half Your Grains Whole



Choose whole grains

- Ingredient list: "Whole" or "100% whole" before "wheat" or other grain as the first ingredient.
- Product name: "Whole grain" or "100% whole grain" in the product name.

Nutrition Facts

1 cup (8 fl oz)

Calories 190

Total Fat	10g	20%
Saturated Fat	2g	4%
Cholesterol	0g	0%
Sodium	50mg	10%
Total Carbohydrate	40g	80%
Dietary Fiber	7g	14%
Total Sugar	10g	20%
Includes 10g Added Sugar	10g	20%

Fiber

High fiber

Nutrition Facts Label to look for high in fiber.

High fiber products have 20% or more of the Daily Value.

Whole wheat


Photo © Vegetables Half Your Plate Worksheet © 2018

Special Handouts



EATING SMART
BEING ACTIVE

Physical Activities



Warm-Up

1. Reach for the Sky, 2 to 3 times

2. March in Place, 3 counts of 8

3. Step Touch
3 counts of 8

4. March with Arms
3 counts of 8


5. Step Touch with Arms
3 counts of 8

6. March with Arms
3 counts of 8

7. Step Touch with Arms
3 counts of 8


Physical Activities Handout 62 0304

Shop at Farmers' Markets



Why shop at farmers' markets?

- Most produce is locally grown. Local produce often tastes better.
- Farmers' markets may have fruits and vegetables typically not found in grocery stores.



Farmers' Market Handout 68 0304

Visuals




EATING SMART
BEING ACTIVE


Lesson content visuals

Build

Why is calcium important?



- Buils and maintains bones and teeth
- Reduces the risk of osteoporosis



Strength-building activities help build and maintain strong bones.

Strong



- Keep dairy foods safe
 - Keep dairy foods refrigerated
 - Don't drink unpasteurized milk
 - Do not eat cheese with mold




- Save money
 - Compare prices
 - Buy milk in gallons or half gallons
 - Breastfeed your baby

Bones

Low-fat (1%) milk, gallon

Nutrition Facts		
16 servings per container		
Serving size 1 cup (240 ml)		
Amount per serving		110
Calories		
% Daily Value*		
Total fat	2.5 g	4%
Saturated Fat	1.5 g	3%
Trans Fat	0 g	
Cholesterol	15 mg	3%
Sodium	125 mg	3%
Total Carbohydrate	12 g	4%
Dietary Fiber	0 g	0%
Total Sugars	12 g	
Added sugars	0 g	
Protein	8 g	16%
Vitamin D	115 IU	23%
Calcium	300 mg	30%
Iron	0 mg	0%
Potassium	360 mg	10%

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.



Vitamin D


Visuals



EATING SMART
BEING ACTIVE

Physical activity visuals

Physical Activities



Warm-Up

1st: Reach for the Sky
2 to 3 times

2nd: March in Place
3 counts of 8

3rd: Step Touch
3 counts of 8

4th: March with Arms
3 counts of 8

5th: Step Touch with Arms
3 counts of 8

6th: March with Arms
3 counts of 8

7th: Step Touch with Arms
3 counts of 8

Cardio Pyramid with

Fruits & Veggies: Half Your Plate
Physical Activities

March in Place
2 counts of 8

Step Touch
2 counts of 8

Hamstring Curls
2 counts of 8

V Step
2 counts of 8

High Knees
2 counts of 8

Boxing Bag
2 counts of 8

Boxing Bag

Fruits & Veggies: Half Your Plate
Physical Activities

March in Place
3 counts of 8

Boxing Bag
2 counts of 8

High Knees
2 counts of 8

V Step
2 counts of 8

Hamstring Curls
2 counts of 8

Step Touch
2 counts of 8

March in Place
2 counts of 8

Visuals



**EATING SMART
BEING ACTIVE**

EFNEP paperwork visuals



**EATING SMART
BEING ACTIVE**

Name _____
Street _____
City _____ ZIP _____
Phone (_____) _____
Email _____
Age _____ Check one: Female Male

If female:
Pregnant? Yes No
Breastfeeding? Yes No

Where do you live? (Check one)
 Farm/rural
 Towns under 10,000 and rural non-farm
 Towns and cities 10,000 to 50,000
 Suburbs of cities over 50,000
 Central cities over 50,000

Highest grade completed _____
 Graduated high school or GED
 Some college
 Graduated 2 year college
 Graduated college
 Post graduate

Monthly household cash income \$ _____

Check the activity you identify with:
 Hispanic/Latino
 Non Hispanic/Latino

Entry



**EATING SMART
BEING ACTIVE**

Name _____
Street _____
City _____ ZIP _____
Phone (_____) _____

Programs that you and your family participate in (check all that apply):
 FFRP (Food Distribution - Nutrition Reimbursement)
 SNAP (Food Stamps)
 Home Bank
 TANF (Temporary Assistance for Needy Families)
 TERAP (Commodities)
 WIC
 Other _____

If female:
Pregnant? Yes No
Breastfeeding? Yes No

For Educator's use only:
Educator name _____ Participant exit date _____
Participant ID (provided by state office) _____ County _____
Number of sessions _____ Intervention reason _____
Number of teaching visits (sessions) _____ Returned to school
Number of notes _____ Took ill
Lesson Type: Group Individual Both
Comments:
 Staff vacancy
 Moved
 Lost interest
 Other obligation
 Lost contact with client
 Other _____

Exit

This is not a test and there are no wrong answers. These are questions about ways you plan and do food.

Circle the response that best describes how you usually do things.

1) How often do you plan meals ahead of time? Never Seldom Sometimes Most of the time Always

2) How often do you buy food? Never Seldom Sometimes Most of the time Always

3) How often do you eat at the end of the month? Never Seldom Sometimes Most of the time Always

4) How often do you eat fast food? Never Seldom Sometimes Most of the time Always

Circle the response that best describes how you usually do things.

	Never	Seldom	Sometimes	Most of the time	Always
15) Do you eat more than one kind of vegetable each day?					
12) Do you eat more than one kind of fruit each day?					
13) How often do you participate in at least 30 minutes of moderate physical activity every day?					
14) I wash my hands with soap and warm running water before preparing food.					
15) How often do you let your children choose how much to eat?					
16) Do you eat low fat foods?					
17) When you have the option of getting a "fast-food" portion of food or beverage, how often do you order it?					
18) Do your meals consist of a variety of foods?					
19) How often do you use a meat thermometer to measure the doneness of meat?					

Do you take nutritional supplements (vitamins, herbs)? Yes No

How much money did you spend on food last month (money plus SNAP)? \$ _____

How much moderate physical activity do you get on an average day?
 Less than 30 minutes 30 to 60 minutes More than 60 minutes

What did you have to eat and drink yesterday? (Give as much detail as possible, more detail is better.)

	Food or Drink Item and How Prepared	How Much?	Food or Drink Item and How Prepared	How Much?
Morning meal				
Snack				
Midday meal				
Snack				
Evening meal				
Snack				

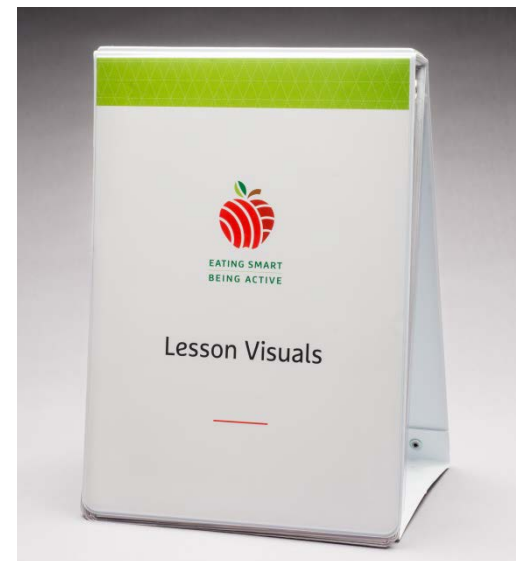
Visuals



EATING SMART
BEING ACTIVE

Visual sizes

- Small visuals
 - 8 ½" x 11"
- Medium visuals
 - 18 ¼" x 28"
- Large visuals
 - 22" x 32"



Small visual easel binder

Other Materials



EATING SMART
BEING ACTIVE



Participant folders



Aprons



Certificate paper

Website



EATING SMART
BEING ACTIVE

www.eatingsmartbeingactive.com

Moving Forward



EATING SMART
BEING ACTIVE





EATING SMART
BEING ACTIVE

Susan S. Baker, EdD
EFNEP Coordinator

Katie McGirr, MS, RDN
Research Associate III – EFNEP

Colorado
State
University

Extension

Please Try to Sit with Some New People!



TeamWork Makes the DreamWork



**Kristi Evans; Supervising Educator
Imelda Galdamez; EFNEP Coordinator**

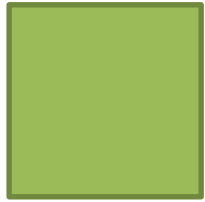


Ice Breaker

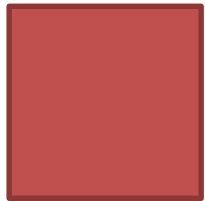
Everyone Pick 2 Pieces of Color
Paper



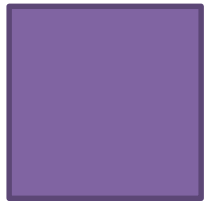
Favorite..



TV Show



Musician or Band



Movie



City



Did anyone find any common ground?



Silent Line Up



Silent Line Up

- NO Talking!
- NO Hands!
- Line up from Birth Month
 - January → December



Silent Line Up

- NO Talking!
- NO Facial Expressions!
- Line up Alphabetically by City you were born



Non Verbal Communication

- How important is reading your educators non verbal communication?
- How important is it for your educators to read non verbal communication from their participants?



**What do you have in
common???**



5 mins to Find Things in Common

- Things cannot be...
 - Body Parts
 - Job Related
 - Clothing Related
- Think hobbies, travel, interests..

Write down your results



Debrief Question #1

- How did it feel working with partners that you did not know?



Debrief Question #2

- Did you notice a strength in someone in your group?



Debrief Question #3

- What was one positive thing that happened during the activity?



What is your role as a Supervisor in Teambuilding?

- Facilitator and active member
- Facilitate the debriefing of the games – Ask the right questions, resolve conflict
- Observer – Bring up behaviors and characteristics that you see



3 Blind Mice

- 6 Volunteers
- 90 second competition



Debrief Question #1

- How did you feel during the activity?



Debrief Question #2

- What were some challenges during the activity (if any)?



Debrief Question #3

- How can you apply what you were learned in your role as a leader?



What if your Team was Unsuccessful?

- Since you were not able to solve the challenge, does it mean your group is a failure? (Push the group to respond with more than a “yes” or “no” and to instead point out and discuss what they learned.)
- What do you think you would have needed to succeed?
- What would you do differently next time?
- What changes or adaptations would you make in how you communicated as a team?



What are the Benefits of Teamwork in EFNEP?

- Paraprofessionals feel...
 - Supported
 - Comfortable to ask questions or talk about struggles/mistakes
 - Growth professionally and personally
 - Trusted



Your Role As The Facilitator

- Ensure all members participate
- Managing conflicts
- Keeping the group on topic
- Helping the team to adhere to ground rules
- Maintaining high energy
- Setting positive tone
- Keeping track of discussion/activity

TRUST THE PROCESS!!



Appreciative Leadership

- “None of the qualities to good leaders stands alone. Alone, one cannot be inspiring, visionary, humble or flexible. These qualities are the achievements of a coactive process in which others affirmation is essential.”

Kenneth Gergen
Relational Being



Five Strategies of Appreciative Leadership

- To know they belong;
- To feel valued for what they have to contribute;
- To know where the organization or community is headed;
- To know that excellence is expected and can be depended on; and
- To know that they are contributing to the greater good



**Thank you!! And Keep
doing the Amazing
work that you are
doing!!**





EFNEP

Building for the Future

2017 National Coordinators' Conference

Using Focus Group Findings to Develop New Strategies to Better Strengthen EFNEP Programming Efforts and Improve Nutrition and Physical Activity Outcomes for Latino Families in Maryland

Denise Benoit-Moctezuma, EFNEP Regional Coordinator
Dr. Mira Mehta, EFNEP State Director

Objectives of Proposed Research

Goal: To expand the scope of primary health care providers (PCPs) working in safety-net clinics who serve limited-income families in order to prevent/reduce childhood overweight and obesity using the *Health Care System Expansion Model*.

Objectives:

- 1) To examine current practices, attitudes, barriers and skill levels regarding childhood overweight and obesity management among primary care providers in safety-net clinics
- 2) To establish a primary care-based and family-centered childhood overweight intervention program for Latino families in the primary care setting
- 3) To explore the efficacy of this intervention in promoting healthier weight status and health behaviors of children and parents
- 4) To examine the acceptability and feasibility of this approach for parents and primary care providers
- 5) To facilitate/promote sustained physical activity for families by connecting them to local resources for physical activity
- 6) To evaluate the additive effect of providing physical activity education and resource information when combined with direct nutrition education



Census Categories and Diversity

- Hispanic and Latino terms are sometimes used interchangeably in popular parlance and scientific literature
- Latinos - groups sharing some common aspects of culture and language originating in select parts of North America, Central America, South America and the Caribbean (and Africa)
- Hispanics - Spanish speaking people (but doesn't account for Brazilians) from four continents - Europe, North America, South America and Africa
- Many peoples from Latin America (pre-colonial or pre-Hispanic) speak indigenous languages or dialects

Countries of Origin

- USA
- Mexico
- El Salvador
- Honduras
- Costa Rica,
- Nicaragua
- Guatemala
- Panama
- Cuba
- Puerto Rico
- Dominican Republic
- Peru
- Argentina
- Brazil
- Chile
- Colombia
- Ecuador
- Bolivia
- Uruguay
- Paraguay
- Venezuela
- New Guinea (Africa)

Methodology

Youth Focus Groups:

- Latino children (ages 5-18) who completed our 6-week series of EFNEP classes (n=19) participated in focus groups (2 different sessions) and responded to open-ended questions.
- Focus group questions addressed *perceived benefits and barriers to PA, screen time and beverage consumption.*



Methodology

Adults Focus Groups:

- Latino parents who completed a 6-week series of EFNEP intervention (n=16, graduates) and who did not complete the series (n=9, non-graduates) participated in focus groups (3 different sessions) and responded to open-ended questions.
- Focus group questions addressed perceived benefits and barriers to *family mealtime, PA, screen time, beverage consumption, class logistics*.



Methodology

- Data were transcribed and translated
- Data were analyzed and coded
- Themes were generated per domain

Mock Focus Group with Conference Attendees

- Take about 5 minutes and talk to your neighbor about the following question (can write it down on the paper):
 - What do you think about when you hear the words “family mealtime?”
- What were some of your responses? Were there any problems trying to define family mealtime? Do many of you have time to sit down with your families for dinner or for any other meal?
- Why is family mealtime important to EFNEP? Why do you think we asked this question or had this as one of our domains?
- How do your responses compare to our participants’ responses?



- **Domain: Family Mealtime**
– **Parents Only**



Family Mealtime: Parent Responses

Theme: Everybody eats together.

- Important time for everybody in the family to eat together, where they can share stories and laugh together while at the dinner table.
- Time to enjoy the food together and build unity in the family.
- Program graduates mentioned:
 - opportunity to talk to their kids about healthy and unhealthy food
 - learn about what is happening and how their kids are doing in school



EFNEP

2017 National Coordinators' Conference

Building for the Future

Family Mealtime: Parent Responses

- Many non-graduates didn't have time to sit down to eat together due to work schedules, especially if their husbands worked late.
- Several non-graduates (especially mothers) felt disappointed and sad, some even felt guilt.
- Several non-graduates said they usually ate while watching TV.
- Most graduates said they ate dinner early (by 5:00 or 6:00 p.m.) and **sat at the dining table with the TV off**; also reported that they ate together as a family more often during the week.



- **Domain: Physical Activity**
– **Parents and Kids**

Physical Activity: Parent Responses

Theme: Physical activity is hard during the winter.

- Many non-graduates had more anxiety about physical activity, especially during the winter time; many associated winter with their kids getting sick more often, which prevented them from being active.
- Most non-graduates wanted their kids to exercise more; many said that they have also gained weight since moving to the U.S. and feel frustrated or bad about their weight status.



EFNEP

Physical Activity: Parent Responses



- A couple of parents said that they preferred being physically active at home rather than going to the gym.
- Several parents mentioned that they really liked walking and taking their kids to the park or riding bikes since it helped them bond and spend time together as a family.
- Some graduates mentioned that it was harder to get their teens interested in doing physical activity and didn't feel as if there were enough resources to motivate their teens.



Physical Activity: Parent Responses

- A few parents noted that electronic devices interfered with how much physical activity their children would do per day.
- Some of the parents mentioned that their kids resisted doing physical activity because they would rather watch TV or play on their devices.
- A few graduates mentioned that they didn't have enough energy by the end of the day to be physically active since they work cleaning houses all day.



Physical Activity: Youth Responses

Theme: Physical activity is the same as exercise.

- Youth said PA meant to get healthy and to be more active.
- Most of the kids thought about activities such as walking, running, playing tennis, playing sports, exercising, doing pushups, lifting weights, going to the park, playing basketball or soccer, and playing Pokemon Go.



EFNEP

Physical Activity: Youth Responses

Theme: Physical activity should be fun and tailored for each age group.



- Kids said they enjoyed playing with toys, playing basketball, doing jumping jacks, playing at the park, riding their scooter and bike, playing football and baseball, running, and jumping rope.

Physical Activity: Youth Responses

Kids said their barriers to PA are:

- Little motivation to do it
- Difficulty breathing while exercising
- Limited time
- Weather
- Parents tell them what to do and for how long, which they don't like





- **Let's Stretch**

- **Domain: Screen Time**
– **Parents & Kids**

Screen Time: Parent Responses

Theme: Some parents have anxiety about screen time, while others think it's good for their kids.

- Some parents expressed their anxiety about screen time.
- Some parents felt that they had little control of their kids using devices because their kids demand to use them.
- Some said they felt the need to monitor what their kids watch/play, especially because their kids imitate what they see.
 - “My son wants to be a zombie. [He] wants to imitate everything he sees on TV and he's traumatized of the zombies.”



Screen Time: Parent Responses



- Most parents said their kids use these devices for 30 minutes to 3 hours per day, depending on the amount of homework or their schedules.
- Some parents said their kids used their devices to escape from the stress of school or to entertain themselves while they are cooking.

Screen Time: Parent Responses

- A few mentioned that it helped some of their children cope with the bullying that they experience from other kids about being overweight.
- A few non-graduates mentioned that their kids use these devices when they're at work and don't have any control over what content they see or the amount of time spent on devices.
- A couple of parents mentioned that their kids had no other kids to play with outside, so they play with their devices instead.
 - “The problem is that we cannot control them due to our job.”
 - “It is better [that] we don't have those devices.”



Screen Time: Parent Responses



- Some of the graduates felt that screen time was beneficial for their children, by helping their children learn new things (especially English), helping with their school work, along with feeling relaxed after school.
 - “I think it helps them cope in many ways. It helps them learn things. I say, ‘Why is it bad?’ if it helps them with their thinking. It is not bad among the other things.”
 - “[I think] the same. It helped my daughter speak English and other things.”
 - “It helps with school homework.”

Screen Time: Youth Responses

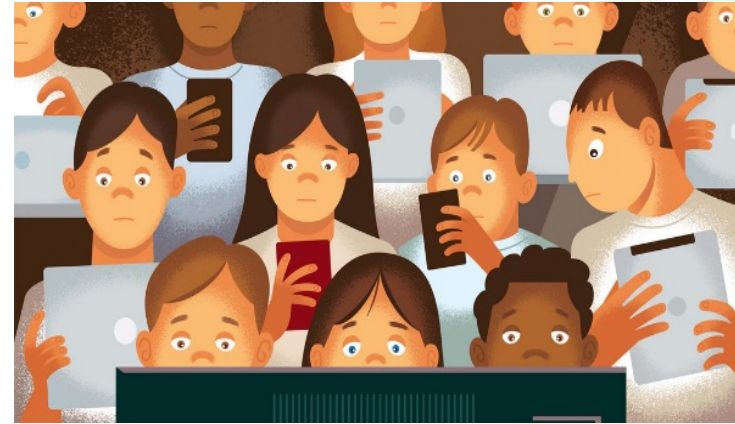
Theme: Screen time is used for entertainment.



- When kids hear “screen time,” most of them mentioned video games, sitting in front of the TV, doing no exercise, electronic devices such as Nintendo DS, laptop, phone, tablets, computer, Wii, and virtual reality glasses.
- One child put it best, “you use too much technology and you are not too active.”

Screen Time: Youth Responses

- Many children said that they use screen time for entertainment so they won't get bored.
- Many mentioned that it makes them feel good and helps take their mind off of everything.
- Many of the kids knew about some of the harmful effects that using these devices can have on their bodies.
 - One child said that it “makes me really addicted” and it's bad because you don't want to stop playing.”
 - A couple of children said that using these devices makes them lazy and unable to concentrate.



Screen Time: Youth Responses

- One child said that he doesn't use any devices when he's with his parents because they are too busy talking together.
- Perhaps this is evidence that the more families spend time talking together, the less their children will feel the desire to use electronic devices to entertain themselves.

- **Strategies to Help Latino Families Succeed**

2017 National Coordinators' Conference



Building for the Future

Family Mealtime: Strategy to Help Latino Families

- Encourage families to:
 - Eat together as much as possible at the dining table, even if just on weekends (or whatever is more practical for their family), without watching TV
 - Use Goal Sheet to write down one goal for FM

Talking to families about benefits of FM (learning about their children's school time, sharing stories, laughing together and watching their food portions and food selections) could motivate Latino families to try it.



2017 National Coordinators' Conference



Building for the Future

Physical Activity: Strategies to Help Latino Families

- Share information about how to overcome their anxiety about winter (see Winter tip sheet developed).
- Provide more tips on which winter activities they can do indoors (dancing, moving during commercials, lifting light weights, etc.) and outdoors (playing at the park or playing in the snow with the right wardrobe/gear).
- Talk about how to set limits on screen time since several of their kids preferred using their devices over being physically active.
- Encourage parents to participate in physical activities with their kids, such as walking or going to the park together, since that may help kids feel more comfortable and safe while doing physical activity and will lead to more trust and open communication within the family.



Screen Time: Strategies to Help Latino Families

- Information about how to limit screen time and learning to monitor the content that their kids watch, especially limiting violent games/shows.
- Parents could also enroll their kids into low-cost, organized physical activities so that their kids can play with other kids after school too.



Core Messages to Share with Latino Families

- Healthy beverages/drinks; reduce sugar-sweetened beverages, fruit juices, sports drinks, energy drinks, & 100% juice
- Portion control
- Snacks versus treats
- Increase physical activity as a family
- Decrease screen time – set limits
- Try to eat together as a family without TV on at least once per week



Ways to Build Stronger EFNEP Interventions with Latino Families

- Design programs to enhance self-efficacy
- Deliver programs in locations convenient for participants
- Develop family-based programming
- Create visually appealing and engaging educational materials (physical activity resources in the community)



Ways to Build Stronger EFNEP Interventions with Latino Families



- Cater to diverse learning styles and levels
- Promote slow, gradual dietary behavior change
- Encourage social support and interaction within and outside the intervention (SBHC had a higher retention)
- Include a supermarket tour or pop-up tour in the classroom

Ways to Build Stronger EFNEP Interventions with Latino Families

Learning Style

- Sit in a circle
- Discussion/support group style
- Simple, respectful, slow, caring, sensitive
- One-to-one interaction, connection very important
- Discussion of experiences, barriers, solutions suggested by peers
- Kinesthetic, *activity-based*, learner-centered
- Visual rather than verbal or written
- Link to disease and family benefit through family behavior changes
- Goal setting for each individual
- 24 hour recalls (one-to-one)



2017 National Coordinators' Conference



Building for the Future

UMD's RNECE State Team



- Dr. Mira Mehta, State Director
- Dr. Kavitha Sankavaram, Evaluation/
Special Projects Specialist
- Linda Ashburn, Regional Coordinator
- Maribet Brute, Regional Coordinator
- Denise Benoit-Moctezuma, Regional
Coordinator
- Norma Sanchez, State Administrative
Assistant

2017 National Coordinators' Conference



Building for the Future

Questions????



2017 National Coordinators' Conference



Building for the Future



THANK YOU!!!!



UNIVERSITY OF
MARYLAND
EXTENSION
Solutions in your community

2017 National Coordinators' Conference



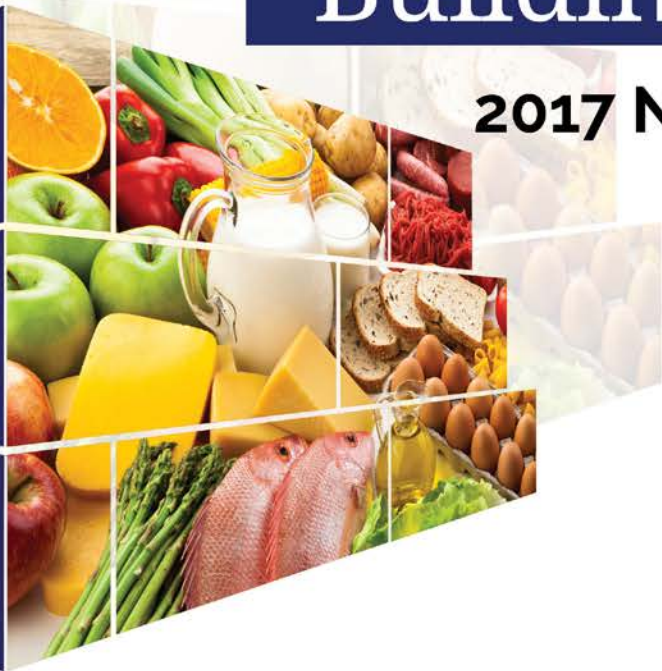
Building for the Future



EFNEP

Building for the Future

2017 National Coordinators' Conference



Educational Approaches on a Budget

Stuffed & Loaded!

Objectives of lesson:

- Understand the basic functions of fat in the body
- Identify techniques for reducing fat intake
- Make low fat foods choices based on MyPlate

Educational Approaches on a Budget

Materials needed:

- Bake potato replica, (if you don't have the replica use a panty hose filled of fiberfill, wrap it in foil paper)
- 2 Shave cream bottles, (label one for sour cream, the other for yogurt)
- Colored shredded copy paper (red for tomato, green for cilantro or onions, yellow for cheese, and brown for bacon)

Educational Approaches on a Budget



Educational Approaches on a Budget



2017 National Coordinators' Conference



EFNEP

Building for the Future

Educational Approaches on a Budget

Getup & Roll

Objective: Activity objective: To identify healthy snacks vs. unhealthy and increase Physical(PA)

Materials needed:

- * Bowling ball
- * 8 Bowling Ball pins(Purchased at Walmart)
- * 4 Healthy Snack images and 4 unhealthy food images(Best if Laminated)
- * A pack of Velcro



Educational Approaches on a Budget

Directions:

1. Cut the 8 images approximately 3 inches and laminate
2. Put Velcro on the back of images and on bowling pins
3. Have all 8 pins spread in a line or configured in triangle
4. Have youth aim to knock down the unhealthy food choice

Educational Approaches on a Budget



Educational Approaches on a Budget

MyPlate Jeopady

Objective of activity:

To enhance knowledge of MyPlate through gaming

Materials

- 3 fold display board, tape and scissors
- Multicolor envelopes
- Index cards
- Choose the colors to match the five food groups from My Plate



Educational Approaches on a Budget



Educational Approaches on a Budget

Directions

- Split participants in few teams
- Create scoreboard on a whiteboard or on paper
- Display all five topics and begin the game
- Allow the first team to choose a topic and a point value for the question
- Click on this question box and it will take you to the question slide
- Read the question and allow players to raise their hands if they want to answer the question, if someone on a team answers a question correctly, they gain the number of points, if they get it wrong, they lose that number of points
- You can allow players to wager a certain amount of points before answering the final question, this way, it gives teams who are far behind a shot at still earning a large amount of points at the vey end of the game.



Educational Approaches on a Budget

Thank you for your participation!

COOPERATIVE
EXTENSION



EFNEP

Building for the Future

**2017 National Coordinators'
Conference**



SPEND SMART. EAT SMART.

Welcome!

To prepare, please pull out your smart phone or tablet or come up to borrow one of ours.

Open spendsmart.extension.iastate.edu

and/or

Download the Spend Smart. Eat Smart. App from the App Store or Google Play (*it's free!*)

SPEND SMART. EAT SMART.

Jody Gatewood, MS, RD, LD
Christine Hradek, MPH



Spend Smart. Eat Smart. On-Campus Team

Jody Gatewood
MS, RD, LD



Justine Hoover
MS, RD, LD



Christine Hradek
MPH



Kristin Taylor
M.Ed



Online Suite of Resources

- Website
 - Recipes, videos and easily accessible nutrition information
- Weekly blog
- Social Media
 - Facebook, Twitter and Pinterest
- Mobile app (brand new)

Audience

- Families with low income
- Direct education participants and past participants
- Program staff and partners
- General consumers interested in eating healthy on a budget

Development

- Created as a response to the recession in the late 2000s.
- Dual focus of nutrition education and saving money at the grocery store.
- Significant partner input, meant to be a shared resource.

Purpose of Spend Smart. Eat Smart.

- Regularly updated source of research-based information on nutrition and food budget management as well as recipes and how-to videos
- Maintain connection with program participants
- Extend reach beyond direct programming
- Resource for staff and partners

IOWA STATE UNIVERSITY
Extension and Outreach



**SPEND SMART.
EAT SMART.**

Why make changes?

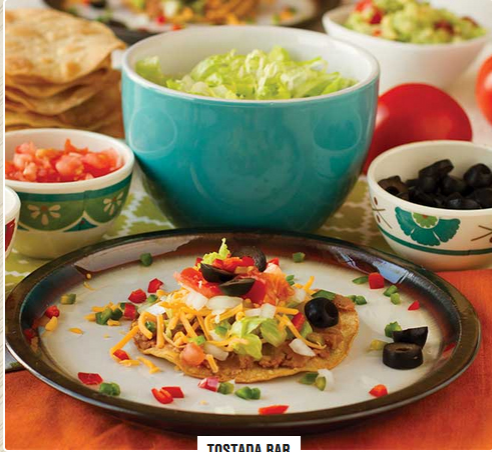
- Demand for mobile access
- Dramatic increase in following over the past year (*Facebook following doubled*)
- Need to remain relevant to users
- Changing demographics of audience
- Desire to build paperless resource collection

Changing times ...



IOWA STATE UNIVERSITY
Extension and Outreach

SPEND SMART. EAT SMART.



TOSTADA BAR

You can eat healthy and stick to a tight grocery budget.

With a little planning, savvy shopping and tasty recipes to cook at home, you'll be well on your way. The Spend Smart. Eat Smart. Team is here to help!

What's New?

- Responsive web design – mobile accessibility
- Refreshed content
- Streamlined functionality
- New media – less language dependence
- Companion mobile app for Apple and Android

Analytics (First 5 Months)

- Launched in November 2016 with about 22,000 page views per month, currently averaging 33,000 page views per month
- 14,600 new users via mobile and tablet since November 2016
- Grocery budget calculator and recipes are most used portions of site
- 2,140 views of new videos



PREPARE MELON

Learn how to slice and cube melon to eat alone, use in fruit salad or in the [Fruit Slush recipe](#).

RELATED VIDEOS



[Prepare winter squash](#)



[Make a fruit smoothie](#)



[Prepare kiwi](#)



[Prepare melon](#)



[Prepare a bell pepper](#)



[Drain ground beef](#)



[Prepare broccoli](#)



Eat healthy and save money
with Spend Smart. Eat Smart!

SPEND SMART. EAT SMART.

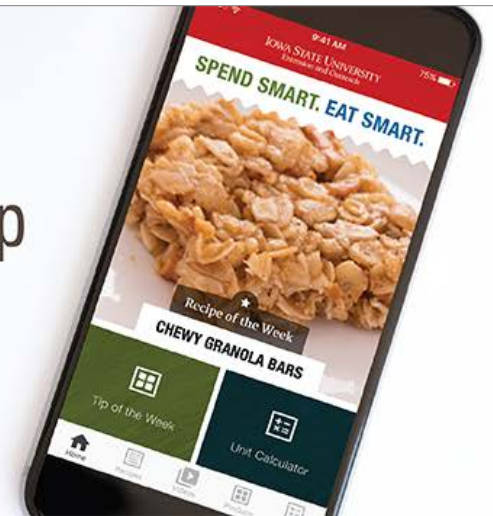
www.extension.iastate.edu/spendsmart



Savvy shopping is easy with our new app
—free at your app store.

SPEND SMART. EAT SMART.

www.extension.iastate.edu/spendsmart



SPEND SMART. EAT SMART. IS NOW IN THE PALM OF YOUR HAND AT THE GROCERY STORE!

New tools make it easier to eat healthy and stick to your budget:

Produce basics: Choose, clean, store and prepare fresh fruits and vegetables with ease.

Recipe finder: Keep track of your favorite recipes from the website.

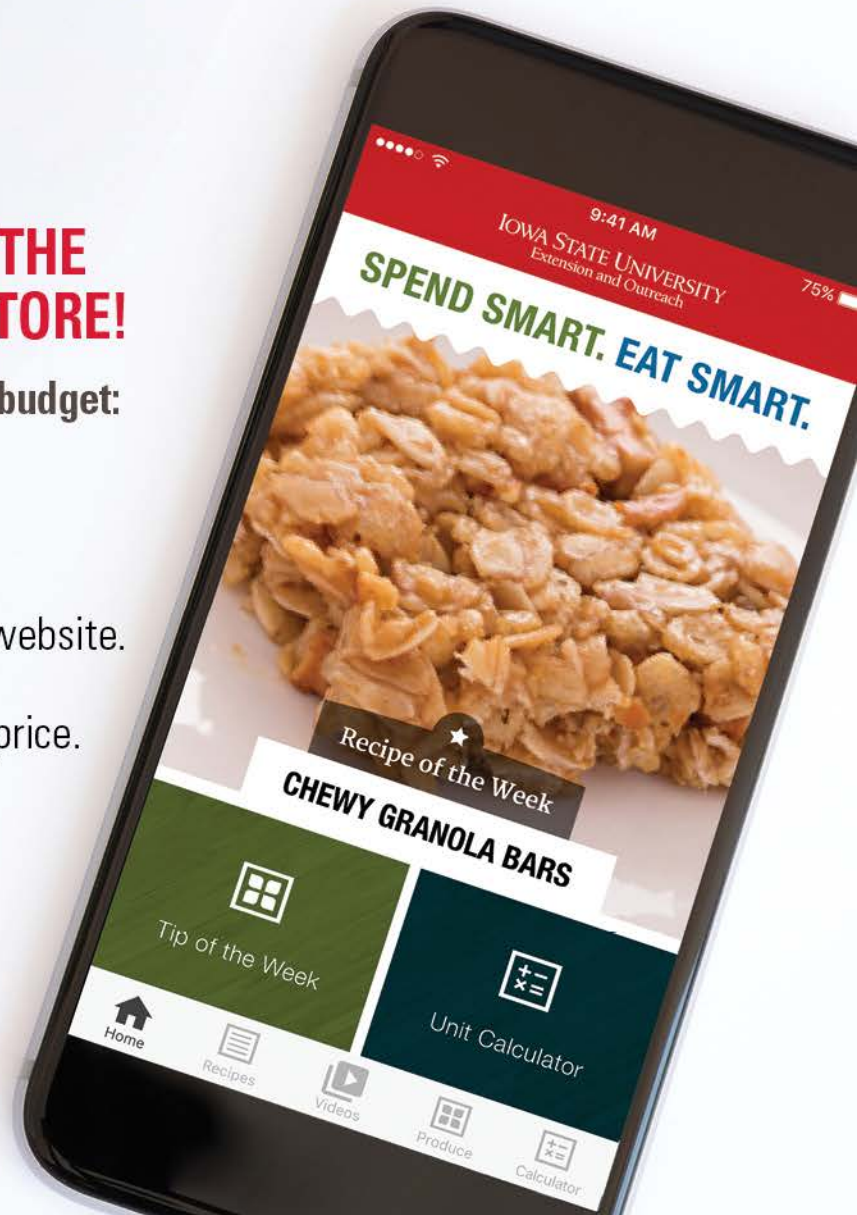
Unit price calculator: Compare products to find the best price.

Download for free today from your app store!



SPEND SMART. EAT SMART.

www.extension.iastate.edu/spendsmart



What you don't see

- AA accessibility standard
 - Screen readers
 - Color and contrast
- Automatic live translation

The image features a white background with two red curtains on the left and right sides. The curtains are drawn back, creating a central opening. The text "Let's Take a Tour" is centered within this opening.

Let's Take a Tour

Thanks!



**FLYING
HIPPO
BRAND+**
DIGITAL



EFNEP

Building for the Future

**2017 National Coordinators'
Conference**

**Food and Physical
Activity Behaviors
Questionnaire**

- Susan Baker, Colorado State University
- Karen Barale, Washington State University
- Deb Palmer-Keenan, Rutgers University
- Karen Franck, University of Tennessee
- Garry Auld, Colorado State University



Quality Evaluation

- Measures outcomes
- Determines if a program works
- Justifies program
- Requires tested tools



New Guideline

- Eat a variety of vegetables from all of the subgroups—dark green, red and orange, legumes (beans and peas), starchy, and other
- Consume less than 10 percent of calories per day from added sugars



New Guideline

- Adults should do at least 150 minutes a week of moderate-intensity, or 75 minutes a week of vigorous-intensity aerobic physical activity, or an equivalent combination.



Why do we need a new tool?

- New research findings
- 2015 Dietary guidelines
- 2008 Physical Activity guidelines



Development Process

- Work over the past 8 years
- Domains/Core Areas
 - Nutrition (NC2169 Multistate Project)
 - Food Resource Management (FRM Workgroup)
 - Food Safety, Food Security, Physical Activity (Behavior Checklist Workgroup)



Content Analysis

- Confirm content or identify missing content as compared with national program guidelines or expert recommendations.
- 3 most widely used:
 - Eating Smart • Being Active (Colorado)
 - EFNEP Families Eating Smart and Moving More (North Carolina)
 - Healthy Food, Healthy Families (Texas)



Face Validity

- Measures if the participant understands the question in the same way and as it is intended
- Tested by cognitive interviews

Reliability and Validity?

- Reliability = consistency
- Validity means the questions asked measure the thing you are trying to measure.



Reliability and Validity?

- Reliability is tested first because:
 - You CAN have questions that are reliable but not valid; but,
 - You CAN'T have questions that are valid unless they are reliable.

Two important types of reliability to test

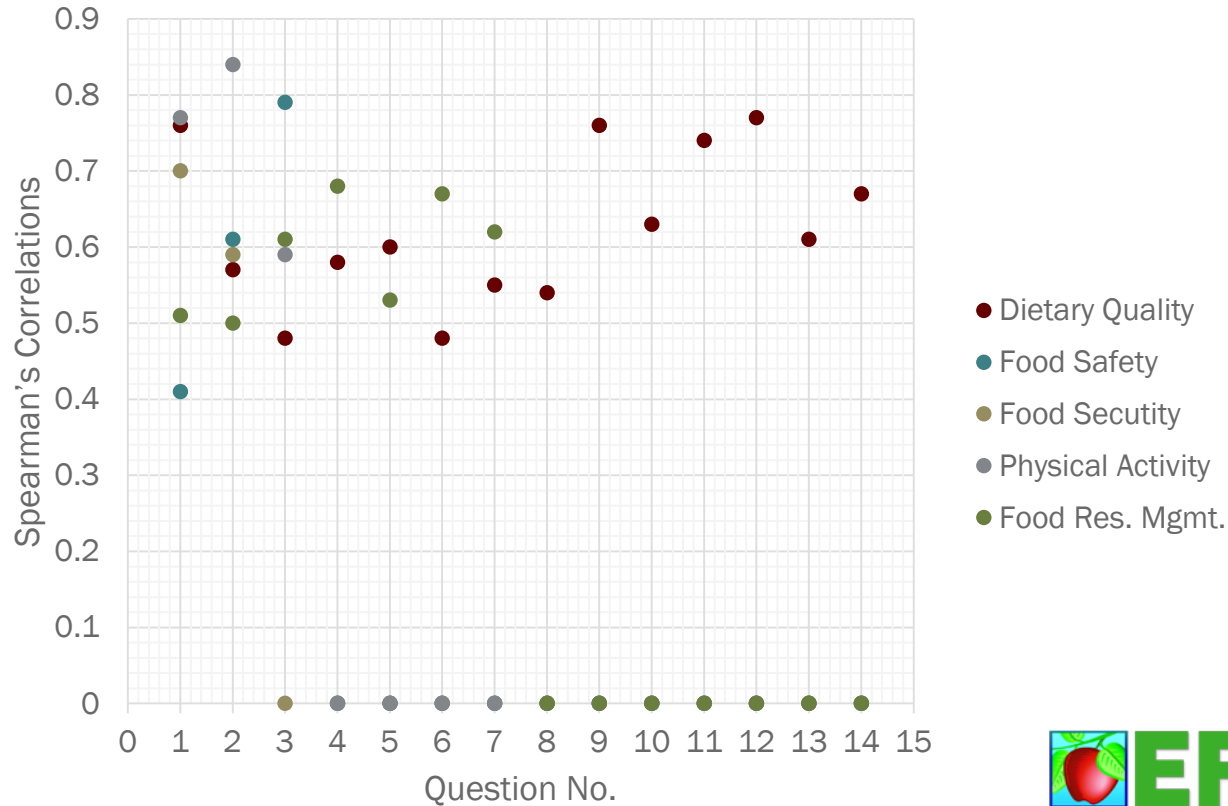


Reliability over Time

- Do you answer questions the same way each time someone asks you?
- If you do, in research we say the questions are reliable over time.

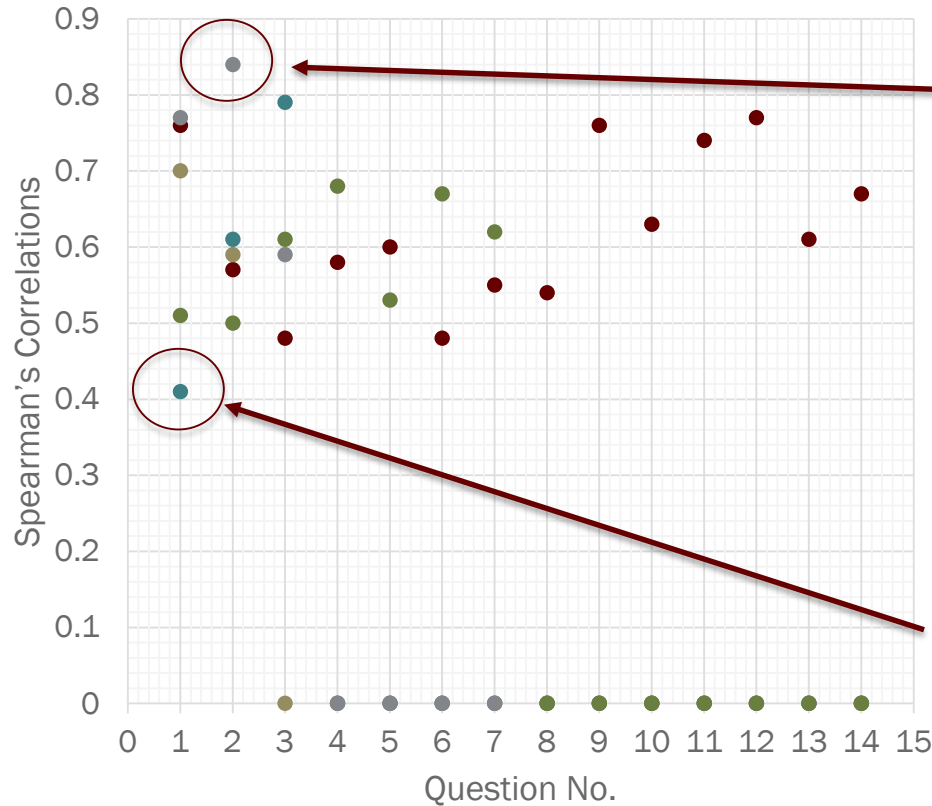


Test-Re-Test Reliability



Building for the Future

Test-Re-Test Reliability



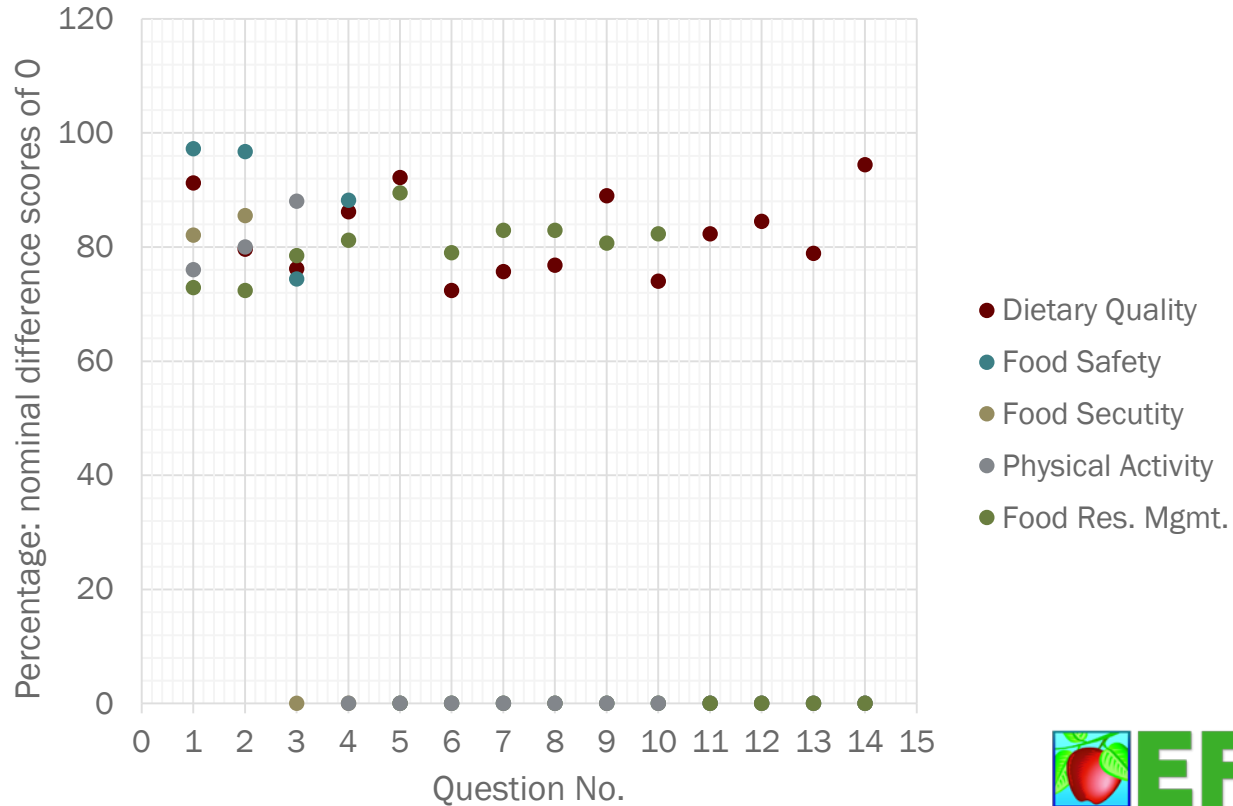
This one did REALLY well!

This one not so much
(but it's still pretty good).



Building for the Future

Another Way to Look at the Same Data



Building for the Future

Internal Consistency

	Number of People Tested	Number of Items	Chronbach's Alpha
Dietary Quality	181	14	0.68
Food Safety	181	4	0.40
Food Security	181	2	NA
Physical Activity	85	3	0.58
Food Resource Management	181	10	0.79



Building for the Future

Criterion/Construct Validity

- Criterion
 - I exercise 150 minutes per week vs. accelerometer data
- Construct
 - I use a meat thermometer to check the temperature of meat vs. observed behavior during cooking demonstration



Criterion/Construct Validity Testing

All domains completed by December 2017.

- Food Security = USDA Household Food Security Questionnaire
- Nutrition = Dietary recall
- Physical Activity = Accelerometers
- Food Resource Management = Participant interviews
- Food Safety = Participant food preparation observations



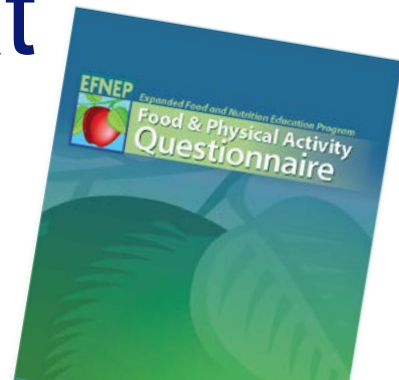
Survey Format

- September 2017
- Access information sent via listserv
- Team members
 - Catalina Aragon
 - Kate Yerxa
 - Karen Barale



Survey Format

- Standardized layout
- Ability to add state logos and contact information
- In color or gray scale



<p>1. How many days a week do you cook dinner (your main meal) at home?</p> <p><input type="checkbox"/> 1 rarely cook dinner at home</p> <p><input type="checkbox"/> 1 day a week</p> <p><input type="checkbox"/> 2 days a week</p> <p><input type="checkbox"/> 3 days a week</p> <p><input type="checkbox"/> 4 days a week</p> <p><input type="checkbox"/> 5 days a week</p> <p><input type="checkbox"/> 6 or 7 days a week</p>	<p>4. How many times a day do you eat vegetables?</p> <p><i>Examples of vegetables are green salad, corn, green beans, carrots, potatoes, grains, and squash. Include fresh, canned and frozen vegetables. DO NOT COUNT popcorn, rice, potato chips or rice.</i></p> <p><input type="checkbox"/> 1 rarely eat vegetables</p> <p><input type="checkbox"/> Less than 1 time a day (a couple times a week)</p> <p><input type="checkbox"/> 1 time a day</p> <p><input type="checkbox"/> 2 times a day</p> <p><input type="checkbox"/> 3 times a day</p> <p><input type="checkbox"/> 4 or more times a day</p>
<p>2. How many days a week do you eat meals prepared outside of your home?</p> <p><i>Include fast food, restaurants, ready-to-eat food from grocery stores, and food from gas stations or corner stores.</i></p> <p><input type="checkbox"/> 1 rarely eat meals prepared outside of my home</p> <p><input type="checkbox"/> 1 day a week</p> <p><input type="checkbox"/> 2 days a week</p> <p><input type="checkbox"/> 3 days a week</p> <p><input type="checkbox"/> 4 days a week</p> <p><input type="checkbox"/> 5 days a week</p> <p><input type="checkbox"/> 6 or 7 days a week</p>	<p>5. How many different kinds of vegetables do you usually eat a day?</p> <p><i>Examples of vegetables are green salad, corn, green beans, carrots, potatoes, grains, and squash. Include fresh, canned and frozen vegetables. DO NOT COUNT popcorn, rice, potato chips or rice.</i></p> <p><input type="checkbox"/> 1 rarely eat vegetables</p> <p><input type="checkbox"/> 1 time a day</p> <p><input type="checkbox"/> 2 times a day</p> <p><input type="checkbox"/> 3 times a day</p> <p><input type="checkbox"/> 4 or more times a day</p>



EFNEP

Building for the Future

Spanish Translation

- September 2017
- Deb Palmer-Keenan & Rutgers team to develop
 - Input from different ethnicities to provide translation that will meet the needs of different groups (Mexican, Cuban, Puerto Rican, etc.)



Final Reliability Testing

2018

- Test/retest reliability



Building for the Future

Future Steps

- Testing of Spanish translation
- Continued revisions as DGA is revised



Question Set

20 QUESTIONS– A DRAFT of the revised, scientifically tested Adult Behavior Checklist questions are shown below by core area. These questions will be used by the Expanded Food and Nutrition Education Program starting October 1, 2017.

Diet Quality (DQ) (n=6)

Circle the response that best describes how you usually do things								
1) How many times a day do you eat fruit? Examples of fruits are apples, bananas, oranges, grapes, raisins, melon and berries. Include fresh, frozen, dried, or canned fruit. <u>Do not include juice.</u>	I rarely eat fruit	Less than 1 time a day (a couple times a week)	1 time a day	2 times a day	3 times a day	4 or more times a day		
2) How many times a day do you eat vegetables? Examples of vegetables are green salad, corn, green beans, carrots, potatoes, greens, and squash. Include fresh, canned and frozen vegetables. <u>Do not count french fries, potato chips, or rice.</u>	I rarely eat vegetables	Less than 1 time a day (a couple of times a week)	1 time a day	2 times a day	3 times a day	4 or more times a day		
3) Over the last week, how many days did you eat red and orange vegetables?	I did not eat red and orange vegetables	1 day a week	2 days a week	3 days a week	4 days a week	5 days a week	6 or 7 days a week	

Conclusions

- EFNEP...
- ...USDA's Flagship program
- ...Largest direct nutrition education program
 - Almost 4 million adult participants since 1968



Building for the Future

- **EFNEP 50th Anniversary!!!!**
- Would be a very good time to strengthen the evidence base



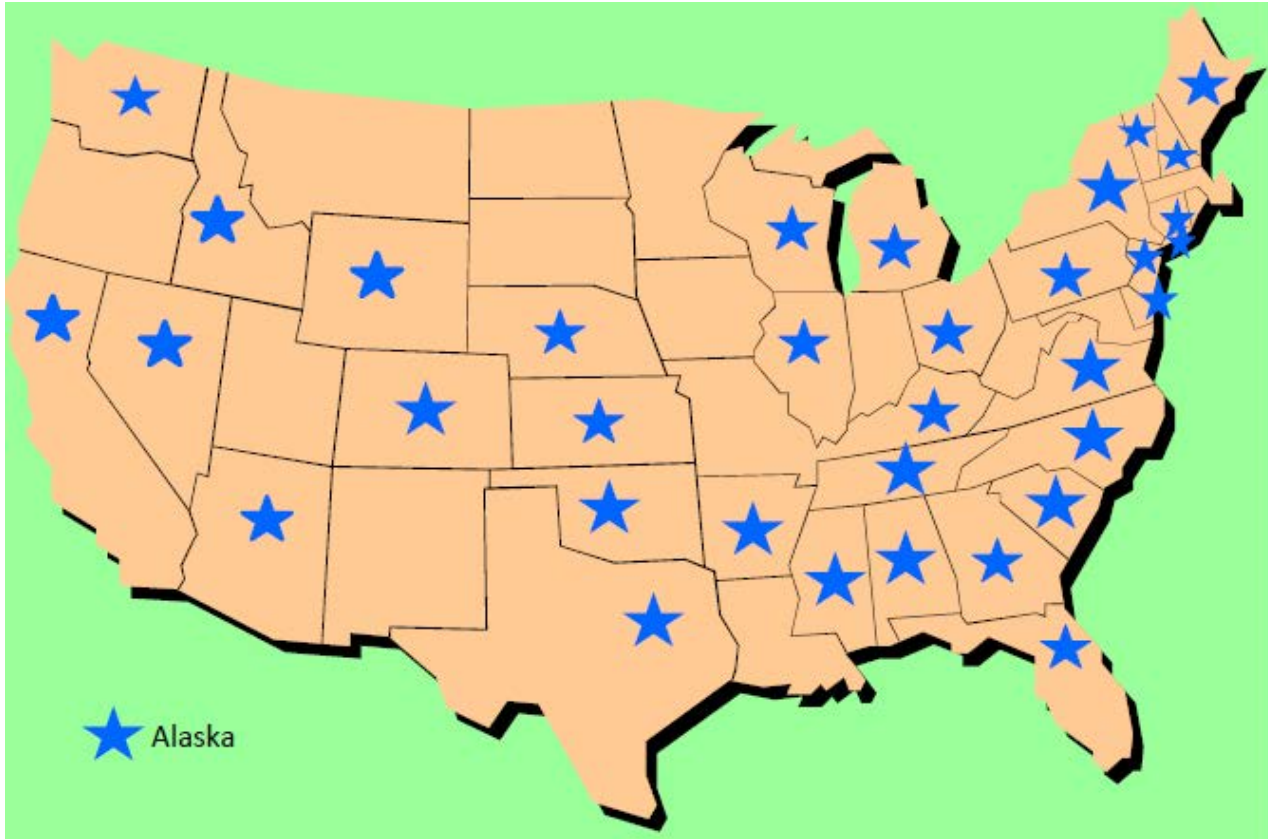
- We might all **“KNOW”** EFNEP makes positive impacts on participants and educators, **BUT**
- Evidence not as strong as it could or should be



Remind you that...

- Come October, you'll be using a new tool
- New tool more extensively tested than current BCL
- Content reflects 2015 DGA, including physical activity, and the most current research on food safety, FRM, food security



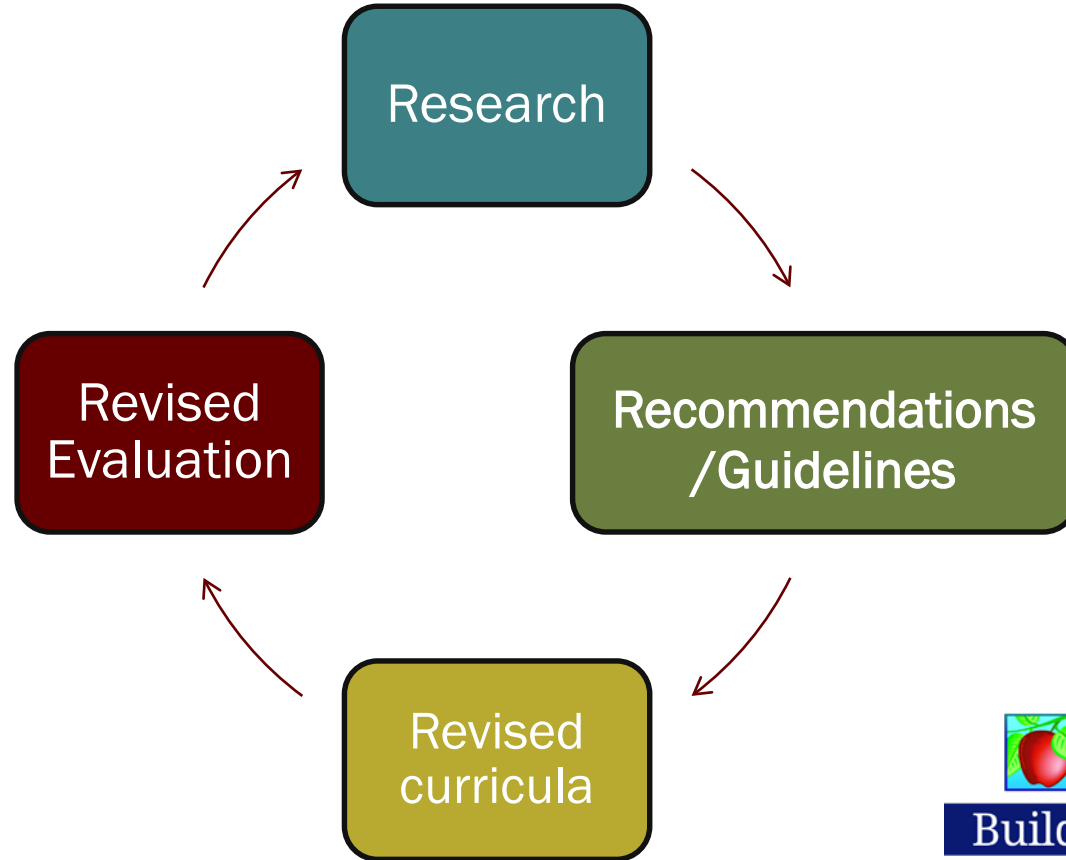


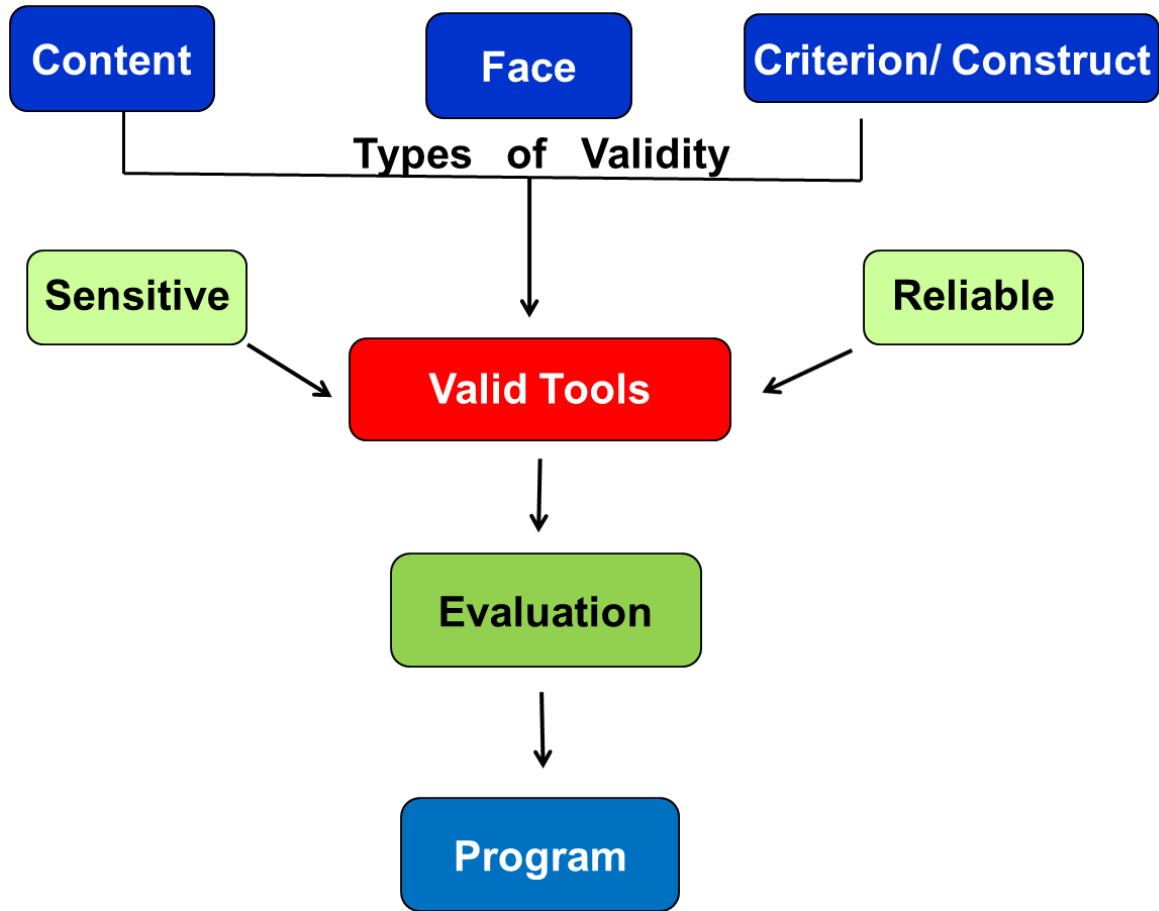
Tested with
EFNEP's
3 primary
racial/ethnic
groups & in all
geographic
regions



Building for the Future

Evaluation not STATIC





Literature helps establish the evidence base!

- Murray, E., Baker, S., Auld, G. (in press). Nutrition recommendations from the US Dietary Guidelines critical to teach low-income adults: Expert panel opinion. J Academy of Nutrition and Dietetics.
- Gills, S., Baker, S., Auld, G. (in press). Collection methods for the 24-hour dietary recall as used in the Expanded Food and Nutrition Education Program. J Nutrition Education and Behavior.
- Auld, G., Baker, S., Infante, N., Inglis-Widrick, R., Procter, SB., Steger, MF., Yerxa, K. (2016) EFNEP's impact on exemplary educators' Quality of Life. J Nutrition Education and Behavior, 48:647-654.
- Murray, E., Auld, G., Inglis-Widrick, R., Baker, S. (2015) Nutrition content in a national nutrition education program for low-income adults: Content Analysis and comparison to the U.S. Dietary Guidelines. J Nutrition Education and Behavior, 47:566-573.



Building for the Future

Literature helps establish the evidence base!

- Koszewski, W.M., Hlavacek, M., Yerza, K., Procter, S.B., Auld, G., Baker, S., Misner, S. (2014) Positive Quality of Life factors identified from EFNEP participant stories. J. Extension 52(4). Available at: <http://www.joe.org/joe/2014august/a7.php>.
- Auld, G., Baker, S., Bauer, L., Koszewski, W., Procter, S., Steger, M. (2013) EFNEP's Impact on the Quality of Life of its Participants and Educators. J Nutrition Education and Behavior, 45:482-489.
- Wardlaw M.K., Baker S. (2012). Long-term evaluation of EFNEP and SNAP-Ed. Forum for Family and Consumer Sciences. <http://www.ncsu.edu/ffci/publications/2012/v17-n2-2012-summer-fall/index-v17-n2-december-2012.php>



- Luick, BR, and Guenther, PM. (2014). The quality of diets reported by Expanded Food and Nutrition Education Program participants in the Mountain Region in 2011 when exiting the program was higher than when entering. FASEB Journal. 28:273.8.
- Weatherspoon, DD, Miller, SR, Steele, ME, Newkirk, CJ, Santiago, O, Dembele, AS, Hoerr, SL. (2015). What Social, Program, and Behavioral Factors Influence the Healthy Eating Index for EFNEP and SNAP-Ed Adult Participants? American Journal of Lifestyle Medicine.
<http://ajl.sagepub.com/content/early/2015/10/01/1559827615607194.full.pdf+html>
- Guenther, P.M., Luick, B.R. (2015) Improved overall quality of diets reported by Expanded Food and Nutrition Education Program participants in the Mountain Region, Journal of Nutrition Education and Behavior 47:421-426.
- Auld, G., Baker, S., Conway, L., Dollahite, J., Lambia, M.C., McGirr, K. (2015). Outcome Effectiveness of a Widely Adopted EFNEP Curriculum. Journal of Nutrition Education and Behavior, 47:19-27.
- Cooper BR, Barale K, Funaiolo A, Power TG, Combe A. (2016). Participant and Household Characteristics Associated with Graduation from the Expanded Food and Nutrition Education Program. Journal of Nutrition Education and Behavior, 48(7):453–460.e1.

Others being drafted or planned



Building for the Future

- When combining data across 76 programs, must have confidence that everyone is using the same tool and same data collection protocols!
- Given extensive testing, imperative that programs **DO NOT CHANGE** the **WORDING!**



- To improve programs, should strengthen best practices in all facets of program.
 - Design
 - Implementation
 - Training
 - Evaluation

1 Baker, S., et al. Best Practices in Nutrition Education for Low-Income Audiences (2014).
<http://snap.nal.usda.gov/snap/CSUBestPractices.pdf>



Building for the Future

Strong evaluation strengthens
the evidence base and helps
protect the program's future



Building for the Future

Current Researchers

- Catalina Aragon
- Garry Auld
- Susan Baker
- Karen Barale
- Nancy Betts
- Karen Franck
- Cheng Li'
- Janet Mullins
- Erin Murray
- Nicole Owens
- Debra Palmer-Keenan
- Kate Yerxa



Contributors

- Carol Ball
- Stephanie Blake
- Laura Bolt
- Janie Burney
- Char Byington
- Lacey Corrick
- Debra Cotterill
- Linda Drake
- Edith Ezekwe
- Debra Garrard Foster
- Jody Gatewood
- Kris Grimes
- Judy Harrison
- Teresa Henson
- Yenory Hernandez
- Christine Hradeck
- Helen Idozorek
- Tarana Kahn
- Sangwook Kang
- Shelly King-Curry
- Debbie Luppold
- Joyce McGarry
- Judith Midkiff
- Carla Moore
- Katherine Moscoso
- Katie Mulligan
- Nicole Peritore
- Lakshman Rajapogal
- Mattie Rasco
- Olga Santiago
- Amanda Scott
- Cori Sweet
- Jennifer Walsh
- Mary Wilson

NC2169 Multi-State Research Project

- Catalina Aragon
- Garry Auld
- Susan Baker
- Karen Barale
- Nancy Betts
- Linda Boeckner
- Carrie Durward
- Karen Franck
- Patricia Guenther
- Scottie Misner
- Janet Mullins
- Beth Olson
- Nicole Owens
- Deb Palmer-Keenan
- Sandy Proctor
- Mary Kay Wardlaw
- Kate Yerxa
- Dave Weatherspou

Helen Chipman, Program Liaison



Building for the Future

Thank you!

- To researchers and programs who
 - Participated in research
 - Volunteered for data collection
 - National office



Questions

- Susan Baker
- Karen Barale
- Deb Palmer-Keenan
- Karen Franck
- Garry Auld





EFNEP

Building for the Future

2017 National Coordinators' Conference

IPSE'_s = ME₂

Bonnie Dunn, WVSU Extension Specialist

Alex Phares, WVSU Extension EFNEP
Program Associate

Teaching Pedagogy of Middle School Youth

2017 National Coordinators' Conference



EFNEP


Building for the Future

Bonnie-ism's

- “They don’t know where:
they have been
they are
they are going”
- Therefore they can be putty in the hands
of their role models/teachers

What it all means!

- Intellectual
- Physical
- Social
- Emotional



Move
Engage
Equip

Objectives

- Participants will:

Identify

- Middle Childhood characteristics
- Middle Childhood environment

Objectives

- Participants will:

Identify

- Challenges and learn solutions for a variety of situations
- _ Lesson strategies that will encourage student participation

Intellectual Development

- Prefer interaction with peers during learning activities
- Strong need for approval
- Challenges adult authority
- In a transition period from concrete thinking to abstract thinking

Physical Development

- Experience accelerated, irregular physical growth
- Prefer junk foods but need good nutrition
- Physically vulnerable thus adopt poor health habits

Social Development

- Strong need to belong to a group
- Exhibit immature behavior
- Experiment with new slang and behaviors
- Intimidated by their first middle school experience

Emotional / Psychological Development

- Mood swings
- Intensely concerned about physical growth as physical changes occur
- Need to release energy – sudden outbursts of activity

Practical Application

Alex Phares

EFNEP Program Associate



2017 National Coordinators' Conference



Building for the Future

Move, Engage, Equip

- **Move:** Students vocally collaborate with peers (i.e. constructive chatting) and get out of their seats
- **Engage:** The lesson activates a variety of learning styles and allows students to be creative
- **Equip:** Students leave the lesson with challenges to take home and tools to make better lifestyle choices throughout their day.

Move: Get students out of the seats and eyes off of the board

- Active Activities
 - Throughout the lesson
 - Chance to move and talk
 - Ex. Nutrition Label Ordering
- Stations
 - Groups rotate to different learning stations
 - Best for smaller classes
 - Ex. Vegetable learning, research, and taste test

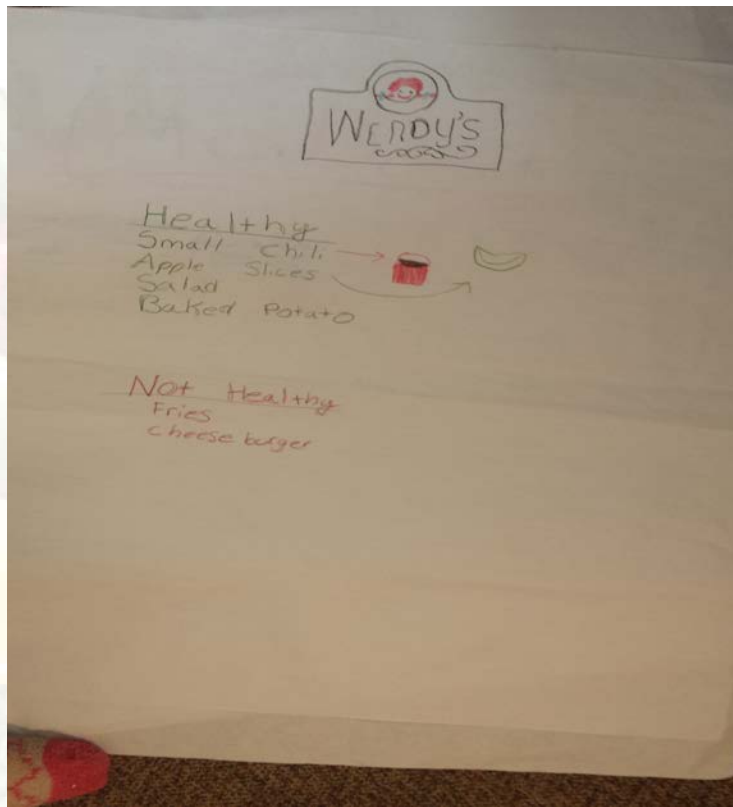
Engage: Different methods in a single lesson captivates students

- Creative Group Work
 - Quick collaborative project
 - Use art supplies, technology
 - Present to class
 - Ex. Fast Food Game Plan
- Interactive Journals
 - Best for smaller, flexible classes
 - Students personalize notebooks with worksheets from lesson and recipes
 - Take home after post-test



Taco Bell





Wendy's

2017 National Coordinators' Conference



Building for the Future



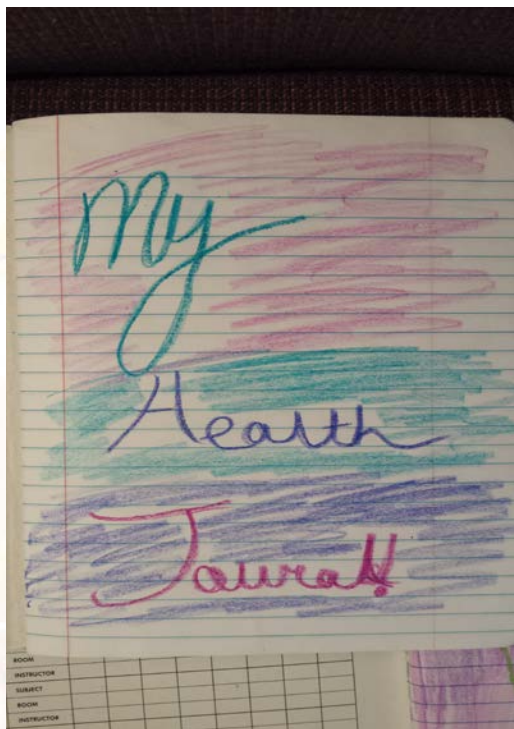
Subway

2017 National Coordinators' Conference



EFNEP

Building for the Future

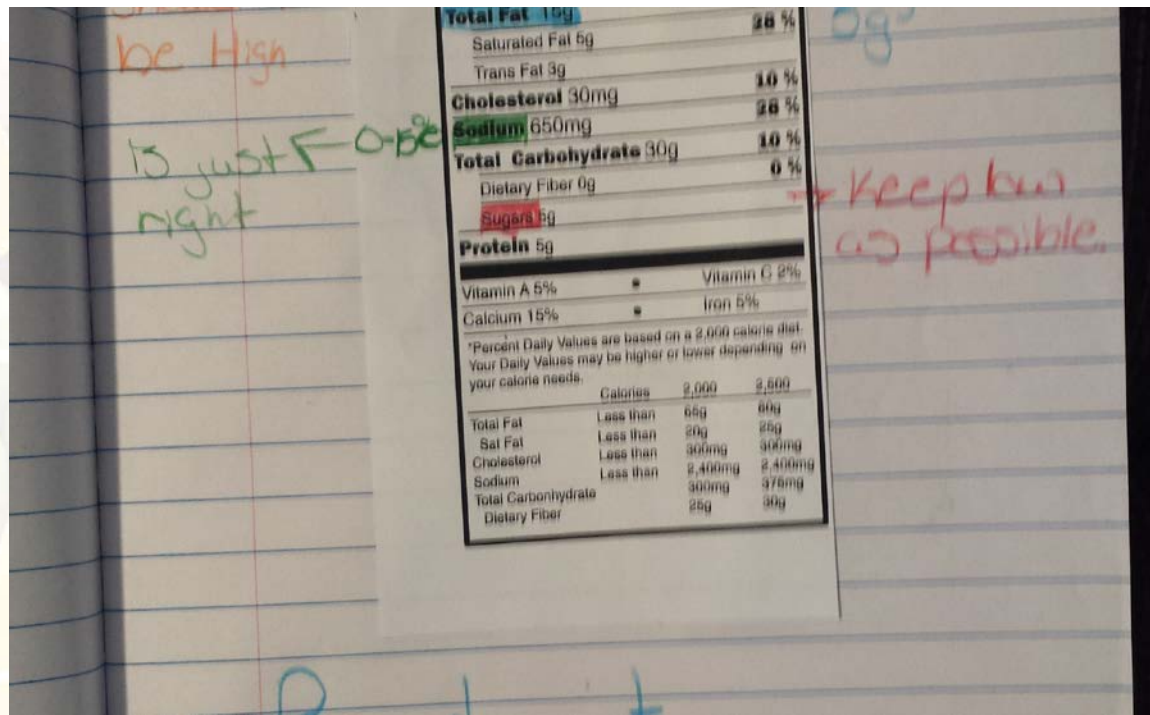


Interactive Notebooks

2017 National Coordinators' Conference

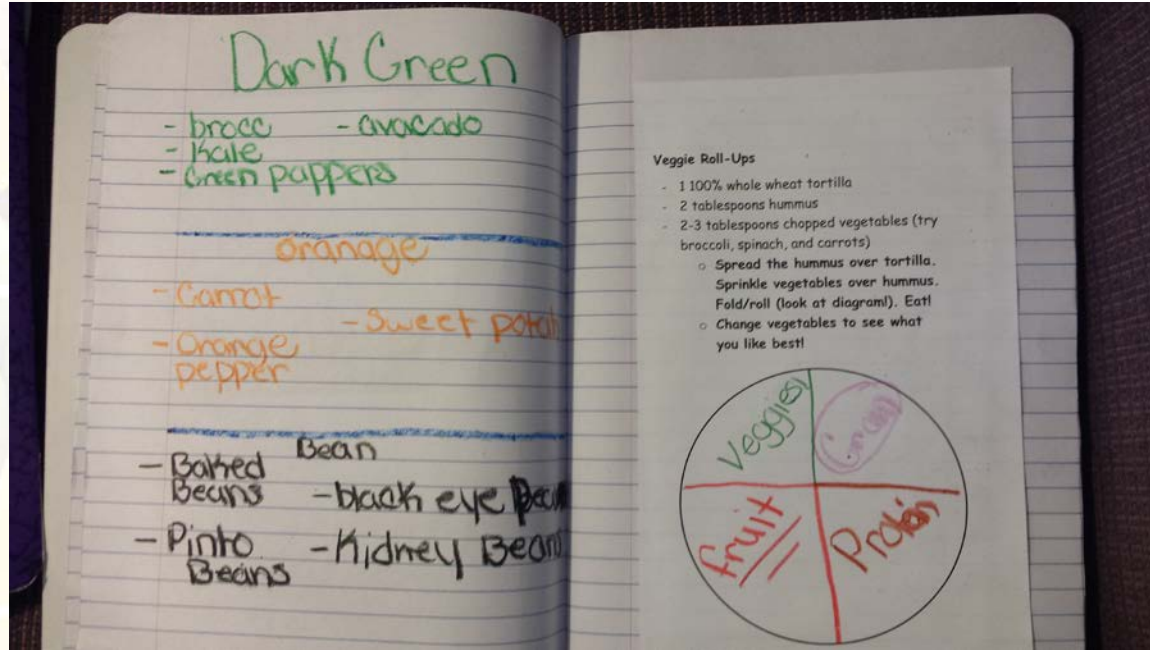


Building for the Future



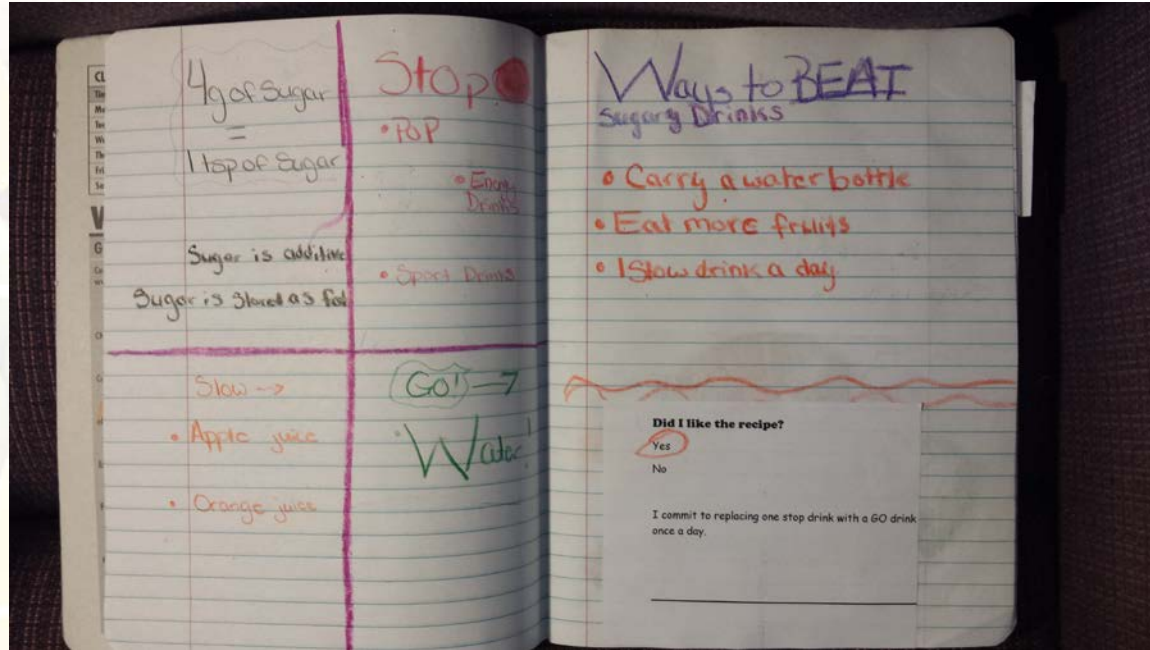
Interactive Notebooks





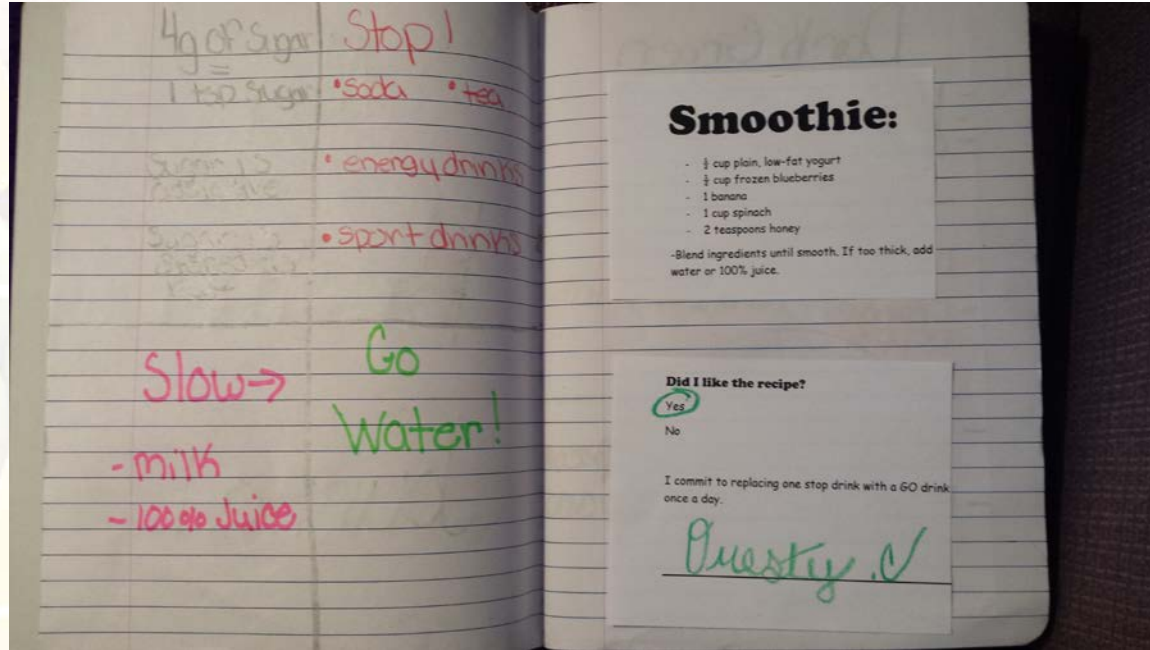
Veggies





Stop and Go





Smoothie



Equip: Students leave the class with the knowledge and motivation to make changes

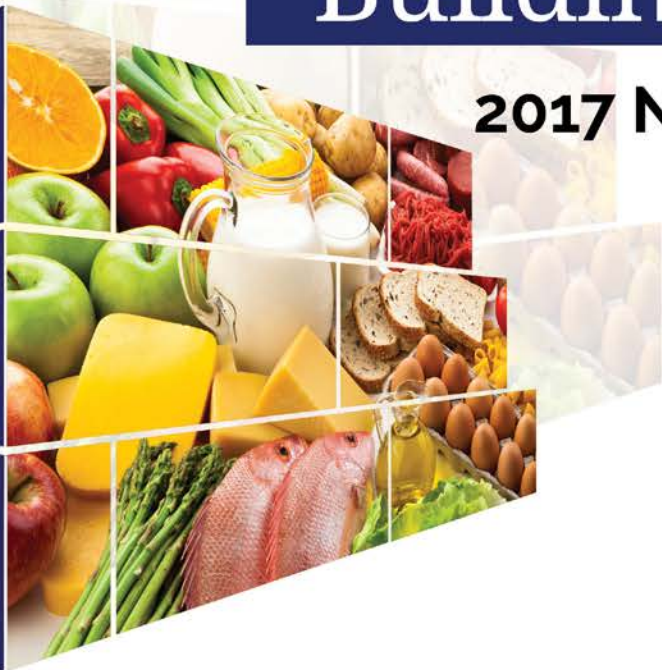
- Class Challenges
 - Create a challenge and point system for entire class
 - Create a class point goal and reward
 - Ex. Water Bottle Challenge
- Personal Goals
 - Set a realistic goal
 - Document it throughout week
 - Earn points contributing to the class points OR simply share during snack time



EFNEP

Building for the Future

2017 National Coordinators' Conference



Michigan State University Extension



Imelda Galdamez, EFNEP Coordinator
Kristi Evans, EFNEP Supervisor
Sheilah Hebert, Content Specialist

2017 National Coordinators' Conference



EFNEP

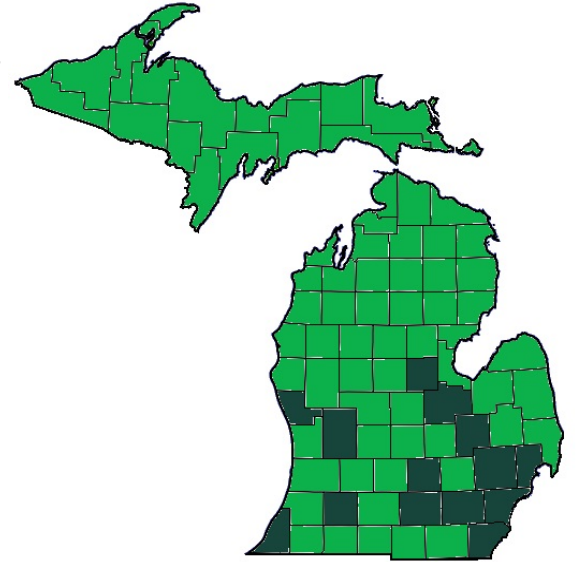
Building for the Future

What unique challenges has Michigan faced?

- Low improvements of physical activity among adults
- Maternal health needs for pregnant women
- Public schools at risk for closure in 2017/2018
- Flint water crisis

Michigan's Challenges

- ❑ 66% of MI adults are overweight and obese
- ❑ 85% of MI adults eat less than 5 servings of vegetables and fruits per day
- ❑ 81% of MI adults do not do enough physical activities to meet guidelines
- ❑ 6.8% infant mortality with high disparities between races



EFNEP

Low improvements of physical activity among adults

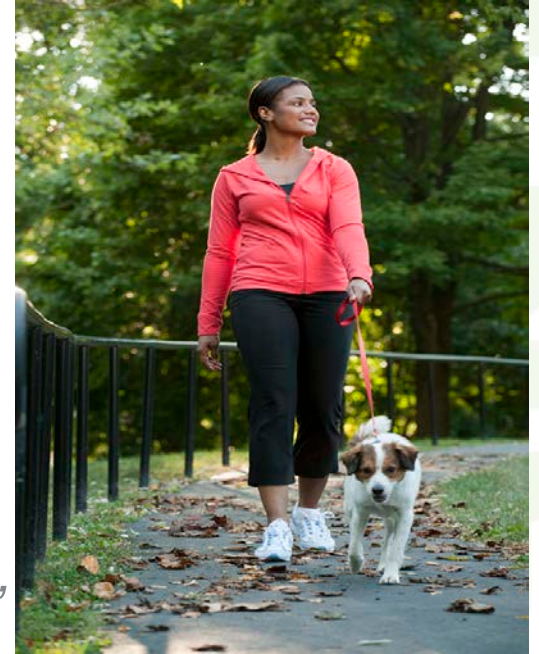
Identified the need and decided to take action!

- Michigan → 23% Change
- Regional → 31% Change
- National → 39% Change

Survey data results showed need for:

1. PA trainings for educators
2. PA resources to use with core adult programs

“More ideas on how to incorporate fun, interactive physical activities in my classes for our participants!”



Physical Activity!!!!!!!!!!

2017 National Coordinators' Conference



EFNEP

Building for the Future

Has it made a Difference?

- State Wide
 - 2015 - 23% Change
 - 2016 – 30 % Change
- Example our Biggest Region:
 - 2015 – 28% Change
 - 2016 – 41% Change

Maternal Health Focus

- ❑ Strategic partnerships serving pregnant and breastfeeding women
- ❑ Introduction of Today's Mom program
- ❑ Acquired additional funds to compliment EFNEP

Flint Water Crisis

- ❑ Reached 377 adults with an indirect reach of 1,520 individuals in Flint
- ❑ Created recipes and materials that were high in 3 key nutrients
- ❑ Distribution of materials addressing nutrition and lead
- ❑ Worked in conjunction with SNAP-Ed PSE's to recruit EFNEP audiences

Emerging-School Closures

- The MI Department of Education proposed that:
 - 38 schools are at risk of closure in 2017
 - 35 schools are at risk of closure in 2018
- All located in predominately African American schools:
 - 2017: 25 in the city of Detroit
 - 2018: 23 in the city of Detroit

Moving Forward

- ❑ Strengthening our trainings for educators
- ❑ Multi-state partnerships

THANK YOU!