Institute of Medicine Workshop
Nutrition Education Standards
Federal Nutrition Education Programs
EFNEP and SNAP-Ed

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National Program Leader
Food and Nutrition Education

11 March 2013
Outline

• Starting with Shared Understanding
• EFNEP and SNAP-Ed Highlights
• Educational Standards
• Other Essential Elements
• Resources
STARTING WITH SHARED UNDERSTANDING
Nutrition Education is...

• Any combination of educational strategies
• Accompanied by environmental supports
• Designed to facilitate the voluntary adoption of food- and nutrition-related behaviors conducive to health and well-being
• Delivered through multiple venues
• Involves activities at the individual, community, and policy levels

Source: Society for Nutrition Education and Behavior
Adapted from definition given by Isobel Contento, EdD, RD
Programs such as EFNEP and SNAP-Ed may have additional program specific criteria

Standards fit here.

Update Underway.
PROGRAM HIGHLIGHTS
EFNEP AND SNAP-ED
The Expanded Food and Nutrition Education Program (EFNEP)
Purpose

The Expanded Food and Nutrition Education Program (EFNEP) brings together federal, state, and local resources to improve the health and well-being of limited resource families and youth.
Program Oversight and Funding

• Since 1969 (44 years)

• Administered by the National Institute of Food and Agriculture (NIFA)

• Currently provided by all 1862 and 1890 Land-Grant Universities in all states, U.S. territories and the District of Columbia (75 institutions)

• 2012 Federal allocation $67.9 million
  – Line item in Federal budget
Characteristics

• Educators
  – Paraprofessionals (peer educators)

• Delivery Methods
  – Series of hands-on, interactive lessons
  – Learner-centered teaching
  – Community-based approach
Addresses Real Needs

• Health issues (obesity, health care costs)
  – Diet quality and physical activity education

• Food access issues (isolation, availability in troubled times)
  – Food security education

• Economic issues (food costs, job loss)
  – Food resource management education

• Food safety issues (salmonella and other outbreaks)
  – Food safety education
Data Collection Essential

• Brings focus
• Facilitates program accountability
• Informs program leadership decisions
• Guides program management decisions
• Useful for all users (local, state and national)
• Simple and succinct, yet comprehensive and relevant
EFNEP Reach - 2012

- Available in approximately 800 counties; reaches more than 130 thousand adults and 450 thousand youth directly, nearly 400 thousand family members indirectly.
- 85% of EFNEP families are at or below 100% of poverty, earning $22,350 a year or less for a family of four.
- 73% of EFNEP adults are minorities.
## EFNEP Programming to Youth and Children by Location - 2012

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Youth and Children</th>
<th>Percent of Youth and Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>In school programming</td>
<td>328,044</td>
<td>68</td>
</tr>
<tr>
<td>Other youth programming</td>
<td>151,354</td>
<td>32</td>
</tr>
<tr>
<td>All youth programming</td>
<td>479,398</td>
<td>100</td>
</tr>
</tbody>
</table>
## EFNEP Programming to Youth and Children by Dosage - 2012

<table>
<thead>
<tr>
<th></th>
<th>Average Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Months</td>
<td>4.2</td>
</tr>
<tr>
<td>Meetings (sessions)</td>
<td>6.3</td>
</tr>
<tr>
<td>Contact hours</td>
<td>8.8</td>
</tr>
</tbody>
</table>
EFNEP Youth Impacts

• 63% now eat a variety of foods
• 65% increased knowledge of nutrition essentials
• 62% improved food preparation and food safety practices
• 59% increased ability to select low-cost, nutritious foods
“When I arrived to teach nutrition, the kids were always eating candy and drinking soda from the snack bar. I talked with the staff and the Director about it and eventually a few nutritious items were added; but the candy always sold first. After going over label reading, we took the youth shopping. They were amazed at the high sodium, sugar, and fat of snack bar items. They, by themselves, eliminated items from the list because they weren’t nutritious. They voted to make the snack bar a candy/soda free zone and the Director supported it. These young people are making healthy choices and developing healthy habits.”

-- Peer Educator, Alaska EFNEP
Supplemental Nutrition Assistance Program Education (SNAP-Ed)
The goal of SNAP-Ed is to improve the likelihood that persons eligible for SNAP will make healthy food choices within a limited budget and choose physically active lifestyles consistent with the current Dietary Guidelines for Americans and U.S. Department of Agriculture (USDA) Food Guidance System.
Program Oversight and Funding

• Since 1992 (7 states); currently 52 States, District of Columbia, and the Virgin Islands

• Administered by Food and Nutrition Service (FNS)

• Federal allocation
  – FY 2013: $285 million, Taxpayer Relief Act of 2012

• State SNAP Agencies apply for funds, subcontractors implement (Universities, Public Health, Food Banks, Non-Profits, Others)
Approaches*

• Individual or group-based nutrition education, health promotion, and intervention strategies

• Comprehensive, multi-level interventions at multiple complementary organizational and institutional levels

• Community and public health approaches to improve nutrition

*Within the context of SNAP-Ed defined audiences and polices
Key Desired Outcomes

- Make half your plate fruits and vegetables, at least half your grains whole grains, switch to fat-free or low-fat milk and milk products
- Increase physical activity and reduce sedentary behaviors as part of a healthy lifestyle
- Maintain appropriate calorie balance during each stage of life: childhood, adolescence, and adulthood, pregnancy and breast feeding, and older age
<table>
<thead>
<tr>
<th>Age Group</th>
<th>Number of Participants</th>
<th>Percent of Participants</th>
<th>Number of Contacts</th>
<th>Percent of Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 years</td>
<td>301,088</td>
<td>5</td>
<td>6,321,204</td>
<td>8</td>
</tr>
<tr>
<td>5-17 years (K-12 Grade)</td>
<td>4,176,153</td>
<td>69</td>
<td>65,151,552</td>
<td>86</td>
</tr>
<tr>
<td>18-59 years</td>
<td>1,279,364</td>
<td>21</td>
<td>3,767,534</td>
<td>5</td>
</tr>
<tr>
<td>60+ years</td>
<td>289,403</td>
<td>5</td>
<td>947,689</td>
<td>1</td>
</tr>
<tr>
<td>All ages combined</td>
<td>6,046,008</td>
<td>100</td>
<td>76,187,979</td>
<td>100</td>
</tr>
</tbody>
</table>
## SNAP-Ed
### Direct Education Locations - 2012

<table>
<thead>
<tr>
<th></th>
<th>Number of Sites</th>
<th>Percent of Sites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Learning Sites</td>
<td>23,880</td>
<td>45</td>
</tr>
<tr>
<td>Adult Learning Sites</td>
<td>1,971</td>
<td>4</td>
</tr>
<tr>
<td>Senior Learning Sites</td>
<td>2,172</td>
<td>4</td>
</tr>
<tr>
<td>Mixed Learning Sites</td>
<td>25,167</td>
<td>47</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>53,190</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
## SNAP-Ed
### Direct Education Sessions - 2012

<table>
<thead>
<tr>
<th></th>
<th>Number of Sessions Given Individually or as a Series</th>
<th>Percent of Sessions Given Individually or as a Series</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Session</td>
<td>1,348,248</td>
<td>55.0</td>
</tr>
<tr>
<td>2-4 Sessions</td>
<td>578,477</td>
<td>23.5</td>
</tr>
<tr>
<td>5-9 Sessions</td>
<td>257,970</td>
<td>10.5</td>
</tr>
<tr>
<td>10 + Sessions</td>
<td>281,064</td>
<td>11.0</td>
</tr>
<tr>
<td>All sessions combined</td>
<td>2,465,759</td>
<td>100.0</td>
</tr>
</tbody>
</table>
SNAP-Ed through the LGU System
FY 2010: A Retrospective Review

Subset of total SNAP-Ed Participation*

- 4,481,780 participants; 54,590,441 contacts
- 61% of participants and 88% of contacts were 5 – 17 years of age
- 42% of educational sites were specific to youth (public schools and Head Start centers)
- 75% as single sessions, 10% as 10+ Sessions, 7% as 2-4 sessions, 7% as 5-9 sessions*

*all ages
SNAP-Ed through the LGU System
FY 2010: A Retrospective Review

Sampling of Findings*

- Diet Quality/Physical Activity: 50%+ of participants indicated eating closer to recommended amounts for grains, vegetables, fruits; 38-62% increased physical activity
- Food Safety: 77% reported improved hygiene, such as hand washing; 48% adopted keeping food at safe temperatures
- Food Resource Management: 31% adopted beneficial shopping, preparation, storage practices; 78% tried new food/recipes

*all ages, results based on numbers of persons for whom evaluation data was collected; programs vary considerably in content and delivery
EDUCATIONAL STANDARDS
Educational Standards

- Used by curricula developers for EFNEP and SNAP-Ed
- Opens doors for staff to teach in schools
- Increases consistency in teaching
- Shows results beyond nutrition
- Challenging where there is variation in standards requirement within states
To implement eatfit and receive training contact your local county representative.
http://efnep.ucdavis.edu
http://fsnep.ucdavis.edu

UC COOPERATIVE EXTENSION
UC DAVIS NUTRITION DEPT
EXPANDED FOOD AND NUTRITION EDUCATION PROGRAM
FOOD STAMP NUTRITION EDUCATION PROGRAM

Promoting academic achievement, and positive nutrition and physical activity behaviors in your 6th, 7th, and 8th grade students.

Funding for eatfit was provided by:
USDA Expanded Food & Nutrition Education Program
USDA Food Stamp Nutrition Education Program
American Distance Education Consortium
UC Davis Center for Advanced Studies in Nutrition & Social Marketing
University of California Cooperative Extension
UC Davis, College of Agricultural and Environmental Sciences

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eatfit is a goal-oriented intervention that challenges adolescents to improve their eating and fitness choices.

www.eatfit.net
Research results show...

99% of students made an improvement in at least one of the four targeted content standard areas.

34% of students improved their Mathematical Reasoning skills.

31% of students improved their Statistics skills.

61% of students improved their Algebra and Functions skills.

61% of students improved their Listening and Speaking skills.

**eatfit** is designed to improve the dietary and physical activity behaviors of middle school students, as well as improve knowledge of the California Department of Education content standards. **eatfit** includes a student workbook for every student, teacher curriculum, and a website and dietary analysis found at www.eatfit.net.

The curriculum contains nine hands-on, experiential lessons. Topics include goal setting, label reading, fast food, breakfast, exercise, energy balance and advertising.

**eatfit** engages students in a personal self-assessment of eating and physical activity behaviors using www.eatfit.net. Based on the results, students set goals. The curriculum provides skill-building activities to help reach those goals.

Research results showed...

73% of students improved their dietary behaviors.

58% of students improved their physical activity behaviors.

69% of the students reported making at least one improvement increase their physical activity levels and/or working on making additional positive changes.

74% of students reported making at least one lasting improvement in their eating choices and/or working on making additional positive changes.
OTHER ESSENTIAL ELEMENTS
Essential Elements

• Appropriate learning methods
• Behaviorally focused
• Evidence based
  – Evidence based practice or practice based evidence?
• Program and fiscal accountability
• Consistent with legislation and agency mission, goals, and focus
Evidence Base

Agriculture and Food Research Initiative (AFRI) Childhood Obesity Prevention Grants
Childhood Obesity Prevention Grants

• Characteristics
  – Multi-year grants: up to five years
  – Focus is to develop effective obesity prevention strategies that generate new knowledge about behavioral, social, cultural, and environmental factors that influence excessive weight gain by children and adolescents. Proposals should also develop effective behavioral, social, and environmental interventions.
Childhood Obesity Prevention Grants

• Grants in progress
  – FY 2010: children ages 2-8 years
  – FY 2011: pre-adolescent and early adolescents ages 9-14 years
  – FY 2012: adolescents ages 15-19 years

• Recently announced
  – FY 2013: children and adolescents ages 2-19 years
    (deadline 11 April 2013)
  – Check NIFA website for more information
    http://nifa.usda.gov/fo/childhoodobesityafri.cfm
KidQuest

A SCHOOL BASED NUTRITION AND PHYSICAL ACTIVITY CURRICULUM DESIGNED ESPECIALLY FOR 5TH TO 6TH GRADE YOUTH.
KidQuest Tools

KidQuest Leader’s Guide

A fun nutrition and physical activity program for ages 10 – 12.

Activity Supplements

Healthy Homework Worksheets
Program Design

• Ideally provided in the classroom setting with 30 or fewer 5th to 6th grade youth participants during each lesson.

• Each nutrition lesson includes a brief instructional slideshow followed by hands on group activities.

• The nutrition lessons are approximately 30 minutes in length. Physical Activity Lessons can be provided if greater than 30 minutes is allowed for the KidQuest lesson period.

• To maximize educational benefit and encourage behavioral change, it is recommended that each nutrition lesson be provided at least 1 week apart from each other.

• The nutrition lessons build on concepts related to nutritional information and behaviors in a sequential manner. Therefore, it is recommended that each of the core nutrition lessons be provided in order (i.e. lesson one, then lesson 2, etc.).
Nutrition Lessons

All lessons linked to specific national content standards.

Lessons are updated with the 2010 Dietary Guidelines for Americans and MyPlate.gov messages.

Each lesson contains a slideshow followed by an experiential activity participants work on in groups.
Tracking Success

- 2 page, 20 questions, pre/post survey
- Question 10 is from the 4-H Common Measures 4<sup>th</sup> – 7<sup>th</sup> Grade Healthy Living Items. Questions 11-13 and 16-21 are taken directly from the 6-8th Youth Survey developed for the Expanded Food Nutrition Education Program (EFNEP) 2012
Since its inception in 2004, KidQuest has been pilot tested and evaluated for efficacy in over 40 SD schools with self-reported surveys. Improvement seen in overall fruit and veggie intake, decrease in sweetened beverage intake and increases in food label reading.

Beginning in 2009, additional research components have included objective anthropometric and biochemical measures with pre, post and 12 month data.

To date, eight SDSU graduate students and two UNL graduate students have utilized or are planning to utilize the KidQuest program and data collection for their Master’s/Dissertation work.


Thank You!

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Lessons Learned in Working with Middle Schools

Jean Ann Fischer, MS, RD, LMNT
jfischer6@unl.edu
University of Nebraska-Lincoln
Evidence Based Intervention

• KidQuest ....and more?

• Physical Activity
  – CANFIT (ACTIVE8)
    http://canfit.org/our_work/programs/ACTIVE8/
  – Energizers for Simply Good Eating
    http://www.extension.umn.edu/Nutrition/energizers-for-simply-good-eating.html

• Cooking Club
  – Fast Foods
    http://4h.unl.edu/web/4hcurriculum/4h5000
Adjust to the Setting

Classroom

Afterschool
Value of Process Evaluation

• Planning and Designing
• Monitoring
  – Implementation Fidelity
• Program Improvement
  – Identify modifiable characteristics
• Assist in outcome evaluation
NIFA – EFNEP Resources
http://www.nifa.usda.gov/nea/food/efnep/efnep.html
FNS SNAP-Ed Resources
www.fns.usda.gov/snap/snap-ed
NIFA – Grant Resources

http://www.nifa.usda.gov/funding/afri/afri_program_deadline_dates.html
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