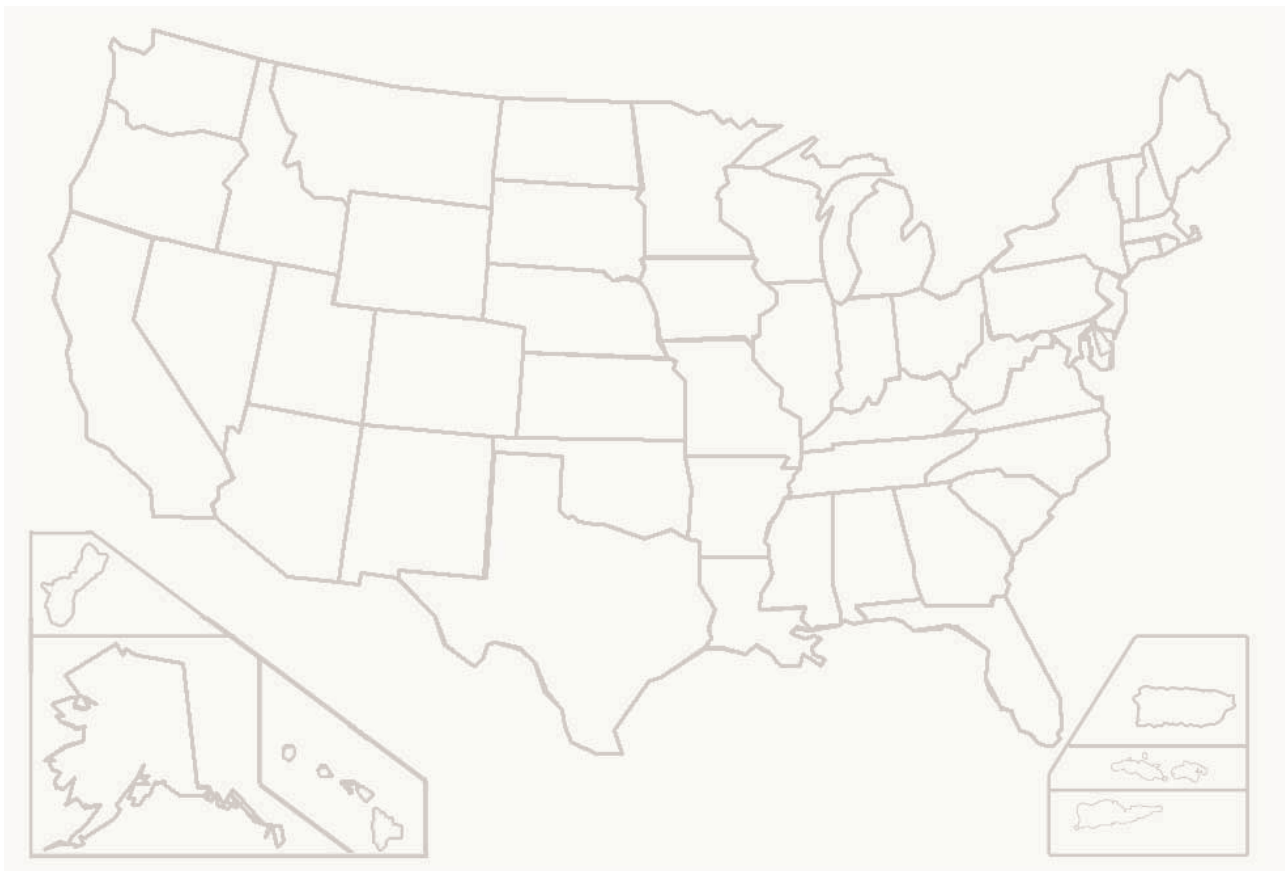


Food Stamp Nutrition Education within the Cooperative Extension/ Land-Grant University System



**National Report
FY 2002**

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National Report - FY 2002

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Washington, D.C.

Prepared October 2003

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Many thanks go to Dr. Helen Chipman, National Coordinator for FSNE CSREES/USDA, who contributed many hours in reviewing various drafts and offering invaluable editorial assistance and encouragement.

Appreciation is extended to Dr. Anna-Mae Kobbe, Acting Deputy Administrator, Families, 4-H and Nutrition, for the financial support that made this report possible.

Finally, the efforts of all those responding to the request for data, or those who contributed by viewing different parts of the report, are acknowledged. Without the dedication and commitment of all these individuals, this report would not be available.

Preface

The Families, 4-H, and Nutrition Unit of the Cooperative State Research, Education, and Extension Service (CSREES) is pleased to have supported the analysis of data, preparation, and production of this significant report. Documenting the outcomes and impacts of Food Stamp Nutrition Education (FSNE) activities conducted by the Cooperative Extension System (CES) is essential in our efforts to enhance our capacity to provide high quality educational programs and demonstrate accountability.

Under current regulations, states have the option to include nutrition education activities for the Food Stamp Program (FSP) as part of their administrative operations. The Food and Nutrition Service (FNS) administers and provides policy Guidance that pertains to FSNE. The CES is the predominant entity that is contracted to provide FSNE to FSP participants and applicants within the states.

Land-grant institutions have a rich history of delivering nutrition education to Americans. Providing science-based nutrition information to help individuals and families make informed decisions has been a trademark of the CES. Working in partnership with state governments and FNS has multiplied the nutrition education opportunities provided by CES. This cooperative venture has allowed millions of America's most at-risk to learn how to prepare more nutritious meals and adopt healthier lifestyles.

Program evaluation and accountability are high priorities of all USDA agencies. This work will contribute to the on-going interagency dialogue around program evaluation. The report will be shared with the FNS, the Economic Research Service (ERS), and CSREES of USDA, land-grant institution administrators and faculty, as well as other key stakeholders. This report may also be found on the web at www.csrees-fsnep.org.

Anna-Mae Kobbe, Ph.D.
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Letter from FSNE Program Development Team

Dear Reader:

Completing a national report on the Cooperative Extension System's (CES) Food Stamp Nutrition Education (FSNE) efforts is a remarkable achievement. It is the first attempt within the Cooperative Extension System to communicate the scope and impact of FSNE on a national level. This is an achievement worth celebrating. Those who provided leadership for this effort should take pride in their accomplishment.

While this report represents a significant accomplishment, much work remains. At issue is how to communicate the impact of a collaborative, multi-sector, educational effort, which is national in scope, while maintaining local flexibility to design evaluation strategies that address the questions of local stakeholders.

Possible next steps to address this issue include:

- Conduct a formative evaluation on the context, processes, and product of this national reporting effort. The purpose of such an evaluation would be to build on and improve what took place over the past year.
- Create a database of instruments that partners can use to evaluate their nutrition education efforts. Strict criteria should be established, which will address, not only questions of validity and reliability, but also what can be used practically, given the audience and context of food stamp nutrition education.
- Provide training in evaluation to state staff. State colleagues identified program evaluation and data collection as two top areas for needed improvement.
- Commission a study, multi-state in scope, which examines each of the core areas addressed by food stamp nutrition education. Given the evaluation design, states could choose whether or not to participate in the study in light of their local context.
- Build upon the process and publication of what has become known as the "white papers."

The FSNE Program Development Team is committed to communicating evaluation needs and opportunities within the Land-Grant University System. This process will help determine our top priorities. We welcome continued collaboration and dialogue with federal, state, and local partners, drawing on our respective strengths and perspectives, to improve evaluation of nutrition education programming with low-income individuals, families, and communities.

CES - Food Stamp Nutrition Education Program Development Team

| | |
|-----------------------------|------------------------------|
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20 October 2003

Executive Summary

Food assistance programs administered by the U.S. Department of Agriculture (USDA) are a cornerstone of this country's effort to ensure adequate nutrition for the disadvantaged. Nutrition education is an important component of improving nutrition and health status (Weimer, et al., 2001). Within the Cooperative Extension System (CES), one way that state Extension Land-Grant Institutions are addressing the need of providing nutrition information is by contracting with state agencies for federal funding from the USDA Food and Nutrition Service (FNS) Food Stamp Program to conduct nutrition education projects for food stamp eligible individuals. Educational efforts are conducted at the individual, community, and social structure or policy levels with emphasis on increased knowledge/skills, changed behavior, and adoption of policy or practice.

Four core areas are targeted: dietary quality/physical activity; food security; shopping behavior/food resource management; and, food safety (Food and Nutrition Service, 2003^a). The expectation is that emphasis in these areas will lead to increased access to nutrition education and nutritious foods (Weimer, et al., 2001).

This national report is the first attempt at capturing the national CES part of the FSNE story, and represents data for 2002, the most recent year for which information was available. Of the 48 states and one territory that provided FSNE at that time, 43 (87.8%) submitted reports; one of which included data from a public health project, wherein Extension is a subcontractor.

During FY 2002, the states and territory reported 5,214,654 contacts with group and individual instruction. An additional 32,330,335 contacts were made indirectly, through newsletters, public service announcements, displays, health fairs, etc.

FSNE at Work - A State Example

Georgia's Greene County has a very high poverty rate, as well as elevated occurrence of heart disease. Diets in Greene County are high in fat and sodium increasing the risk for heart disease. The FSNE project designed for Greene County targeted increased knowledge, skill and behavior change in all four of the core areas:

Dietary Quality: increase adoption of healthy food practices; *Food Security:* gain awareness for plan of action when participant or family has no food and is hungry; *Shopping Behavior/Food Resource Management:* awareness for stretching food resources; *Food Safety:* keep foods at safe temperatures and practice personal hygiene.

To accomplish their objectives, Georgia's FSNE partnered with the Georgia Department of Labor and Athens Technical College to conduct a series of classes on foods and nutrition for unemployed clients. The program reached 41 food stamp eligible adults. As a result of the program, 77% of participants improved their diets by increasing the number of servings from one or more food groups, and 92% of participants indicated intent to adopt one or more healthy food/nutrition practices. In the area of Shopping Behavior/Food Resource Management, 64% of participants improved in one or more food resource management practices.

Educational contacts were carried out in cooperation with 13,835 state and local, public and private partners.

Forty states/territories (93% of all reporting) submitted 349 examples of the types of impacts that were seen. Forty-four percent of all examples given were changes in diet quality/physical activity; 7% were in food security, 21% were in shopping behavior/food resource management; and, 28% were in food safety.

Specific behavior changes reported were: planning meals and selecting foods based on the Dietary Guidelines and the Food Guide Pyramid (22.9% of all impacts reported); using shopping techniques such as a shopping list, comparing prices, and using food coupons to save money on food (5.4% of all impacts reported); practicing kitchen cleanliness including washing hands for good health (5.2% of all impacts reported); increased level of physical activity as a result of FSNE classes (3.7% of all impacts reported); and, increased practice for keeping cold foods cold (3.7% of all impacts reported).



Examples of gains in knowledge and skills were: demonstrated ability to use the Dietary Guidelines and Food Guide Pyramid to plan meals and make food choices (9.7% of all impacts reported); demonstrated ability to use appropriate shopping techniques to save money on food (8.3% of all impacts reported); demonstrated ability to practice kitchen cleanliness and hand washing for good health (5.7% of all impacts reported); and, the intent to adopt behaviors for diet and meal planning based on the Food Guide Pyramid and Dietary Guidelines for Americans (3.7% of all impacts reported).

As the data shows, the responding states and territory reported knowledge, skills, and behavior improvement in the FSNE audience. These state examples illustrate how FSNE is making a difference in meeting local needs for nutrition education among the low-income population. Examples provided by states were diverse since state plans are based on individual state needs with resulting differences in programming efforts, methods, and measures of accountability. The results of this report will provide a basis for comparison for future years.

Acronyms and Definitions

- CES Cooperative Extension System. CES represents a partnership between CSREES/USDA, state Land-Grant Institutions, and state and local governments. Within the Land-Grant University System, FSNE is conducted through Extension and other departments. For this report, all FSNE activities (programs and networks) within the university system will be referred to as CES.
- CSREES Cooperative State Research, Education, and Extension Service, an agency within USDA.
- ERS Economic Research Service, an agency within USDA.
- FNS Food and Nutrition Service. The FNS, formerly known as the Food and Consumer Service, administers the nutrition assistance programs of the U.S. Department of Agriculture. The mission of FNS is to provide children and needy families better access to food and a more healthful diet through its food assistance programs and comprehensive nutrition education efforts.
- FSNE..... Food Stamp Nutrition Education. Under current regulations, states have the option to include nutrition education activities for the Food Stamp Program as part of their administrative operations. The FNS administers, funds and provides policy Guidance for FSNE to state Food Stamp Offices. The Cooperative Extension System (CES) is the predominant sub-grantee of the State Food Stamp Office providing FSNE to FSP participants and applicants. Within CES, FSNE activities are sometimes labeled as:
- FNP Family Nutrition Program
 - FF-NEWS..... Families First-Nutrition Education and Wellness System
 - MFNP Maine Family Nutrition Program
 - NEP Nutrition Education Program
- FSP Food Stamp Program. The FSP is the largest of the 15 domestic food and nutrition assistance programs administered by the U.S. Department of Agriculture’s Food and Nutrition Service (FNS). The stated purpose of the FSP is “to permit low-income households to obtain a more nutritious diet by increasing their purchasing power” (The Food Stamp Act of 1977, as amended, P.L. 95-113). As part of the FSP, FNS administers funds and provides policy Guidance that pertains to Food Stamp Nutrition Education.
- Network..... Nutrition “Networks” utilize a social marketing approach in their educational efforts. Generally, the Networks reach broad, yet targeted audiences with specific, short, and simple messages. A focus on environmental change is important.
- Program..... Nutrition “Programs” are typically conducted through group and individual instruction directed at achieving desired outcomes of better nutritional health. Indirect methods, such as newsletters, public service announcements, and displays, are also used.
- USDA United States Department of Agriculture.

Food Stamp Nutrition Education (FSNE) within the Cooperative Extension/Land-Grant University System

Since 1914, the core mission of Cooperative Extension has been to improve the lives of people of all ages and from all walks of life through education – taking the university to the people. The Cooperative Extension System’s stated mission is to enable people to improve their lives and communities through learning partnerships that put knowledge to work (Strategic Directions to the Cooperative Extension System, December 2001).

For the Families, 4-H, and Nutrition Unit of the Cooperative State Research, Education, and Extension Service (CSREES) at USDA, this means working with public and private sector partners and the land-grant university system to integrate research, education, and extension perspectives with strong national leadership and provide programs that address critical issues relating to children, youth, families, and nutrition. Families at risk, and individuals with limited financial resources, are a key target audience for Families, 4-H, and Nutrition programming.

CES and FSNE - A Logical Approach

- CES is committed to serving low-income individuals
- Nutrition is one of the foundational disciplines of Family and Consumer Sciences (FCS)
- CES is committed to life-long learning
- CES is able to deliver and is a source for research-based information
- FSNE is compatible with our mission, target audience, program focus, and funding decisions

Nutrition education has been one of the core programs of the Cooperative Extension System (CES) for almost a century. The CES interest in Food Stamp Nutrition Education (FSNE) stems from its compatibility with the CES mission, target audience, skill based

programming, and appropriate use of funds. Building on this history of community-based education and working in partnership with state governments and with the Food and Nutrition Service (FNS), a partner agency within USDA, CES has been able to provide nutrition education to even greater numbers of individuals and

families. FSNE is funded with administrative food stamp dollars matched by non-federal public money through contracts between state governments and land-grant universities.



FSNE - Availability

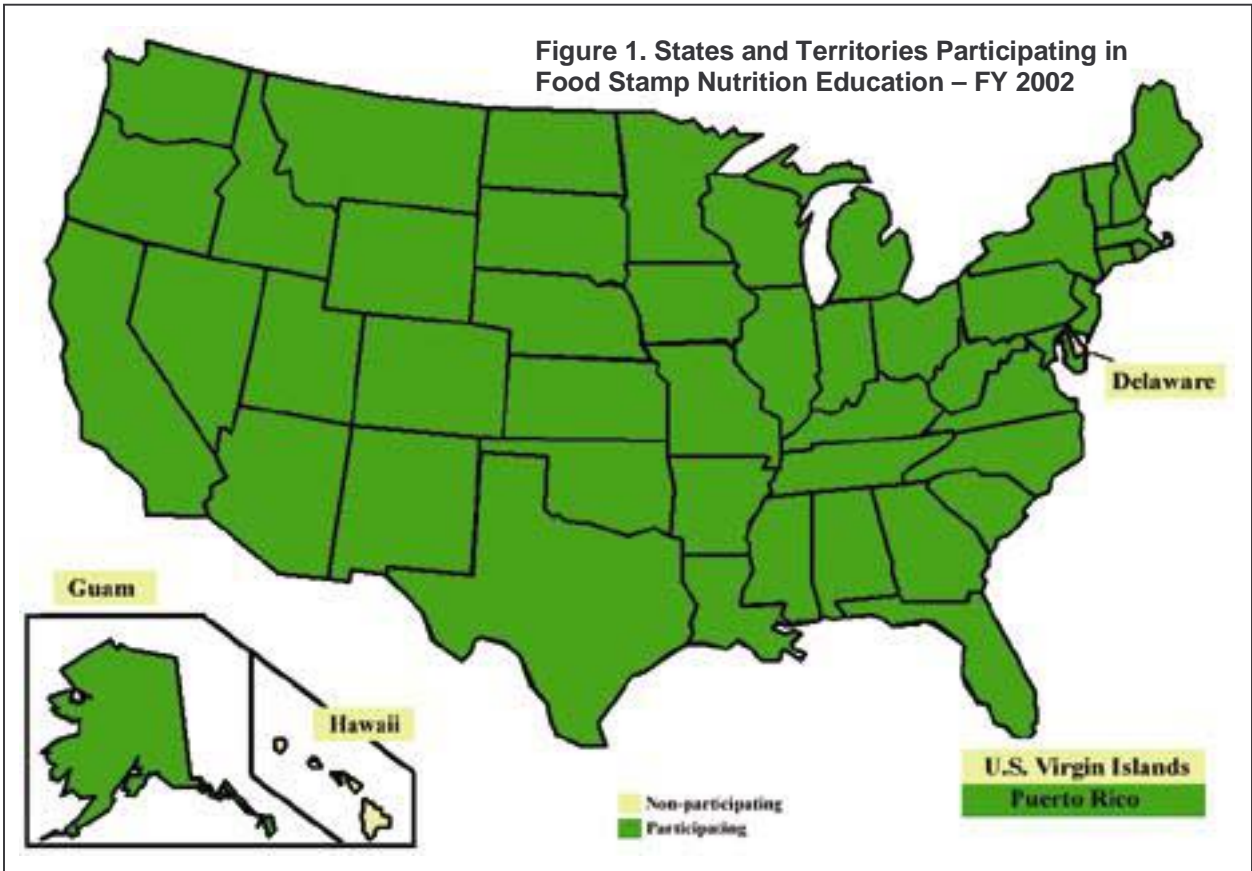
FSNE is available in 49 states and territories where the Extension/Land-Grant University System contracts with state Food Stamp Program offices to deliver nutrition education. FSNE is provided through educational “programs” and “nutrition networks.” Programs are conducted primarily through group and individual teaching contacts. Nutrition networks utilize more of a social marketing approach, broadly reaching a specifically defined audience, using specific, short, and simple messages. The majority of the state nutrition networks operate through or in close partnership with the CES Land-Grant University System.



Within the Land-Grant University System, FSNE is conducted exclusively by CES in some states, and by other departments in other states. While the CES Land-Grant University System is the primary contractor for FSNE, there are other contractors, as well, including state Public Health Departments (or Agencies). FSNE in the CES Land-Grant University System compliments the efforts of these contractors by working at different locations, having a different focus, and using different methods to reach the food stamp audience. This report reflects FSNE in the land-grant system and in one state public health agency, wherein CES is a subcontractor.



Figure 1 contains a map with states and territories offering FSNE during FY 2002. Within CES, FSNE was available in all but two states and two territories at that time.



Situation - The Issues and Opportunities

The primary beneficiaries of FSNE must be Food Stamp Program participants and applicants. At least 50 percent of the target population must have gross incomes at or below 185 percent of poverty. State agencies may pursue an “exclusivity waiver” on a project basis to allow each project to conduct activities that inadvertently reach other low-income individuals that are not currently participating (Food and Nutrition Service, 2003^a). The issues food stamp participants face and the opportunities for ameliorating these needs are described below under four categories or core elements: Dietary Quality, Food Security, Food Safety, and Shopping Behavior/Food Resource Management. (For more information about these core elements, their appropriateness to FSNE, and evaluation/measurement, see *Journal of Nutrition Education*, Volume 33, Supplement 1, 2001).

Dietary Quality and Physical Activity

Of the top 10 causes of death in the U.S., four are associated with dietary quality (Economic Research Service, 2002^a). These diseases, including obesity, heart disease, diabetes, and several types of cancer, are associated with diets that include too many calories, too much fat, too much saturated fat, too much cholesterol, and too little dietary fiber. These serious issues can be addressed through proper nutrition and physical activity.

The Center for Disease Control’s Behavioral Risk Factor Surveillance System (BRFSS) is the primary source of information on health-related behaviors of adults in America. Recent BRFSS data indicate that for the limited resource population (those individuals with income of less than \$15,000), 39.5% did not participate in any physical activity during the month prior to the survey (Center for Disease Control, 2002^a). BRFSS data for fruit and vegetable consumption indicates that 44.3% of limited resource individuals (income of less than \$15,000) consumed less than three fruits and vegetables per day (Center for Disease Control,

Obesity—a National Problem with Local Implications

“Nutrition education is recognized as important not only in our efforts toward promoting good health but in disease prevention as well. Research shows that obesity and diabetes are both significant issues for Mississippi. We are sometimes referred to as “the fattest state in the nation.” Adult obesity is on the rise. Childhood obesity is on the rise. Children are being diagnosed with Type 2 diabetes, usually associated with adults, in unprecedented numbers.”

“A recent study of the incidence of obesity in the U.S. found that Georgia had the greatest rate of increase in the number of individuals considered overweight when compared to other states. The incidence doubled between 1991 and 1998. According to a recent report released by the Georgia Department of Human Resources, only about 25% of Georgians report being active regularly. Obesity and inactivity place Georgians at increased risk for diabetes and heart disease.”

2002^b) for the month prior to the survey, or significantly less than the recommended five fruits and vegetables a day.

The Economic Research Service (2002^b) likens the average American diet to an hourglass rather than the Food Guide Pyramid, with too many servings from the bottom and top of the pyramid and not enough healthy servings from the middle (fruits, vegetables, low-fat milk products). The large increase in average calorie intake that occurred



between 1985-2000 was not offset with an increase in the level of physical activity, and the result has been soaring rates of obesity and Type 2 diabetes.

Nutrition education has the ability to advance good health and to help prevent disease as people change their diets and increase their physical activity. Well-designed, behaviorally focused interventions can positively impact nutrition and nutrition-related behaviors.

Food Security

Food security issues exist for many low-income individuals. Even in our land of plenty, for some people in America today, hunger is a problem. The Economic Research Service (2002^c) reported 89.3% of American households were food secure throughout 2001 (latest available data) with the remainder experiencing food insecurity at least some time during the year. Food insecurity rose 0.7% from 1999 to 2001. Food insecurity with hunger rose 0.3%. In 2001, in 3.3% of all U.S. households, at least one household member was hungry at some time during the year because of insufficient resources for food.

No Money for Food
“Fifty-four percent of the participants in our FY '01 FNP Food Bank study reported being food insecure or insecure with hunger...” - Massachusetts

Food Safety

Consumer awareness about food safety risks is a crucial factor in consumer self-protection. Secretary of Agriculture Ann M. Veneman (USDA News Release, 2003), reported food safety education is significant in our efforts to reduce food borne illness.

Awareness can be raised through educational programs, food labeling, supermarket brochures, as well as informational materials from federal, state, and local agencies. National media campaigns like “Thermy™” and “Fight BAC!™” – as well as other available information – can help in consumer understanding.

Food Borne Illness: The Need for Food Safety
“Hospitalizations due to food borne illnesses are estimated to cost over \$3 billion each year in the United States and over \$43 million in Colorado. The yearly cost of lost productivity is estimated at between \$20 and \$40 billion in the U.S. and between \$292-\$584 million in Colorado.”

Shopping Behavior/Food Resource Management

The conclusion of a white paper study addressing food resource management (Hersey et al., 2001) revealed, “...food shopping practices of low-income families are associated with diet quality” (p. S24). Results from the study suggest that modifying shopping behaviors can play a role in improving diet quality. Another factor in today’s fast-paced lifestyle is time demands on working families, which can result in individuals skipping meals, eating on the run, eating “junk” and fast foods, and parents providing these unhealthy choices to their children. Food resource management skills can support financial literacy, as adults learn to manage their



Financial Education Needed
“Financial illiteracy is acute among Maryland’s low income population. They lack basic financial literacy and skills to manage their money. Lack of financial skills also is tied to food security. Limited income populations are more likely to pay more fees for check cashing instead of using banks; mismanage their credit; use more predatory loans; and save little. Although there are a growing number of financial education opportunities offered by employers, the poor are unlikely to work in the sector providing such benefits. In a preliminary survey of MD FSNE adult participants, 24% indicated they did not compare prices at the grocery store; 62% did not plan meals before shopping; and 71% did not use the Food Guide Pyramid to plan meals.”

resources and make healthier choices for themselves and their families. Improvement in managing food budgets can lead to other benefits, such as risk reduction in the area of health care (Viscusi, 1992; Knapp, 1991).

The Need for a National Report

Until now, there has been no unified system to collect data in a way that allows for national FSNE reporting. State reports vary considerably because their plans are based on individual state needs with resulting differences in programming efforts, methods, and measures of accountability. A method was needed to capture FSNE impacts without losing the richness of programming diversity.

This report was commissioned by the Families, 4-H and Nutrition Unit of CSREES to examine the contributions and challenges of the Cooperative Extension System in providing FSNE. This effort is consistent with a recommendation by Gregson et al. (2001) to “. . . synthesize information from multiple sources to draw conclusions that are broad enough for generalization yet specific enough to be useful to federal, state, and community stakeholders” (p. S13).



The fiscal year 2002 (most recent full year for which data is available) national report is a pilot effort – a first attempt to gather FSNE data at the national level. In the spring of 2003, states were requested to provide documentation for FSNE for fiscal year 2002 using a state reporting form (see Appendix A) that followed the Community Nutrition Education (CNE) Logic Model (see Appendix B). States were not required to provide all data, but were only asked to provide the data they had readily available. There were mixed responses; not every state responded to every question. This approach was an effort to capture the richness of what states were doing.

A total of 42 states plus one territory (out of 49 participating) responded to the request. Included in these responses was one Public Health nutrition network, for which CES was a subcontractor. (Henceforth in this report, the term “states” will be used to represent states and territories.) States which did not submit reports indicated that they had lost the data due to electrical storms, that they had other pressing priorities and could not meet the deadline, or that they had not yet worked with the CNE Logic Model and so could not provide the data requested.

The almost 90 percent response rate from states was phenomenal considering this was a first-time request and development of the CNE Logic Model, which was the structural basis for the reporting format, was relatively new. The excellent response provided a wealth of data. This report captures the FSNE story – a story not previously available.

Participation in FSNE

Information about participation in FSNE is presented in terms of individuals and households, institutions and communities, and social structures and policies. Within these categories, characteristics, types of contacts, and types of activities describe participation. For CES and FNS regional summaries of FSNE participation and impact, see Appendix C.

Individuals and Households

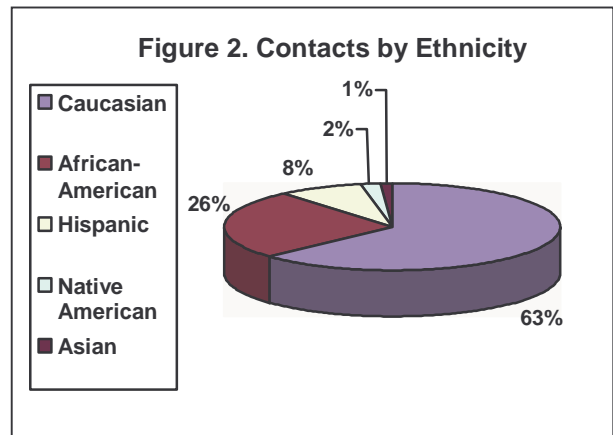
For individuals and households, participation is reported by direct contacts and indirect contacts. Direct contacts are further described by characteristics of the participants.

Direct Contacts

The 43 states reporting for 2002 indicated a total of 5,214,654 direct contacts. The number of contacts per state ranged from 10 (state with a new program that had just started) to 796,922, with a mean of 122,247 and a median of 66,991.

For the states that reported ethnicity and gender, almost two-thirds (63%) of contacts were with Caucasians (see Figure 2) and 51% were female.

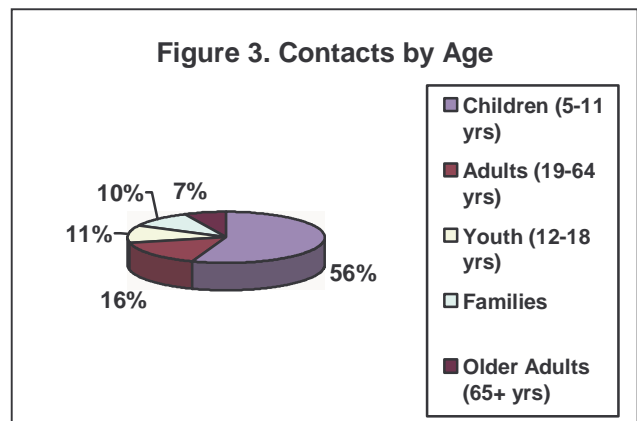
Data revealed that children and youth, K-6th grade, were the primary audience for FSNE, representing 67% of the direct contacts



(children 56% plus youth 11%). This is, perhaps, reflective of the ease of recruiting the K-6 audience, as well as the cost-share match availability for that population. CES, however, focuses efforts on all ages

Direct Impacts Plus
“FSNE impacts the lives of additional family members when parenting participants enroll in programming. In addition to the [numbers] reported for youth, FSNE impacts an additional 9,827 youth in this category.” - New York

and groups, with a clear commitment to nutrition education across the life cycle. Adults and families combined represented 26% and older adults represented 7% of the audience. Figure 3 contains a summary of the contacts by age.



States used a variety of direct teaching methods, including classes, workshops, one-on-one teaching, and group discussions. Table 1 contains the frequencies and percents for states reporting these direct teaching methods.

Table 1
Frequency and Percent of States Using Direct Teaching Activity Methods

| Method | Frequency | Percent |
|-------------------------|-----------|---------|
| Educational Class | 43 | 100.0% |
| Workshop | 34 | 79.0% |
| One-on-One Intervention | 34 | 79.0% |
| Group Discussion | 30 | 69.7% |

Note. 43 states responded to this question; totals do not equal 100% as states could indicate more than one method.

Indirect Contacts

Overall, the total number of indirect contacts reported was 32,330,335. The number for states ranged from 4,894 to 7,509,066, with a mean of 850,798 and a median of 94,538 contacts.

Of the 39 states reporting indirect contacts, the methods of making these contacts were numerous and varied. Except for methods that were used in only one or two states, these methods and the percent of states who used them are as follows:

- newsletters (90%)
- public service announcements (40%)
- displays (35%)
- billboards (10%)
- brochures (10%)
- fact sheets/handouts (10%)
- health fairs (10%)
- newspaper articles (10%)
- radio spots (10%)
- calendars (<10%)
- mail outs (<10%)
- commodity distributions (<10%)
- kiosks (<10%)
- television spots (<10%)
- videos (<10%)

How do states determine the level of indirect contacts?

- The information usually comes from county-based staff and is compiled at the state level

Examples:

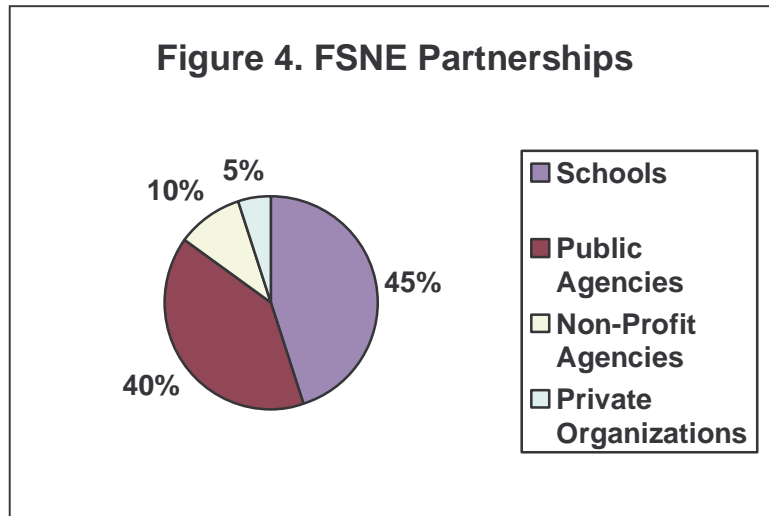
- “Each county enters the number reached through each type of indirect contact. These numbers are compiled electronically into a state report.” - Michigan
- “Agents report the numbers of people walking by displays and the number of newsletters sent out to clients. TV stations provide the number of viewers.” - Kansas
- “FSNE educators submit monthly reports of nutrition education activities.... Indirect contacts are estimates based on data from community agencies with which we collaborate.... document the number of copies of print materials distributed by direct contact with an FSNE educator.” - Maryland
- “Indirect contacts determined by counting people viewing displays, number of newsletters distributed, and fact sheets used with teaching activities.” - South Dakota
- “Newsletter circulation numbers, estimates of numbers attending health fairs, number of food samples distributed.” - Utah

Institutions and Communities

FSNE efforts within the institutions and communities category involve creating and maintaining partnerships and carrying out activities with these partners to enhance FSNE. Details about these efforts are provided in the following sections.

Partnerships

States partner with local agencies/organizations to enhance nutrition education efforts. Partnerships provide FSNE with additional access to participants, new teaching locations, and both financial and non-financial contributions. The partner relationship often reinforces the educational efforts and may include sharing of resources, such as teaching materials, food for cooking demonstrations, kitchen equipment, etc. These partnerships can be organized by community sector: schools, public agencies, non-



profits, private firms, etc. For 2002, the states reported 13,835 partnerships for FSNE. Figure 4 contains a summary of partnerships by the percent of states reporting.

Some examples of partnerships are schools, community based organizations and businesses, and government agencies across the state.

Activities

Community and institution partnerships (local, non-state) can identify opportunities and eliminate barriers related to nutrition education. Of the 35 states reporting, the activities and percent of states that participated in those activities are:

- Integration of services (51%)
- Community assessment (46%)
- Community awareness campaigns (40%)

Community Action: State Reports

- Involvement in community action agencies and similar community groups - Michigan
- Nutrition assistants go to each agency in the county and explain the program - Montana
- FF-NEWS coalitions - Arkansas
- Using an existing infrastructure to provide nutrition education in alternative settings. Establishing a project-specific design team. Incorporating nutrition education into complementary academic subject areas in public schools. - Nevada

Social Structures and Policies

In the area of social structure and policy, the states reported working with state agencies (Departments of Education and Health), local schools, state nutrition networks, and

Food Stamp state offices. Only nine states reported carrying out an activity specifically related to social structures and policies. Of these, four reported efforts to provide expert review or comments on federal, state, and/or local policies; three reported offering public forums on nutrition policy; and two reported conducting impact seminars for governmental officials and the general public on the effects of policy on nutrition and health.

Influencing Policy

- Statewide mail survey of middle school personnel (to provide baseline data describing the school environment). This survey includes questions about school and district policy as these relate to food choices and opportunities for physical activity among students. - Nevada
- Several staff members of the MFNP have participated in workshops related to childhood obesity, which provided specific information on the impact of vending machines in schools, etc. - Maine
- Sponsored bus tour for administrators and public officials to examine food system and its impact on low-income population. - Pennsylvania

Examples of state projects to address policy issues are:

- School district policy on food choices and physical activity
- Vending machines in schools and childhood obesity
- Need for increased nutrition and physical activity in schools – state legislature passed “recommendation” that all children in state participate in at least 30 minutes of physical activity during school day
- Publications to influence social structure



Impact of FSNE Within CES

States are making a difference in the lives of food stamp recipients and those eligible for food stamps! Cooperative Extension has long been involved in measuring program successes of community-based educational efforts. With the many partnerships and cooperative agreements that exist to conduct FSNE, demonstrating accountability is particularly important. The CNE Logic Model, as indicated earlier, was developed to address program planning and accountability in a contextual framework across a continuum of intervention strategies at the individual/household, community/institution, and social structures/policy levels. (See Appendix B for a graphic depiction and detailed description of the CNE Logic Model.) These three levels are then linked to short, medium and long-term outcomes. Use of the CNE logic model guides the focus toward a specific set of factors – allowing the data to be combined in a sensible manner.

The use of the CNE logic model allows for flexibility. Utilizing this framework permits states to employ a variety of curricula and multiple evaluation tools and still report in a fashion that allows data to be aggregated.

Impact information provided:

- related state objective
- related core element
- level of intervention
- time frame
- data collection methods/tools

States are able to conduct programming and social marketing campaigns that are appropriate to their particular audience, and report in a way that allows for data to be put into a national picture. The final goal of community nutrition education is to increase the likelihood of people making healthy food choices consistent with the Dietary Guidelines for Americans

and the Food Guide Pyramid. This report provides a national snapshot of FSNE impact through CES. Regional summaries of program/network impact can be found in Appendix C.

States were asked to provide four to six impact statements as examples of the types of impacts observed for their FSNE efforts. Forty states (91%) provided impact examples.

Program/Network impacts were reported for all four core elements: Dietary Quality (DQ), Food Security (SC), Food Safety (FS), and Shopping Behavior/Food Resource Management (FR). Most impacts reported reflected short-term outcomes (gains in knowledge, skills, or intent to change) and medium-term impacts (behavior changes) at the individual and household level.



Outcomes

Outcomes and Core Elements

Outcomes were closely aligned with state objectives, as reflected by the impact statements provided. Seventeen states (46%) submitted an impact statement that corresponded to each of their state objectives. Some outcomes were very general: “Nutrition Aides will implement the curriculum with individuals and families.” Others were very specific: “Improve nutrition practices related to food buying by 25%, and family budgeting skills by 30% of 550 food stamp recipients using Planning Ahead, Staying Ahead curriculum.” Generally speaking, most were somewhere in the middle: “Adult program participants will improve food safety practices.” Most states reported impact outcomes. Some also provided process outcomes.

Process Outcomes: State Examples

- “Increase understanding of how local food systems and community environments influence the ability of households with limited incomes to feed themselves.” - Iowa
- “Implement incentive award nutrition education projects and mini-grants programs.” - Arizona
- “Assess nutritional well-being of state population with emphasis on individuals receiving food assistance programs (gleaning distribution, food stamps, etc.)” - Arizona

Although the impact statements from many state reports identified one outcome for a specific core element, the indicators listed often went across core elements. For example, behavioral changes reported for improving diet quality may have included participants having increased fruit and vegetable consumption (DQ) and now planning and making a grocery shopping list when shopping for food (FR). The impact indicators in this case were representative of two core elements: Dietary Quality and Shopping Behavior/Food Resource Management.

This reporting of multiple core elements in a single impact statement was present in 13



state reports. It reflects a more holistic approach to teaching. Educational intervention directed at Dietary Quality may encompass more than Dietary Quality and include other core elements.

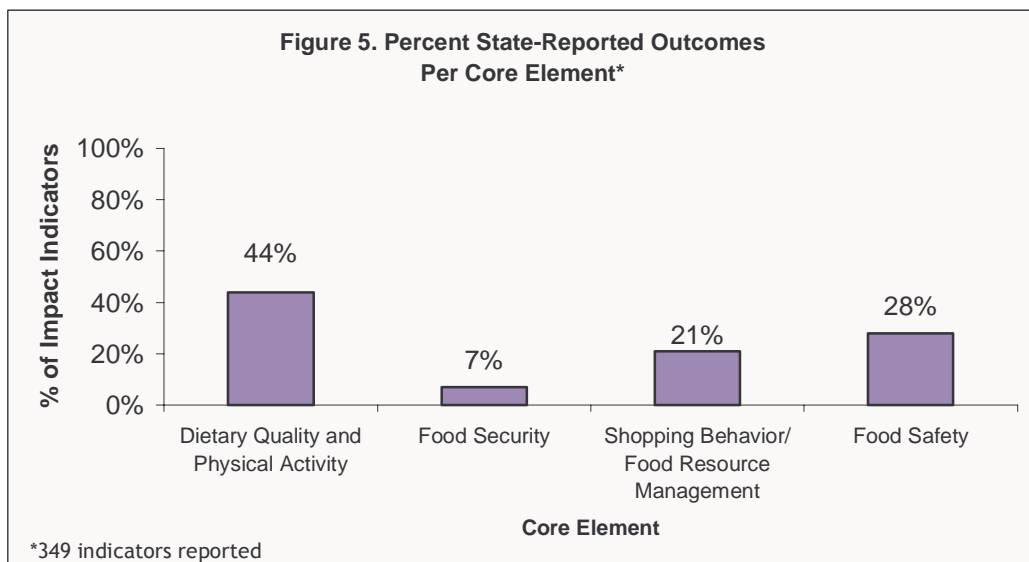
A good illustration of this point is found in the report from New Jersey, which cited the outcome of “improve participants’ shopping/resource management behaviors.” The supporting

impact indicators were not only that the participants more often compared prices when shopping (FR) and more often used the food label on packages to make healthy choices (FR), but also that they were more often thinking about making healthier food choices for their children (DQ).

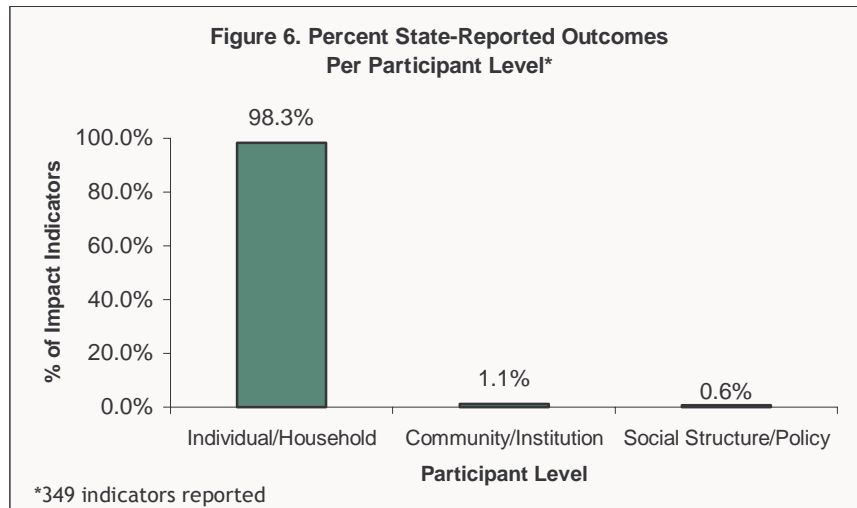
Many curricula used by states are reflective of this holistic approach. For example, *Chef Combo* is a curriculum that is used with 4-5 year-olds and introduces children to Dietary Quality through new foods at tasting parties. In *Chef Combo*, students are also taught concepts of Food Safety (hand washing). The curriculum focuses on both of these core elements. *Building A Healthy Diet* is an example of an adult curriculum that focuses on all of the core elements: DQ, SC, FS, and FR.

Impact Statements

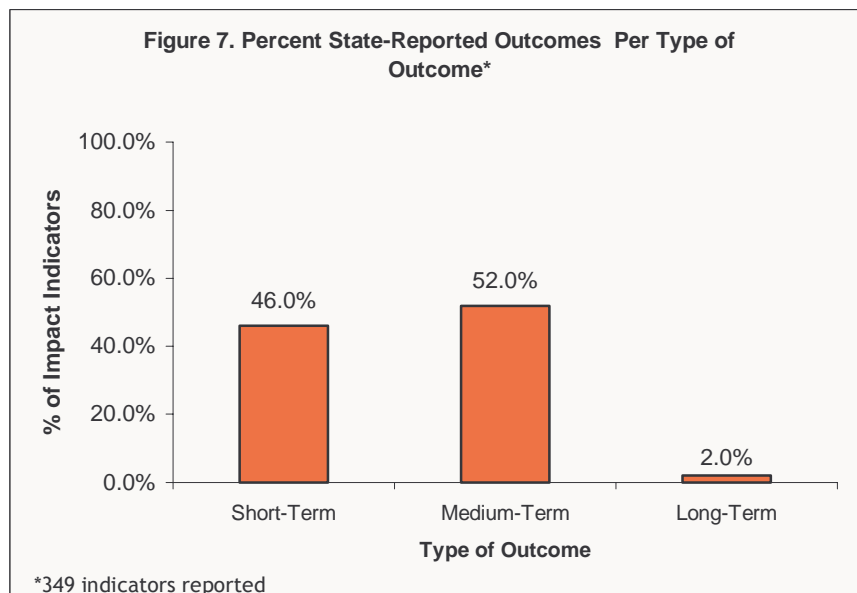
Impact statements were submitted by states to describe the connection between the objective and its accomplishment, in other words, what outcome was achieved. The outcomes are noted by levels of intervention: short-term (knowledge/skill: demonstrated ability or intent to change), medium-term (behavior: adoption of healthy behavior), and long-term (adopting policy or practice). States provided 136 total impact statements. For each impact statement provided, most states listed several supporting indicators (a total of 349). Of the 40 states that provided impact statements, positive knowledge and behavior changes were most often reported for the core element of Dietary Quality. Food Safety and Shopping Behavior/Food Resource Management were the next most frequently reported. Food Security impacts were reported much less often by comparison. See Figure 5 for a summary of outcomes by core elements.



Of the 349 impact indicators reported by states, the overwhelming majority (343) were at the individual and household level. One state reported four outcomes at the community and institution level and two at the social structures and policies level (See Figure 6).



Of the 349 outcome impact indicators reported by the states, all but seven supported short or medium-term type outcomes. Only seven impact indicators were associated with a long-term outcome. Figure 7 contains a summary of the indicators by type of outcome.



Nearly all of the 343 impact indicators reported at the individual and households level were associated with short or medium-term outcomes. Table 2 shows percentages of supporting indicators for each core element and type of outcome (short-term, medium-term, or long-term) at the individual and households level.

Table 2
Percentage of Supporting Indicators for Outcomes Reported at the Individual And Household Level by Core Element and Type of Outcome

| Core Element | Indicators | Outcomes | | |
|--|---|--|--|--|
| | | Gain in Skills/ Knowledge (Short-term) | Positive Behavior Change (Medium-term) | Adopt Policy/ Practice (Long-term) |
| Dietary Quality and Physical Activity | Knowledge/Use of Dietary Guidelines/ Food Guide Pyramid | 9.6% | 23.0% | |
| | Knowledge/Increase in Physical Activity | 0.5% | 3.8% | |
| | Intent to Adopt Dietary Guidelines/ Food Guide Pyramid Behavior | 3.7% | | |
| | Other | 2.0% | | 0.8% |
| Food Security | Emergency Food Assistance (identifying, using) | 1.7% | 0.8% | |
| | Non-Emergency Food Assistance (describing, enrolling) | 0.8% | 1.4% | |
| | Other | | 1.4% | 0.8% |
| Shopping Behavior/ Food Resource Management | Knowledge/use of food resources (time, money, food prep, gardening, etc.) | 0.5% | 1.4% | |
| | Knowledge/use of shopping techniques (shopping plan, shopping list, price comparisons, coupons, etc.) | 8.4% | 5.5% | |
| | Knowledge/use of kitchen skills (measure food correctly, follow recipe, food storage) | 2.0% | 1.4% | |
| | Intent to adopt 1 or more beneficial shopping behavior/food resource management practices | 1.4% | | |
| | Other | 1.4% | | |
| Food Safety | Knowledge/Increased practice: Cook | 1.1% | 1.7% | |
| | Knowledge/Increased practice: Clean | 5.8% | 5.2% | |
| | Knowledge/Increased practice: Chill | 3.0% | 3.8% | |
| | Knowledge/Increased practice: Separate | 2.3% | 2.6% | |
| | Intent to adopt one or more safe food handling practices | 2.0% | | |
| | Other | | | 0.2% |
| | TOTAL | 46.2% | 52.0% | 1.8% |

Appendix C, the CES and FNS regional summaries, includes specific examples of the types of impacts that were reported. Appendix D consists of the frequency of use of each of the indicators listed in the CNE Logic Model.

Dietary Quality

The core element of Dietary Quality (DQ) represented 44% of all knowledge/skill or behavior impacts reported. Thirty-eight percent of impacts within DQ were short-term (increased knowledge, skill, or intent to practice), 60% were medium-term (behavior change), and 2% were long-term (improved condition). The largest percentage change



(35% of DQ impacts) was in improved intake of food group servings; increased servings/variety of fruits, vegetables, whole grains, and low-fat milk; and/or decreased salt, fat, sugar and calories. These improvements in intake are notable as medium-term behavior changes. Other reported changes in behavior were eating breakfast more often and improved intake of selected nutrients (9% and 7% of DQ impacts, respectfully). Primarily, knowledge gains were in the ability to make food choices and plan meals using the Food Guide Pyramid and Dietary Guidelines for Americans (16% of reported DQ impacts).

Food Security

Seven percent of all state-reported impacts were in the area of Food Security (SC). Thirty-six percent of these impacts were short-term (increased knowledge, skill, or intent to change), 52% were medium-term (behavior change), and 12% were long-term (improved condition). Most reported improvements in behavior were enrolling in non-emergency food assistance programs (20%), having fewer hungry days (20%), and relying less on food pantries and food banks, etc. (12% of SC impacts). Knowledge gains were greatest for identifying emergency food programs such as food pantries, soup kitchens, etc. (16% of SC impacts).

Shopping Behavior/Food Resource Management

The core element of Shopping Behavior/Food Resource Management (FR) represented 21% of all knowledge/skill or behavior impacts reported. Sixty percent of changes were short-term (increased knowledge, skill, or intent to change), and 40% were medium-term (behavior change). The most frequently reported change in behavior was the adoption of at least three careful shopping techniques such as using a shopping plan, shopping list, and price comparisons (18% of FR impacts). The most frequently reported gain in knowledge/skills was in the ability to use careful shopping techniques such as shopping plans, shopping lists, and price comparisons (29% of FR impacts). Other reported changes in knowledge and skills included using the Food Guide Pyramid as a basis for selecting foods (7%), intent to adopt one or more beneficial food resource

management behaviors (7%), the ability to compare foods at various food outlets (6%) and trying new low-cost foods and recipes (6% of FR impacts).

Food Safety

Twenty-eight percent of all state-reported impacts were in the area of Food Safety (FS). Fifty-two percent of impacts within FS were short-term (increased knowledge, skill, or intent to practice), 47% were medium-term (behavior change), and, 1% were long-term (improved condition). Most reported improvements in behavior were for practicing personal hygiene (12 % of FS impacts). Other behavior improvements reported were avoiding cross-contamination (7% of FS impacts), increasing the number of times for cooking foods adequately, and the number of times kitchen cleanliness was practiced (6% of FS impacts for each). Other reported changes in knowledge and skills included increased ability to keep foods at safe temperatures (10%), increased ability to practice kitchen cleanliness, and the intent to adopt one or more safe food handling practices (7% of FS impacts for each).



Institution/Community and Social Structure/Policy Impacts

Changes reported at the institution and community level were few. Personnel from one state agency and an FNS regional office conducted a workshop to enhance understanding among private and public agencies regarding FSNE in the state. A website was established <<http://www.unce.unr.edu/nvfnep/index.html>> and linked to USDA's *Nutrition Connection* and the state web pages. A database of potential partners was created through this effort. The state then utilized the information to expand FSNE to include new partners, and three new programs were added to the state 2003 FSNE plan.

Only one state reported work done at the social structures, policies, and/or practices level. Surveys were conducted with middle school personnel regarding factors in the middle school environment that influence obesity risk among students.

Data Collection and Analysis - Methods and Tools

States reported measuring impact in a variety of ways. Many used state-developed tools and both quantitative and qualitative methods to assess success.

The Case for Quantitative AND Qualitative Data

Quantitative data can provide frequency distributions, averages, etc., which are important for assessing the success of a program by telling us if a significant change in knowledge or behavior has been made. However, qualitative data is also important and provides a real richness to Food Stamp Nutrition Education. It is important to know that a participant has made a positive behavior change - for example, eating five fruits and vegetables a day and reducing fat consumption. Quantitative data can tell us this occurred via a written survey instrument. Qualitative data can enrich the data by telling us, for example, that other members of the family also made this change and it resulted in weight loss and an increased level of physical activity. Allowing participants the opportunity to “tell their story” can provide a depth of data unattainable from quantitative analysis alone. While quantitative data may show that something doesn’t work, qualitative data analysis can show ‘why’ something doesn’t work (as it pertains to what we are measuring) (Patton, 1990).

Tools used to gather quantitative data included state-designed instruments (used by 63% of states), behavior checklists (34% of states), 24-hour food recalls (29% of states), curriculum-based evaluation tools (18% of states), and tools modified from the Expanded Food and Nutrition Education Program (EFNEP) (13% of states). This data was analyzed using percentage calculations for success rates, chi-square, t-tests, and ANOVAs.

Thirty-two percent of states reported using qualitative methods. Methods used to obtain qualitative data were oral surveys, open-ended oral or written questions, and interviews. Analyses for qualitative data included methods such as text analyses and thematic matrices.

For both qualitative and quantitative data collection, specific examples of the types of tools reported by states were:

- Agent-developed questionnaires
- Multiple choice pre- and post-tests
- Post-then-Pre Surveys
- Existing Curriculum tools
- 3-month follow-up survey tool (telephone)

Examples of Qualitative Methods Reported

- We use Kay Rockwell’s method of asking people what they want to learn, doing the program, asking what they learned, and then asking what they plan to do with what they learned. It is very teacher intensive and works best for our largely illiterate audience. - Illinois
- Oral questions were developed and administered by Extension Agents. - Florida
- Qualitative study of written survey. - Nevada
- Single oral question about what the participant was doing differently as a result of the lesson. Participant was asked to describe the food safety practice and state whether he/she was doing the behavior more since the lesson. - Wisconsin
- Use of observation and personal testimony of participant. - Wyoming, Kentucky
- Use of data gathered via classroom teachers - teacher feedback form collected classroom teachers’ input on students’ response to the nutrition program and teacher observed student behavior change as a response to the program, along with the teachers’ suggestions for program improvement. - Missouri
- Qualitative analysis using a thematic matrix - text analysis of text data drawn from program success story. - New York
- Observation of a home visit utilizing an observation guide. - New York
- Educators used a planned observation tool to record changes they observed in youth program participants. - Vermont

Resources - Expertise

Program Management Teams

Program/network success is inextricably linked to management. Program/network management teams, accountability representatives, and intra-institutional relationships reflect the involvement and commitment of people from a variety of sectors to ensure program/network effectiveness.

States were fairly consistent in terms of FSNE management staff. Experience in working with limited resource audiences and expertise in coalition building and partnerships were noted as important attributes of individuals working with FSNE. Teams reflected efficiency in organizational structure and consisted of a variety of personnel reflective of program/subject matter specialists and supporting associates.

An Example of Program Expertise

Program Coordinator has a PhD in foods and nutrition and is a registered dietitian. She has 26 years of experience in Extension nutrition education programs, with 18 years as state leader of EFNEP and FSNE combined. Three Extension Specialists with PhDs in nutrition and food safety provided training for field staff and helped develop educational materials. Five Area Coordinators, with master's degrees and extensive experience in nutrition education with adults and youth. . . We have Program Assistants, with at least a high school degree, and many having some college education - Before working with clients, they receive extensive training. . . Family and Consumer Sciences Agents, with master's degrees and special training. . .provide monitoring and daily supervision of Program Assistants. - Virginia

Typical positions included project coordinators and other personnel with financial, accountability, evaluation, curricula, teaching (professional and paraprofessional), and technology (information systems, graphic design, etc.) expertise. Some positions were full-time FSNE, while others were split appointments, usually between FSNE and other responsibilities within the CES Land-Grant institution. States reported personnel devoted to areas of accountability/evaluation (44% of states), curriculum development (33% of states), finances/budget (30% of states), and technology (16% of states). Frontline FSNE teaching was conducted by a mixture of professionals (70% of states) and paraprofessionals (60% of states) – some states had both.



Another Example of Program Expertise

The FF-NEWS program consists of an experienced Extension staff. This staff is comprised of administrators and project staff with degreed backgrounds in Family and Consumer Sciences with strong course work in foods and nutrition. The staff has extensive experience in working with limited resource audiences and expertise in coalition building and partnerships. A nutrition specialist is on-site to assist with the nutrition education program. The 1862 staff involved with the project is also experienced in establishing and maintaining community relations in the Delta region of Arkansas. These staff members together with stakeholders who have a vested interest with impacted clientele and communities give additional credence to the program.” (Arkansas)

Accountability Checks

States reported five levels of accountability: to their universities, to FNS, to state and local governments, to other partners and collaborators, and to the food stamp participants that they serve. Accountability is important, even critical, with specially funded programs and contracts within the land-grant university system.

First and foremost, universities are subject to federal regulations as approved by their cognizant agencies. University systems and policies are in place for managing specially funded projects, with clearly delineated federal and state regulations. Second, universities are accountable to the state agencies with whom they contract for FSNE. They follow FNS Guidance that has been prepared annually for the past several years. Third, universities in the land-grant system are subject to state and local officials as part of the CES federal-state-local government relationship. Fourth, university personnel are also accountable to other public and private partners with whom they work in conducting FSNE. Lastly, for the CES Land-Grant University System, universities are ultimately accountable to the food stamp participants that they serve.

True Partners

Our state staff has an open dialogue with the Food Stamp office...They provide us with statistics pertinent to our needs, and assist us in reaching our target audience... New Jersey

Intra-Institutional Relationships

Building and enhancing state-level partnerships and collaborations can expand the reach of FSNE, allowing resources to be extended and enabling efforts to deliver nutrition education materials and information to food stamp eligible households. Working cooperatively with other state agencies multiplies the impact for the limited resource audience. Partnering with the county Food Stamp offices provides a database of contact information, as well as a location in which to teach. Coordinating efforts with the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC),

as well as state nutrition coalitions, multiplies the educational effort and impact of nutrition education.

In describing collaborations that occurred with state agencies that administer FNS and other USDA programs, 27 states (63%) reported collaboration efforts with their state Food Stamp office. Other states may not have indicated the state Food Stamp office, given the inherent relationship that exists between CES and the Food Stamp Office for FSNE. Partnering efforts with WIC were reported in 17 states (40%). Seven states reported working with their state's Team Nutrition program.



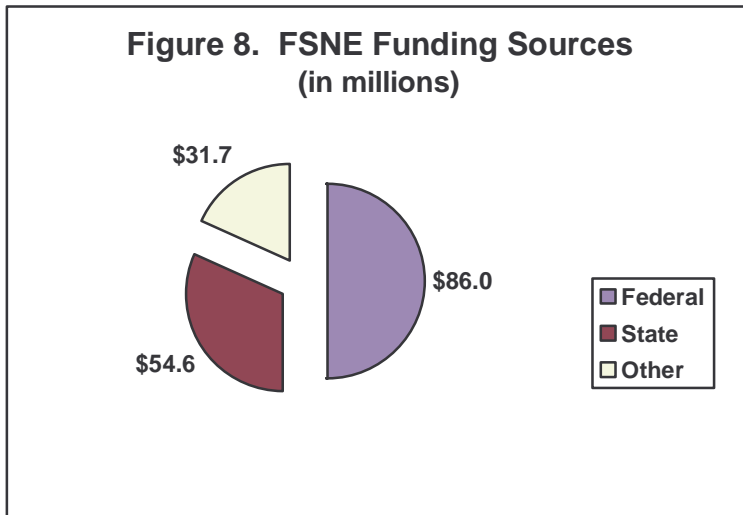
The following are some examples of FSNE partners marshalling resources/energy on behalf of Food Stamp Nutrition Education:



- FNS Programs – Food Stamp Program, WIC, Team Nutrition, Commodity/Supplemental Food Program, the Emergency Food Assistance Program
- Other collaborative efforts – State departments of health, nutrition networks, nutrition and health coalitions, departments of education, schools, head start agencies, departments of agriculture, aging coalitions/council on aging, welfare offices, professional organizations (dietetic associations)
- Additional – literacy consortia, beef and dairy councils, medical centers, diabetes coalitions

Financial Commitment

In FY 2002 the Food and Nutrition Service (FNS) invested approximately \$171.6 million for Food Stamp Nutrition Education (Food and Nutrition Service, 2003^b). State and local contractors were required to commit an equal amount as non-federal public money in order to use these federal funds. Within the Cooperative Extension System (CES) approximately \$93 million was matched, making CES the primary partner with FNS in providing nutrition education to food stamp recipients across the country. Figure 8



provides a breakdown of the funding for the 43 states that reported financial contributions to FSNE.

State and local cost share primarily represented monies that were redirected from other efforts, most notably from state and university personnel and local partners who contributed time and effort to FSNE.

Importantly, 20 states (47%) reported a greater than 50% cost share. Their actual contribution exceeded the federal requirement, thereby reflecting the strong state and local commitment to Food Stamp Nutrition Education. Overall, total match reported exceeded FNS federal dollars received by \$373,604.

The total amount of federal assistance provided by FNS and CES varies from what is reported here for two reasons. First, not all states within CES submitted reports this year. Second, other contractors also received funding for FSNE. Most notable were nutrition networks conducted through state Public Health agencies.



FSNE Management

FSNE is about more than information delivery. To be effective, there must be careful planning and wise selection and development of appropriate educational resources and social marketing campaign strategies.

Planning Processes

Planning processes are the methods used to design an educational program or social marketing campaign. The 39 states reporting predominately utilized a formal needs assessment. Some were based specifically on the Extension program-planning model. Other responses were based more on data gathering from multiple sources.

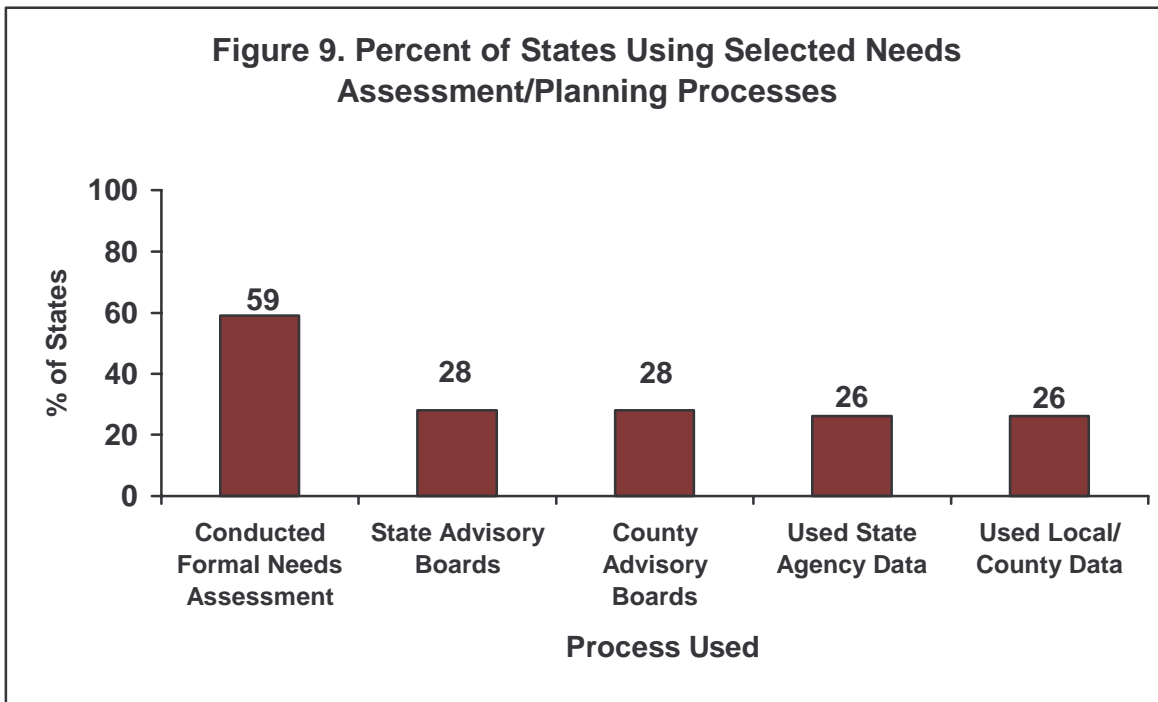
Nebraska's Planning Process - A Data-Based Model

Each year the NEP program does an assessment of the needs of our audiences. This is done several ways. First the program looks at the Health and Human Services County Profiles as well as the state profile. We also look at the number of food stamp families in each county, which is provided by the state food stamp office. This year we also examined data collected for the Nebraska Public Health Implementation Plan as well as the data collected from the Healthy People 2010 nutrition objectives. Overall we feel that the program is on target in addressing the needs of limited resource audiences. We need to continue to focus on increasing the consumption of fruits and vegetables, nutritional prenatal care, nutrition needs of older adults and children, and diet quality/physical activity. Obesity continues to be a concern among children of all income groups.

Missouri's Planning Process - An Extension and Social Marketing Model

- Conduct needs assessment and program visioning
- Identify the target audience
- Conduct research to confirm needs of target audience
- Set goals and objectives
- Develop marketing and communication strategies
- Develop promotion plan and communication materials
- Pre-test, refine, and produce educational materials
- Implement program/conduct social marketing campaign
- Conduct process and outcome/impact evaluation
- Revise as needed

Among the more common methods employed were working with advisory boards and using state and local agency data. These methods are shown in Figure 9 (more than one response was possible from the states). Less common were the use of mail, telephone, email surveys and interviews.



Note. 39 states responded to this question; totals do not equal 100% as states could indicate more than one method.

Educational Materials

States reported the use of at least 217 curricula and other educational resources for FSNE. Many states used existing curricula. Some states developed curricula and other educational resources to meet audience specific and cultural needs, an example being the creation of Spanish materials. Education resources were also developed and used to raise awareness about FSNE and to supplement existing curricula materials.



Educational Topics

Thirty of the primary curricula resources were listed in the National Agricultural Library, as noted on the <<http://www.nal.usda.gov/foodstamp/Library/index.html>> website.

Some of the curricula listed encompassed more than one core element. For example, *Building A Healthy Diet* has components in dietary quality (including physical activity), food security, food resource management, and food safety. Categories or themes were noted from curricula submitted:

Dietary Quality

- Food Guide Pyramid
- Dietary Guidelines
- Variety of Foods
- Eating Out
- Calcium
- Breakfast/Fast Breakfasts
- Physical Activity
- Healthy Choices
- Portion Control
- Nutrition Facts labels
- Nutrition for Seniors

Food Safety

- Kids Cooking
- Now We're Cooking!
- Fight Bac!

Shopping Behavior/Food Resource Management

- Meals for One or Two
- Food Stamps Can Mean More
- Shop Smart



New Curricula Resources Developed

New curricula and supporting resources used were:

- *Eat Fit*
- *Nutrition Essentials*
- *Healthy Choices for Healthy Bodies*
- *Supper on \$5*
- *Let's Read*
- *Choosing Foods for Me*
- *ABC's for Good Health Curriculum*
- *FNP Newsletter*
- *The Food Guide Pyramid CD-ROM*
- *Home Food Safety*
- *From the Pyramid to the Plate*
- *Food Fiesta*
- *4-H Growing Connections*
- *Food \$ense in the Garden*
- *WIN Kids*
- *Reading Up the Food Guide Pyramid*
- *Got Calcium?*
- *Kids-a-Cookin*
- *Choices: Steps towards Health*
- *Building My Pyramid*
- *Digging Deeper*
- *Eat Smart, Stay Fit*
- *Food Stamps Can Mean More Food brochure*
- *Changes, Challenges, Choices*
- *Super Fruit Friends*
- *Nutrition Expeditions*
- *Fitness Guide Pyramid for Adults and Children*
- *Healthy Future Series*
- *Grazin' the Food Guide Pyramid with Marty Moose*

Other Educational Materials

In addition to curricula materials, other educational tools are utilized in FSNE. These are used in an assortment of learning situations including educational classes, food demonstrations, nutrition displays at health fairs, and electronic efforts. Table 3

contains a summary of types and frequency of educational media materials used by the 24 states that responded. These figures are conservative as questions on use of educational media methods were open-ended. Actual use of such materials is probably higher.

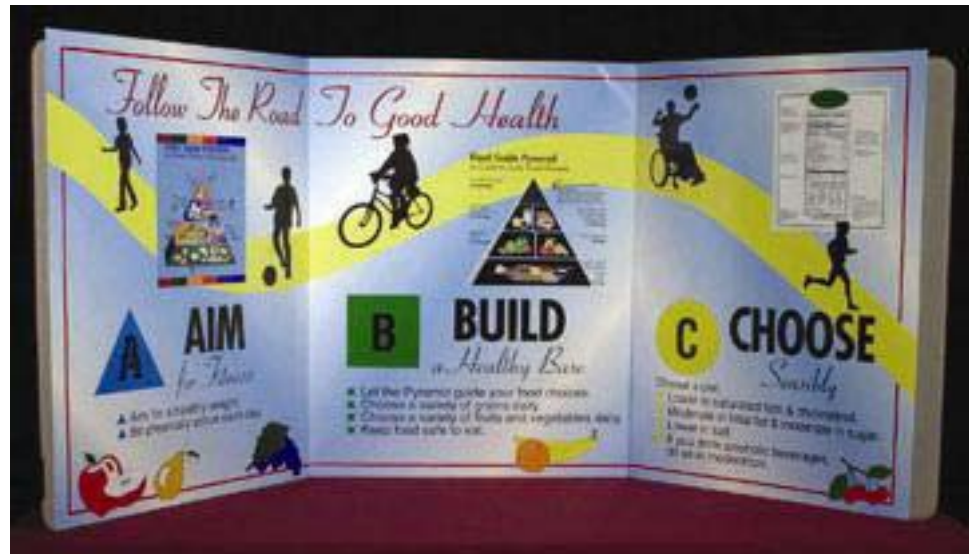


Table 3
 Frequency and Percentage of States Using Selected Educational Media Materials

| Media | Frequency | Percent |
|------------------------------|-----------|---------|
| Videos | 7 | 29.2% |
| Newsletters | 5 | 20.8% |
| Handouts | 4 | 16.7% |
| Posters | 4 | 16.7% |
| Brochures | 3 | 12.5% |
| Websites | 3 | 12.5% |
| Electronic (CDs, PowerPoint) | 3 | 12.5% |
| Cookbook/Recipes | 3 | 12.5% |

Note. 24 states responded to this question; totals do not equal 100% as states could indicate more than one method.

Social Marketing Campaigns

Social marketing campaigns address social, cultural, and environmental influences that exist. In social marketing campaigns, multiple strategies are used to address these different types of influences. The same processes are in place for social marketing as for other methods of teaching in that states use needs assessments to determine wants and needs of the target audience, build partnerships, and conduct/evaluate their efforts.



Social marketing campaigns, when compared to learning methods such as classroom activities and food demonstrations, are conducted on a much wider scale and have the potential to reach large numbers of food stamp eligible individuals.

For FY 2002, 18 states reported carrying out social marketing campaigns with the themes and media and materials listed below.

- | <u>Theme</u> | <u>Media and Materials Used</u> | |
|---|---------------------------------|----------------------|
| - Dietary Quality | - TV slots | - Food Sampling |
| - Increased fruit and vegetable consumption | - Radio advertisements | - Magnets |
| - Increased physical activity | - Posters | - Handouts |
| - Childhood obesity | - T-shirts | - Community Tool Kit |
| - Eat Healthy-Eat Breakfast | - Brochures | - Internet |
| - Pick a Better Snack | | |

Strengthening FSNE

Part of effective planning and evaluation is thinking about program/network and research needs. Reflecting on accomplishments and challenges, and assessing program/network areas needing to be improved can enhance educational efforts. Similarly, determining research needs is important in assuring that this work continues to be based on a research foundation – which is fundamental to the CES/Land-Grant University mission.

Thirty-five states identified areas in which their programs/networks needed to improve. Key themes were data collection, program evaluation, hiring and training staff, and developing partnerships. Resource needs, marketing skills, and participant involvement were also mentioned. Table 4 contains a summary of the responses.



Table 4
Areas of Improvement Recommended by Frequency and Percent Reported

| Areas of Improvement | Frequency | Percent |
|---|-----------|---------|
| Program evaluation | 21 | 60.0% |
| Data collection | 15 | 42.9% |
| Recruit, hire and train employees | 12 | 34.3% |
| Develop partnerships | 7 | 20.0% |
| Resources for dietary quality and physical activity | 4 | 11.4% |
| Social marketing | 2 | 5.7% |
| Program marketing | 2 | 5.7% |
| Ensure program participants involved w/partners | 1 | 2.9% |
| Ways to motivate participants | 1 | 2.9% |
| Ways to recruit participants | 1 | 2.9% |

Note. 35 states responded to this question; totals do not equal 100% as states could indicate more than one method.

If nutrition education is to be successful in the long-term, it must be built on a strong research foundation – having clear understanding of different populations at various stages of life, with differing needs and resources. A ‘cookie cutter’ approach to nutrition education does not work. More research is needed to identify the methods and techniques that effectively bring about and measure change.

Thirty states recognized the relationship between research and practice in their identification of research needs. Research pertaining to dietary quality and physical activity was most frequently noted, as shown in Table 5, with longitudinal studies following closely behind.

Table 5
Areas of Future Research by Frequency and Percentage Reported

| Areas of Future Research | Frequency | Percent |
|---------------------------------------|-----------|---------|
| Dietary Quality and Physical Activity | 9 | 27% |
| Longitudinal studies | 7 | 21% |
| Food security status | 6 | 18% |
| Recruit and retain audience | 4 | 12% |
| Best practices/marketing methods | 4 | 12% |
| Other | 4 | 12% |

Note. 30 states responded to this question; totals do not equal 100% as states could indicate more than one method.

Other research topics mentioned were the cost effectiveness of the program, the potential impact of learning styles for seniors, group vs. individual instruction, and the possibility of a link between hunger and obesity.



Supporting Information

Intent of the Report

This report is a first attempt to aggregate FSNE evaluation data at a national level. Its purpose was to capture national highlights of FSNE impacts, while also reflecting the richness and flexibility of programming that is determined according to locally identified needs and resources.

The reporting form (see Appendix A) was patterned after the Community Nutrition Education (CNE) Logic Model. This form was mailed electronically to states with the request to complete and return. States provided information based on:

- What the state needs were – *state issues*
- What contributions were made by the state to address the issues (financial, planning, materials, people) – *state inputs*
- What the states did and who was reached (activities - direct and indirect including partnerships; participants) – *state outputs*
- What the final results (knowledge/skills/behavior change) were – *state outcomes*



The report reveals similar and frequent themes along with unique differences in states' FSNE efforts. The majority of work was reported in the area of Dietary Quality at the Individual and Household Level. One state additionally had data on Community & Institution and Social Structures Levels.

The Community Nutrition Education Logic Model

The Community Nutrition Education (CNE) Logic Model that provided a framework for data collection was developed using a socio-ecologic model. It depicts a broad continuum of intervention strategies at the individual/household, community/institution, and social structures/policy levels. This logic model links intervention strategies to specific short (gain in knowledge/skills), medium (behavior change), and long-term (adoption of practice or policy) outcomes (see Appendix B). For more information about the logic model, go to http://www.csrees-fsne.org/cne_lm_info.cfm.

The decision to develop a logic model that could capture what is happening in FSNE on a national level was based on the well-recognized strengths and uses of logic models.

Some of these strengths are:

- Providing a graphic description of a program (process, event, community initiative)
- Showing the relationship of program inputs and outputs to expected results
- Making explicit the underlying theory that supports program/network planning
- Linking situation, inputs, outputs, outcomes, assumptions, and external factors when determining program planning and evaluation (University of Wisconsin, 2002).

The Community Nutrition Education Logic Model is not intended to define what state programs and networks should look like. Rather, it provides a common language for states to use as they communicate to others the diversity of their respective efforts. Importantly, the model gives a way of aggregating information into a national context. The logic model serves as a road map or tool for program/network planning and evaluation given the need for accountability of publicly funded programs, and the multiple partnerships involved in Food Stamp Nutrition Education.

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Appendices

Appendix A - State Reporting Form

State Worksheet for a CNE National Report

Report Year: Oct. 1, 2001 to Sept. 30, 2002

This worksheet will allow you to compile information about your state to submit for a national report. You may copy and paste information from other electronic sources into this document. Information submitted by each state will be combined into national and regional reports, therefore the statements from each state need to be succinct.

Submission Process

This report should be completed and sent via email attachment to Becky Anderson, secretary to Helen Chipman, National Coordinator, FSNEP, CSREES/USDA.

Due date: **April 15, 2003**

Please **email** this document to Sarita Hartmann at: sarita_hartmann@sdstate.edu

Please **call** to confirm receipt: 605-688-4944

Reports for the regions and nation will be available contingent upon arrangements with the contractor.

We'd appreciate feedback on the length of time it takes to prepare this report. Please provide a time estimate and any other comments you would like to add on the process of completing the report:

| Time to complete report: | Comments: |
|---------------------------------|------------------|
| | |

State Information

| State Program Information | Submitter Contact Information |
|---|---|
| State: Program Name: Coordinator: Institution: | Name: Address: Email: Phone: |

Program Situation Statement

Your program's situation statement describes not only the conditions that give rise to the need for nutrition education, but also the priority areas of emphasis. From the national perspective, we're most interested in the following information:

- A description of your state's Food Stamp population
- Brief statements that explain each core element's issues of greatest concern
- List of your state's objectives for fiscal year 2002 (October 1, 2001 – September 30, 2002)

Describe your state's food stamp population (200 – 250 words).

Describe issues of concern:

- **Dietary Quality (200 – 250 words)**

- **Food Security (200 – 250 words)**

- **Food Safety (200 – 250 words)**

- **Shopping Behavior/Food Resource Management (200 – 250 words)**

List State Objectives:

Program Inputs

Inputs are the resources that go into a particular effort.

Financial Resources

Financial resources are **budgeted** dollars that supported FSNE during fiscal year 2002. They include:

- The approved budgeted amount of Food and Nutrition Service funds in support of your state's program.
- The approved budgeted amount of Matching funds in support of your state's program.

Please note the word "budgeted." We are not asking states to provide actual expenditures of FNS and Matched funds.

FSNEP Contract -
Enter budgeted dollar amounts for FY2002:

| FNS Funds | Matching Funds | | Total |
|------------------|-----------------------|--------------------|--------------|
| | State | Local/Other | |
| | | | |

Comments or clarification:

Planning Processes

Planning processes are the methods and statements you use to design your program. Enter a brief statement describing your state's planning process. Some describe these processes as program planning. Others describe this planning as a core component of social marketing.

Materials

Materials are tangible resources that are intended for use with the food stamp population. They may be specific curricula, various educational media such as videotapes, or social marketing campaigns.

Curriculum: List the names of any curriculum used on a statewide basis. Use the check boxes to identify resources that were newly developed this year, and those that have been submitted to the National Agricultural Library web site.

| Name of Curriculum | Check if new | Check if in NAL |
|--------------------|--------------|-----------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Educational Media: Describe any statewide educational media materials that were utilized this year. If these resources are available for others to use, provide information on how they might be obtained.

Social Marketing Campaign: Describe any broad based social marketing campaign efforts that took place this year. If campaign materials are available for others to use, provide information on how they might be obtained.

People:

People are the program staff who provide expertise along with other individuals who strengthen your program through accountability and intra-institutional relationships.

Expertise: Briefly describe the expertise of your staff.

Accountability: Describe the accountability relationships with state and local elected and appointed officials. For example: periodic reporting to local officials.

Intra-Institutional Relationships:

Describe the collaboration that occurred with your state Food Stamp agency and other state agencies that administer FNS and other USDA programs.

Describe memberships in any statewide networks, coalitions and/or consortia and their relevance to reaching the food stamp population.

Program Outputs

Outputs are the activities, services, events, products, and participation that occur as part of the program (i.e. how food stamp eligible adults and children are reached by nutrition education). The CNE Logic Model identifies outputs as **activities AND participation**. The model captures these outputs at 3 levels:

- **Individuals and Households:** interpersonal processes, primary groups, and individual characteristics that influence behavior
- **Community and Institutions:** social networks, norms, standards, and structures
- **Social Structures, Policies or Practices:** local, state and federal policies that influence program context

Individuals and Households

The CNE logic model distinguishes between direct and indirect activities.

- a direct activity is a face to face delivery of nutrition education such as an educational class, workshop, group discussion or a one-on-one intervention
- an indirect activity is the delivery of nutrition education through a more generalized strategies, such as public service announcements, billboards, newsletters, media campaigns, and social marketing.

Activities: Check the type(s) of methods used in your program.

| Direct Methods | | Indirect Methods | |
|--------------------------|-------------------------|--------------------------|------------------------------|
| <input type="checkbox"/> | Education class | <input type="checkbox"/> | Public service announcements |
| <input type="checkbox"/> | Workshop | <input type="checkbox"/> | Billboards |
| <input type="checkbox"/> | Group discussion | <input type="checkbox"/> | Newsletters |
| <input type="checkbox"/> | One-on-One intervention | <input type="checkbox"/> | Other (describe) |
| <input type="checkbox"/> | Other (describe) | | |

Participation: Provide a count of direct and indirect teaching contacts for the period October 1, 2001 to September 30, 2002. (If a person participates in a 4-session class, this would count as 4 contacts.)

| Method | Teaching Contacts | If possible, provide further breakdown of direct contacts: | | |
|--------|-------------------|--|-------------------|--------------------|
| | | Gender Counts | Ethnicity Counts* | Adult/Youth Counts |
| | | | | |

| | | | | | | | |
|---------------------------|--|--|--|---|--|-------------------------|--|
| Direct Teaching Methods | | Female: | | White: | | Youth 5-11 years: | |
| | | Male: | | Black: | | Youth 12-18 years: | |
| | | | | Hispanic: | | Adults 19-64 years: | |
| | | | | Asian: | | Older Adults 65+ years: | |
| | | | | Native American: | | Families: | |
| | | | | Other: | | | |
| | | | | *These counts use the 2002 categories; the revised categories will be used in future years. | | | |
| Indirect Teaching Methods | | Provide a statement explaining how you arrived at this count of teaching contacts: | | | | | |

Other comments or clarification:

Community and Institutions

You should have addressed state level partnerships under the section, “Intra-Institutional Relationships” above. The focus of this section of your report is on local, non-state efforts.

Activities: Check the strategies you have used to develop partnerships to identify opportunities and eliminate barriers related to nutrition education.

| | | | |
|--|-------------------------------|--|-------------------------|
| | Community Assessment | | Integration of Services |
| | Community Awareness Campaigns | | Other – please list: |

Comments or clarification:

Participation: Please indicate the number of local agencies/organizations, by type, that your program is partnering with to deliver nutrition education.

| | Sector: | | | | |
|--------------------------------|---------|--------------------|---------|---------|-------|
| | Public | Private Non-Profit | Schools | Private | Other |
| Number of Partnerships: | | | | | |

Comments or Clarification:

Social Structures, Policies or Practices

Activities: Check the strategies you have used to create/revise social systems and public policies related to nutrition education.

| | | | |
|--|-----------------|--|---|
| | Impact Seminars | | Expert review/comment on federal, state, and/or local public policies |
| | Public Forums | | Other – please list: |

Participation: Provide a description of your state’s efforts directed at this level.

Program Impact

We want to provide states with an opportunity to communicate the impact of their programs through the use of:

- Program Impact Statements: short, 5 – 9 sentence statements that communicate specific changes that have occurred as a result of community nutrition education.
- Programs of Excellence: descriptions of targeted program strategies that include an overview of the intervention and its impact.

Program Impact Statements:

Impact Statements include the following components:

- Objective: the state objective (listed under the Situation section of this worksheet) that relates to this Impact Statement
- Impact statement: description of the impact of the program being reported on
- Indicator from the CNE Logic Model
- Core element
- Level of intervention
- Time frame
- Data collection methods and tools

Program impact statements describe specific benefits or changes for individuals, families, groups, communities or systems. They often occur along a path from short-term, to medium-term, to long-term achievements.

We'd like each state to provide us with 4 - 6 impact statements. Each statement should be a short, 5 to 9 sentence statement that communicates specific changes that have occurred as a result of community nutrition education.

- States can submit one statement for each of the core elements, or choose to emphasize a single core element.
- States can submit statements for each of the three levels of intervention, or choose to focus on a single level of intervention.

Keep in mind, our preference is for quality statements based on valid and reliable instrumentation, rather than a large number of statements.

Complete a table below for each of your program impact statements.

Copy this page as needed for additional Impact Statements

| | | | |
|---|--|------------------------------|--|
| Program Objective (from the list your state's objectives in the Situation section of this worksheet) | | | |
| | | | |
| Impact Statement (5 to 9 sentences) | | | Indicator ID No. (Listed on the CNE Logic Model: for example: DQ5) |
| | | | |
| Core Element | | Level of Intervention | Time Frame |
| <input type="checkbox"/> | Dietary Quality | <input type="checkbox"/> | Individual/Household |
| <input type="checkbox"/> | Food Security | <input type="checkbox"/> | Community/Institutions |
| <input type="checkbox"/> | Food Safety | <input type="checkbox"/> | Social Structures, Policies, Practices |
| <input type="checkbox"/> | Shopping Behavior/Food Resource Management | <input type="checkbox"/> | |
| Describe data collection method | | Describe tool(s) used | |
| | | | |

| | | | |
|---|--|------------------------------|--|
| Program Objective (from the list your state's objectives in the Situation section of this worksheet) | | | |
| | | | |
| Impact Statement (5 to 9 sentences) | | | Indicator ID No. (Listed on the CNE Logic Model: for example: DQ5) |
| | | | |
| Core Element | | Level of Intervention | Time Frame |
| <input type="checkbox"/> | Dietary Quality | <input type="checkbox"/> | Individual/Household |
| <input type="checkbox"/> | Food Security | <input type="checkbox"/> | Community/Institutions |
| <input type="checkbox"/> | Food Safety | <input type="checkbox"/> | Social Structures, Policies, Practices |
| <input type="checkbox"/> | Shopping Behavior/Food Resource Management | <input type="checkbox"/> | |
| Describe data collection method | | Describe tool(s) used | |
| | | | |

Program of Excellence

| | | |
|--|--|--|
| <u>Project Title</u> | | |
| <u>Core Element</u> | | Dietary Quality |
| <u>Addressed:</u> | | Food Security |
| | | Food Safety |
| | | Shopping Behavior/Food Resource Management |
| <u>Objective:</u> (From your state's objectives listed in the Situation section of this worksheet) | | |
| <u>Timeline:</u> | Start Date | |
| | End Date | |
| <u>Location:</u> | Name of County/Countries: | |
| | Zip Codes of Geographic Area: | |
| <u>Project Description:</u> | Issue of Concern: | |
| | Description of Strategy: | |
| | Description of Audience and their participation: | |
| | Materials: | |
| <u>Project Impact:</u> | | |

Program Improvement

Areas for program improvement:

Topics for future research:

Appendix B - Community Nutrition Education (CNE) Logic Model

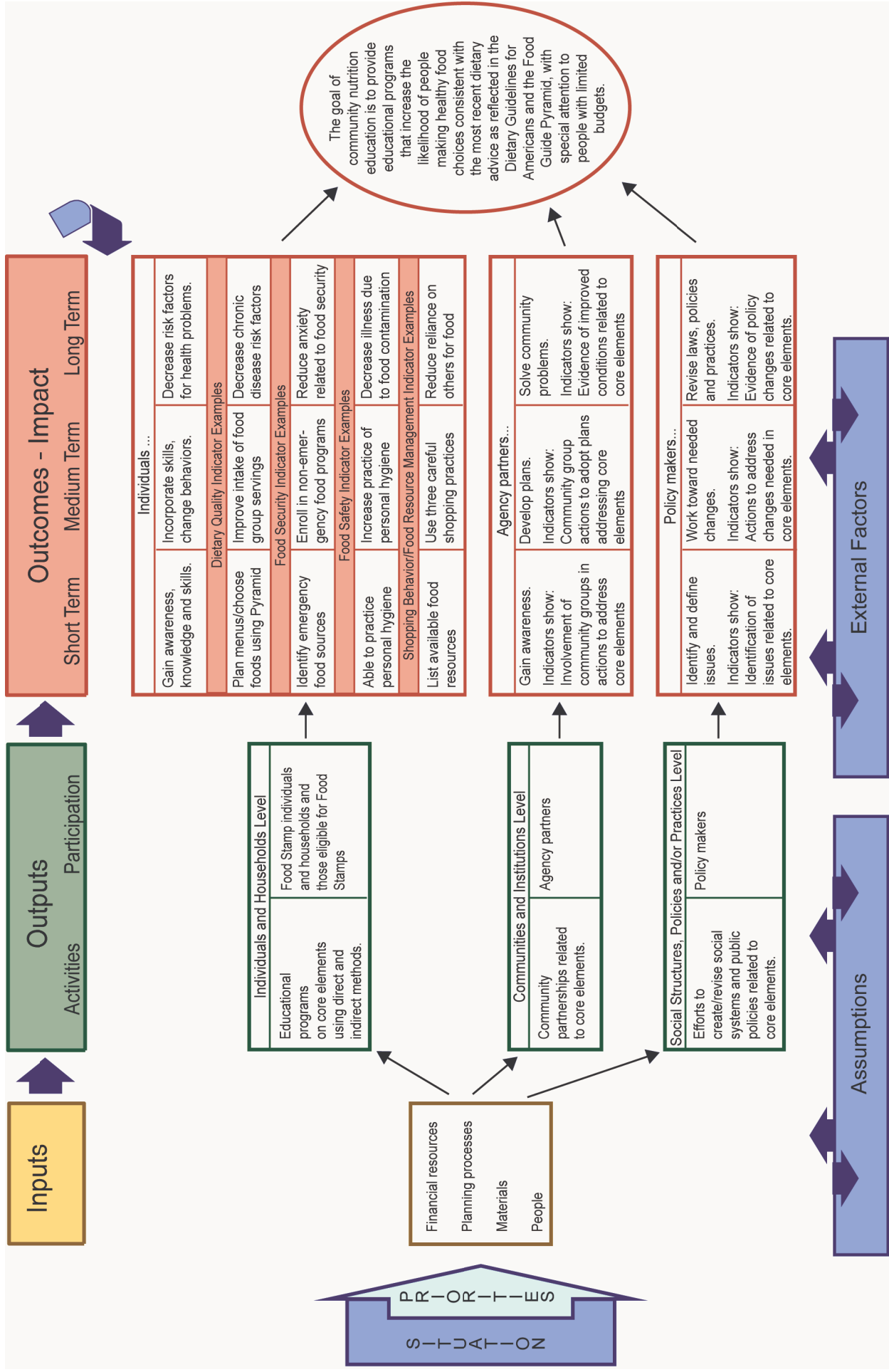
The Community Nutrition Education (CNE) Logic Model

The Community Nutrition Education Logic Model depicts a broad continuum of intervention strategies at the individual/household, community/institution, and social structures/policy levels. The model links these intervention strategies to specific short, medium and long term outcomes.

The committee responsible for developing the Community Nutrition Education Logic Model represented persons involved in a variety of nutrition education programming and funding efforts at the federal, state and local levels. It is hoped that this model will enhance the communication and evaluation efforts of those responsible for delivering nutrition education to our nation's limited income audiences and communities.

The Food Stamp Program, along with other funding agencies, provides significant resources for community-based nutrition education efforts. The Community Nutrition Education Logic Model identifies activities and initiatives that, in some instances, go beyond the intended scope of the Food Stamp Program Nutrition Education (FSNE) grants. The reader should be aware that costs for all of the activities shown on the model are not necessarily allowable as charges to the Food Stamp Program. For more information on State Nutrition Education Plans and FSNE, contact the Food and Nutrition Service (FNS) regional office serving your respective state. Also State Plan Guidance which sets forth specific information on allowable, reasonable and necessary costs can be found at: http://www.nal.usda.gov/foodstamp/program_facts.html#guidance

The Community Nutrition Education (CNE) Logic Model – Overview



The Community Nutrition Education (CNE) Logic Model – Detail

| Inputs | Outputs | |
|--|---|--|
| | Activities | Participation |
| <ul style="list-style-type: none"> Financial Resources FSNEP Contract (Budget Categories) Match funds (Public In-Kind and Private Funds) Non-Match (Private In-Kind) Planning Processes Program Planning Social Marketing Materials Curriculum Educational Media Campaign People Expertise (funded, matched, other) Accountability: Elected/Appointed Officials Intra-Institutional Commitment: Membership: Networks, Coalitions, Consortia, etc. | <p>Individuals and Households Level</p> <p>Conduct education and deliver targeted messages on core elements using the following strategies:</p> <p>Direct Methods</p> <ul style="list-style-type: none"> Individual/One on One Small Group Large Group <p>Indirect Methods</p> <ul style="list-style-type: none"> Newsletters News Releases Kiosks Internet <p>Media Campaign</p> | <p>Food Stamp individuals/households and those eligible for the Food Stamp Program</p> <p>Direct Methods (# and %)</p> <ul style="list-style-type: none"> Counted: Gender, Ethnicity, Adult or Youth Estimated <p>Indirect Methods</p> <ul style="list-style-type: none"> Counted Estimated <p>Media Circulation</p> <p>Evidence that participants represent Food Stamp households or those eligible for the Food Stamp Program</p> |
| | Communities and Institutions Level | |
| | <p>Develop/expand community partnerships to identify opportunities and eliminate barriers related to core elements using the following strategies:</p> <ul style="list-style-type: none"> Community Assessment Community Awareness Campaigns Community Organizing Community Integration of Services | <p>Agencies/organizations addressing dietary quality concerns which target the Food Stamp population</p> <ul style="list-style-type: none"> Number of Partnerships by Type, Sector and Level (local, regional, statewide) Number of Inter-Organization Agreements/MOUs Number and Description of Community-Based Efforts Number and Description of Integrated Service Plans |
| | Social Structures, Policies and/or Practices Level | |
| | <p>Create/revise social systems and public policies related to core elements using the following strategies:</p> <ul style="list-style-type: none"> Expert review/comment on federal, state, and/or local public policies Public Forums Impact Seminars Efforts to inform elected officials, food industry leaders (processors and retailers), farmers, educators, and other influential leaders | <p>Systems and policies related to core elements having an impact on the Food Stamp population</p> <ul style="list-style-type: none"> Number and description of multi-sector efforts that include universities, government agencies, private sector, non-profit agencies and governing/licensing boards Description of systems and policy change efforts |

Outcomes and Indicators

Short Term

Medium Term

Long Term

Individuals and Households Level

Dietary Quality, Physical Activity Core Element

Outcomes

Individuals gain awareness, knowledge and skills related to:

- Improved attitudes about healthy eating
- Increased knowledge of healthy food choices
- Improved skill in selection of healthy foods
- Improved skill in preparation of healthy foods
- Increased awareness/knowledge of benefits of physical activity (burn calories & control weight, increased stamina, cardiovascular health, reduce risk of cancer, diabetes, improved personal appearance, etc.)
- Increased awareness/knowledge physical activity recommendations for health

Individuals incorporate skills; change behaviors related to:

- Increased adoption of healthy food practices
- On-going use of healthy weight management practices
- Adoption of recommended diet-related practices for disease prevention and management
- Participation in regular physical activity
- Family/individual participation in physically active community events.

Individuals experience:

- Decreased risk factors for nutrition-related health problems & chronic diseases that are affected by diet and physical activity
- Decreased incidence of complications of chronic diseases that are affected by diet and physical activity

Indicators

___% of (x) Individuals who demonstrate ability to:

- Plan menus and choose foods around Food Guide Pyramid (FGP) and Dietary Guidelines (DG) [DQ1]
- Adjust recipes and/or menus to achieve certain goals (reduced calories, fat, sodium, etc., or increased nutrients & fiber) [DQ2]
- Select/use preparation and storage techniques to conserve nutrients or reduce fat, salt, or to improve taste [DQ3]
- Classify foods based on original source (plant or animal) [DQ4]
- Write a personal plan to adjust physical activity for health, fitness, weight control, etc. [DQ5]

___% of (x) Individuals who indicate an intent to adopt one or more healthy food/nutrition practices [DQ6]

___% of (x) Individuals who indicate an intent to begin or increase physical activity [DQ7]

___% of (x) Individuals demonstrate adoption of healthy eating practices by:

- Improved life style practices based on the Food Guide Pyramid & Dietary Guidelines, such as
- Improved intake of food group servings [DQ8]
 - Improve intake of selected nutrients and [DQ9]
 - Improve behavior change related to decreased salt, fat, sugar and calories, or increased servings/variety of vegetables, fruits, whole grains, and low-fat milk [DQ10]
 - Increased frequency of eating breakfast [DQ11]

___% of (x) Individuals demonstrate adoption of increased time spent in physical activity practices by:

- Implementation of a personal plan for regular physical activity, such as increased time/frequency engaged in daily activity; beginning a specific activity such as walking, hiking, bicycling [DQ12]
- Increased participation of individual/family in games and play that involve physical activity [DQ13]
- Reduction in time spent in sedentary activities (such as watching TV and playing video games) [DQ14]

Individuals show:

- Decreased # of chronic disease risk factors [DQ15]
 - Decreased # of chronic disease complications [DQ16]
 - # (%) of food stamp recipients who achieved/maintained healthy weight or lost as much as 5% of body weight (if needed) [DQ17]
- Note: Studies show that a loss of only 5% of body weight in obese people can bring about beneficial changes in chronic disease risks and/or complications.

| Outcomes and Indicators | | Long Term |
|---|--|--|
| Short Term | Medium Term | |
| Individuals and Households Level | | |
| Food Security Core Element¹ | | |
| Outcomes | | |
| <p>Individuals gain awareness, knowledge and skills related to</p> <ul style="list-style-type: none"> Knowing what to do when the individual or family has no food and is hungry | <p>Individuals incorporate skills; change behaviors related to:</p> <ul style="list-style-type: none"> Increasing availability of food with reduced hunger | <p>Individuals and households experience:</p> <ul style="list-style-type: none"> A reliable food supply without experiencing hunger |
| <p>Individuals who demonstrate ability to:</p> <ul style="list-style-type: none"> Identify emergency food programs (food pantries, soup kitchens, and food banks) and where/how to apply for food assistance [SC01] Obtain food from emergency food assistance programs to allay hunger [SC02] Describe non-emergency food assistance community food resources and assistance programs such as food stamps, child nutrition programs and WIC [SC03] Describe how/where to apply for non-emergency food assistance [SC04] | <p>Indicators</p> <p>___% of (x) Individuals demonstrate adoption of practice by:</p> <ul style="list-style-type: none"> Enrolling in non-emergency food assistance programs (child nutrition, food stamp programs WIC) [SC06] Relying less on emergency food sources (Food pantries, food banks, soup kitchens) [SC07] Having fewer hungry days [SC08] | <p>Individuals and households show:</p> <ul style="list-style-type: none"> Reduced anxiety related to food security [SC09] Developed the economic means for food security [SC10] Families maintain food security over time (based on USDA ERS food security question) [SC11] |
| Food Safety Core Element | | |
| Outcomes | | |
| <p>Individuals gain awareness, knowledge and skills related to:</p> <ul style="list-style-type: none"> Practicing personal hygiene Cooking foods adequately Avoiding cross-contamination Keeping foods at safe temperatures Avoiding foods from unsafe sources | <p>Individuals incorporate skills; change behaviors related to:</p> <ul style="list-style-type: none"> Practicing personal hygiene Cooking foods adequately Avoiding cross-contamination Keeping foods at safe temperatures Avoiding foods from unsafe sources | <p>Individuals experience:</p> <ul style="list-style-type: none"> Decreased incidence of disease associated with contamination of food resulting from household food handling practices |
| <p>Individuals who demonstrate ability to:</p> <ul style="list-style-type: none"> Practice personal hygiene [FS01] Practice kitchen cleanliness [FS02] Cook foods adequately [FS03] Avoid cross-contamination [FS04] Keep foods at safe temperatures [FS05] Avoid foods from unsafe sources [FS06] | <p>Indicators</p> <p>___% of (x) Individuals demonstrate adoption of practice by increasing the number of times they used desirable food handling behaviors associated with:</p> <ul style="list-style-type: none"> Practicing personal hygiene [FS08] Practice kitchen cleanliness [FS09] Cooking foods adequately [FS10] Avoiding cross-contamination [FS11] Keeping foods at safe temperatures [FS12] Avoiding foods from unsafe sources [FS13] | <p>Individuals show decrease in:</p> <ul style="list-style-type: none"> ___# of illnesses caused by biological contamination of food (such as bacterial, viruses, parasites) [FS14] ___# of illnesses caused by chemical contamination of food (such as household cleaners, pesticides) [FS15] ___# of illnesses caused by physical contamination of food (such as lead contamination, insects) [FS16] |

¹ There is a strong relationship between Food Resource Management and Food Security. For this logic model, Food Resource Management has been distinguished by what people can do in terms of personal, family and social supports; Food Security has been distinguished by what formal community systems are in place to assist individuals – i.e. emergency and non-emergency food support mechanisms.

Outcomes and Indicators

Short Term

Medium Term

Long Term

Individuals and Households Level

Shopping Behavior/Food Resource Management Core Element¹

Outcomes

- Individuals gain awareness, knowledge and skills related to:**
- Identifying personal, family and community resources
 - Determining the best resource strategies for stretching food resources for self and family
 - Stretching their food resources
 - Planning a healthy diet, using low-cost, nutrient dense foods

- Individuals incorporate skills; change behaviors related to:**
- Using a variety of food resources to reduce food costs
 - Increasing personal/family food availability
 - Providing culturally acceptable meals that are balanced for cost as well as for nutritional value
 - Making safe, nutritious, economical food choices away from home

- Individuals experience:**
- Eating nutritiously on a limited budget using resources appropriately

Indicators

- % of (x) Individuals who demonstrate ability to:**
- List all available food resources (time, money, kitchen equipment, food preparation skills, gardening skills, family and social network supports) [FR01]
 - Use some careful shopping techniques (shopping plan, shopping list, food price comparisons, coupons, etc.) [FR02]
 - Compare food costs at different food outlets (grocery stores, farmers markets, restaurants, vending machines, fast food chains, school environment, etc.) [FR03]
 - Try new low-cost foods/new recipes [FR04]
 - Evaluate use of convenience foods and prepare some foods from basic ingredients [FR05]
 - Reduce food waste through proper storage techniques [FR06]
 - Use the food guide pyramid as a basis for selecting foods [FR07]
 - Demonstrate the ability to use resources correctly to prepare food (measure food correctly, follow a recipe, use kitchen equipment safely, etc.) [FR08]

- % of (x) Individuals demonstrate adoption of practice by:**
- Using at least three careful shopping techniques (shopping list, shopping plan, comparing food prices, using coupons, etc.) [FR10]
 - Using hunting, fishing, gardening, etc. to increase food options [FR11]
 - Making some foods from basic ingredients [FR12]
 - Preparing and storing or preserving food for later use [FR13]
 - Food or food resources lasts to the end of the "month" [FR14]
 - Using different types of food sources to get nutritional value at best price [FR15]
 - Consuming more low cost foods [FR16]
 - Practicing appropriate use of resources in preparing food (measure food correctly, follow a recipe, use kitchen equipment safely, etc.) [FR17]

- Individuals show:**
- Reduce reliance on family, friends, and social support networks for food [FR18]
 - Ability to stock up on some foods [FR19]
 - Build and use a food storage system [FR20]

% of (x) Individuals indicate an intent to adopt one or more beneficial shopping behavior/food resource management practices [FR09]

¹ There is a strong relationship between Food Resource Management and Food Security. For this logic model, Food Resource Management has been distinguished by what people can do in terms of personal, family and social supports; Food Security has been distinguished by what formal community systems are in place to assist individuals – i.e. emergency and non-emergency food support mechanisms.

| Outcomes and Indicators | | Long Term |
|---|---|---|
| Short Term | Medium Term | |
| Communities and Institutions Level | | |
| Dietary Quality, Physical Activity Core Element | | |
| Outcomes | | |
| <p>Communities/Institutions gain:</p> <ul style="list-style-type: none"> Increased awareness among private and public sector leaders about nutrition-related challenges of low-income households/individuals Increased involvement of community groups to address nutrition challenges/issues of low-income households | <p>Communities/Institutions:</p> <ul style="list-style-type: none"> Identify barriers and enhancements to improved community diet quality Develop and implement plans to improve diet quality Increased community activities/facilities that encourage physical activity | <p>Improved dietary quality status:</p> <ul style="list-style-type: none"> Leaders/citizens are empowered to solve community food/nutrition challenges Decreased community barriers to adoption of healthy nutrition practices |
| Indicators | | |
| <p>Communities/Institutions demonstrate increased:</p> <ul style="list-style-type: none"> Composition and # of community groups reporting discussions held on dietary quality challenges of low-income people in that locality [DQ18] Composition and # of community groups who report a commitment to collaborate on strategies to address dietary quality and physical activity challenges [DQ19] Composition and # of community groups involved in needs assessment & program planning [DQ20] Composition and # of community coalitions formed to address dietary quality and physical activity issues of low-income families or individuals [DQ21] | <p>Communities/Institutions exhibit:</p> <ul style="list-style-type: none"> Increased # of referrals of low-income individuals between agencies to facilitate provision of nutrition education [DQ22] Adoption of a feasible written plan to address challenges and barriers to dietary quality and physical activity by community groups/agencies [DQ23] Evidence of concrete actions on implementing plan for improving dietary quality [DQ24] Evidence of concrete actions on implementing plan for encouraging physical activity in a community (such as planned community games and competitions) or development of safe walking/bicycling trails [DQ25] | <p>Communities/Institutions reflect improvements such as:</p> <ul style="list-style-type: none"> More nutritious foods offered in schools or restaurants [DQ26] Increased availability of certain foods in grocery stores or farmer's markets [DQ27] Reduced challenges related to transportation of low-income individuals to grocery store, or food stamp and WIC offices [DQ28] Larger number (percent) of food stamp and low-income individuals who report regular participation in physical activity [DQ29] |
| Food Security Core Element¹ | | |
| Outcomes | | |
| <p>Communities/Institutions gain:</p> <ul style="list-style-type: none"> Assess level of food insecurity and factors that limit food security in the community Increase awareness of food insecurity in the community Increase involvement of community groups to address food security issues in the community | <p>Communities/Institutions:</p> <ul style="list-style-type: none"> Develop and implement plans to improve food security Communities organize to address food security and economic issues that impact food security | <p>Communities are food secure:</p> <ul style="list-style-type: none"> Communities establish an on-going monitoring system to address changes in food security levels in the community Prevalence of food insecurity decreases |
| Indicators | | |
| <p>Communities/Institutions demonstrate increased:</p> <ul style="list-style-type: none"> Knowledge of levels of food insecurity in the community (based upon the ERS USDA instrument) [SC12] Composition and number of community groups involved in needs assessment [SC13] Composition and number of community organizations formed to address food security [SC14] | <p>Communities/Institutions exhibit:</p> <ul style="list-style-type: none"> Adoption of a feasible written plan to address challenges and barriers of food security [SC15] Composition and number of organized community efforts to address food security [SC16] Evidence of actions taken to implement plan [SC17] People in the community donate food, money or volunteer time to emergency food programs and develop a growing support for community anti-hunger programs [SC18] Emergency food programs have increased quantity and quality of nutritious food [SC19] Efforts to assess economic conditions such as available employment, housing that impact food security [SC20] | <p>Communities/Institutions reflect improvements such as:</p> <ul style="list-style-type: none"> Fewer families in the community report food insecurity or there are fewer people at the most severe levels of food security [SC21] Economic indicators improve -- increased education, increased employment, and household income [SC22] |

¹ There is a strong relationship between Food Resource Management and Food Security. For this logic model, Food Resource Management has been distinguished by what people can do in terms of personal, family and social supports; Food Security has been distinguished by what formal community systems are in place to assist individuals – i.e. emergency and non-emergency food support mechanisms.

| Outcomes and Indicators | | Long Term |
|--|---|---|
| Short Term | Medium Term | |
| Communities and Institutions Level | | |
| Food Safety Core Element | | |
| Outcomes | | |
| <p>Communities/Institutions gain:</p> <ul style="list-style-type: none"> Increased awareness among private and public sector leaders about food safety related challenges of low-income households/ individuals Increased involvement of community groups to address food safety challenges/issues of low-income households Identify hazards that threaten community food safety | <p>Communities/Institutions:</p> <ul style="list-style-type: none"> Develop and implement plans based on HACCP to improve food safety | <p>Improved food safety status:</p> <ul style="list-style-type: none"> Community establishes monitoring, evaluation and prevention system to address community food safety |
| Indicators | | |
| <p>Communities/Institutions demonstrate increased:</p> <ul style="list-style-type: none"> Composition and # of community groups reporting discussions held on food safety challenges of low-income people in that locality [FS17] Composition and # of community groups who report a commitment to work together on strategies to address food safety challenges [FS18] Composition and # of community groups involved in needs assessment [FS19] | <p>Communities/Institutions exhibit:</p> <ul style="list-style-type: none"> Composition and # of organized community efforts to address food safety issues of low-income families or individuals [FS20] Adoption of a feasible written plan to address challenges and barriers to food safety by community groups/agencies [FS21] Evidence of concrete actions taken toward implementing plan [FS22] Increased # of referrals of low-income individuals between agencies to facilitate provision of food safety education [FS23] | <p>Communities/Institutions reflect improvements such as:</p> <ul style="list-style-type: none"> Decreased # of foodborne outbreaks in the community [FS24] |
| Shopping Behavior/Food Resource Management Core Element¹ | | |
| Outcomes | | |
| <p>Communities/Institutions gain:</p> <ul style="list-style-type: none"> Identify community and institutional barriers and opportunities for improved community food resource management Increased awareness among private and public sector leaders about food-resource management –related challenges of low-income households/ individuals Increased involvement of community groups to address food resource management challenges opportunities | <p>Communities/Institutions:</p> <ul style="list-style-type: none"> Develop and implement plans to improve food security Organize to address food resource management | <p>Improved Food Resource Management status:</p> <ul style="list-style-type: none"> Increased community initiated efforts to solve food resource management challenges Decreased community barriers to adoption of effective food resource management strategies |
| Indicators | | |
| <p>Communities/Institutions demonstrate increased:</p> <ul style="list-style-type: none"> Composition and number of community groups reporting discussions held on food resource management challenges of low-income people [FR21] Composition and number of organizations formed to address food resource management of low income people [FR23] | <p>Communities/Institutions exhibit:</p> <ul style="list-style-type: none"> Adoption of a feasible written plan to address challenges and barriers to food resource management education [FR24] Evidence of concrete actions taken toward implementing plan [FR25] Organized community efforts to address food resource management issues of low income families [FR26] Increased number of referrals of low-income individuals that receive food resource management education [FR27] | <p>Communities/Institutions reflect improvements such as:</p> <ul style="list-style-type: none"> Nutritious foods are more readily available to low income people [FR28] |
| <p>¹ There is a strong relationship between Food Resource Management and Food Security. For this logic model, Food Resource Management has been distinguished by what people can do in terms of personal, family and social supports; Food Security has been distinguished by what formal community systems are in place to assist individuals – i.e. emergency and non-emergency food support mechanisms.</p> | | |

| Outcomes and Indicators | | Long Term |
|---|--|--|
| Short Term | Medium Term | |
| Social Structures, Policies and/or Practices Level | | |
| Dietary Quality, Physical Activity Core Element | | |
| Outcomes | | |
| <i>Educators, media, other public and private representatives hold discussions re: policies, regulations, and industry practices that are barriers to dietary quality</i> | <i>Educators, media, other public and private representatives work toward needed changes in laws, policies and practices</i> | <i>Revision of laws, policies and practices related to dietary quality</i> |
| Identification and definition of: <ul style="list-style-type: none"> • Social/public policy issues/regulations and food industry practices that impact dietary quality and food availability for low-income families/individual [DQ30] • Social/public policy issues that create barriers to adequate physical activity (example: school policy for children affecting amount of physical activity in school) [DQ31] | Indicators <p><i>Evidence of action such as:</i></p> <ul style="list-style-type: none"> • Number of expressed oral or written commitments to work toward needed changes [DQ32] • Letters, memoranda from legislators, agency heads or food industry leaders that needed changes will be made [DQ33] • Achieved commitment of key citizens, government officials, and policy makers to work toward needed changes in laws, policies, and practices [DQ34] • Adoption of steps that will be taken by policy makers to achieve change [DQ35] | <i>Evidence such as:</i> <ul style="list-style-type: none"> • Description of change in structure, policy or practice [DQ36] |
| Food Security Core Element ¹ | | |
| Outcomes | | |
| <i>Educators, media, other public and private representatives hold discussions re: policies, regulations, and industry practices that are barriers to food security</i> | <i>Educators, media, other public and private representatives work toward needed changes in laws, policies and practices related to food security</i> | <i>Revision of laws, policies and practices related to food security</i> |
| Identification and definition of: <ul style="list-style-type: none"> • Social/public policy issues/regulations and food industry practices that impact food availability for low-income families/individuals [SC23] | Indicators <p><i>Evidence of action such as:</i></p> <ul style="list-style-type: none"> • Number of expressed oral or written commitments to work toward needed changes [SC24] • Number of barriers eliminated to achieving food security (food programs make program applications easier) [SC25] • Letters, memoranda from legislators, agency heads or food industry leaders that needed changes will be made [SC26] | <i>Evidence such as:</i> <ul style="list-style-type: none"> • Description of change in structure, policy or practice [SC27] |

¹ There is a strong relationship between Food Resource Management and Food Security. For this logic model, Food Resource Management has been distinguished by what people can do in terms of personal, family and social supports; Food Security has been distinguished by what formal community systems are in place to assist individuals – i.e. emergency and non-emergency food support mechanisms.

| Outcomes and Indicators | | Long Term |
|--|--|--|
| Short Term | Medium Term | |
| Social Structures, Policies and/or Practices Level | | |
| Food Safety Core Element | | |
| Outcomes | | |
| <i>Educators, media, other public and private representatives hold discussions re: policies, regulations, and industry practices that are barriers to food safety</i> | <i>Educators, media, other public and private representatives work toward needed changes in laws, policies and practices</i> | <i>Revision of laws, policies and practices related to food safety</i> |
| Identification and definition of: <ul style="list-style-type: none"> • Social/public policy issues/regulations and food industry practices that impact food safety [FS25] | Indicators <p><i>Evidence of action such as:</i></p> <ul style="list-style-type: none"> • Number of expressed oral or written commitments to work toward needed changes [FS26] • Letters, memoranda from legislators, agency heads or food industry leaders that needed changes will be made [FS27] • Achieved commitment of key citizens, government officials, and policy makers to work toward needed changes in laws, policies, and practices [FS28] • Adoption of steps that will be taken by policy makers to achieve changes [FS29] | <i>Evidence such as:</i> <ul style="list-style-type: none"> • Description of change in structure, policy or practice [FS30] |
| Shopping Behavior/Food Resource Management Core Element¹ | | |
| Outcomes | | |
| <i>Educators, media, other public and private representatives hold discussions re: policies, regulations, and industry practices that are barriers to food resource management</i> | <i>Educators, media, other public and private representatives work toward needed changes in laws, policies and practices</i> | <i>Revision of laws, policies and practices related to food resource management</i> |
| Identification and definition of: <ul style="list-style-type: none"> • social/public policy issues/regulations and food industry practices that impact food resource management and food availability for low-income families/individuals [FR29] | Indicators <p><i>Evidence of action such as:</i></p> <ul style="list-style-type: none"> • Number of expressed oral or written commitments to work toward needed changes [FR30] • Letters, memorandums from legislators, agency heads, or food industry leaders that needed changes will be made [FR31] • Achieved commitment of key citizens, government officials, and policy makers to work toward needed changes in laws, policies, and practices [FR32] • Adoption of steps that will be taken by policy makers to achieve changes [FR33] | <i>Evidence such as:</i> <ul style="list-style-type: none"> • Description of change in structure, policy or practice [FR34] |

¹ There is a strong relationship between Food Resource Management and Food Security. For this logic model, Food Resource Management has been distinguished by what people can do in terms of personal, family and social supports; Food Security has been distinguished by what formal community systems are in place to assist individuals – i.e. emergency and non-emergency food support mechanisms.

Appendix C - Regional Summaries

CES – NORTH CENTRAL REGION (11 of 12 states reporting)



Within the Cooperative Extension/Land-Grant University System, Food Stamp Nutrition Education (FSNE) is delivered in a variety of ways. For FY 2002, FSNE involvement in the North Central CES Region occurred directly through a series of educational classes, workshops, one-to-one interactions, and group discussions. Participation also occurred indirectly, through newsletters, public service announcements and, in one state, billboards. Methods used to provide education were determined according to state and local needs, opportunities, and resources.

Participation was determined as the number of educational contacts that people had through the different learning strategies that were used, rather than the number of individuals taught. For example, a person who participated in a 6-series lesson would count as 6 contacts and a person who attended a 1-day workshop was counted as 1 contact. This method of identifying participant involvement recognizes that people learn reinforcing principles and skills in many different contexts.

FSNE Participation: Number and Percent of Contacts by Teaching Method

| | Number | Percent |
|-----------------------|-------------------|------------|
| Direct Contact | 2,417,790 | 19 |
| Indirect Contacts | 10,156,009 | 81 |
| TOTAL CONTACTS | 12,573,799 | 100 |

IMPACT AREAS

Given the diversity of educational efforts used in reaching FSNE participants, total impact was not determined. Rather, states provided up to six examples of the types of knowledge, skill, attitude, behavior, and condition changes that occurred following FSNE involvement. Impacts were categorized according to core elements defined by the Food and Nutrition Service of USDA, the federal funding partner for FSNE.

Impacts: Number and Percent of Examples Reported by Core Element

| | Number | Percent |
|--|-----------|------------|
| Dietary Quality and Physical Activity | 38 | 41 |
| Food Security | 9 | 10 |
| Shopping Behavior/Food Resource Management | 18 | 19 |
| Food Safety | 28 | 30 |
| TOTAL IMPACTS REPORTED | 93 | 100 |

TYPES OF IMPACT REPORTED

Dietary Quality and Physical Activity

Short Term Outcome (Increased Knowledge and Skills/Intent to Change)

- Participants learned to plan menus and choose foods using the Food Guide Pyramid and Dietary Guidelines

Medium Term Outcomes (Changed Behavior)

- Participants improved intake of food group servings
- Participants increased servings/variety of vegetables, fruits, whole grains, and/or low-fat milk

- Participants decreased intake of salt, fat, sugar, and/or calories
- Participants increased the frequency of eating breakfast
- Participants implemented a personal plan for regular physical activity – increased time/frequency engaged in daily activity or beginning a specific activity, such as hiking or walking

Food Security

Short Term Outcomes (Increased Knowledge and Skills/Intent to Change)

- Participants demonstrated the ability to identify emergency food programs, such as food pantries, soup kitchens, and food banks and how to apply for food assistance
- Participants demonstrated the ability to obtain food from emergency food assistance programs to allay hunger

Medium Term Outcomes (Changed Behavior)

- Participants reported that they rely less on emergency food sources
- Participants enrolled in non-emergency food assistance programs, such as child nutrition, food stamps, WIC, etc.

Shopping Behavior/Food Resource Management

Short Term Outcomes (Increased Knowledge and Skills/Intent to Change)

- Participants demonstrated careful shopping techniques such as a shopping plan, shopping list, food price comparison, using coupons, etc.
- Participants demonstrated the ability to use the Food Guide Pyramid as the basis for selecting foods

Medium Term Outcome (Changed Behavior)

- Participants reported using at least three careful shopping techniques

Food Safety

Short Term Outcomes (Increased Knowledge and Skills/Intent to Change)

- Participants demonstrated the ability to practice personal hygiene, keep foods at safe temperatures, and/or avoid cross-contamination
- Individuals indicated intent to adopt one or more safe food handling practices

Medium Term Outcome (Changed Behavior)

- Participants increased the number of times they practice personal hygiene

A STATE’S EXAMPLE OF FSNE IN ACTION –

A participant in FSNE was referred to us by her food stamp case worker. She and her family only had \$50 to spend on food every two weeks. She was very concerned as to how her family of three was going to survive. The FSNE staff member taught her and her husband about meal planning and had them plan for the next two weeks using the food that they had on hand. They made a grocery list of the items they needed to purchase for the next week. She taught them to compare prices using the unit price stickers, something they had never done before. One month later, the client was still planning meals on a weekly basis, grocery shopping with a list and comparing prices. She said that the tips she learned have allowed her family to get by on \$50 for groceries every two weeks.

PARTNERSHIPS

One of the unique strengths of FSNE is that it is dependent on successful partner relationships – organizations and agencies working cooperatively to achieve a common purpose. This work was accomplished in cooperation with 10,393 state and local partners and collaborators from the public and private sector.

CES – WESTERN REGION (12 of 13 states reporting)

Within the Cooperative Extension/Land-Grant University System, Food Stamp Nutrition Education (FSNE) is delivered in a variety of ways. For FY 2002, FSNE involvement in the Western CES Region occurred directly through a series of educational classes, workshops, one-to-one interactions, and group discussions. Participation also occurred indirectly, through newsletters, public service announcements, and in two states, billboards. Methods used to provide education were determined according to state and local needs, opportunities, and resources.



Participation was determined as the number of educational contacts that people had through the different learning strategies that were used, rather than the number of individuals taught. For example, a person who participated in a 6-series lesson would count as 6 contacts and a person who attended a 1-day workshop would count as 1 contact. This method of identifying participant involvement recognizes that people learn reinforcing principles and skills in many different contexts.

FSNE Participation: Number and Percent of Contacts by Teaching Method

| | Number | Percent |
|-----------------------|-------------------|------------|
| Direct Contact | 897,896 | 8 |
| Indirect Contacts | 10,443,202 | 92 |
| TOTAL CONTACTS | 11,341,098 | 100 |

IMPACT AREAS

Given the diversity of educational efforts used in reaching FSNE participants, total impact was not determined. Rather, states provided up to six examples of the types of knowledge, skill, attitude, behavior, and condition changes that occurred following FSNE involvement. Impacts were categorized according to core elements defined by the Food and Nutrition Service of USDA, the federal funding partner for FSNE.

Impacts: Number and Percent of Examples Reported by Core Element

| | Number | Percent |
|--|-----------|------------|
| Dietary Quality and Physical Activity | 39 | 40 |
| Food Security | 9 | 9 |
| Shopping Behavior/Food Resource Management | 27 | 27 |
| Food Safety | 24 | 24 |
| TOTAL IMPACTS REPORTED | 99 | 100 |

TYPES OF IMPACT REPORTED

Dietary Quality and Physical Activity

Short-Term (Increased Knowledge and Skills/Intent to Change

- Participants learned to plan menus and choose foods using the Food Guide Pyramid and Dietary Guidelines
- Participants learned to adjust recipes and/or menus to reduce calories, fat, sodium, or to increase nutrients and fiber

Medium Term Outcomes (Changed Behavior)

- Participants improved intake of food group servings
- Participants increased servings/variety of vegetables, fruits, whole grains, and/or low-fat milk, increased the frequency of eating breakfast, increased intake of selected nutrients, and decreased consumption of salt, fat, sugar, and/or calories

Community and Institution Level

- States worked with community groups to address dietary quality and physical activity challenges
- ### Social Structures, Policies and/or Practices Level

- Public discussions were held regarding policy issues/regulations that impact dietary quality and food availability for low-income families, and issues that create barriers to adequate physical activity

Food Security

Medium Term Outcomes (Changed Behavior)

- Participants reported having fewer hungry days
- Participants reported enrolling in non-emergency food assistance programs, such as child nutrition, food stamps, WIC, etc.

Long Term Outcomes (Changed Behavior)

- Participants had reduced anxiety related to food security

Shopping Behavior/Food Resource Management

Short Term Outcomes (Increased Knowledge and Skills/Intent to Change)

- Participants demonstrated careful shopping techniques such as a shopping plan, shopping list, food price comparison, using coupons, etc.
- Participants demonstrated the ability to try new low cost foods/new recipes
- Participants demonstrated the ability to compare food costs at different food outlets

Medium Term Outcomes (Changed Behavior)

- Participants used at least three careful shopping techniques
- Participants had food resources to last until the end of the month
- Participants consumed more low cost foods

Food Safety

Short Term Outcomes (Increased Knowledge and Skills/Intent to Change)

- Participants demonstrated the ability to practice personal hygiene
- Participants demonstrated the ability to avoid cross-contamination
- Individuals indicated intent to adopt one or more safe food handling practices

Medium Term Outcome (Changed Behavior)

- Participants reported an increase in the number of times they practiced personal hygiene, kitchen cleanliness, cooked foods adequately, and kept foods at safe temperatures

Community and Institution Level

- Worked with community groups to address strategies of food safety

A STATE'S EXAMPLE OF FSNE IN ACTION –

In the area of Shopping Behavior/Food Resource Management, one state reported that of 472 individuals who completed at least six lessons:

- * 66% (272 participants) now utilize a menu plan more often
- * 49% (203 participants) now shop from a list more often
- * 51% (208 participants) now comparison shop more often
- * 54% (224 participants) now say they have enough to eat more often

PARTNERSHIPS

One of the unique strengths of FSNE is that it is dependent on successful partner relationships – organizations and agencies working cooperatively to achieve a common purpose. This work was accomplished in cooperation with 2,062 state and local partners and collaborators from the public and private sector.

CES – NORTHEAST REGION (9 of 12 states reporting)



Within the Cooperative Extension/Land-Grant University System, Food Stamp Nutrition Education (FSNE) is delivered in a variety of ways. For FY 2002, FSNE involvement in the Northeast Region occurred directly through a series of educational classes, workshops, one-to-one interactions, and group discussions. Participation also occurred indirectly, through newsletters and public service announcements and, in one state, billboards. Methods used to provide education were determined according to state and local needs, opportunities, and resources.

Participation was determined as the number of educational contacts that people had through the different learning strategies that were used, rather than the number of individuals taught. For example, a person who participated in a 6-series lesson would count as 6 contacts and a person who attended a 1-day workshop would count as 1 contact. This method of identifying participant involvement recognizes that people learn reinforcing principles and skills in many different contexts.

FSNE Participation: Number and Percent of Contacts by Teaching Method

| | Number | Percent |
|-----------------------|------------------|------------|
| Direct Contact | 676,440 | 25 |
| Indirect Contacts | 1,980,199 | 75 |
| TOTAL CONTACTS | 2,656,639 | 100 |

IMPACT AREAS

Given the diversity of educational efforts used in reaching FSNE participants, total impact was not determined. Rather, states provided up to six examples of the types of knowledge, skill, attitude, behavior, and condition changes that occurred following FSNE involvement. Impacts were categorized according to core elements defined by the Food and Nutrition Service of USDA, the federal funding partner for FSNE.

Impacts: Number and Percent of Examples Reported by Core Element

| | Number | Percent |
|--|-----------|------------|
| Dietary Quality and Physical Activity | 44 | 63 |
| Food Security | 5 | 7 |
| Shopping Behavior/Food Resource Management | 9 | 13 |
| Food Safety | 12 | 17 |
| TOTAL IMPACTS REPORTED | 70 | 100 |

TYPES OF IMPACT REPORTED

Dietary Quality and Physical Activity

Short Term Outcome (Increased Knowledge and Skills/Intent to Change)

- Participants learned to plan menus and choose foods using the Food Guide Pyramid and Dietary Guidelines

Medium Term Outcomes (Changed Behavior)

- Participants improved intake of food group servings
- Participants increased servings/variety of vegetables, fruits, whole grains, and/or low-fat milk
- Participants decreased consumption of salt, fat, sugar, and/or calories

- Participants increased the frequency of eating breakfast
- Participants implemented a personal plan for regular physical activity – increased time/frequency engaged in daily activity or beginning a specific activity, such as hiking or walking

Food Security

Short Term Outcome (Increased Knowledge and Skills/Intent to Change)

- Participants demonstrated the ability to identify emergency food programs and learned how to apply for food assistance

Medium Term Outcomes (Changed Behavior)

- Participants enrolled in non-emergency food assistance programs, such as child nutrition, food stamps, WIC, etc.
- Participants relied less on emergency food sources

Shopping Behavior/Food Resource Management

Short Term Outcomes (Increased Knowledge and Skills/Intent to Change)

- Participants demonstrated careful shopping techniques such as a shopping plan, shopping list, food price comparison, using coupons, etc.
- Participants demonstrated the ability to use the Food Guide Pyramid as the basis for selecting foods.

Medium Term Outcome (Changed Behavior)

- Participants used at least three careful shopping techniques

Food Safety

Short Term Outcomes (Increased Knowledge and Skills/Intent to Change)

- Participants demonstrated the ability to practice personal hygiene
- Participants demonstrated the ability to keep foods at safe temperatures
- Participants demonstrated the ability to avoid cross-contamination
- Individuals indicated intent to adopt one or more safe food handling practices

Medium Term Outcome (Changed Behavior)

- Participants increased the number of times they practiced personal hygiene

A STATE’S EXAMPLE OF FSNE IN ACTION –

The ‘Great Beginnings Nutrition Curriculum for Pregnant and Parenting Teens’ was used with pregnant and parenting teens in a variety of settings, both individually and in group settings. Referrals were made from the Visiting Nurse Association, WIC, homeless shelters for pregnant women, and Division of Children, Youth and Families. Although this audience is hard to engage, individuals who participated did report or demonstrate improved food skills and behaviors.

- *76.9% reported positive change in at least one food group*
- *100% reported eating 3 or more meals and snacks*
- *80% showed improvement in one or more food resource management practices including: planning meal, comparing prices, and not running out of food*
- *75% showed improvement in one or more nutrition practices including planning meals, making healthy food choices, and reading food labels*
- *60% showed improvement in one or more food safety practices including thawing and storing food properly*

PARTNERSHIPS

One of the unique strengths of FSNE is that it is dependent on successful partner relationships – organizations and agencies working cooperatively to achieve a common purpose. This work was accomplished in cooperation with 825 state and local partners and collaborators from the public and private sector.

CES – SOUTHERN REGION (10 of 13 states plus 1 territory reporting)



Within the Cooperative Extension/Land-Grant University System, Food Stamp Nutrition Education (FSNE) is delivered in a variety of ways. For FY 2002, FSNE involvement in the Southern CES Region occurred directly through a series of educational

classes, workshops, one-to-one interactions, and group discussions. Participation also occurred indirectly, through newsletters and public service announcements. Methods used to provide education were determined according to state and local needs, opportunities, and resources.

Participation was determined as the number of educational contacts that people had through the different learning strategies that were used, rather than the number of individuals taught. For example a person who participated in a 6-series lesson would count as 6 contacts and a person who attended a 1-day workshop would count as 1 contact. This method of identifying participant involvement recognizes that people learn reinforcing principles and skills in many different contexts.

FSNE Participation: Number and Percent of Contacts by Teaching Method

| | Number | Percent |
|-----------------------|-------------------|------------|
| Direct Contact | 1,222,528 | 11 |
| Indirect Contacts | 9,735,965 | 89 |
| TOTAL CONTACTS | 10,958,493 | 100 |

IMPACT AREAS

Given the diversity of educational efforts used in reaching FSNE participants, total impact was not determined. Rather, states provided up to six examples of the types of knowledge, skill, attitude, behavior, and condition changes that occurred following FSNE involvement. Impacts were categorized according to core elements defined by the Food and Nutrition Service of USDA, the federal funding partner for FSNE.

Impacts: Number and Percent of Examples Reported by Core Element

| | Number | Percent |
|--|-----------|------------|
| Dietary Quality and Physical Activity | 34 | 39 |
| Food Security | 2 | 2 |
| Shopping Behavior/Food Resource Management | 18 | 21 |
| Food Safety | 33 | 38 |
| TOTAL IMPACTS REPORTED | 87 | 100 |

TYPES OF IMPACT REPORTED

Dietary Quality and Physical Activity

Short Term Outcomes (Increased Knowledge and Skills/Intent to Change)

- Participants learned to plan menus and choose foods using the Food Guide Pyramid and Dietary Guidelines
- Participants indicated intent to adopt one or more healthy food/nutrition practices

Medium Term Outcomes (Changed Behavior)

- Participants improved intake of food group servings
- Participants increased servings/variety of vegetables, fruits, whole grains, and/or low-fat milk
- Participants decreased consumption of salt, fat, sugar, and/or calories
- Participants increased the frequency of eating breakfast
- Participants improved intake of selected nutrients

Food Security

Medium Term Outcomes (Changed Behavior)

- Participants had fewer hungry days
- Participants reported economic means for food security

Shopping Behavior/Food Resource Management

Short Term Outcomes (Increased Knowledge and Skills/Intent to Change)

- Participants demonstrated careful shopping techniques such as a shopping plan, shopping list, food price comparison, using coupons, etc.
- Participants indicated intent to adopt one or more beneficial shopping behavior/food resource management practices

Medium Term Outcome (Changed Behavior)

- Participants used at least three careful shopping techniques

Food Safety

Short Term Outcome (Increased Knowledge and Skills/Intent to Change)

- Participants demonstrated the ability to practice personal hygiene, practice kitchen cleanliness, cook foods adequately, keep foods at safe temperatures, and avoid foods from unsafe sources

Medium Term Outcome (Changed Behavior)

- Participants increased the number of times they practiced personal hygiene, practiced kitchen cleanliness, cooked foods adequately, avoided cross-contamination, kept foods at safe temperatures, and avoided foods from unsafe sources

A STATE'S EXAMPLE OF FSNE IN ACTION –

Class participants were taught to increase their intake of fruits, vegetables, and servings from the milk group. Also, they were taught proper shopping and cooking (food safety) techniques. Changes noted included:

- *A 21% increase in participants who increased their intake of fruits and vegetables to 5 or more servings per day*
- *A 34% increase in participants who increased their intake of foods from the milk group to 3 a day*
- *A 21% decrease in participants who let meat and dairy foods sit out for more than 2 hours*
- *A 66% increase in participants who cooked eggs until they were no longer runny*
- *A 35% increase in participants who compared prices before they bought food*

PARTNERSHIPS

One of the unique strengths of FSNE is that it is dependent on successful partner relationships – organizations and agencies working cooperatively to achieve a common purpose. This work was accomplished in cooperation with 555 state and local partners and collaborators from the public and private sector.

FNS – SOUTHWEST REGION (4 of 5 states reporting)

Within the Cooperative Extension/Land-Grant University System, Food Stamp Nutrition Education (FSNE) is delivered in a variety of ways. For FY 2002, FSNE involvement in the Southwest FNS Region occurred directly through a series of educational classes, workshops, one-to-one interactions, and group discussions. Participation also occurred indirectly, through newsletters and public service announcements. Methods used to provide education were determined according to state and local needs, opportunities, and resources.



Participation was determined as the number of educational contacts that people had through the different learning strategies that were used, rather than the number of individuals taught. For example, a person who participated in a 6-series lesson would count as 6 contacts and a person who attended a 1-day workshop would count as 1 contact. This method of identifying participant involvement recognizes that people learn reinforcing principles and skills through a variety of contexts.

FSNE Participation: Number and Percent of Contacts by Teaching Method

| | Number | Percent |
|-----------------------|----------------|------------|
| Direct Contact | 132,648 | 72 |
| Indirect Contacts | 50,571 | 28 |
| TOTAL CONTACTS | 183,219 | 100 |

IMPACT AREAS

Given the diversity of educational efforts used in reaching FSNE participants, total impact was not determined. Rather, states provided up to six examples of the types of knowledge, skill, attitude, behavior, and condition changes that occurred following FSNE involvement. Impacts were categorized according to core elements defined by the Food and Nutrition Service of USDA, the federal funding partner for FSNE.

Impacts: Number and Percent of Examples Reported by Core Element

| | Number | Percent |
|--|-----------|------------|
| Dietary Quality and Physical Activity | 14 | 45 |
| Food Security | 3 | 10 |
| Shopping Behavior/Food Resource Management | 8 | 26 |
| Food Safety | 6 | 19 |
| TOTAL IMPACTS REPORTED | 31 | 100 |

TYPES OF IMPACT REPORTED

Dietary Quality and Physical Activity

Short Term Outcome (Increased Knowledge and Skills/Intent to Change)

- Participants learned to plan menus and choose foods using the Food Guide Pyramid and Dietary Guidelines

Medium Term Outcomes (Changed Behavior)

- Participants improved intake of food group servings
- Participants increased servings/variety of vegetables, fruits, whole grains, and/or low-fat milk
- Participants decreased consumption of salt, fat, sugar, and/or calories
- Participants increased the frequency of eating breakfast

Food Security

Short Term Outcomes (Increased Knowledge and Skills/Intent to Change)

- Participants demonstrated the ability to identify emergency food programs
- Participants demonstrated the ability to apply for food assistance

Medium Term Outcome (Changed Behavior)

- Participants developed economic means for food security

Shopping Behavior/Food Resource Management

Short Term Outcome (Increased Knowledge and Skills/Intent to Change)

- Participants demonstrated careful shopping techniques such as a shopping plan, shopping list, food price comparison, using coupons, etc.

Medium Term Outcome (Changed Behavior)

- Participants reported the use of at least three careful shopping techniques

Food Safety

Short Term Outcomes (Increased Knowledge and Skills/Intent to Change)

- Participants demonstrated the ability to practice personal hygiene
- Participants demonstrated the ability to avoid cross-contamination
- Individuals indicated intent to adopt one or more safe food handling practices

Medium Term Outcome (Changed Behavior)

- Participants increased the number of times they kept foods at safe temperatures

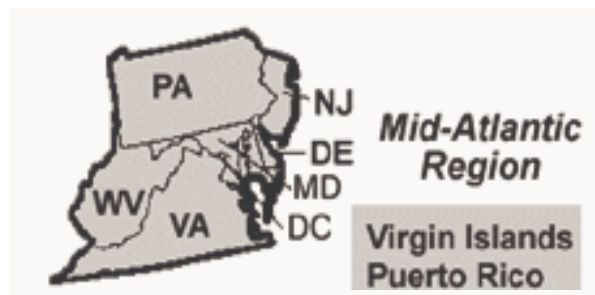
A STATE'S EXAMPLE OF FSNE IN ACTION –

After attending our nutrition lessons, 70 percent of our 256 special interest class participants reported planning and implementing strategies for ensuring that food lasted throughout the month. At the same time, local food pantries reported a decline in the number of people asking for emergency assistance. After participating in our classes, these individuals also reported an increase in knowledge about basic nutrition (69 percent), and in considering healthy food choices when deciding what to feed their families (89 percent). Behavior changes were noted for these same participants: 27 percent now plan meals a week in advance, 65 percent shop for food using a grocery list, and 74 percent now compare prices before buying food.

PARTNERSHIPS

One of the unique strengths of FSNE is that it is dependent on successful partner relationships – organizations and agencies working cooperatively to achieve a common purpose. This work was accomplished in cooperation with 343 state and local partners and collaborators from the public and private sector.

FNS – MID-ATLANTIC REGION (5 of 6 states plus 1 territory reporting)



Within the Cooperative Extension/Land-Grant University System, Food Stamp Nutrition Education (FSNE) is delivered in a variety of ways. For FY 2002, FSNE involvement in the Mid-

Atlantic FNS Region occurred directly through a series of educational classes, workshops, one-to-one interactions, and group discussions. Participation also occurred indirectly, through newsletters and public service announcements. Methods used to provide education were determined according to state and local needs, opportunities, and resources.

Participation was determined as the number of educational contacts that people had through the different learning strategies that were used, rather than the number of individuals taught. For example, a person who participated in a 6-series lesson would count as 6 contacts and a person who attended a 1-day workshop would count as 1 contact. This method of identifying participant involvement recognizes that people learn reinforcing principles and skills in many different contexts.

FSNE Participation: Number and Percent of Contacts by Teaching Method

| | Number | Percent |
|-----------------------|------------------|------------|
| Direct Contact | 542,666 | 25 |
| Indirect Contacts | 1,662,272 | 75 |
| TOTAL CONTACTS | 2,204,938 | 100 |

IMPACT AREAS

Given the diversity of educational efforts used in reaching FSNE participants, total impact was not determined. Rather, states provided up to six examples of the types of knowledge, skill, attitude, behavior, and condition changes that occurred following FSNE involvement. Impacts were categorized according to core elements defined by the Food and Nutrition Service of USDA, the federal funding partner for FSNE.

Impacts: Number and Percent of Examples Reported by Core Element

| | Number | Percent |
|---|-----------|------------|
| Dietary Quality and Physical Activity | 17 | 42 |
| Food Security | 2 | 5 |
| Shopping Behavior/ Food Resource Management | 9 | 23 |
| Food Safety | 12 | 30 |
| TOTAL IMPACTS REPORTED | 40 | 100 |

TYPES OF IMPACT REPORTED

Dietary Quality and Physical Activity

Short Term Outcomes (Increased Knowledge and Skills/Intent to Change)

- Participants learned to plan menus and choose foods using the Food Guide Pyramid and Dietary Guidelines
- Participants indicated intent to adopt one or more healthy food/nutrition practices

Medium Term Outcomes (Changed Behavior)

- Participants improved intake of food group servings
- Participants increased servings/variety of vegetables, fruits, whole grains, and/or low-fat milk
- Participants decreased consumption of salt, fat, sugar, and/or calories
- Participants increased the frequency of eating breakfast
- Participants increased intake of selected nutrients

Food Security

Medium Term Outcome (Changed Behavior)

- Participants reported having fewer hungry days

Shopping Behavior/Food Resource Management

Short Term Outcome (Increased Knowledge and Skills/Intent to Change)

- Participants demonstrated careful shopping techniques such as a shopping plan, shopping list, food price comparison, using coupons, etc.

Medium Term Outcome (Changed Behavior)

- Participants reported using at least three careful shopping techniques such as a shopping list, shopping plan, comparing food prices, using coupons, etc.
- Participants reported using different types of food sources to get nutritional value at best price
- Participants reported consuming more low cost foods

Food Safety

Short Term Outcome (Increased Knowledge and Skills/Intent to Change)

- Participants demonstrated the ability to practice personal hygiene, practice kitchen cleanliness, and cook foods adequately

Medium Term Outcome (Changed Behavior)

- Participants reported an increase in the number of times they practiced personal hygiene, kept foods at safe temperatures, and/or avoided cross-contamination

A STATE'S EXAMPLE OF FSNE IN ACTION –

In FY 2002, 3,307 adults participated in FSNE through a series of classes; 1,544 adults attended four or more classes. Following these classes, participants reported:

- *31% improved at least one food safety practice*
- *75% improved at least one food resource management practice*
- *58% improved at least one food safety practice*

More specifically:

- *31% fewer families ran out of food by month end*
- *30% fewer participants let foods sit out on a counter to thaw*
- *32% of participants more often compared prices when shopping*
- *31% of participants more often thought about making healthier food choices*
- *55% of participants used the Nutrition Facts on food packaging to make healthy choices more often*

PARTNERSHIPS

One of the unique strengths of FSNE is that it is dependent on successful partner relationships – organizations and agencies working cooperatively to achieve a common purpose. This work was accomplished in cooperation with 124 state and local partners and collaborators from the public and private sector.

FNS – MID-WEST REGION (5 of 6 states reporting)



Within the Cooperative Extension/Land-Grant University System, Food Stamp Nutrition Education (FSNE) is delivered in a variety of ways. For FY 2002, FSNE involvement in the Mid-West FNS Region occurred directly through a series of educational classes, workshops, one-to-one interactions, and group discussions. Participation also occurred indirectly, through newsletters and public service announcements, and in one state, billboards. Methods used to provide education were determined according to state and local needs, opportunities, and resources.

Participation was determined as the number of educational contacts that people had through the different learning strategies that were used, rather than the number of individuals taught. For example, a person who participated in a 6-series lesson would count as 6 contacts and a person who attended a 1-day workshop would count as 1 contact. This method of identifying participant involvement recognizes that people learn reinforcing principles and skills in many different contexts.

FSNE Participation: Number and Percent of Contacts by Teaching Method

| | Number | Percent |
|-----------------------|-------------------|------------|
| Direct Contact | 1,408,538 | 14 |
| Indirect Contacts | 8,770,095 | 86 |
| TOTAL CONTACTS | 10,178,633 | 100 |

IMPACT AREAS

Given the diversity of educational efforts used in reaching FSNE participants, total impact was not determined. Rather, states provided up to six examples of the types of knowledge, skill, attitude, behavior, and condition changes that occurred following FSNE involvement. Impacts were categorized according to core elements defined by the Food and Nutrition Service of USDA, the federal funding partner for FSNE.

Impacts: Number and Percent of Examples Reported by Core Element

| | Number | Percent |
|--|-----------|------------|
| Dietary Quality and Physical Activity | 15 | 36 |
| Food Security | 5 | 12 |
| Shopping Behavior/Food Resource Management | 8 | 19 |
| Food Safety | 14 | 33 |
| TOTAL IMPACTS REPORTED | 42 | 100 |

TYPES OF IMPACT REPORTED

Dietary Quality and Physical Activity

Short Term Outcomes (Increased Knowledge and Skills/Intent to Change)

- Participants learned to plan menus and choose foods using the Food Guide Pyramid and Dietary Guidelines
- Participants learned to adjust recipes and/or menus to reduce calories, fat, sodium, or to increase nutrients and fiber

Medium Term Outcomes (Changed Behavior)

- Participants improved intake of food group servings
- Participants increased servings/variety of vegetables, fruits, whole grains, and/or low-fat milk
- Participants decreased consumption of salt, fat, sugar, and/or calories
- Participants increased the frequency of eating breakfast
- Participants improved intake of selected nutrients

Food Security

Short Term Outcome (Increased Knowledge and Skills/Intent to Change)

- Participants demonstrated the ability to identify emergency food programs

Medium Term Outcomes (Changed Behavior)

- Participants had fewer hungry days
- Participants enrolled in non-emergency food assistance programs, such as child nutrition, food stamps, WIC, etc.

Shopping Behavior/Food Resource Management

Short Term Outcomes (Increased Knowledge and Skills/Intent to Change)

- Participants demonstrated careful shopping techniques such as a shopping plan, shopping list, food price comparison, using coupons, etc.
- Participants demonstrated the ability to use the Food Guide Pyramid as the basis for selecting foods

Medium Term Outcome (Changed Behavior)

- Participants adopted the practice of making some foods from basic ingredients

Food Safety

Short Term Outcomes (Increased Knowledge and Skills/Intent to Changes)

- Participants demonstrated the ability to practice personal hygiene
- Participants demonstrated the ability to practice kitchen cleanliness
- Participants demonstrated the ability to cook foods adequately
- Participants demonstrated the ability to avoid cross-contamination
- Individuals indicated intent to adopt one or more safe food handling practices

Medium Term Outcome (Changed Behavior)

- Participants increased the number of times they practiced personal hygiene and kept foods at safe temperatures

Long Term Outcome (Improved Condition)

- Decrease in the number of illnesses caused by biological contamination of food (such as bacteria, viruses, parasites)

A STATE EXAMPLE OF FSNE IN ACTION –

2,000 learners participated in classes on food resource management. After the lessons, over 87% reported that they had learned something or would do something differently now.

- *83% of 467 learners reported having learned something that would make it easier for them to get enough food or money for food*
- *87% of 423 participants reported having learned a new way to eat away from home occasionally without spending too much money*
- *99% of 336 participants could name a nutritious low cost food that they would buy for their family*

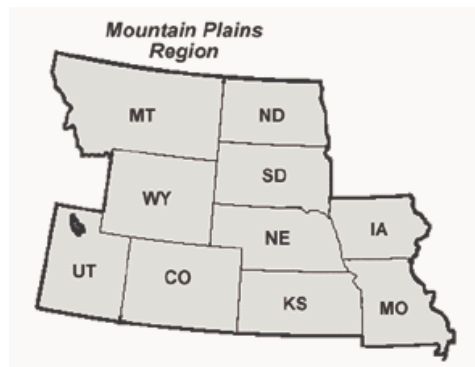
PARTNERSHIPS

One of the unique strengths of FSNE is that it is dependent on successful partner relationships – organizations and agencies working cooperatively to achieve a common purpose. This work was accomplished in cooperation with 3,995 state and local partners and collaborators from the public and private sector.

FNS – MOUNTAIN PLAINS REGION (10 of 10 states reporting)

Within the Cooperative Extension/Land-Grant University System, Food Stamp Nutrition Education (FSNE) is delivered in a variety of ways. For FY 2002, FSNE involvement in the Mountain Plains FNS Region occurred directly through a series of educational classes, workshops, one-to-one interactions, and group discussions. Participation also occurred indirectly, through newsletters and public service announcements.

Methods used to provide education were determined according to state and local needs, opportunities, and resources.



Participation was determined as the number of educational contacts that people had through the different learning strategies that were used, rather than the number of individuals taught. For example a person who participated in a 6-series lesson would count as 6 contacts and a person who attended a 1-day workshop would count as 1 contact. This method of identifying participant involvement recognizes that people learn reinforcing principles and skills in many different contexts.

FSNE Participation: Number and Percent of Contacts by Teaching Method

| | Number | Percent |
|-----------------------|------------------|------------|
| Direct Contact | 1,198,419 | 25 |
| Indirect Contacts | 3,541,724 | 75 |
| TOTAL CONTACTS | 4,740,143 | 100 |

IMPACT AREAS

Given the diversity of educational efforts used in reaching FSNE participants, total impact was not determined. Rather, states provided up to six examples of the types of knowledge, skill, attitude, behavior, and condition changes that occurred following FSNE involvement. Impacts were categorized according to core elements defined by the Food and Nutrition Service of USDA, the federal funding partner for FSNE.

Impacts: Number and Percent of Examples Reported by Core Element

| | Number | Percent |
|--|-----------|------------|
| Dietary Quality and Physical Activity | 40 | 42 |
| Food Security | 7 | 7 |
| Shopping Behavior/Food Resource Management | 24 | 25 |
| Food Safety | 25 | 26 |
| TOTAL IMPACTS REPORTED | 96 | 100 |

TYPES OF IMPACT REPORTED

Dietary Quality and Physical Activity

Short Term Outcomes (Increased Knowledge and Skills/Intent to Change)

- Participants learned to plan menus and choose foods using the Food Guide Pyramid and Dietary Guidelines
- Participants learned to adjust recipes and/or menus to achieve certain goals

Medium Term Outcomes (Changed Behavior)

- Participants improved intake of food group servings
- Participants increased servings/variety of vegetables, fruits, whole grains, and/or low-fat milk
- Participants decreased consumption of salt, fat, sugar, and/or calories
- Participants increased the frequency of eating breakfast

Food Security

Medium Term Outcomes (Changed Behavior)

- Participants relied less on emergency food sources such as food pantries, food banks, and soup kitchens
- Participants enrolled in non-emergency food assistance programs, such as child nutrition, food stamps, WIC , etc.

Shopping Behavior/Food Resource Management

Short Term Outcomes (Increased Knowledge and Skills/Intent to Change)

- Participants demonstrated careful shopping techniques such as a shopping plan, shopping list, food price comparison, using coupons, etc.
- Participants used the Food Guide Pyramid as a basis for selecting foods

Medium Term Outcome (Changed Behavior)

- Participants used at least three careful shopping techniques such as a shopping list, shopping plan, comparing food prices, using coupons, etc.
- Participants had food resources last to the end of the month

Food Safety

Short Term Outcomes (Increased Knowledge and Skills/Intent to Change)

- Participants demonstrated the ability to practice personal hygiene and keep foods at safe temperatures
- Participants indicated intent to adopt one or more safe food handling practices

Medium Term Outcome (Changed Behavior)

- Participants increased the number of times they kept foods at safe temperatures and avoided cross-contamination

A STATE'S EXAMPLE OF FSNE IN ACTION –

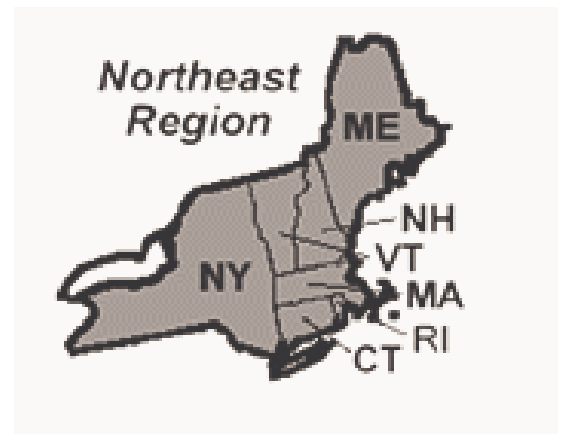
An FNP program assistant worked with a family who was coping with lack of food and medical consequences stemming from nutritional inadequacies and obesity. Within six weeks, the whole family was eating more nutritiously and beginning to lose weight at a healthy rate. Both the mother and father stopped drinking soft drinks, planned meals two weeks ahead and shopped twice monthly with a list. They reduced their food costs by 50%, making it possible to have enough food to last to the end of the month. They are now eating nutritious, well-balanced meals which has helped reduce medical complications, as well as weight. When asked to evaluate the FNP program, their response was 'No one ever told us these things. We are so grateful!'

PARTNERSHIPS

One of the unique strengths of FSNE is that it is dependent on successful partner relationships – organizations and agencies working cooperatively to achieve a common purpose. This work was accomplished in cooperation with 6,506 state and local partners and collaborators from the public and private sector.

FNS – NORTHEAST REGION (5 of 7 states reporting)

Within the Cooperative Extension/Land-Grant University System, Food Stamp Nutrition Education (FSNE) is delivered in a variety of ways. For FY 2002, FSNE involvement in the Northeast FNS Region occurred directly through a series of educational classes, workshops, one-to-one interactions, and group discussions. Participation also occurred indirectly, through newsletters and public service announcements. Methods used to provide education were determined according to state and local needs, opportunities, and resources.



Participation was determined as the number of educational contacts that people had through the different learning strategies that were used, rather than the number of individuals taught. For example, a person who participated in a 6-series lesson would count as 6 contacts and a person who attended a 1-day workshop would count as 1 contact. This method of identifying participant involvement recognizes that people learn reinforcing principles and skills in many different contexts.

FSNE Participation: Number and Percent of Contacts by Teaching Method⁴

| | Number | Percent |
|-----------------------|----------------|------------|
| Direct Contact | 258,593 | 42 |
| Indirect Contacts | 357,090 | 58 |
| TOTAL CONTACTS | 615,683 | 100 |

IMPACT AREAS

Given the diversity of educational efforts used in reaching FSNE participants, total impact was not determined. Rather, states provided up to six examples of the types of knowledge, skill, attitude, behavior, and condition changes that occurred following FSNE involvement. Impacts were categorized according to core elements defined by the Food and Nutrition Service of USDA, the federal funding partner for FSNE.

Impacts: Number and Percent of Examples Reported by Core Element

| | Number | Percent |
|--|-----------|------------|
| Dietary Quality and Physical Activity | 35 | 69 |
| Food Security | 4 | 8 |
| Shopping Behavior/Food Resource Management | 5 | 10 |
| Food Safety | 7 | 13 |
| TOTAL IMPACTS REPORTED | 51 | 100 |

TYPES OF IMPACT REPORTED

Dietary Quality and Physical Activity

Short Term Outcomes (Increased Knowledge and Skills/ Intent to Change)

- Participants learned to plan menus and choose foods using the Food Guide Pyramid and Dietary Guidelines
- Participants learned to adjust recipes and/or menus to achieve certain goals

- Participants demonstrated preparation/storage techniques to conserve nutrients or reduce fat, salt, or to improve taste

Medium Term Outcomes (Changed Behavior)

- Participants improved intake of food group servings
- Participants increased servings/variety of vegetables, fruits, whole grains, and/or low-fat milk
- Participants decreased consumption of salt, fat, sugar, and/or calories
- Participants increased the frequency of eating breakfast
- Participants increased participation of individual/family games and play that involved physical activity
- Participants reduced the amount of time spent in sedentary activities such as watching TV and playing video games

Food Security

Medium Term Outcomes (Changed Behavior)

- Participants demonstrated the ability to identify non-emergency food assistance community food resources and assistance programs such as food stamps, child nutrition programs, and WIC, and where/how to apply for non-emergency food assistance
- Participants enrolled in non-emergency food assistance programs, such as child nutrition, food stamps, WIC, etc.

Shopping Behavior/Food Resource Management

Short Term Outcome (Increased Knowledge and Skills/Intent to Change)

- Participants demonstrated careful shopping techniques such as a shopping plan, shopping list, food price comparison, using coupons, etc.

Medium Term Outcome (Changed Behavior)

- Participants used at least three careful shopping techniques such as a shopping list, shopping plan, comparing food prices, using coupons, etc.

Food Safety

Short Term Outcomes (Increased Knowledge and Skills/Intent to Change)

- Participants demonstrated the ability to practice personal hygiene, practice kitchen cleanliness, and keep foods at safe temperatures
- Participants indicated intent to adopt one or more safe food handling practices

A STATE'S EXAMPLE OF FSNE IN ACTION –

In a rural county FSNE program, food stamp recipients gained skills in shopping and food resource management. Overall 19% of participants indicated an acceptable level of behavioral change when entry checklists were compared with exit: 28% planned meals in advance; 17% compared prices, and 39% used a grocery list and read labels for nutritional value upon completion of the program. FSNE impact was illustrated where a nutrition educator assisted a food stamp recipient in gaining thrifty shopping skills for nutritious foods. The educator emphasized menu-planning development with low-cost foods that were appealing, and incorporated grocery lists for organization and cost control. One lesson focused specifically on cost saving techniques including reviewing grocery flyers to compare and ensure that the participant was getting the best buy for the money. After several visits the woman was competent in preparing affordable, appropriate meals for her entire family.

PARTNERSHIPS

One of the unique strengths of FSNE is that it is dependent on successful partner relationships – organizations and agencies working cooperatively to achieve a common purpose. This work was accomplished in cooperation with 701 state and local partners and collaborators from the public and private sector.

FNS – SOUTHEAST REGION (6 of 8 states reporting)

Within the Cooperative Extension/Land-Grant University System, Food Stamp Nutrition Education (FSNE) is delivered in a variety of ways. For FY 2002, FSNE involvement in the Southeast FNS Region occurred directly through a series of educational classes, workshops, one-to-one interactions, and group discussions. Participation also occurred indirectly through newsletters and public service announcements.

Methods used to provide education were determined according to state and local needs, opportunities, and resources.



Participation was determined as the number of educational contacts that people had through the different learning strategies that were used, rather than the number of individuals taught. For example, a person who participated in a 6-series lesson would count as 6 contacts and a person who attended a 1-day workshop would count as 1 contact. This method of identifying participant involvement recognizes that people learn reinforcing principles and skills in many different contexts.

FSNE Participation: Number and Percent of Contacts by Teaching Method

| | Number | Percent |
|-----------------------|-------------------|------------|
| Direct Contact | 1,045,330 | 10 |
| Indirect Contacts | 9,661,191 | 90 |
| TOTAL CONTACTS | 10,706,521 | 100 |

IMPACT AREAS

Given the diversity of educational efforts used in reaching FSNE participants, total impact was not determined. Rather, states provided up to six examples of the types of knowledge, skill, attitude, behavior, and condition changes that occurred following FSNE involvement. Impacts were categorized according to core elements defined by the Food and Nutrition Service of USDA, the federal funding partner for FSNE.

Impacts: Number and Percent of Examples Reported by Core Element

| | Number | Percent |
|--|-----------|------------|
| Dietary Quality and Physical Activity | 17 | 36 |
| Food Security | 0 | 0 |
| Shopping Behavior/Food Resource Management | 8 | 17 |
| Food Safety | 22 | 47 |
| TOTAL IMPACTS REPORTED | 47 | 100 |

TYPES OF IMPACT

Dietary Quality and Physical Activity

Short Term Outcomes (Increased Knowledge and Skills/Intent to Change)

- Participants learned to plan menus and choose foods using the Food Guide Pyramid and Dietary Guidelines
- Participants indicated intent to adopt one or more healthy food/nutrition practices

Medium Term Outcomes (Changed Behavior)

- Participants improved intake of food group servings
- Participants increased servings/variety of vegetables, fruits, whole grains, and/or low-fat milk
- Participants decreased consumption of salt, fat, sugar, and/or calories
- Participants increased the frequency of eating breakfast

Food Security

- None Reported

Shopping Behavior/Food Resource Management

Short Term Outcomes (Increased Knowledge and Skills/Intent to Change)

- Participants demonstrated careful shopping techniques such as a shopping plan, shopping list, food price comparison, using coupons, etc.
- Participants indicated intent to adopt one or more beneficial shopping behavior/food resource management practices

Food Safety

Short Term Outcomes (Increased Knowledge and Skills/Intent to Change)

- Participants demonstrated the ability to practice personal hygiene, practice kitchen cleanliness, cook foods adequately, avoid cross-contamination, keep foods at safe temperatures, and avoid foods from unsafe sources
- Participants indicated intent to adopt one or more safe food handling practices

Medium Term Outcome (Changed Behavior)

- Participants reported an increase in the number of times they used desirable food handling behaviors: practiced personal hygiene, practiced kitchen cleanliness, cooked foods adequately, kept foods at safe temperatures, avoided cross-contamination, and avoided foods from unsafe sources

A STATE'S EXAMPLE OF FSNE IN ACTION –

In a state which has a diverse culture and ranks among the top ten in incidence of food borne disease, the majority of which is caused from microbial contamination in homes and commercial eating establishments, 4,227 (87%) of 4,854 FSNE participants showed improved food safety skills, especially hand washing practices. For this kind of success to occur, resources needed to be developed in multiple languages.

PARTNERSHIPS

One of the unique strengths of FSNE is that it is dependent on successful partner relationships – organizations and agencies working cooperatively to achieve a common purpose. This work was accomplished in cooperation with 465 state and local partners and collaborators from the public and private sector.

FNS – WESTERN REGION (7 of 8 states reporting)

Within the Cooperative Extension/Land-Grant University system, Food Stamp Nutrition Education (FSNE) is delivered in a variety of ways. For FY 2002, FSNE involvement in the Western FNS Region occurred directly through a series of educational classes, workshops, one-to-one interactions, and group discussions. Participation also occurred indirectly, through newsletters and public service announcements and, in two states, billboards. Methods used to provide education were determined according to state and local needs, opportunities, and resources.



Participation was determined as the number of educational contacts that people had through the different learning strategies that were used, rather than the number of individuals taught. For example, a person who participated in a 6-series lesson would count as 6 contacts and a person who attended a 1-day workshop would count as 1 contact. This method of identifying participant involvement recognizes that people learn reinforcing principles and skills in many different contexts.

FSNE Participation: Number and Percent of Contacts by Teaching Method

| | Number | Percent |
|-----------------------|------------------|------------|
| Direct Contact | 628,460 | 7 |
| Indirect Contacts | 8,287,392 | 93 |
| TOTAL CONTACTS | 8,915,852 | 100 |

IMPACT AREAS

Given the diversity of educational efforts used in reaching FSNE participants, total impact was not determined. Rather, states provided up to six examples of the types of knowledge, skill, attitude, behavior, and condition changes that occurred following FSNE involvement. Impacts were categorized according to core elements defined by the Food and Nutrition Service of USDA, the federal funding partner for FSNE.

Impacts: Number and Percent of Examples Reported by Core Element

| | Number | Percent |
|--|-----------|------------|
| Dietary Quality and Physical Activity | 17 | 40 |
| Food Security | 4 | 10 |
| Shopping Behavior/Food Resource Management | 10 | 24 |
| Food Safety | 11 | 26 |
| TOTAL IMPACTS REPORTED | 42 | 100 |

TYPES OF IMPACT REPORTED

Dietary Quality and Physical Activity

Short Term Outcome (Increased Knowledge and Skills/Intent to Change)

- Participants learned to plan menus and choose foods using the Food Guide Pyramid and Dietary Guidelines

Medium Term Outcomes (Changed Behavior)

- Participants improved intake of food group servings
- Participants increased servings/variety of vegetables, fruits, whole grains, and/or low-fat milk, increased the frequency of eating breakfast, and decreased consumption of salt, fat, sugar, and/or calories

Community and Institution Level

- States worked with community groups to address dietary quality and physical activity challenges
- ### Social Structures, Policies and/or Practices Level

- Public discussions were held regarding policy issues/regulations that impact dietary quality and food availability for low-income families, and issues that create barriers to adequate physical activity

Food Security

Medium Term Outcomes (Changed Behavior)

- Participants had fewer hungry days
- Participants enrolled in non-emergency food assistance programs, such as child nutrition, food stamps, WIC, etc.

Long Term Outcome (Changed Behavior)

- Participants relied less on emergency food sources

Shopping Behavior/Food Resource Management

Short Term Outcomes (Increased Knowledge and Skills/Intent to Change)

- Participants demonstrated careful shopping techniques such as a shopping plan, shopping list, food price comparison, using coupons, etc.

Medium Term Outcome (Changed Behavior)

- Participants consumed more low cost foods

Food Safety

Medium Term Outcomes (Changed Behavior)

- Participants increased the number of times they practiced personal hygiene, practiced kitchen cleanliness, cooked foods adequately, and kept foods at safe temperatures

Community and Institution Level

- Worked with community groups to address strategies of food safety

A STATE'S EXAMPLE OF FSNE IN ACTION –

Susan (not her real name) is a 25-year old pregnant, single mother with a 16-month old child. She attends school and works part-time. Her 24-hour diet recall revealed that her nutritional intake was inadequate. Susan participated in a series of classes at a low-income housing site. Collaborating partners provided childcare and a bag of food to take home and try the recipes she learned in class. After six weeks, Susan had increased her fruit and vegetable intake, tried recipes from scratch, and learned new food preparation skills that boosted her confidence and enabled her to move to more complicated tasks like overseeing the cooking of a stir-fry dish. This experience was especially important because it enabled Susan to encourage her toddler to sample new foods. The change in her attitude about food preparation and food choices is noteworthy because it affected the health and well being of her toddler and her unborn baby. The group support, nutrition information shared and skills gained, along with the social interaction Susan experienced with other parents, were strong influences on the changes that she made.

PARTNERSHIPS

One of the unique strengths of FSNE is that it is dependent on successful partner relationships – organizations and agencies working cooperatively to achieve a common purpose. This work was accomplished in cooperation with 1,701 state and local partners and collaborators from the public and private sector.

Appendix D - Indicator Tables

CNE LOGIC MODEL INDICATORS - NUMBER AND FREQUENCY OF USE

DIETARY QUALITY and PHYSICAL ACTIVITY (40 states reporting)

| | Short (Knowledge/Skills Gained; Intent to Change) | | Medium (Changed Behavior) | | Long (Improved Condition) | |
|-----------------------------|---|--------------------------|---------------------------|-----------|---------------------------|---------------------------|
| | Indicator | Number of times reported | Percent of times reported | Indicator | Number of times reported | Percent of times reported |
| INDIVIDUAL/HOUSEHOLD | | | | | | |
| | DQ 1 | 24 | 15.5 | DQ 8 | 25 | 16.1 |
| | DQ 2 | 9 | 5.8 | DQ 9 | 11 | 7.1 |
| | DQ 3 | 5 | 3.2 | DQ 10 | 29 | 18.7 |
| | DQ 4 | 2 | 1.3 | DQ 11 | 14 | 9.0 |
| | DQ 5 | 2 | 1.3 | DQ 12 | 7 | 4.5 |
| | DQ 6 | 10 | 6.5 | DQ 13 | 3 | 1.9 |
| | DQ 7 | 3 | 1.9 | DQ 14 | 3 | 1.9 |
| Subtotal | | 55 | 35.5 | | 92 | 59.2 |
| | | | | | 3 | 1.8 |

INSTITUTION/COMMUNITY

| | | | | | | |
|-----------------|-------|----------|------------|-------|----------|------------|
| | DQ 18 | - | - | DQ 22 | - | - |
| | DQ 19 | 2 | 1.3 | DQ 23 | - | - |
| | DQ 20 | - | - | DQ 24 | 1 | 0.6 |
| | DQ 21 | - | - | DQ 25 | - | - |
| Subtotal | | 2 | 1.3 | | 1 | 0.6 |

SOCIAL STRUCTURES, POLICIES AND/OR PRACTICE

| | | | | | | |
|-----------------|-------|------------|---------------|-------|------------|---------------|
| | DQ 30 | 1 | 0.6 | DQ 32 | - | - |
| | DQ 31 | 1 | 0.6 | DQ 33 | - | - |
| | | | | DQ 34 | - | - |
| | | | | DQ 35 | - | - |
| Subtotal | | 2 | 1.2 | | | |
| TOTAL | | 59* | 38.0** | | 93* | 59.8** |
| | | | | | 3* | 1.8** |

*155 impacts reported

**Numbers don't necessarily add to 100% due to rounding

CNE LOGIC MODEL INDICATORS - NUMBER AND FREQUENCY OF USE

FOOD SECURITY (17 states reporting)

| | | Short (Knowledge/Skills Gained; Intent to Change) | | | Medium (Changed Behavior) | | | Long (Improved Condition) | | |
|-----------------------------|--------------------------|---|-----------|--------------------------|---------------------------|-----------|--------------------------|---------------------------|--|--|
| Indicator | Number of times reported | Percent of times reported | Indicator | Number of times reported | Percent of times reported | Indicator | Number of times reported | Percent of times reported | | |
| INDIVIDUAL/HOUSEHOLD | | | | | | | | | | |
| SC 1 | 4 | 16.0 | SC 6 | 5 | 20.0 | SC 9 | 1 | 4.0 | | |
| SC 2 | 2 | 8.0 | SC 7 | 3 | 12.0 | SC 10 | 1 | 4.0 | | |
| SC 3 | 2 | 8.0 | SC 8 | 5 | 20.0 | SC 11 | 1 | 4.0 | | |
| SC 4 | 1 | 4.0 | | | | | | | | |
| SC 5 | - | - | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| Subtotal | 9 | 36.0 | | 13 | 52.0 | | 3 | 12.0 | | |

INSTITUTION/COMMUNITY

| | | | | | | | | |
|-----------------|---|---|-------|---|---|-------|---|---|
| SC 12 | - | - | SC 15 | - | - | SC 21 | - | - |
| SC 13 | - | - | SC 16 | - | - | SC 22 | - | - |
| SC 14 | - | - | SC 17 | - | - | | | |
| | | | SC 18 | - | - | | | |
| | | | SC 19 | - | - | | | |
| | | | SC 20 | - | - | | | |
| Subtotal | | | | | | | | |

SOCIAL STRUCTURES, POLICIES AND/OR PRACTICE

| | | | | | | | | |
|-----------------|-----------|---------------|-------|------------|---------------|-------|-----------|---------------|
| SC 23 | - | - | SC 24 | - | - | SC 27 | - | - |
| | | | SC 25 | - | - | | | |
| | | | SC 26 | - | - | | | |
| | | | | - | - | | | |
| Subtotal | | | | | | | | |
| TOTAL | 9* | 36.0** | | 13* | 52.0** | | 3* | 12.0** |

*25 impacts reported

**Numbers don't necessarily add to 100% due to rounding

CNE LOGIC MODEL INDICATORS - NUMBER AND FREQUENCY OF USE

SHOPPING BEHAVIOR/FOOD RESOURCE MANAGEMENT (31 states reporting)

| Short (Knowledge/Skills Gained; Intent to Change) | | | | Medium (Changed Behavior) | | | Long (Improved Condition) | | |
|---|--------------------------|---------------------------|-----------|---------------------------|---------------------------|-----------|---------------------------|---------------------------|--|
| Indicator | Number of times reported | Percent of times reported | Indicator | Number of times reported | Percent of times reported | Indicator | Number of times reported | Percent of times reported | |
| FR 1 | 2 | 2.8 | FR 10 | 13 | 18.1 | FR 18 | - | - | |
| FR 2 | 21 | 29.2 | FR 11 | 2 | 2.8 | FR 19 | - | - | |
| FR 3 | 4 | 5.6 | FR 12 | 2 | 2.8 | FR 20 | - | - | |
| FR 4 | 4 | 5.6 | FR 13 | 1 | 1.4 | | | | |
| FR 5 | 1 | 1.4 | FR 14 | 3 | 4.2 | | | | |
| FR 6 | - | - | FR 15 | 3 | 4.2 | | | | |
| FR 7 | 5 | 6.9 | FR 16 | 3 | 4.2 | | | | |
| FR 8 | 1 | 1.4 | FR 17 | 2 | 2.8 | | | | |
| FR 9 | 5 | 6.9 | | | | | | | |
| Subtotal | 43 | 59.8 | | 29 | 40.5 | | | | |

INSTITUTION/COMMUNITY

| | | | | | | | | |
|-----------------|---|---|-------|---|---|-------|---|---|
| FR 21 | - | - | FR 24 | - | - | FR 28 | - | - |
| FR 22 | - | - | FR 25 | - | - | | | |
| FR 23 | - | - | FR 26 | - | - | | | |
| | | | FR 27 | - | - | | | |
| Subtotal | | | | | | | | |

SOCIAL STRUCTURES, POLICIES AND/OR PRACTICE

| | | | | | | | | |
|-----------------|------------|---------------|-------|------------|---------------|-------|---|---|
| FR 29 | - | - | FR 30 | - | - | FR 34 | - | - |
| | | | FR 31 | - | - | | | |
| | | | FR 32 | - | - | | | |
| | | | FR 33 | - | - | | | |
| Subtotal | | | | | | | | |
| TOTAL | 43* | 59.8** | | 29* | 40.5** | | | |

*72 impacts reported

**Numbers don't necessarily add to 100% due to rounding

CNE LOGIC MODEL INDICATORS - NUMBER AND FREQUENCY OF USE

FOOD SAFETY (33 states reporting)

| | Short (Knowledge/Skills Gained; Intent to Change) | | Medium (Changed Behavior) | | Long (Improved Condition) | |
|-----------------------------|---|--------------------------|---------------------------|-----------|---------------------------|---------------------------|
| | Indicator | Number of times reported | Percent of times reported | Indicator | Number of times reported | Percent of times reported |
| INDIVIDUAL/HOUSEHOLD | | | | | | |
| | FS 1 | 13 | 13.4 | FS 8 | 12 | 12.4 |
| | FS 2 | 7 | 7.2 | FS 9 | 6 | 6.2 |
| | FS 3 | 4 | 4.1 | FS 10 | 6 | 6.2 |
| | FS 4 | 6 | 6.2 | FS 11 | 7 | 7.2 |
| | FS 5 | 10 | 10.3 | FS 12 | 13 | 13.4 |
| | FS 6 | 2 | 2.1 | FS 13 | 2 | 2.1 |
| | FS 7 | 7 | 7.2 | | | |
| Subtotal | | 49 | 50.5 | | 46 | 47.5 |
| | | | | | 1 | 1.0 |

INSTITUTION/COMMUNITY

| | | | | | | |
|-----------------|-------|----------|------------|-------|---|---|
| | FS 17 | - | - | FS 20 | - | - |
| | FS 18 | 1 | 1.0 | FS 21 | - | - |
| | FS 19 | - | - | FS 22 | - | - |
| | | | | FS 23 | - | - |
| Subtotal | | 1 | 1.0 | | | |

SOCIAL STRUCTURES, POLICIES AND/OR PRACTICE

| | | | | | | |
|-----------------|-------|------------|---------------|-------|------------|---------------|
| | FS 25 | - | - | FS 26 | - | - |
| | | | | FS 27 | - | - |
| | | | | FS 28 | - | - |
| | | | | FS 29 | - | - |
| Subtotal | | | | | | |
| TOTAL | | 50* | 51.5** | | 46* | 47.5** |
| | | | | | 1* | 1.0** |

*97 impacts reported

**Numbers don't necessarily add to 100% due to rounding