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Community Nutrition Education Update & Nutrition Priorities Dialogue:

Enhancing EFNEP & SNAP-Ed Visibility, Accountability and Viability through the Land-Grant University System

**FCS Leaders' Meeting
26 September 2012**

Helen Chipman, PhD, RD, National Program Leader, NIFA/USDA

**Paula Peters, PhD, Assistant Director, Family and Consumer Sciences
Extension, Kansas State University**





National Leadership Team

NIFA - Food & Nutrition Education

- **Helen Chipman**, National Program Leader
Division of Nutrition, NIFA/USDA
- **Stephanie Blake**, Program Specialist
Division of Nutrition, NIFA/USDA
- **Sylvia Montgomery**, Program Specialist
Division of Family & Consumer Sciences, NIFA/USDA





Executive Committee SNAP-Ed through the LGU System

- **Paula Peters**, Assistant Director, Family and Consumer Sciences Extension, Department of Human Nutrition, Kansas State University
- **C.Y. Wang**, Associate Dean, Professor, Department of Health and Nutritional Sciences, South Dakota State University
- **Sandra Jensen**, Office Manager, SNAP-Ed through the LGU System, housed at South Dakota State University
- **Helen Chipman**, National Program Leader
Division of Nutrition, NIFA/USDA





Outline

- Overview - Current Landscape
- Land-Grant University Cooperative Extension System – Nutrition Education: Program Strengths
- Program Priorities and Accomplishments
- Small Group Discussion
 - Opportunities
 - FCS Leaders' Role
- Report Out and Next Steps



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Current Landscape for Low-Income Nutrition Education





Legislation

- Farm Bill – 2012 (pending)
 - SNAP-Ed – funding unknown; cuts to SNAP have been proposed
 - EFNEP – President's and Senate action – level funding proposed; house has proposed cut



Legislation (cont'd)

- Child Nutrition Reauthorization
 - SNAP-Ed cost-share requirements are lifted
 - States receive a formula fund amount
 - Federal funding capped at \$375 million for FY 2011
 - Indexed for inflation beginning in FY 2012
 - Allocation methodology will change over time
 - Transition period – Fiscal years 2011 - 2012
 - Multi-year grants
 - Individual, group, comprehensive multilevel, community, and public health approaches



Implications for SNAP-Ed (and EFNEP)

- Increased differences between states
- Some states issuing RFPs
- Some State Agencies keeping funds
- Possible multi-year awards
- New partnerships
 - State Agencies
 - Other universities
 - Other non-profits and for-profits
 - Others



Implications (cont'd)

- Approaches to Nutrition Education - Changing
 - Individual, group, comprehensive multilevel, community and public health approaches
- Enhanced communication among LGUs needed
 - eXtension, Professional Community of Practice
 - LGU SNAP-Ed Office, Executive Committee and PDT
 - Extension regions
- Increased requirement for evaluation and reporting
 - FY2010 National Report
 - Future reports from LGU Extension



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Land-Grant University Cooperative Extension System Strengths



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What Key Words Would You Use to Describe Low-Income Nutrition Education through the Land-Grant University Cooperative Extension System?





LGU System - Program Strengths

Dietary Guidelines
emphasis: focusing
on changed behaviors

Results/impacts
shown

Experience &
evidence grounded



Historical &
cutting edge

Community based,
relationship driven

Socio-Ecological
Framework



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Program Priorities and Accomplishments

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Overarching Program Priorities

- System-wide quality and integrity
 - Commitment to excellence
 - Programmatic and fiscal consistency and accountability
 - Standardized policies, procedures, and business practices



Overarching Program Priorities (cont'd)

- National (NIFA) and LGU Presence
 - Recognition
 - Increase consistency in program/organizational name, resources and methods used, evaluation and reporting
 - Representation
 - All to be a face and a voice for programming



Overarching Program Priorities (cont'd)

- Grants
 - Aligning and Elevating Nutrition Education through the Land-Grant University System
 - SNAP-Ed Activities - Interagency Agreement



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EFNEP

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Program Priorities - EFNEP

- **WebNEERS implementation**
- Policy/regulation/Formula Grant Opportunity (FGO)/business practices
- Food resource management
- Program specific conference calls



EFNEP Data Collection: Historically Important To Program Success

- 1960s & 1970s - National demographic data, success stories and other state reports
- 1980s - Annual national reports – aggregated demographic and outcome data, success stories
- Early 1990s – Access-based reporting system (ERS and later NEERS)
- 2007 to 2012 – Funding changed, transitioned to web-based reporting, revisited data collection



National Data Collection is Essential to EFNEP

- Reinforces that EFNEP is a NATIONAL PROGRAM and not a collection of university funded projects
 - Brings focus
 - Facilitates program accountability
 - Informs program leadership decisions
 - Guides program management decisions



EFNEP Data Collection Criteria

- Useful for all users (local, state and national)
- Emphasis on results-based programming (program quality)
- Simple and succinct, yet comprehensive and relevant
- Aligns with and reinforces program policies
- Transcends political and other time-sensitive priorities

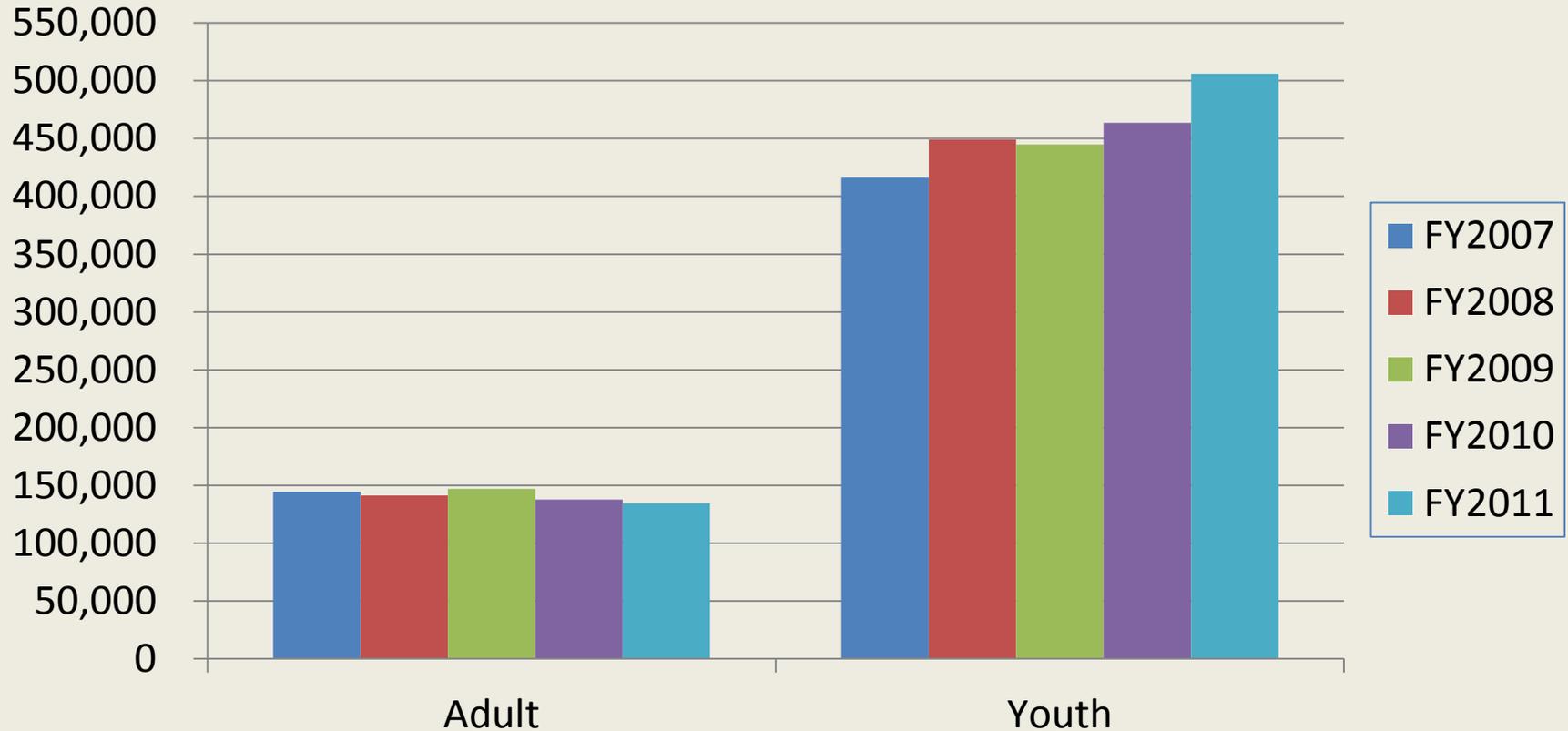


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EFNEP Current Reporting System

Participants FY2007-FY2011

(# of adults and youth reached)

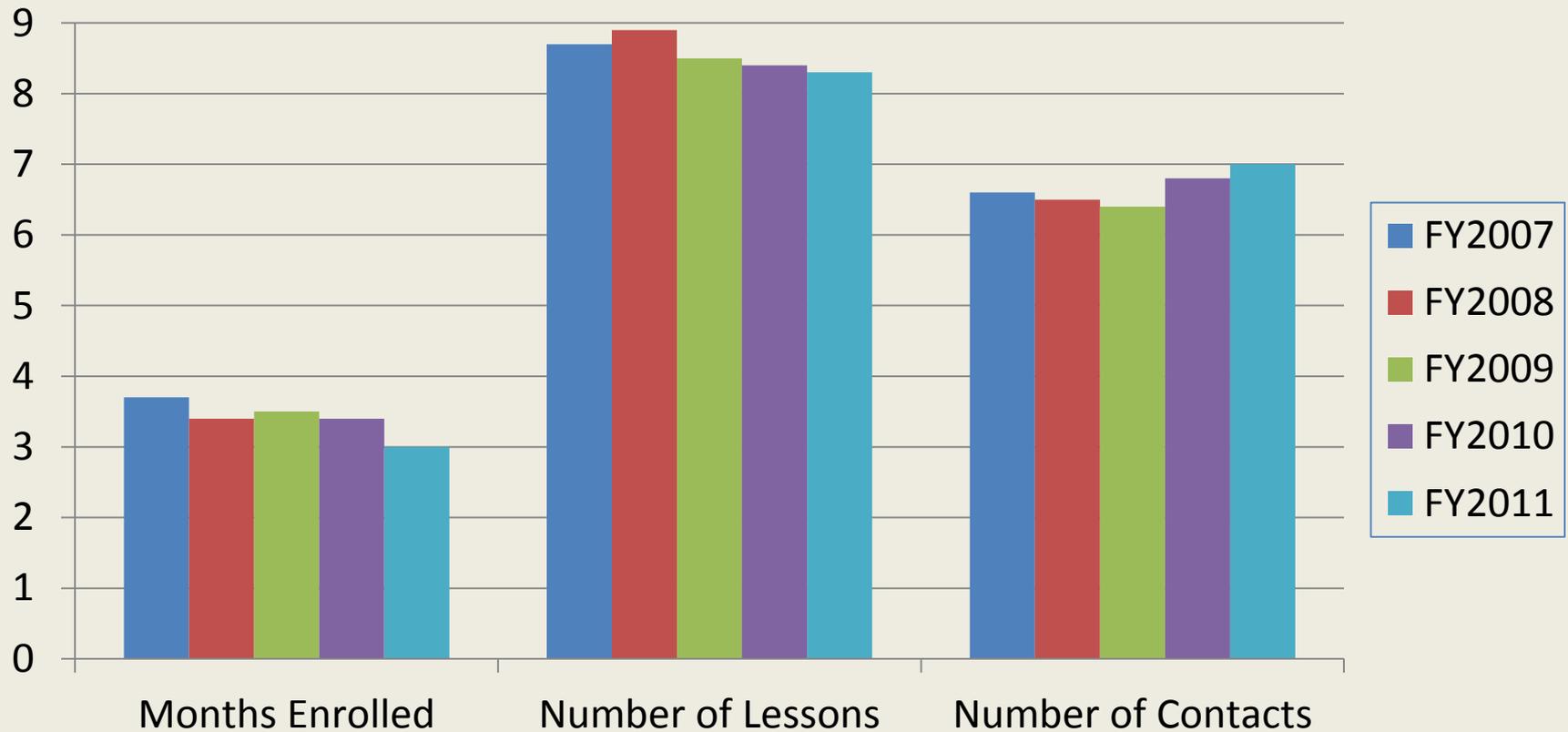


Adult Participants FY2007-FY2011 (demographics)



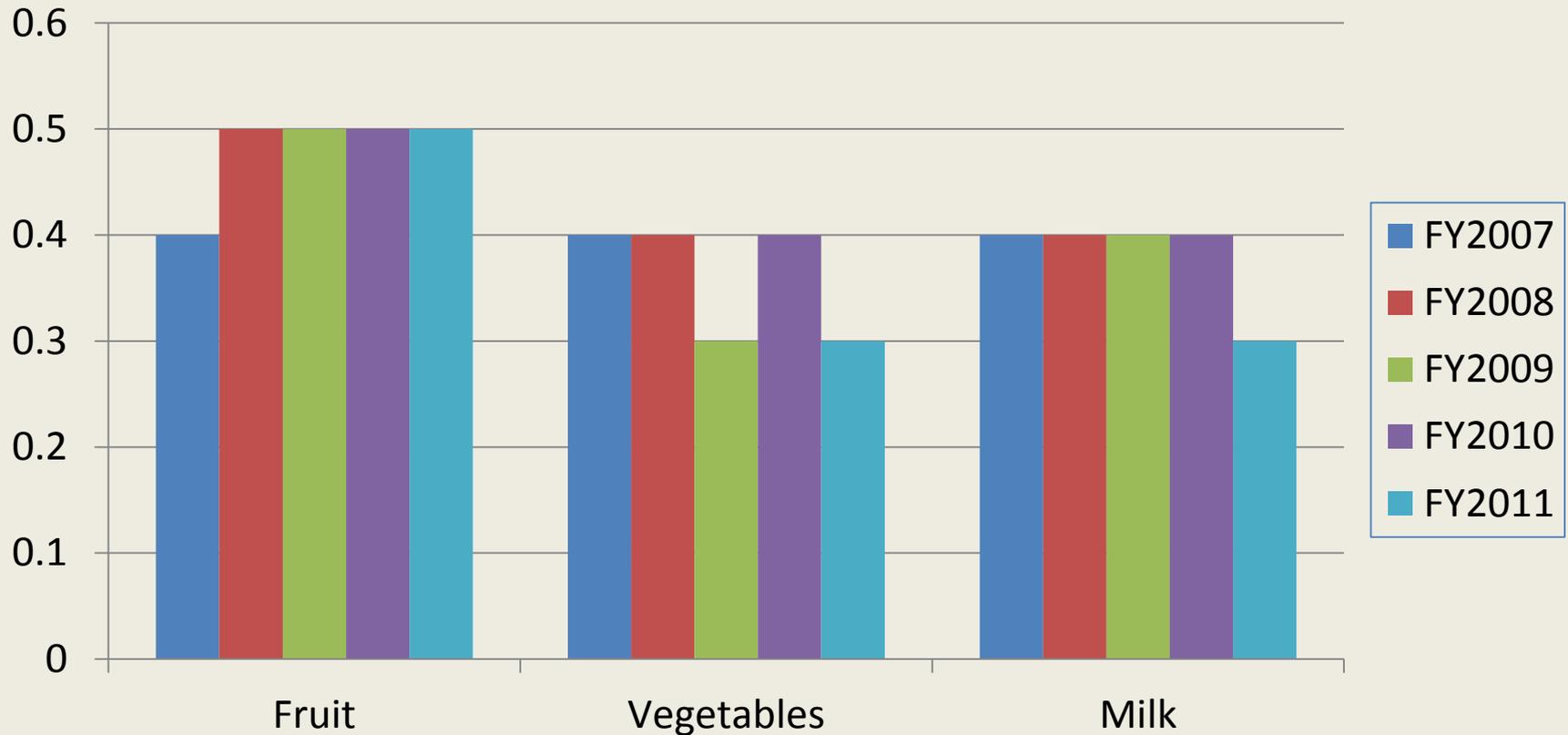
Adult Participants FY2007-FY2011

(dosage)



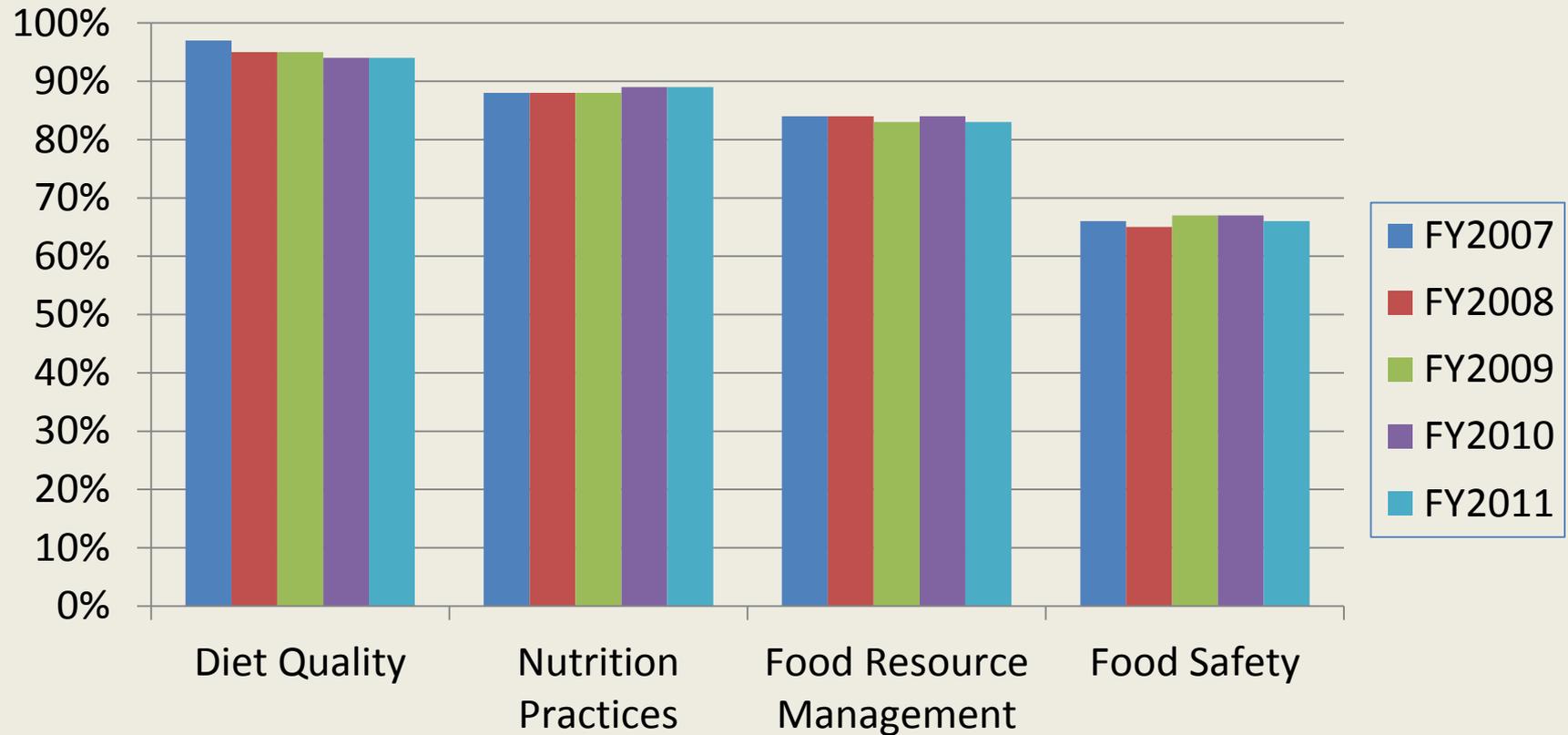
Adult Participants FY2007-FY2011

(mean increase in servings)



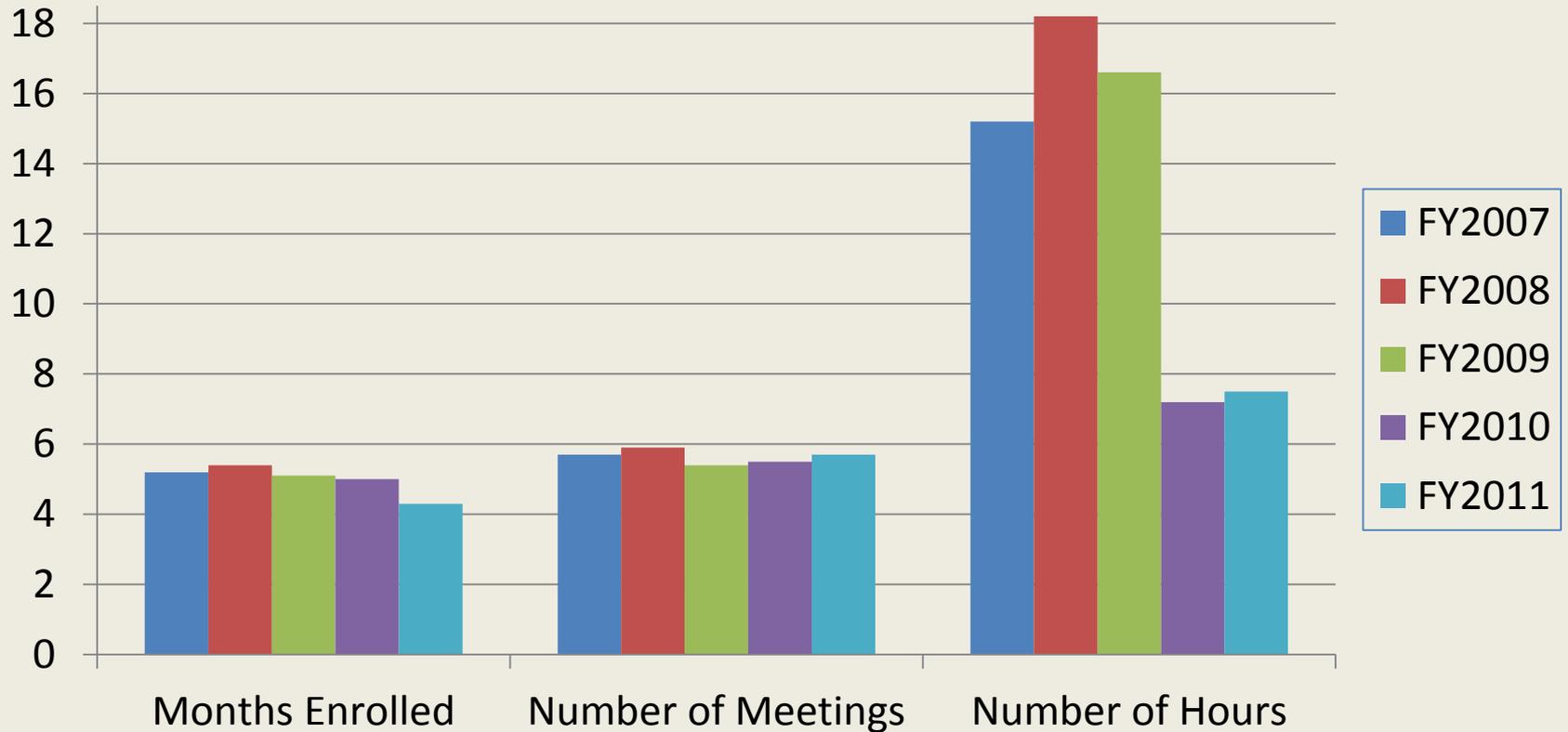
Adult Participants FY2007-FY2011

(% improvement - behavior change)



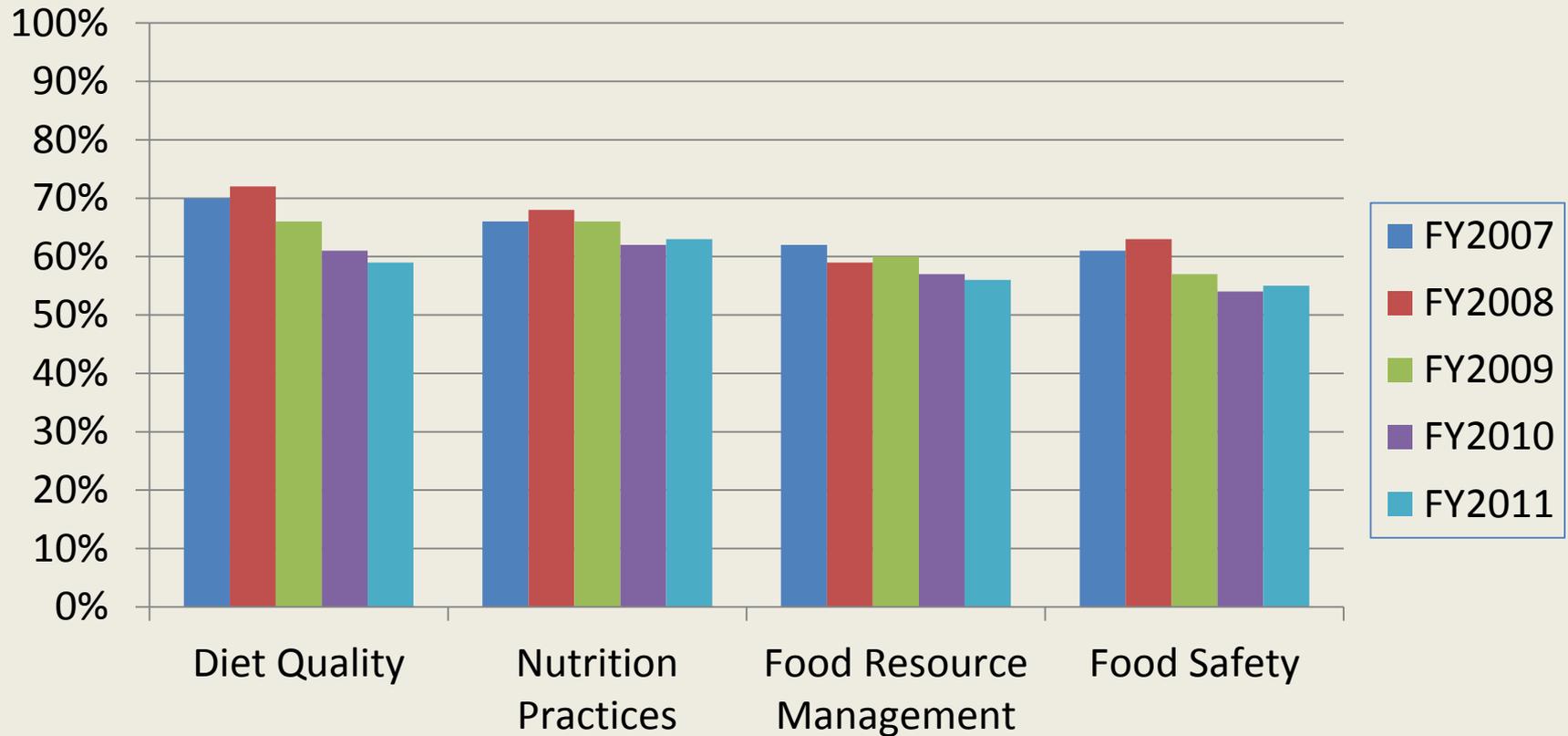
Youth Participants FY2007-FY2011

(dosage)



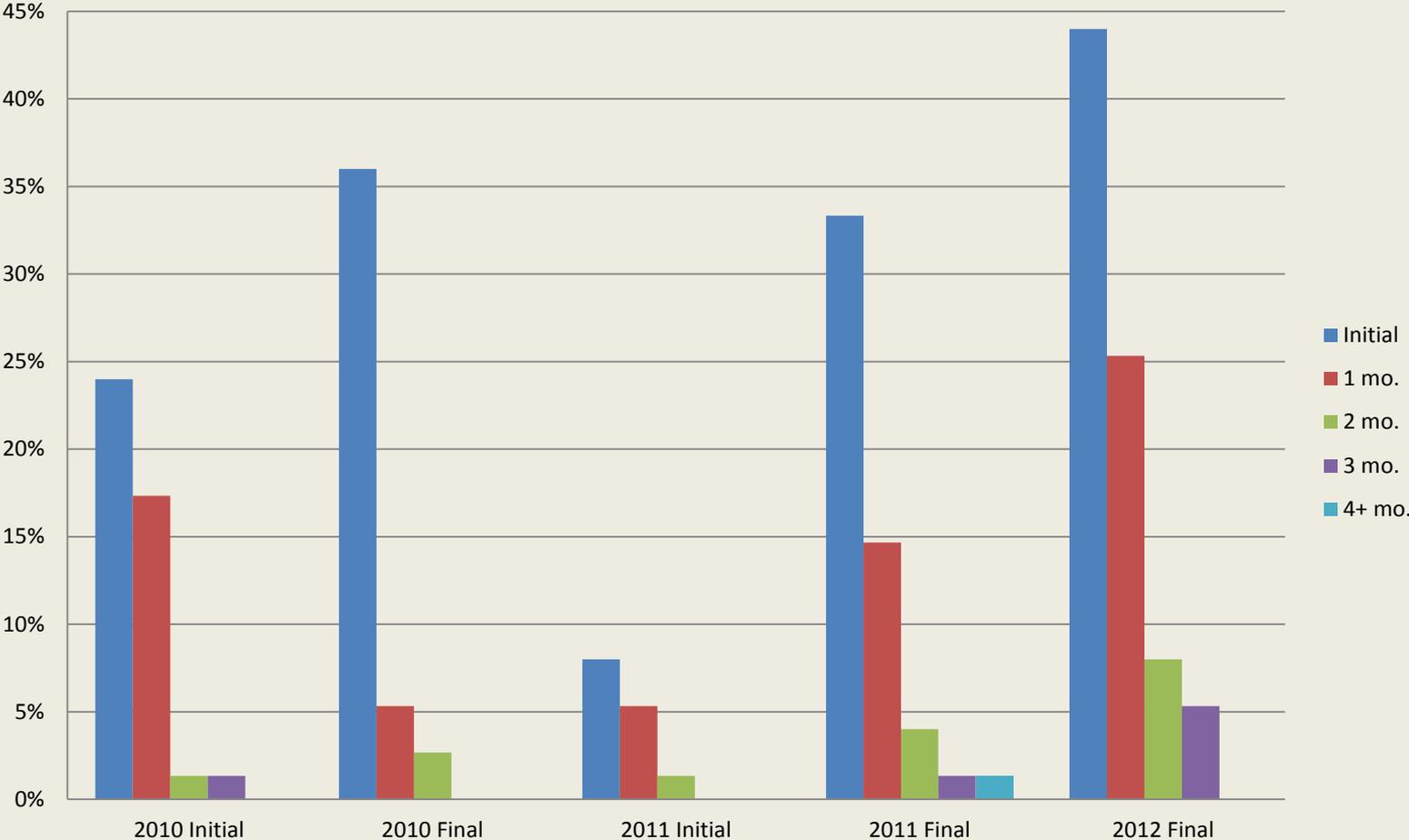
Youth Participants FY2007-FY2011

(% improvement – knowledge/behavior change)



EFNEP FGO Trends FY2010-FY2012

% Not Approved





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New Reporting System!



WebNEERS

- Objectives:
 - Support evaluation and reporting requirements
 - Improve functionality
 - Maintain security and ease of use
 - Synchronize with other Agency and University data collections systems

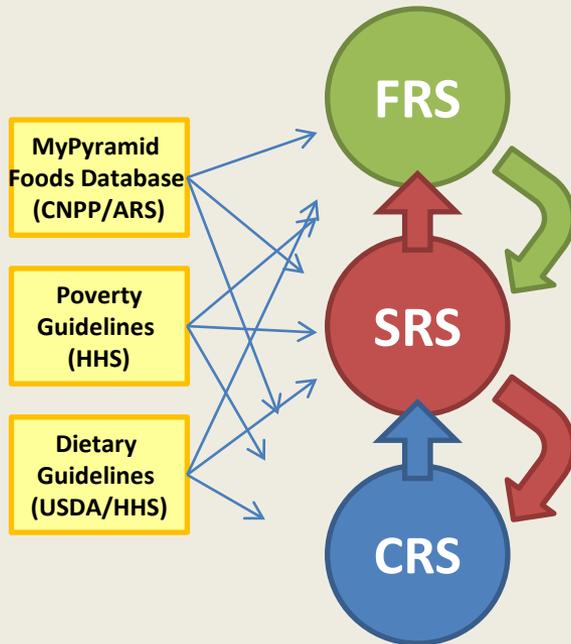


What are the Benefits?

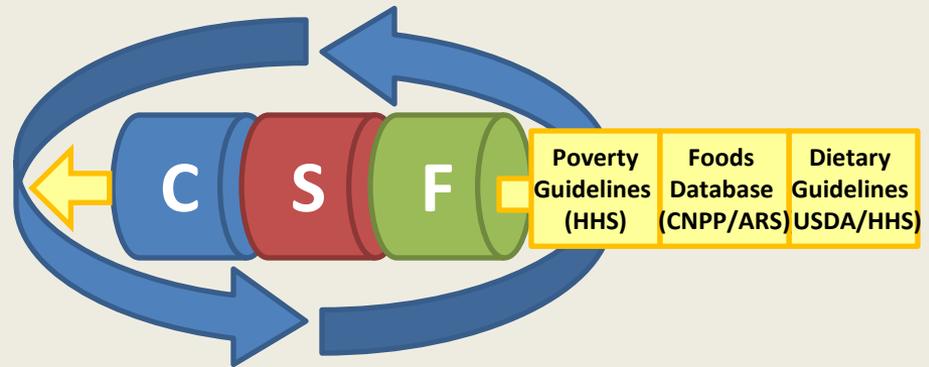
	NEERS5	WebNEERS
Release Date	2006	2012
Specifications	Platform Dependent: <ul style="list-style-type: none"> •Microsoft Access •Windows XP •Office 2003-2010 	Platform Independent: <ul style="list-style-type: none"> •Web-based •All Browsers
Design	Three Discreet Systems	One Dynamic System
Relevance	Out-of-Date, Cannot Update	Up-to-Date, Updateable
Data Collected	Quantitative <ul style="list-style-type: none"> •Individual Records 	Quantitative & Qualitative <ul style="list-style-type: none"> •Individual Records •5-Year Plan/Annual Update •Budget & Budget Justification •Community Nutrition Education Logic Model Data

What are the Benefits?

NEERS5



WebNEERS



What Data will we Collect?

- Individual Records
 - Staff
 - Demographics
 - Full Time Equivalents (FTEs)
 - Adult
 - Demographics
 - Impact data (Behavior Checklist and Diet Recall)
 - Youth
 - Demographics
 - Impact data (Age appropriate youth questions) **NEW**

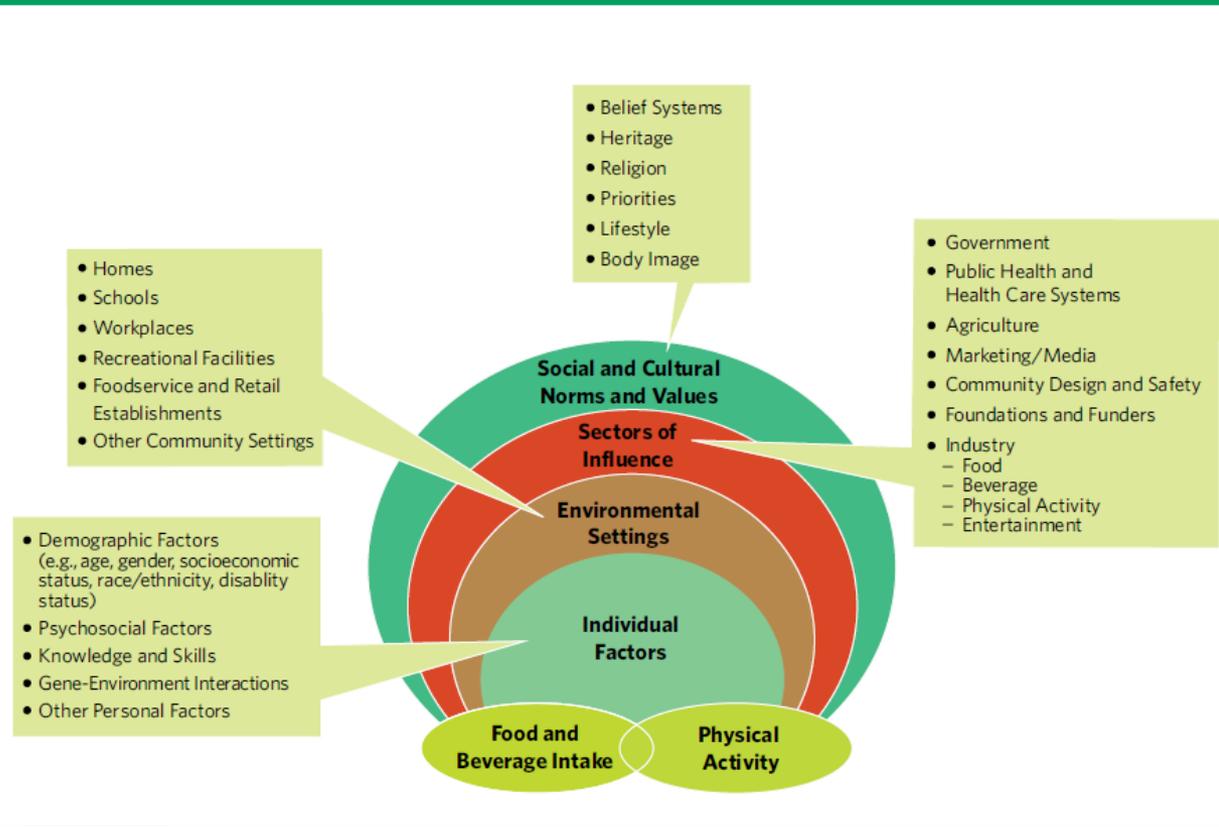
What Data will we Collect? (cont'd)

- 5-Year Plan/Annual Update
 - Situation
 - Priorities
 - Inputs
 - Delivery Sites/Locations and Partnerships (DS&P)
 - Environmental Settings **NEW**
 - Sectors of Influence (SOI) **NEW**
 - Qualitative Program Impacts

EFNEP's Broader Reach and Impact

Socio-ecological Framework

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



Adapted from Story M et al., *Annu Rev Public Health* 2008;29:253-272

How will Data be Used?

To create National Impact Reports:



United States Department of Agriculture | National Institute of Food and Agriculture | www.nifa.usda.gov/efnep

2011 IMPACTS: THE EXPANDED FOOD AND NUTRITION EDUCATION PROGRAM (EFNEP)

Since 1969, EFNEP has improved the diets and food-related behaviors of program participants. Each year EFNEP enrolls more than half a million new program participants. In 2011, EFNEP reached 134,446 adults and 506,156 youth directly and nearly 400,000 family members indirectly.

DEFINING THE PROBLEM

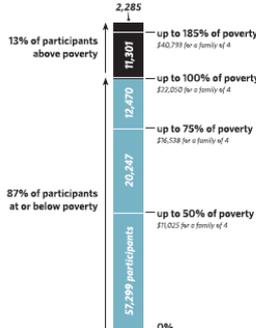
Obesity, poor nutrition, and limited physical activity are significant health concerns. Poor health disproportionately affects minority and low-income populations. Educational opportunities and resources are limited.

INVESTING IN THE SOLUTION

EFNEP brings together federal, state, and local resources to target two primary audiences: low-income families with young children and low-income youth. The program operates in over 800 counties throughout the 50 states, 6 U.S. territories, and the District of Columbia. Each year, more than 500,000 new participants complete the program.

REACHING LOW-INCOME FAMILIES

87% of EFNEP participants who reported income are at or below 100% of poverty, earning \$22,050 a year or less for a family of four.



REACHING DIVERSE POPULATIONS

At least 72% of all EFNEP adults are minorities.



Race	Percentage
White	27%
African-American	25%
American Indian or Alaska Native	2%
Asian	3%
Native Hawaiian or other Pacific Islander	1%
Multiple races identified	1%
Race not provided	1%

An EFNEP paraprofessional was working with a couple with four kids and one on the way. One evening, they brought one of their children to class. The child helped answer questions, create food samples, and asked if he could come to every class to learn more about nutrition, and if they could use some of what they learned in class at home, such as portion control. The parents agreed, which seemed to set off a light bulb in this child's head. He asked, "In this class the noon, we now order apple slices... not French fries?" His parents looked at him and said, "we thought you liked apple slices." He said, "I do. I was just wandering." — South Dakota EFNEP

EFNEP taught nutrition and physical activity classes to youth at a summer camp. The youth learned the importance of getting 60 minutes of physical activity each day, and as a result of participation, worked together to make a walking path around the camp. They charted the miles walked each week, called themselves the "Wonderful Walkers," and logged over 100 miles in 4 weeks. 100 percent of the participants agreed that they would continue walking. — North Carolina EFNEP

An EFNEP graduate from a recovery center in the Central Valley reported that before attending nutrition class he did not breakfast or fruit. His EFNEP nutrition educator taught him to be his "child's role model." Later, he presented his EFNEP certificate to a judge to show he was taking an active part in bringing his son up healthy. He reported that "my certificate of completion helped me bring my 2-year-old son home to me." — California EFNEP

CHANGING ADULT BEHAVIOR



94%

Percentage of adults improving diet, including consuming an extra cup of fruits and vegetables

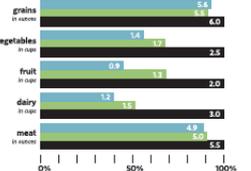
INFLUENCING YOUTH



59%

Percentage of 130,771 youth now eating a variety of foods

DEMONSTRATING RESULTS



IMPROVEMENT IN FOOD GROUPS

Data reported through diet recalls show that EFNEP graduates eat more closely to MyPyramid recommendations. It also shows there is still a huge need for nutrition education.

Food Group	Amount Consumed Before EFNEP	Amount Consumed After EFNEP	Amount Needed to Meet MyPyramid Recommendation*
grains	5.6	6.6	6.0
vegetables	1.4	1.7	2.5
fruit	0.9	1.1	2.0
dairy	1.2	1.5	3.0
meat	4.3	5.0	5.5

*This public domain chart compares recalls that were collected within 30 minutes per day of mealtime (breakfast, lunch, and dinner) to the recommended amount for each food group. It does not include other food groups and other activities (such as very low-fat dry milk powder).

DIET QUALITY



89%

Percentage of adults improving nutrition practices

NUTRITION



63%

Percentage of 163,014 youth increasing essential human nutrition knowledge

FOOD SAVINGS



83%

Percentage of adults bettering food resource management practices

FOOD SAFETY



66%

Percentage of adults improving food safety practices

FOOD SAFETY



55%

Percentage of 126,427 youth improving food safety and preparation practices

WHY IT WORKS

EFNEP educators follow a research-based learning model that allows them to effectively reach and educate program participants. Educators are:

- members of the communities they support;
- trained/supervised by university and county-based faculty;
- skilled in using hands-on, interactive teaching methods;
- committed to delivering sound instruction;
- able to influence changes in behavior and impact the lives of those they teach; and
- dedicated to reaching diverse, low-income populations.

For more information, visit www.nifa.usda.gov/efnep or contact sblake@nifa.usda.gov or hchipman@nifa.usda.gov

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How will Data be Used? (cont'd)

To develop National Data Reports:

FY2011: NIFA - National Data The Expanded Food and Nutrition Education Program (EFNEP)

SYSTEM DATA

Funding Amount: \$67,933,860
Reporting Period: 10/1/2010 – 9/30/2011
Number of Units: 949

ADULT DATA

Total Adults: 134,446
Total Other Family Members: 378,862

Mean # of Months (Graduates): 3.0
Mean # Lessons (Graduates): 8.3
Mean # Contacts (Graduates): 7.0

Program Status	#	%
Active	23,216	17%
Graduated	88,099	66%
Terminated	23,131	17%
Gender/Maternal	#	%
Male	15,068	11%
Female	119,378	89%
Pregnant	13,678	10%
Nursing	3,871	3%
Not Pregnant, Not Nursing, No Children	13,198	10%
Residence	#	%
Farm	2,370	2%
Towns under 10,000 & rural non-farms	22,557	17%
Towns & cities 10,000 to 50,000 & their suburbs	27,105	20%
Suburbs of cities over 50,000	8,499	6%
Central cities over 50,000	73,915	55%
Poverty	#	%
< or = 50% of poverty	57,299	43%
51 – 75% of poverty	20,247	15%
76 – 100% of poverty	12,470	9%
101 – 185% of poverty	11,301	8%
185% or more	2,285	2%
Income not provided	30,844	23%

How will Data be Used? (cont'd)

To prepare Tier Data charts:

FY2011 Tier Data - 12/13/2011

TIER 7 DATA Institution Name	GENERAL INFORMATION					STAFF DATA			ADULT DATA					
	Begin Date	End Date	Funding Amount	Cost Per Participant	Units	Prof FTE	Para FTE	Vol FTE	Adult	Pct Prog to Adult	Pct Grad	Total Other Fam	Pct Female	Pct Male
Alabama A&M University	10/1/2010	9/30/2011	\$ 110,681	\$ 444.50	4	1.0	2.5	0.0	140	56%	100%	525	99%	1%
Alcorn State University	10/1/2010	9/30/2011	\$ 116,559	\$ 33.86	1		2.0		40	1%	95%	101	93%	8%
American Samoa Community College	10/1/2009	9/30/2010	\$ 104,670	\$ 33.00	1	0.5	4.7	3.2	1,080	34%	100%	3,122	63%	37%
College of Micronesia	10/1/2010	9/30/2011	\$ 108,773	\$ 76.22	6	0.0	3.5	1.2	456	32%	100%	3,012	82%	18%
Delaware State University	10/1/2010	9/30/2011	\$ 102,180	\$ 1,362.40	1	1.2	0.9		35	47%	46%	48	66%	34%
Florida A&M University	10/1/2010	9/30/2011	\$ 161,307	\$ 22.30	5		7.1		21	0%		71	100%	
Fort Valley State University	10/1/2010	9/30/2011	\$ 131,891	\$ 856.44	1		1.0		75	49%	100%	161	100%	
Kentucky State University	10/1/2010	9/30/2011	\$ 119,013	\$ 164.61	1	0.1	0.0	0.0						
Langston University	10/1/2010	9/30/2011	\$ 115,646	\$ 270.20	1	1.6			53	12%	2%	120	94%	6%
Lincoln University	10/1/2010	9/30/2011	\$ 120,102	\$ 154.17	1	1.0	4.5		277	36%	19%	670	88%	12%
North Carolina A&T State University	10/1/2010	9/30/2011	\$ 130,073	\$ 546.53	6		2.6	0.6	238	100%	50%	558	100%	
Northern Marianas College	10/1/2010	9/30/2011	\$ 104,472	\$ 82.65	1	0.4	1.1	0.0	201	16%	59%	572	86%	14%
Prairie View A&M University	10/1/2010	9/30/2011	\$ 197,262	\$ 110.76	2	2.0	3.0	0.2	146	8%	68%	244	85%	15%
South Carolina State University	10/1/2010	9/30/2011	\$ 116,946	\$ 56.31	1		0.9		19	1%	63%	42	95%	5%
Southern University	10/1/2010	9/30/2011	\$ 125,283	\$ 38.90	4	1.0	1.0	0.5	72	2%	100%	145	93%	7%
Tennessee State University	6/6/2011	9/30/2011	\$ 123,352	\$ 116.81	1	0.2	0.6	0.1	16	2%		40	88%	13%
Tuskegee University	10/1/2010	9/30/2011	\$ 110,681	\$ 86.74	8		2.6	0.9	563	44%	82%	1,178	96%	4%
University of Arkansas at Pine Bluff	10/1/2010	9/30/2011	\$ 112,967	\$ 125.80	1	0.2	2.0	0.3	239	27%	74%	572	78%	22%
University of Guam	10/1/2010	9/30/2011	\$ 104,920	\$ 66.28	1	0.6	2.9	0.3	114	7%	70%	449	82%	18%
University of Maryland - Eastern Shore	7/1/2010	6/30/2011	\$ 113,433	\$ 150.84	1		0.5		236	31%	63%	493	88%	12%
University of the District of Columbia	10/1/2010	9/30/2011	\$ 115,145	\$ 135.62	1		4.0		74	9%	73%	62	91%	9%
University of the Virgin Islands	10/1/2010	9/30/2011	\$ 104,776	\$ 112.06	3	0.0	1.0		13	1%	85%	16	100%	
Virginia State University	9/1/2010	8/31/2011	\$ 120,724	\$ 265.91	2		2.0	0.2	94	21%	31%	254	98%	2%
West Virginia State University	10/1/2010	9/30/2011	\$ 109,683	\$ 323.55	1		0.9							
Tier 7 Data	10/1/2010	9/30/2011	\$ 2,880,539	\$ 83.72	55	9.8	51.4	7.5	4,202	12%	77%	12,455	83%	17%
NIFA - National Data	10/1/2010	9/30/2011	\$ 67,933,860	\$ 106.05	949	119.4	1000.9	287.8	134,446	21%	66%	378,862	89%	11%

How will Data be Used? (cont'd)

To monitor results and give feedback to institutions:

Clemson University FY2010 Data	
SYSTEM INFO:	
Total # of Units = 24	
Reporting Period	10/1/2009
	9/30/2010
Funding Amount	\$1,570,130
Cost per Participant**	\$177.94
STAFF DATA:	
Total # of Staff = 807	
Professional FTE (n=3)	1.3
Paraprofessional FTE (n=24)	18
Volunteer FTE (n=780)	2.9
ADULT DATA:	
Total # of Adults = 1,011	
% Programming to Adults**	11%
Total Other Family Members	2,209
% Pregnant	9%
% Nursing	1%
% Neither Pregnant, Nursing, nor Parents**	26%
% Graduates (n=611)	60%
Mean # of Months in Program (grads)	6.8
Mean # Lessons (grads)	14.3
Mean # Contacts (grads)**	13.3
% Public Food Assistance at Entry	80.6%
% Poverty Not Specified	16.8%
CHECKLIST DATA:	
Total # of Checklists = 611	
# Checklists with all Zeros**	6
% of Graduates with Checklists	100%
% Improv. in 1+ Food Resource Mgmt.	86%
% Improv. in 1+ Nutrition Practice	89%
% Improv. in 1+ Food Safety Practice	70%
% Improv. in W1114: Phys. Act. (n=518)	49%
<i>[optional additional checklist question]</i>	
RECALL DATA:	
Total # of Recalls = 611	
% of Graduates with Recalls	100%
Grains Change	0.6
Fruits Change	0.6
Vegetables Change	0.5
Milk Change	0.4
Meats Change	0.9
Oils Change	3.3
HEI Change (Entry=58.6; Exit=63.8)	5.2
Total Cost Savings (n=512)**	(\$57.83)
Average Cost Savings (n=512)**	(\$0.10)
% Improv. in Phys. Act. (n=582)**	31.8%
YOUTH DATA:	
Total # of Youth = 7,813	
% Programming to Youth**	89%
Total # of Youth Groups	413
Mean # of Youth per Group	19
Mean # Months**	3.5
Mean # Meetings	8.1
Mean # Contact Hours	6.9
Indicator 1: % Improvement	84%
Indicator 2: % Improvement	94%
Indicator 3: % Improvement	91%
Indicator 4: % Improvement	88%
INTERAGENCY DATA:	
# of Reporting Units = 24	
% WIC Offices Served	72%
% SNAP Offices Served	71%
# Agreements and Coalitions	23
Total Dollars	\$118,805

**These items were calculated using the raw data and cannot be found within SRS.

OBSERVATIONS:

- Excellent job keeping your cost per participant low while still achieving strong results!
- I noticed the percentage of programming to adults and youth had changed over the past year; the number of adults reached increased by about 10%, the percentage of youth decreased by nearly 12%. Have there been changes to programmaticallly in SC? Is there an increased need for adult programming?
- There are still 26% of adults who are not pregnant, not nursing and do not have children. This is higher than last year and too high in general. Please continue to work on effectively targeting your program.
- Your adult dosage looks good and I think it is reflected in the strong results; your program demonstrates. Great job!
- Your checklist data looks great! All of values meet or exceed national averages. I was also glad to see that you were able to document that nearly half of graduates reported increasing their physical activity behaviors. Excellent!
- Your fruit, vegetable and milk change data look really good. Improvements in these areas are in line with the dietary guidelines. Great job!
- The data on cost savings indicates that participants reported spending more food dollars at exit than at entry. You may want to take a closer look at this.
- One of the reasons EFNEP is successful in achieving behavior change is because of the interactive lessons. For this reason we appreciate you keeping youth groups at a manageable size. Thank you!

What is the Status of the Project?

- Data Submission
 - 2012 data needs to be submitted through old system
- New data entry options (only 1 choice allowed)
 - Enter all new data for new fiscal year, after 1 October
 - Have adult and staff demographic information manually migrated for each county/local unit and then enter food recalls and behavioral checklist information once migration has been completed, after November.

Status of the Project, cont'd

- Sustainable funding
 - Update system periodically
 - Revisit/revise system every 5-years
- Related projects underway
 - Behavior checklist questions
 - Youth evaluation questions
 - NIFA business processes
 - Multistate and other research
 - IRB toolkit

WebNEERS Resources

- Help Desk Email Address

webNEERS-help@lyris.nifa.usda.gov

- WebNEERS Web Page

http://www.nifa.usda.gov/nea/food/efnep/web_neers.html

The screenshot shows the USDA National Institute of Food and Agriculture website. The main content area is titled "Nutrition" and features a section for "Web-based Nutrition Education Evaluation and Reporting System (Web-NEERS)". A red arrow points to the "Web-NEERS Information" section, which includes links for "Preview of Web-NEERS", "Frequently Asked Questions: Web-NEERS", and "WebNEERS Training Modules".

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research education extension

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Nutrition

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

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

Web-NEERS Information

- [Preview of Web-NEERS](#)
- [Frequently Asked Questions: Web-NEERS](#)
- [WebNEERS Training Modules](#)

Questions? Comments? Last Updated: 08/29/2012

In Progress:

- Frequently asked questions
- Training modules
- Training manual
- User community
- **Note: Correct name is WebNEERS (no hyphen)**



Policies and Procedures Expectations

- All institutions:
 - Have programs that reach adults with young children *and* children/youth
 - Use the paraprofessional model
 - Deliver programming as a series of lessons
 - Have strong impact on program participants
 - Collect and report complete data sets
 - Use data to inform programming
 - Spend funds as intended



Expectations (cont'd)

- Carryover – Spend down within 5 years or returned to Treasury Department
- 1862 and 1890 institutions working together
- Contribute nationally to what EFNEP is becoming
- **THANK YOU** for commitment and involvement of yourselves, faculty, and staff



National Conference - March 2013

March						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
	EFNEP CONFERENCE					
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						



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SNAP-Ed

INVESTING IN SCIENCE | SECURING OUR FUTURE



Executive Committee SNAP-Ed through the LGU System

- **Paula Peters**, Assistant Director, Family and Consumer Sciences Extension, Department of Human Nutrition, Kansas State University
- **C.Y. Wang**, Associate Dean, Professor, Department of Health and Nutritional Sciences, South Dakota State University
- **Sandra Jensen**, Office Manager, SNAP-Ed through the LGU System, housed at South Dakota State University
- **Helen Chipman**, National Program Leader
Division of Nutrition, NIFA/USDA





Program Development Team Purpose

- Improve the consistency and effectiveness of SNAP-Ed programming across the Land-Grant University System
- Work with FNS and others to identify/address needs
- Facilitate communication
- Strengthen program, research, evaluation interface
- Mentor staff and provide program development training opportunities



Program Priorities and Accomplishments

- General
 - Policies and Procedures document
 - eXtension.org – PCoP
 - FY 2010 National Report
 - National Networking - SNAP Directors' Meeting Display



Priorities and Accomplishments (cont'd)

- Executive Committee
 - Anticipate needs and priorities, engage with Extension Directors and FCS Administrators, budget needs and oversight, communicate with stakeholders
- Program Development Team Subcommittees
 - Evaluation & Reporting: National Report, webinar
 - Communication: eXtension.org - PCoP, SNAP Directors' meeting display, documents (Policy and Procedures, roles of PDT, etc.)
 - Legislation & Advocacy: Survey, tracking, sharing



Extension Directors/Administrators SNAP-Ed Assessment

- 2012 Budget
 - Partial Support – Executive committee (not NIFA Representative) and Program Development Team annual planning meeting
 - 2010 National report
 - eXtension Professional Community of Practice startup
 - Marketing – Banner and other resources for SNAP Directors meeting and other meetings
 - National Office – Office Manager salary and operational costs



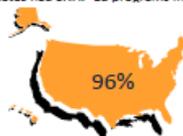
SNAP-Ed FY2010 Report Two Page Summary

Community Based • Relationship Driven • Experience and Evidence Grounded

Report Overview:
SNAP-Ed through the Land-Grant University System:
FY 2010

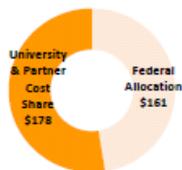
Capacity

54 Land-Grant Universities (LGU) within 48 States had SNAP-Ed programs in 2010.

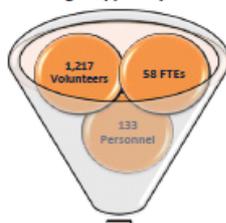


Commitment

Total Expenditures by LGU SNAP-Ed programs in 2010: \$339 million



Average Support by State



6,135 SNAP-Ed Personnel
2,679 SNAP-Ed FTEs
540,000 Volunteer Hours
(National Totals)

Reach

2005 1.8 million

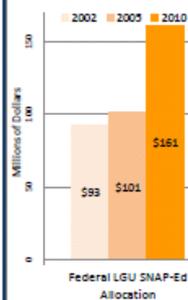
2010 4.5 million

Based on Direct Delivery to Individual Participants
2010 Direct Contacts: 642% increase over 2005 Contacts

48,633 unique Delivery Sites across the United States in 2010



Trends



Individuals Reached per FTE in 2005: 805

Individuals Reached per FTE in 2010: 1,605

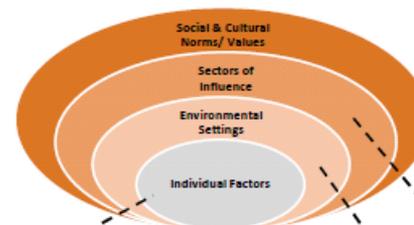
Community Based • Relationship Driven • Experience and Evidence Grounded

2010 Outcomes Reported

The following are highlights of the 2010 LGU SNAP-Ed Outcomes across the Socio-ecological Spectrum:

Description of Levels

Belief Systems, Heritage, Religion, Lifestyle, Priorities, Body Image
Government, Public Health/Healthcare, Agriculture, Marketing, Industry
Homes, Schools, Workplaces, Recreational Facilities, Restaurants
Demographic and Psychosocial Factors, Knowledge and Skill, Other Personal Factors



INDIVIDUAL HIGHLIGHTS

Dietary Quality/Physical Activity
More than 50% of participants indicated improved patterns in eating closer to recommended amounts for grains, vegetables, and fruits; 40% adopted the practice of eating breakfast; between 38 and 62% increased physical activity.

Food Security
34% of participants enrolled in non-emergency food assistance programs; 39% reported having fewer food insecure days; 44% adopted beneficial food security practices.

Food Safety
77% reported improved hygiene, such as hand washing; 48% adopted practice of keeping food at safe temperatures.

Shopping Behavior/ Food Resource Management
31% adopted beneficial shopping technique (food shopping, preparation, storage); 78% tried new foods/recipes.

ENVIRONMENTAL SETTINGS HIGHLIGHTS

LGUs facilitated or participated with others in holding discussions, collaborating, conducting needs assessment, or planning programs. Examples include:

- Increased referrals across organizations
- Joint efforts to improve diet quality and physical activity within communities
- Increased availability of nutritious foods in schools, restaurants, grocery stores, and farmers markets
- Trends for increased support for community anti-hunger programs
- Increased availability of nutritious foods to low-income people due to new grocery stores or farmers' markets in low-income communities and/or new community gardens.

SECTORS OF INFLUENCE HIGHLIGHTS

LGUs reached 1,055 agencies, media, food/beverage industry and other sectors of influence through SNAP-Ed. Impacts result as programs and organizations effected change over time. Examples include:

- More food service institutions required employees to be ServSafe Certified (Delaware)
- School vending machine restrictions were enforced (Tennessee)
- State health-improvement collaboration developed a community group to design gardens and locate open spaces in a county to improve access to gardening areas for low-income older adults from diverse cultures, along with youth and families in public housing (Minnesota).



SNAP-Ed FY 2010 Report Results

- LGU Commitment and Capacity:
 - University & Partner cost share: \$178 million
 - Federal Allocation: \$161 million
 - Total: \$339 million

	Number of SNAP-Ed Personnel	Number of FTEs	Number of Volunteers	Volunteer Hours
National	6,135	2,679	56,000	540,000
State Avg.	133	58	1,217	11,739



FY 2010 Report Results (cont'd)

- Audience Reach – Trends

Report Year	PERSONNEL LGU SNAP-Ed Personnel (FTEs)	AUDIENCE REACHED INDIVIDUALLY		
		Direct Education (millions)		Indirect Education (millions)
		Participants	Contacts	Contacts
2002	N/A	--	5.2	32.3
2005	2,235	1.8	8.5	38.7
2010	2,679	4.5	54.8	36.5

- Individuals reached per FTE:

- In 2005: 805 Individuals; In 2010: 1,605 Individuals



Individual Highlights

- Dietary Quality/Physical Activity
 - > 50% of participants ate closer to recommended amounts for grains, vegetables, and fruits; 40% adopted the practice of eating breakfast; between 38 and 62% increased physical activity.
- Food Security
 - 34% of participants enrolled in non-emergency food assistance programs; 39% had fewer food insecure days; 44% adopted beneficial food security practices.



Individual Highlights (cont'd)

- Food Safety
 - 77% improved hygiene, such as hand washing; 48% adopted practice of keeping food at safe temperatures.
- Shopping Behavior/Food Resource Management
 - 31% adopted beneficial shopping technique (food shopping, preparation, storage); 78% tried new foods/recipes.



Environmental Highlights

- Land-Grant Universities facilitated or participated with others in holding discussions, committing to collaboration, conducting needs assessment, or planning programs. Examples include:
 - Increased referrals across organizations.
 - Joint efforts to improve diet quality and physical activity within communities.



Environmental Highlights (cont'd)

- Examples:
 - Increased availability of nutritious foods in schools, restaurants, grocery stores, and farmers' markets.
 - Trends for increased support for community anti-hunger programs.
 - Increased availability of nutritious foods to low-income people due to new grocery stores or farmers' markets in low-income communities and/or new community gardens.



Small Group Discussion

- How to capitalize on the strengths of the Cooperative Extension Land-Grant University System to address the changing landscape for low income nutrition education – what is the FCS Leaders Role?





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Report Out and Action Steps



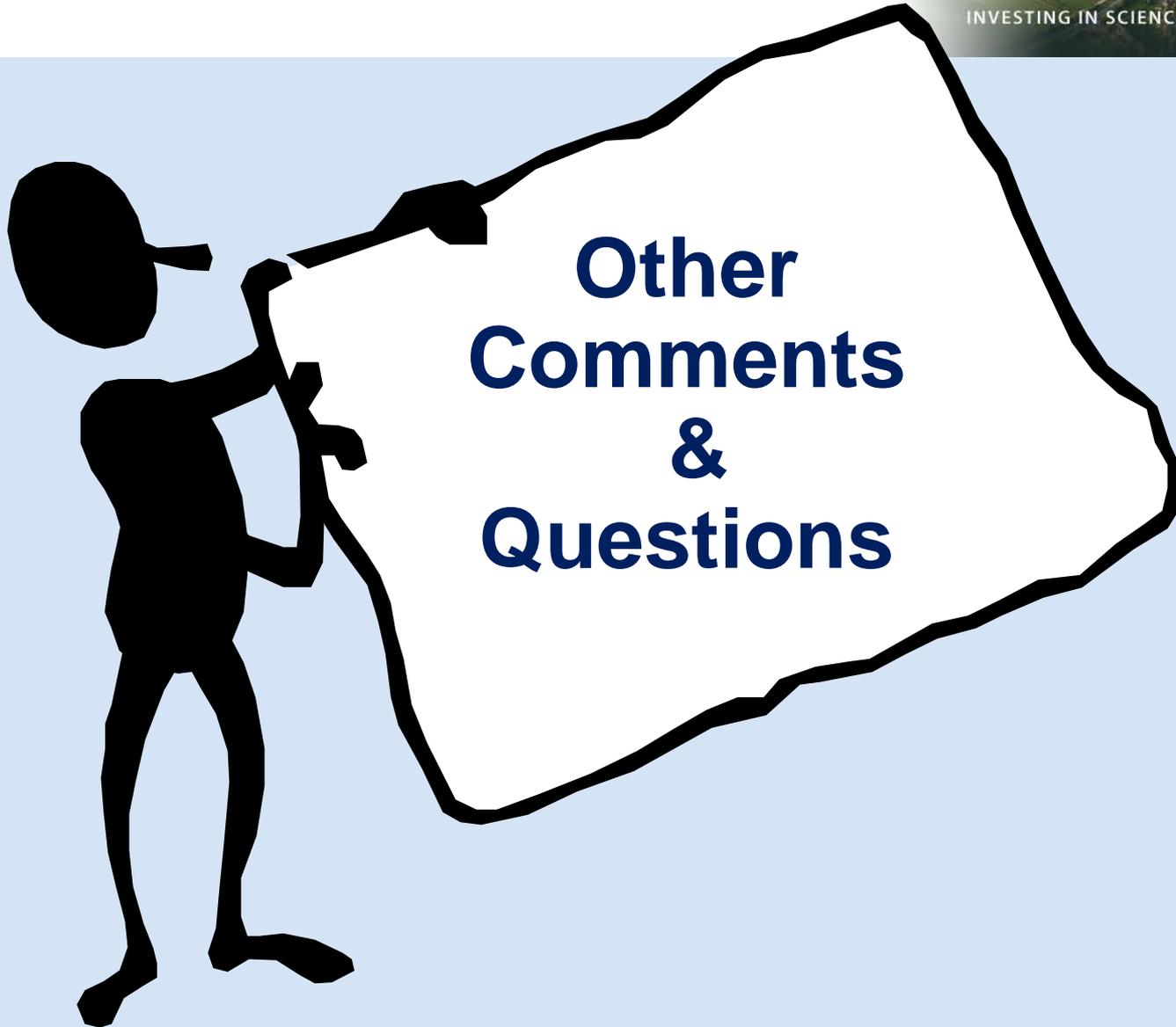
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Thank You

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