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1. **SNAP-Ed Program Overview:**

**Directions** - Provide a one page (not more than 500 words) **executive summary** of SNAP-Ed activities during the reporting fiscal year. Please include the following as applicable:

**Progress in Achieving Overarching Goals:** During FY12, the Iowa State University Extension and Outreach Food Assistance Nutrition Education Program (FANE) continued to make measurable progress on its goals. Evaluation data provide evidence that Food Assistance eligible adults participating in the program develop new skills and learn behaviors leading to healthy food choices within a limited budget and choose an active lifestyle. Further, evaluation of Food Assistance eligible youth provide evidence that youth participating in the program increase their knowledge of nutrition and selection of healthy food, improve knowledge and use of safe food handling practices, and engage in physical activity.

**New Projects:** The Adult FANE expanded to one new county where adult nutrition programs did not previously exist. The Loving Your Family – Iowa (LYF-Iowa) project, in which parent educators are trained to provide nutrition education lessons in conjunction with their parenting curricula, was expanded to four new counties where adult nutrition education programs did not exist. A pilot project entitled “Connecting Food Assistance Participants through Social Media” was implemented to encourage continuing education and information flow after the Adult FANE interventions are complete.

**Ongoing Projects:** Adult FANE continued in ten counties, LYF-Iowa continued in eight counties, and Youth FANE continued in eleven counties.

**Major Achievements:** Program staff participated in several in-depth trainings to improve services provided by the program. Furthermore, six program staff completed the National Nutrition Paraprofessional Certification Program through Utah State University Extension.

**Major Setbacks:** Staff vacancies were experienced in three Adult FANE counties and two Youth FANE counties.

**Overall Assessment:** FY12 was a success for Iowa State University Extension and Outreach FANE. The programs experienced growth and achievement of goals and objectives. Feedback is positive from adult and youth participants and staff.
2. **SNAP-Ed Administrative Expenditures**

**Directions** - To help FNS better understand your State SNAP-Ed administrative expenditure costs; provide the percent and dollar value of administrative expenses used for each Implementing Agency (I.A.) in your State for each of the following categories. **To estimate the % of total administrative expenditures, use the data you compiled for question 10 on the EARS report.** In the example below, administrative expenditures for X State University = $550,000.

<table>
<thead>
<tr>
<th>Type of Administrative Expense:</th>
<th>% of Total Administrative Expenditures for each Implementing Agency by Type of Expense</th>
<th>Name of IA: Example: X State U</th>
<th>Name of IA: Iowa State University Extension and Outreach</th>
<th>Name of IA:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Salary</td>
<td>% values: 40% $220,000 $ values: 77% $52,753</td>
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<tr>
<td>Administrative Training Functions</td>
<td>% values: 15% $82,500 $ values: 0% $0</td>
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<tr>
<td>Reporting Costs (identify % related to EARS, if possible)</td>
<td>% values: 3% $16,500 $ values: 16% $11,028</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment/Office Supplies</td>
<td>% values: 10% $55,000 $ values: 0% $0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating Costs</td>
<td>% values: 10% $55,000 $ values: 0% $0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect Costs</td>
<td>% values: 12% $66,000 $ values: 7% $5,102</td>
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<td></td>
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<tr>
<td>Overhead Charges (space, HR services, etc.)</td>
<td>% values: 10% $55,000 $ values: 0% $0</td>
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3. SNAP-Ed Evaluation Reports Completed for this Reporting Year

Using the chart below, identify the type(s) of SNAP-Ed evaluations (by project) that resulted in a written evaluation report of methods, findings and conclusions. Use the definitions of each type of evaluation that are provided in Box 1 (on the following page). Include a copy of each evaluation report that was produced in the appendix to this report. Impact evaluation reports should include the components described in Box 2 (on the following page). Each evaluation report should identify clearly the associated project name(s) on the cover or first page.


<table>
<thead>
<tr>
<th>Project Name</th>
<th>Key Project Objective(s)</th>
<th>Target Audience</th>
<th>Check all Evaluation Types for which Reports Are Included*</th>
</tr>
</thead>
</table>
| **Adult Food Assistance Nutrition Education (Appendix A)** | 1. 450 adults and pregnant teens will enroll.  
2. Program graduates will increase consumption of fruit by ½ cup, vegetables by ½ cup, and milk by ½ cup.  
3. Of program graduates, 93% will show improvement in nutrition practices, 90% will show improvement in resource management practices, and 75% will show improvement in food safety practices.  
4. Of program graduates, 50% will show improvement in physical activity. | Families with children under age 10 and pregnant teens. | FE | PE | OE | IE |
| **Loving Your Family (Appendix B)** | 1. 242 adults enrolled in family support programs will be reached.  
2. Of program participants, 90% will show improvement in at least one nutrition practice.  
3. Of program participants, 40% will show improvement in food safety practices.  
4. Of program participants, 65% will show improvement in physical activity. | Families participating in parent education. | x | x |
| Youth Food Assistance Nutrition Education (Appendix C) | 1. 7,500 youth in grades K-6th will participate in six nutrition education lessons.  
2. Youth in 3rd – 6th grades will show a 25% increase in knowledge of nutrition and a 25% increase in knowledge of food safety.  
3. Youth in 3rd – 6th grades will show a 10% increase in making healthy food choices, 10% increase in hand-washing, and a 10% increase in physical activity.  
4. Of youth in K – 2nd grades, 75% will taste fruits and vegetables. | Youth in schools or after school sites. | x | x |
| Pilot Project – Connecting Food Assistance Participants through Social Media (Appendix D) | 1. 65% of participants will show improvement in nutrition practices.  
2. 65% of participants will show improvement in food resource management practices. | Parents of school age children who are currently participating in FANE and those eligible for Food Assistance. | x | x |
4. **SNAP-Ed Planned Improvements:**

**Directions:** Describe any modifications you plan to make in the next fiscal year to improve the effectiveness of specific SNAP-Ed projects and/or to address problems experienced during the past year. Please identify the specific project(s).

1. **Adult Food Assistance Nutrition Education:** Most of the objectives set by this program for FY12 were achieved. Those objectives that were not achieved were very close to being achieved. Participants showed improvement in intake of fruits, vegetables, and milk; nutrition, food resource management, and food safety practices; and physical activity. Therefore, the success of this program led to the decision to expand the program to six new counties (Boone, Crawford, Floyd, Henry, Monona, and Wright) in FY13. In FY12, three of the counties served by this program had staff vacancies. Some of these vacancies have been filled and the new staff are trained. With the addition of new staff in FY13, staff training policies and procedures have been updated and improved to enhance staff training and promote staff retention.

2. **Loving Your Family – Iowa:** Only one of the four objectives set by this program for FY12 was achieved. However, the program is popular with participants and parent educators, so this program plans to expand in FY13. This program will expand to 30 additional counties (Appanoose, Bremer, Buchanan, Butler, Chickasaw, Clay, Davis, Decatur, Dickinson, Emmet, Fayette, Franklin, Grundy, Hardin, Harrison, Ida, Jefferson, Jones, Kossuth, Lucas, Marion, Mitchell, Monroe, O’Brien, Osceola, Page, Palo Alto, Ringgold, Wapello, and Wayne). With this expansion and failure to meet program objectives, the program curriculum and policies and procedures have been updated, and a project has begun to improve the program evaluation tool. Additionally, the hire of a part-time program coordinator is being considered to improve program management.

3. **Youth Food Assistance Nutrition Education:** The objectives set by this program for FY12 were not all achieved. Due to two prolonged staff vacancies, the objective of reaching 7,500 youth was not achieved. The objective of improving knowledge of nutrition by 25% was not achieved, though the objective of improving knowledge of food safety by 25% was achieved. The objective of a 10% increase in youth making healthy food choices, a 10% increase in hand-washing, and a 10% increase in physical activity were not achieved. The objective of 75% of youth tasting fruits and vegetables was achieved. Due to the fact that objectives were not achieved and additional staff vacancies are anticipated along with the expansion of Adult FANE and LYF-Iowa, the Youth FANE program will be discontinued in FY13. All low-income youth nutrition education will be carried out by the Iowa Nutrition Network through the Iowa Department of Public Health.
5. **EARS Feedback:**

**Directions:** For this reporting year, provide FNS feedback on your State’s implementation of EARS. Include the following as applicable:

- Comments regarding any challenges you encountered in gathering and reporting data for EARS and actions taken to resolve or address these challenges: Identify the section and item number when making comments. For example: Comment: Question 10. It was challenging to get this information. We addressed this by providing all partners with spreadsheets and training to help them track these costs.

Questions 1, 2, 3, and 5. Tracking these numbers is challenging. With lessons learned from previous years, this is doable, but it takes a lot of time.

- Does FNS need to provide additional EARS training or resources? If yes, specify training topics and/or type of resources needed.

  No.

- What, if any, changes did you make in your IT system or manual data collection procedures for EARS in the prior fiscal year? If available, attach a description of updated IT systems and/or manual data collection procedures.

  This program relies on the EFNEP NEERS to track the majority of this data. Manual data collection forms are included in Appendices A-C.

- Do you plan to make any changes in your IT system or manual data collection procedures for EARS in the next FY? If yes, provide a short summary of changes planned.

  No, this program was able to accurately track data this past year.

- Will all IAs report actual unduplicated data for EARS in the upcoming fiscal year? If not, why?

  Yes.

- Share suggestions for modifications to the EARS form, if any. Indicate how the modification would improve EARS, i.e. the reporting process for State, data quality, etc. Identify the section and item number when making suggestions please. For example: Direct Ed Section, Question 3, Race and Ethnicity. Consider adding a narrative field to allow IAs to make notations about the data or the collection procedures.

  None.

- Other comments.
6. **Appendixes:**

**Directions**- Attach evaluation reports included under item # 3. **Optional**- States may also provide a brief description or information that highlights other SNAP-Ed projects that are not reported under the sections above. For example, share information about: staff/partner trainings, conference presentations and or journal publications, curriculum development, partnership activities, case studies, awards

- **Appendix A** – Adult Food Assistance Nutrition Education Evaluation Report
- **Appendix B** – Loving Your Family Evaluation Report
- **Appendix C** – Youth Food Assistance Nutrition Education Evaluation Report
- **Appendix D** – Connecting Food Assistance Participants through Social Media Evaluation Report
- **Appendix E** – Optional Information
<table>
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<tr>
<td>Provide the information requested below for any significant evaluation efforts (generally considered as costing greater than $400,000) that were completed during the previous year.</td>
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</table>

This section is not applicable to the Iowa State University Extension and Outreach Food Assistance Nutrition Education Program.
Appendix A – Adult Food Assistance Nutrition Education Evaluation Report

Adult Food Assistance Nutrition Education (also known as the Family Nutrition Program), provides nutrition education based on the 2010 Dietary Guidelines for Americans to Food Assistance eligible families with young children. This program is evaluated quantitatively by dietary 24-hour food recalls and food behavior checklists. This program is evaluated qualitatively by participant feedback and success stories.

Dietary 24-hour food recall:
Enrolled adults and pregnant teens are asked to respond to a minimum of two 24-hour food recalls (see entry forms below) during their enrollment in Adult Food Assistance Nutrition Education. The first food recall is taken at program entry and the second food recall is taken at program exit. Data collected from the food recalls were entered into NEERS5 (EFNEP Nutrition Education Evaluation Reporting System). The NEERS5 software allows entry of the foods and amounts eaten and provides analysis in ounces and cups (see diet summary report below). This allows flexibility and ease when comparing it with what the participant needs based on age, gender, and physical activity level.

Objectives A1 and A2 in FY12 indicated that 450 adults and pregnant teens would enroll in Adult Food Assistance Nutrition Education. In FY12, 437 adults and pregnant teens enrolled in the program and 287 completed at least eight lessons, thus becoming program graduates. The following dietary summary provides data from 286 of the participants who graduated from the program.

Objective A1 in FY12 was to increase the consumption of fruits and vegetables by 1 cup (½ cup of fruits and ½ cup of vegetables) and increase the consumption of milk by ½ cup by participants from initial to ending recall. Dietary food recalls indicate a positive change in the consumption of the following:

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<tr>
<th></th>
<th>Entry</th>
<th>Exit</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruits</td>
<td>0.8 cups</td>
<td>1.2 cups</td>
<td>0.4 cups</td>
</tr>
<tr>
<td>Vegetables</td>
<td>1.2 cups</td>
<td>1.7 cups</td>
<td>0.5 cups</td>
</tr>
<tr>
<td>Fruits and vegetables</td>
<td>2.0 cups</td>
<td>2.9 cups</td>
<td>0.9 cups</td>
</tr>
<tr>
<td>Milk</td>
<td>1.6 cups</td>
<td>2.3 cups</td>
<td>0.7 cups</td>
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</table>

Additionally, 98.3% of the participants indicated a positive change in any food group at program exit. The positive change means exit intake was nearer the recommended amount for age, sex, and level of physical activity.

Objective A2 for FY12 was that 50% of program graduates would increase the amount of physical activity they were getting. Thirty-eight percent of the graduates indicated a positive change in physical activity at exit. Additionally, at exit from the program 83.2% of graduates indicated that they participated in at least 30 minutes of physical activity on most days of the week.

Behavior checklist:
Enrolled adults and pregnant teens are asked to respond to a behavior checklist to collect information pertaining to their food and nutrition-related behaviors. The behavior checklist has two parts, Entry Survey and Exit Survey. The Entry Survey is administered at enrollment in the program, and the Exit
Survey is administered at program exit. Both surveys contain identical statements. Participants select a response to each item based on a five item scale (do not do, seldom, sometimes, most of the time, almost always). Data from the checklist are entered into NEERS5 (EFNEP Nutrition Education Evaluation Reporting System). The following behavior checklist summary provides data from the 287 participants who graduated from the program; however, not all participants answered all questions in the behavior checklist (see behavior checklist summary report below).

Objective A2 for FY12 included 93% of participants showing improvement in nutrition practices, 90% showing improvement in food resource management practices, and 75% showing improvement in food safety practices.

- Nutrition practices (i.e. plans meals, makes healthy food choices, prepares foods without adding salt, reads nutrition labels, has children eat breakfast):
  - 92% (229 of 249 respondents) showed improvement in one or more nutrition practices.
  - 11% (28 of 249 respondents) showed improvement in all five nutrition practices.
- Food resource management practices (i.e. plans meals, compares prices, does not run out of food, uses grocery lists):
  - 87% (251 of 287 respondents) showed improvement in one or more food resource management practices.
  - 15% (42 of 287 respondents) showed improvement in all four food resource management practices.
- Food safety practices (i.e. thawing and storing foods properly):
  - 67% (191 of 286 respondents) showed improvement in one or more food safety practices.
  - 21% (60 of 286 respondents) showed improvement in both food safety practices.

**Success Stories:**

**Buena Vista County**
The following letters were hand written in Spanish and translated into English by a bi-lingual staff member. The names have been changed.

**Buena Vista County – Dietary Quality, Food Safety**
My name is Nadia and I am giving a testimony through this letter regarding the Family Nutrition Program: Well, I did not know about this program. But one day walking towards my school I came across Mrs. Lisa. She greeted me and I liked her smile. I extended my hand out to her to greet her. We talked about the weather and then she spoke to me about the program. I have never taken a nutrition program. As she spoke more about the program I became very interested. I was with a friend and we both looked at each other and we both asked each other, “Shall we do it?” We both said, “Absolutely!” My friend has been looking for this type of program. So we decided to sign up and begin the lessons.

For me it was phenomenal. For my way of eating was not healthy. I was eating food that had no protein or vitamins and for that reason I had low hemoglobin and I ended up in the hospital about one year ago to have blood transfusions. I have always been heavy, even my family calls me fat. But when I took the program I was in worse shape because I weighed 200 pounds. I was worried and I was not doing anything to lose weight. What I ate was junk food, greasy food with no protein. My clothes did not fit.
When I began the nutrition lessons I told Lisa that I had a jacket that I liked but did not fit. I promised her that she will see me wear it, and so it was. I finished the program and I graduated and I can now wear the jacket. I had lost 15 pounds.

Well, I began exercising. Mrs. Lisa helped us exercise. My body was very tired, lazy, and had no energy. I would climb my mom’s stairs; 1,2,3 steps and would stop because I had to stop, because it would tire me. Now I can walk up the stairs easily without getting tired. We exercise in the morning and again in the afternoon.

I know and believe that this program has helped me a lot. I learned how to eat better, and I look for ways to save money, and keep food free of bacteria. I read the Nutrition Facts labels, something I never used to look at. I now reduce the sodium & sugar content in my meals. I learned about the use of the thermometer for my refrigerator. I learned to eat three times each day. I switched from white bread to whole grain wheat, and I eat oatmeal. We eat more fruits and vegetables. I learned to not leave my meats out of the refrigerator. I learned to vary my meals and make snacks for my family. And, the best part of the program is that I enjoyed it because we exchanged/shared ideas and talked about all of our changes we have made due to this program.

This was beautiful, nice, entertaining, and we had a lot of fun. This has helped me and especially helped my family because we eat better. And no more sodas, no more junk food. When my other family members come to visit they ask for a soda, I reply to them saying I only drink green tea or 100% juice. Now they have also made these changes in their homes and no longer drink sodas. I will not tell you, but I have so much more to share with you. I have learned so much and I am very grateful to the Family Nutrition Program, it has changed my way of living in my home. I hope that my testimony will help someone that was in my situation. Today I have lost an additional ten pounds.

Cordially,
Nadia

Buena Vista County – Dietary Quality, Food Resource Management

Thank you for having this program because it has changed my life. I didn't know how to read a Nutrition Facts label or balance my foods such as protein, but now I know how it works. I save money with cutting coupons. I exercise every day for an hour. I hope that this program will not end because many people need this like me, as I have now learned. I understand better.

This testimony is of my life and my family. Before taking these nutrition lessons I thought I was eating healthy. But after the classes I found out that I was wrong because I can read the labels; what quantity for each food and what it contains. I save money. And I feel great. I learned how to eat healthier and take care of my health.

Many thanks,
Anna
Buena Vista County – Dietary Quality, Food Resource Management
There are so many things that I learned and I am so happy now because the health of my family and my own health are going to change from eating healthy and exercising.

For me, there is something very important that I will put in practice when grocery shopping. I will only buy what is necessary and what is healthy, by leveraging what I have at home. Something that I like to do so as not to lose fruit is to cut and put them on a cookie sheet to freeze for a while and then freezer bag them with the date and return them to the freezer. This way, I will have some of the fruits for when I need them.

I've noticed that I feel better since I attended the nutrition classes. Much thanks to the people who care about our health.

With all my gratitude to all of you,
Rose

Des Moines County – Dietary Quality, Food Resource Management
“Sally” is a grandmother raising her two year old and six month old grandchildren. Sally had lost over 90 pounds before she began the Family Nutrition Program. However, she drank soda all day – at least 64 ounces each day. She was concerned because she had stopped losing weight and she had a goal to lose 75 pounds more. Sally was also concerned about her two year old grandchild because he was a picky eater and did not get regular meals before he came to live with her.

Sally and the nutrition educator focused on meal planning with healthy food choices, regular meal times, and physical activity every day. The thing that seemed to motivate Sally the most was setting goals. Each week they talked through the goals she wanted to set, both nutrition and physical activity. When the nutrition educator would return the next week, Sally had detailed accounts of the goals she achieved and how she achieved them. This happened for every lesson. She had great satisfaction in achieving her goals, but the physical changes were also very motivating to her.

By the time they finished the lessons Sally had reduced her soda consumption down to twelve to twenty ounces each day; she walked with her grandchildren two to three miles on most days, and she learned to plan her meals for a month at a time. Because of these behavior changes, Sally lost another twenty pounds, saves around $100 per month on her food bill, and truly enjoys life. She said when they finished, “I’ve never felt better in my whole life.”

Hamilton County – Food Security, Food Safety, Dietary Quality, Food Resource Management
“Jenny” is a single mother of a one year old son. She was referred to the Family Nutrition Program by a public health nurse because she needed help feeding her son nutritious meals on a regular schedule. He usually snacked all day on sweet cereal, baked goodies, chips, pop, and Kool-Aid. Jenny almost always ran out of food during the month, had little knowledge about handling and cooking food, and only had a microwave and electric skillet for cooking.
Jenny and the nutrition educator worked a lot on meal planning and shopping for simple meals that she could prepare with the equipment available to her. They would review what she had purchased at each grocery shopping trip and they kept track of how much money she spent on chips, cookies, pop, frozen pizzas, meal kits, and at McDonalds. They used the grocery store ads to make up grocery lists for the next week. Jenny discovered how much more food she could buy for the same amount of money and how many more healthy options she could have for her son and herself. They also prepared simple recipes together that could be made using only the electric skillet. Lastly, they spent time discussing food safety because her son was at high risk for developing a food-borne illness.

Jenny often told her nutrition educator that she was doing better at grocery shopping, making her Food Assistance last longer, and that her son was enjoying eating meals with vegetables. The public health nurse who had referred Jenny to the Family Nutrition Program reported that Jenny was keeping her kitchen cleaner and, even though she was still buying some snack foods, her son was on a regular meal schedule and eating more fruits, vegetables, and dairy.

Lee County – Dietary Quality
A young mother of a six month old and two year old attended Family Nutrition Program classes through the Family Connection Program. During the calcium lesson, mom immediately asked, “Can my child drink too much milk?” According to mom, the two year old was drinking at least eight cups of milk each day, but eating and drinking very little else. The class talked about the variety of food young children need in order to receive the necessary nutrients, and that, if her child was drinking so much milk, he would not be hungry for other foods at meal times. She had never heard that before and decided to make a change to water between meals, and milk, in a regular glass, only at meal times. Within a couple weeks, she mentioned that, while at first it was hard to get the child to drink just water, her child is now fine with water. Now the child drinks about three cups of milk per day and is eating a larger variety of foods.

Louisa County – Dietary Quality
“Angie” is a pregnant high school student finishing her senior year before her baby is born. Angie had never cooked before and was interested in getting recipes and learning how to shop for healthy foods for her family. Angie and her nutrition educator made basic recipes together, and she cut up an apple for the first time ever. She also learned how to plan meals and shop for groceries using a list. Angie saved all of the recipes and made some of them with her mother-in-law. She is looking forward to adding the incentives from the Family Nutrition Program (measuring cups and spoons, vegetable brush, cookbook) to her new kitchen when she moves into her own home.

Madison County – Dietary Quality, Food Resource Management
A mother of three recently moved to rural Iowa from Minnesota to become independent of the negative influence of her extended family. The issues she had a desire to change were poor nutrition, high cost of living, and lack of physical activity. When she heard about the Family Nutrition Program and that it includes topics such as feeding a family nutritiously within a budget and how to include more physical activity, she was more than excited to enroll.

At the first lesson, each group member introduced themselves and shared what they hoped to learn from the program. Her excitement radiated – she could not wait to get started. Developing the skill of meal
planning was at the top of her list of things she wanted to learn. During the second lesson, she practiced completing a four day meal plan by listing the food in her cupboards, refrigerator, and freezer; incorporating those foods into a meal plan; and making a grocery list of the foods she needed to purchase. As the group looked through the sale ads from the local grocery store to help create their shopping lists, this mom was amazed at how simple meal planning is and she could not wait to get started at home.

As the lessons continued, she brought each new thing she learned back to her newly developed skill of creating a meal plan. She liked to use ideas from the new recipes she received and the food demonstrations she saw in class. She came to every class embracing each topic and often shared how she would integrate the new information into her meal planning. At home, her picky eaters were now enjoying new foods from all of the food groups, her husband was enjoying regular, healthy meals, and she was enjoying the money savings at the grocery store. At the end of the lessons she said, “Our whole family loves participating in the meal planning. The Family Nutrition Program has helped us as a family. And, best of all, I have lost over fifteen pounds!”

Webster County – Food Security, Dietary Quality, Food Resource Management

David is a single father of a one year old and two year old. He was referred to the Family Nutrition Program by his Early Head Start in-home counselor after he reported that he was feeling very overwhelmed by the amount of housekeeping, cooking, shopping, and many other things required to be a parent. David was relying heavily on convenience foods such as macaroni and cheese, hot dogs, and frozen dinners. He was worried about not having enough food to feed his family and often had to ask for food from his dad. He was also worried about whether the children were eating enough healthy foods because he could not get his two year old to eat “anything I cook” for him.

David and his nutrition educator worked hard on meal planning and shopping. Together they created a meal plan for the week using recipes from the lessons. He reported in later lessons that he found he was relieved when supper was already figured out before the children said they were hungry. He found that the meal plan helped with shopping for groceries as well. When he learned that many parents experience food jags and picky eating with their children, he felt a lot better. He became more relaxed about the feeding issues he was facing and started having scheduled family meals for everyone.

By the end of the lessons, it was clear that David was more relaxed and no longer felt overwhelmed. His kitchen was clean, the home was picked up, healthy food was purchased and put away in the cupboards and refrigerator, he was experimenting with new recipes, and he got a table so he and his children could have family mealtime.

Conclusion

Those participants who graduated from Adult Food Assistance Nutrition Education exhibited positive changes in their dietary intake and their food- and nutrition-related behaviors. The success stories indicate further positive lifestyle changes as a result of participation in Adult Food Assistance Nutrition Education. Due to these positive changes and inspiring testimonials, this program will be expanded to six new counties in FY13.
Iowa Expanded Food and Nutrition Education Program (EFNEP) and Family Nutrition Program (FNP)

Name: ____________________________ (First) ____________________________ (Last)

Address: ____________________________

City: ____________________________ Zip: __________

Phone: (_____) ____________________________

Age: ____________ Check one: ☐ Female ☐ Male

If female, are you currently:

☐ Pregnant? ☐ Yes ☐ No

☐ Nursing? ☐ Yes ☐ No

Place of residence:

☐ Farm

☐ Towns under 10,000 & rural non-farm

☐ Towns and cities 10,000-50,000

☐ Suburbs of cities over 50,000

☐ Central cities over 50,000

Ethnicity (check the category you identify with):

☐ Hispanic or Latino ☐ Not Hispanic or Latino

Race (check all that apply):

☐ American Indian or Alaskan Native

☐ Asian

☐ Black or African American

☐ Native Hawaiian or other Pacific Islander

☐ White

Programs you and your family participate in (check all that apply):

☐ Child Nutrition (School lunch/breakfast)

☐ FDPIR (Food Distribution Program on Indian Reservations)

☐ Food Assistance

☐ Head Start

☐ TANF

☐ TEFAP (Temporary Emergency Food Assistance Program)

☐ WIC/CSFP (Commodity Supplemental Food Program)

☐ Other ____________________________ (specify)

Monthly household cash income: $ ____________

(i.e. income from job, child support, TANF, SSI, etc.)

Household Member:

List names and ages of children through age 19 in household.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
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<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
</tbody>
</table>

Number of other adults in household

(not counting participant): ____________________________

For EFNEP and FNP Office Use

Program Assistant: ____________________________

Participant ID: ____________________________

Entry date: ____________________________

Subgroups:

☐ EFNEP

☐ FNP

☐ Other ____________________________ (specify)

Lesson Type: ☐ Group ☐ Individual ☐ Both

☐ Summary of Rights and Responsibilities given to participant
### Entry

**Do you take nutritional supplements?**
- Yes
- No

**How much did you spend on food last month?** $__________

**Indicate your amount of moderate physical activity:**
- Less than 30 minutes most days
- 30 to 60 minutes most days
- More than 60 minutes most days

---

**What did you have to eat and drink in the last 24 hours?**

<table>
<thead>
<tr>
<th>Food Item</th>
<th>How Much?</th>
<th>Food Item</th>
<th>How Much?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning meal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snack</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Midday meal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snack</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evening meal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snack</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DIET SUMMARY REPORT

County: IA000  Family Nutrition Program
Reporting Period: 09/01/11 - 08/31/12
Filters: <ALL>

I. SUMMARY OF DIETARY IMPROVEMENT

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean ± Std</th>
<th>Entry</th>
<th>Exit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grains</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 oz eq</td>
<td>1.4%</td>
<td>1.0%</td>
<td></td>
</tr>
<tr>
<td>1-3 oz eq</td>
<td>18.9%</td>
<td>19.2%</td>
<td></td>
</tr>
<tr>
<td>4-5 oz eq</td>
<td>28.3%</td>
<td>31.8%</td>
<td></td>
</tr>
<tr>
<td>6-9 oz eq</td>
<td>35.0%</td>
<td>39.2%</td>
<td></td>
</tr>
<tr>
<td>10+ oz eq</td>
<td>16.4%</td>
<td>8.7%</td>
<td></td>
</tr>
<tr>
<td>Percent with positive change at exit</td>
<td></td>
<td>52.1%</td>
<td></td>
</tr>
<tr>
<td><strong>Fruits</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 cups</td>
<td>40.6%</td>
<td>16.2%</td>
<td></td>
</tr>
<tr>
<td>1 cup</td>
<td>30.4%</td>
<td>37.1%</td>
<td></td>
</tr>
<tr>
<td>2 cups</td>
<td>18.5%</td>
<td>26.6%</td>
<td></td>
</tr>
<tr>
<td>3+ cups</td>
<td>10.5%</td>
<td>18.2%</td>
<td></td>
</tr>
<tr>
<td>Percent with positive change at exit</td>
<td></td>
<td>55.9%</td>
<td></td>
</tr>
<tr>
<td><strong>Vegetables</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 cups</td>
<td>8.0%</td>
<td>3.5%</td>
<td></td>
</tr>
<tr>
<td>1 cup</td>
<td>47.2%</td>
<td>31.5%</td>
<td></td>
</tr>
<tr>
<td>2 cups</td>
<td>25.5%</td>
<td>38.9%</td>
<td></td>
</tr>
<tr>
<td>3 cups</td>
<td>10.8%</td>
<td>17.1%</td>
<td></td>
</tr>
<tr>
<td>4+ cups</td>
<td>8.4%</td>
<td>14.0%</td>
<td></td>
</tr>
<tr>
<td>Percent with positive change at exit</td>
<td></td>
<td>55.2%</td>
<td></td>
</tr>
<tr>
<td><strong>Milk</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 cups</td>
<td>12.9%</td>
<td>4.9%</td>
<td></td>
</tr>
<tr>
<td>1 cup</td>
<td>28.7%</td>
<td>19.6%</td>
<td></td>
</tr>
<tr>
<td>2 cups</td>
<td>28.7%</td>
<td>24.8%</td>
<td></td>
</tr>
<tr>
<td>3+ cups</td>
<td>29.7%</td>
<td>50.7%</td>
<td></td>
</tr>
<tr>
<td>Percent with positive change at exit</td>
<td></td>
<td>62.6%</td>
<td></td>
</tr>
<tr>
<td><strong>Meats &amp; Beans</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 oz eq</td>
<td>3.8%</td>
<td>2.1%</td>
<td></td>
</tr>
<tr>
<td>1-2 oz eq</td>
<td>22.4%</td>
<td>16.1%</td>
<td></td>
</tr>
<tr>
<td>3-4 oz eq</td>
<td>28.7%</td>
<td>24.8%</td>
<td></td>
</tr>
<tr>
<td>5-6 oz eq</td>
<td>19.6%</td>
<td>28.3%</td>
<td></td>
</tr>
<tr>
<td>7+ oz eq</td>
<td>25.5%</td>
<td>28.7%</td>
<td></td>
</tr>
<tr>
<td>Percent with positive change at exit</td>
<td></td>
<td>46.9%</td>
<td></td>
</tr>
</tbody>
</table>
I. SUMMARY OF DIETARY IMPROVEMENT

<table>
<thead>
<tr>
<th>Entry</th>
<th>Exit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent with positive change in any food group at exit (Grains-Fruits-Vegetables-Milk-Meat&amp;Beans)</td>
<td>98.3%</td>
</tr>
</tbody>
</table>

Positive Change means exit intake was nearer recommended amount for age, sex, and level of physical activity.

7. Percent with 3 oz grain, 1 cup fruit, 1 cup vegetables, 1.5 cups milk, 3 oz meat/beans food pattern: 9.2% 16.4%

8. Percent with 6 oz grain, 2 cups fruit, 2.5 cups vegetables, 3 cups milk, 5.5 oz meat/beans food pattern: 0.0% 0.3%

B. Mean, standard deviation, and percent of graduates eating a specific quantity of fruits and vegetables combined

1. Fruits+Vegetables Mean ± Std  2.0 ± 1.6  2.8 ± 1.9

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Mean ± Std</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 cups</td>
<td>3.2% ± 1.4%</td>
</tr>
<tr>
<td>1 cups</td>
<td>27.6% ± 11.5%</td>
</tr>
<tr>
<td>2 cups</td>
<td>24.9% ± 22.7%</td>
</tr>
<tr>
<td>3 cups</td>
<td>20.3% ± 22.4%</td>
</tr>
<tr>
<td>4-5 cups</td>
<td>16.8% ± 31.1%</td>
</tr>
<tr>
<td>6+ cups</td>
<td>5.2% ± 10.8%</td>
</tr>
</tbody>
</table>

C. Percentage of graduates reporting eating a specific number of meals/snacks

<table>
<thead>
<tr>
<th>Number of Meals/Snacks</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>One meal/snack</td>
<td>9.4% ± 0.7%</td>
</tr>
<tr>
<td>Two meals/snacks</td>
<td>8.4% ± 3.1%</td>
</tr>
<tr>
<td>Three or more meals/snacks</td>
<td>89.2% ± 98.2%</td>
</tr>
</tbody>
</table>

D. Number and percent of graduates who reported use of diet or nutrient supplements

<table>
<thead>
<tr>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>125</td>
<td>43.7%</td>
</tr>
<tr>
<td>125</td>
<td>43.7%</td>
</tr>
</tbody>
</table>
DIET SUMMARY REPORT

County: IA000  Family Nutrition Program
Reporting Period: 05/01/11 - 06/30/12
Filter: <ALL>

I. SUMMARY OF DIETARY IMPROVEMENT

<table>
<thead>
<tr>
<th>Entry</th>
<th>Exit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of participants reporting</td>
<td>265</td>
</tr>
<tr>
<td>Mean family size ± Std</td>
<td>3.8 ± 1.7</td>
</tr>
<tr>
<td>Mean ± Std of money spent on food per person per month ($)</td>
<td>125.3 ± 70.9</td>
</tr>
</tbody>
</table>

Distribution of money spent on food per person per month

- $50-$99: 11.6% | 14.1%
- $100-$124: 20.0% | 26.7%
- $125-$149: 23.0% | 20.2%
- $150-$174: 10.9% | 10.8%
- $175+: 14.3% | 12.6%
- 18.1% | 15.5%

F. Summary of physical activity

| Number of participants reporting | 266 |
| Percent with positive change in physical activity | 37.8% |

Number and percent reporting a specific amount of exercise

- Less than 30 minutes (Sedentary): 130 | 45.5% | 48 | 16.8%
- 30 to 60 minutes (Moderately Active): 115 | 40.2% | 120 | 62.5%
- More than 60 minutes (Active): 41 | 14.3% | 58 | 20.3%
IV. Summary of the Number of Practices Improved Within Clusters of Questions

Food Resource Management Practices:

- 87% (251 of 287 participants) of participants showed improvement in one or more food resource management practices (i.e., plans meals, compares prices, does not run out of food or uses grocery lists).
- 60% (172 of 287 participants) of participants showed improvement in two or more food resource management practices (i.e., plans meals, compares prices, does not run out of food or uses grocery lists).
- 36% (104 of 287 participants) of participants showed improvement in three or more food resource management practices (i.e., plans meals, compares prices, does not run out of food or uses grocery lists).
- 15% (42 of 287 participants) of participants showed improvement in all 4 food resource management practices (i.e., plans meals, compares prices, does not run out of food and uses grocery lists).

Nutrition Practices:

- 92% (229 of 249 participants) of participants showed improvement in one or more nutrition practices (i.e., plans meals, makes healthy food choices, prepares foods without adding salt, reads nutrition labels or has children eat breakfast).
- 79% (197 of 249 participants) of participants showed improvement in two or more nutrition practices (i.e., plans meals, makes healthy food choices, prepares foods without adding salt, reads nutrition labels or has children eat breakfast).
- 53% (132 of 249 participants) of participants showed improvement in three or more nutrition practices (i.e., plans meals, makes healthy food choices, prepares foods without adding salt, reads nutrition labels or has children eat breakfast).
- 31% (76 of 249 participants) of participants showed improvement in four or more nutrition practices (i.e., plans meals, makes healthy food choices, prepares foods without adding salt, reads nutrition labels or has children eat breakfast).
- 11% (26 of 249 participants) of participants showed improvement in all 5 nutrition practices (i.e., plans meals, makes healthy food choices, prepares foods without adding salt, reads nutrition labels and has children eat breakfast).

Food Safety Practices:

- 67% (151 of 226 participants) of participants showed improvement in one or more of the food safety practices (i.e., thawing and storing foods properly).
- 21% (60 of 286 participants) of participants showed improvement in both of the food safety practices (i.e., thawing and storing foods properly).

Note: The number of participants varies by cluster due to missing data.
Appendix B – Loving Your Family – Iowa Evaluation Report

In the Loving Your Family – Iowa project, parent educators are trained to provide nutrition education lessons in conjunction with their parenting curricula. Participants in the Loving Your Family – Iowa project completed a retrospective evaluation (see Loving Your Family – Iowa forms below). The instrument asks participants to respond to 12 statements describing: 1) how the participant acted before receiving the nutrition lessons and 2) how they would describe their actions after completing the nutrition lessons. Response choices include: almost never, sometimes, often, and almost always.

Objective A3 for FY12 indicated that 242 eligible adults would participate in this program and that, of those that complete the program, 90% will show improvement in nutrition practices, 40% will show improvement in food safety practices, and 65% will show improvement in physical activity.

In FY12, 156 eligible adults participated in this program. Of those, 33 graduated from the program (completed at least two of the three main lessons and five of the seven mini lessons) and 29 completed the evaluation form. Of those completing the evaluation form:

- 26 (90%) showed improvement in at least one behavior
- 26 (90%) showed improvement in at least one nutrition practice
- 7 (24%) showed improvement in food safety practices
- 14 (48%) showed improvement in physical activity

Though the food safety objective was not met, 76% of those who completed the evaluation form reported that they almost always performed desirable food safety practices prior to participating in the program, so there was no room for improvement for those participants.

In addition to quantitative evaluation data, qualitative data was collected from program graduates. Below are some quotes from Loving Your Family – Iowa participants:

- “I make and buy healthier foods.”
- “I am more aware of the nutrition facts.”
- “I look at what we are eating and try to make healthier choices.”
- “We eat more nutritious foods.”
- “I have more recipe ideas.”
- “I am more conscientious in my meal preparation and planning so we have healthier meals.”
- “We eat more fruits and veggies.”
- “I try more healthy foods.”
- “We pick more healthy foods at the market. We also check the labels to find the nutritional values.”
- “I plan ahead of time to help us eat together and add more fruits and vegetables.”

For the past several fiscal years, this program has been handled as a pilot project. Each year, participants have shown positive behavior change and both participants and parent educators have provided positive feedback. For these reasons, the Loving Your Family – Iowa program will be expanded to 30 new counties in FY13. Additionally, the program has updated its curriculum materials to reflect the 2010 Dietary Guidelines for Americans and MyPlate and has formalized its policies and procedures.
Previously, it has been difficult to obtain evaluation results from this program. A project is currently underway to improve the evaluation of the program and counties that complete evaluation forms will receive an incentive for doing so. Lastly, the program is considering hiring a program coordinator to improve the management of the program. Taken together, it is hoped that these changes will enhance the nutrition education provided to parents in Iowa.
Loving Your Family, Feeding Their Future

Name: __________________________  □ Individual
Address: __________________________  □ Group
Email ____________________________

<table>
<thead>
<tr>
<th>Sex: □ Male □ Female</th>
<th>Sex: □ Male □ Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age: (please check one)</td>
<td>Age: (please check one)</td>
</tr>
<tr>
<td>□ 5 – 17</td>
<td>□ 5 – 17</td>
</tr>
<tr>
<td>□ 18 – 59</td>
<td>□ 18 – 59</td>
</tr>
<tr>
<td>□ 60 +</td>
<td>□ 60 +</td>
</tr>
<tr>
<td>Ethnicity: (check the category you identify with)</td>
<td>Ethnicity: (check the category you identify with)</td>
</tr>
<tr>
<td>□ Hispanic or Latino</td>
<td>□ Hispanic or Latino</td>
</tr>
<tr>
<td>□ Not Hispanic or Latino</td>
<td>□ Not Hispanic or Latino</td>
</tr>
<tr>
<td>Race: (check all that apply)</td>
<td>Race: (check all that apply)</td>
</tr>
<tr>
<td>□ American Indian or Alaskan Native</td>
<td>□ American Indian or Alaskan Native</td>
</tr>
<tr>
<td>□ Asian</td>
<td>□ Asian</td>
</tr>
<tr>
<td>□ Black or African American</td>
<td>□ Black or African American</td>
</tr>
<tr>
<td>□ Native Hawaiian or Other Pacific Islander</td>
<td>□ Native Hawaiian or Other Pacific Islander</td>
</tr>
<tr>
<td>□ White</td>
<td>□ White</td>
</tr>
<tr>
<td>□ Other</td>
<td>□ Other</td>
</tr>
<tr>
<td>Check all programs in which you or your family participate:</td>
<td>Check all programs in which you or your family participate:</td>
</tr>
<tr>
<td>□ Food Assistance (formerly Food Stamps)</td>
<td>□ Food Assistance (formerly Food Stamps)</td>
</tr>
<tr>
<td>□ Eligible for Food Assistance (application submitted)</td>
<td>□ Eligible for Food Assistance (application submitted)</td>
</tr>
<tr>
<td>□ WIC</td>
<td>□ WIC</td>
</tr>
<tr>
<td>□ Head Start</td>
<td>□ Head Start</td>
</tr>
<tr>
<td>□ Child Nutrition – Free/reduced price school lunch</td>
<td>□ Child Nutrition – Free/reduced price school lunch</td>
</tr>
<tr>
<td>□ FIP/TANF (Family Investment Program/Temporary Assistance for Needy Families)</td>
<td>□ FIP/TANF (Family Investment Program/Temporary Assistance for Needy Families)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total number of people living in your household:</th>
<th>Total number of people living in your household:</th>
</tr>
</thead>
<tbody>
<tr>
<td>____________</td>
<td>____________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total household income last month: (include all cash received – income from job, child support, FIP, SSI, etc.)</th>
<th>Total household income last month: (include all cash received – income from job, child support, FIP, SSI, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ _______________</td>
<td>$ _______________</td>
</tr>
</tbody>
</table>

This material is funded by USDA’s Supplemental Nutrition Assistance Program and Iowa State University Extension. The Supplemental Nutrition Assistance Program, known in Iowa as Food Assistance, helps people with low income buy nutritious food for a better diet. To find out more, contact your local Department of Human Services office or go to www.dhs.state.ia.us

IOWA STATE UNIVERSITY
Extension and Outreach
Love Your Family, Feeding Their Future

Name: __________________________

Directions:
For each statement, please circle the number in the “before” column that comes close to describing how you acted before this program. Then circle the number in the “after” column that describes your action after the program.

1. almost never  2. sometimes  3. often  4. almost always

<table>
<thead>
<tr>
<th>Before Program</th>
<th>After Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I plan meals ahead of time.</td>
<td></td>
</tr>
<tr>
<td>2. I let my children choose how much to eat.</td>
<td></td>
</tr>
<tr>
<td>3. I wash my hands with soap and warm running water before preparing food.</td>
<td></td>
</tr>
<tr>
<td>4. I use nutrition facts labels.</td>
<td></td>
</tr>
<tr>
<td>5. I eat a variety of fruits daily.</td>
<td></td>
</tr>
<tr>
<td>6. I eat a variety of vegetables daily.</td>
<td></td>
</tr>
<tr>
<td>7. I am physically active for at least 30 minutes per day, on most days of the week.</td>
<td></td>
</tr>
<tr>
<td>8. Half of the grains (cereal, breads, and pastas) I eat are whole grain.</td>
<td></td>
</tr>
<tr>
<td>9. I consume 3 cups of fat-free or low-fat (1%) milk or equivalent amount of yogurt or cheese daily.</td>
<td></td>
</tr>
<tr>
<td>10. I choose/prepapre foods with little sodium (salt).</td>
<td></td>
</tr>
<tr>
<td>11. I choose/prepapre foods with less added sugar and other sweeteners.</td>
<td></td>
</tr>
<tr>
<td>12. I wash hands, utensils and cutting boards after handling raw meat, fish and poultry.</td>
<td></td>
</tr>
</tbody>
</table>

How have the nutrition lessons changed the way you feed your family?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

This material is funded by the USDA’s Supplemental Nutrition Assistance Program and Iowa State University Extension. The Supplemental Nutrition Assistance Program, known in Iowa as Food Assistance, helps people with low income buy nutritious food for a better diet. To find out more, contact your local Department of Human Services office or go to www.dhs.state.ia.us

IOWA STATE UNIVERSITY
Extension and Outreach
Appendix C – Youth Food Assistance Nutrition Education Evaluation Report

Youth Food Assistance Nutrition Education (also known as the Family Nutrition Program), provides nutrition education based on the 2010 Dietary Guidelines for Americans to Food Assistance eligible children in schools and after school programs. This program is evaluated quantitatively by knowledge and behavior surveys and food tasting observations. This program is evaluated qualitatively by participant feedback and success stories.

Surveys:
Pre-post evaluation knowledge questions are used with youth in grades 3 – 6 participating in nutrition education. Results are entered into the NEERS5 system (EFNEP Nutrition Education Evaluation Reporting System) and are reported as a group, not individually. Currently, the NEERS5 system allows reporting only one question per impact indicator for each group and only the change in knowledge is recorded. A set of behavior statements to be used with the knowledge questions was developed for youth in grades 3 – 6.

Objective Y for FY12 indicates that 7,500 youth will participate in 6 or more hours of nutrition education and that 25% of the youth groups will be evaluated. During FY12, 6,586 youth participated in 6 or more hours of nutrition education and 63% of the groups were evaluated (see youth group enrollment form, youth evaluation forms, and youth group profile summary below).

Objective Y for FY12 indicates that, of the youth evaluated, 25 percent or greater will increase knowledge of eating a variety of foods and selection of healthy food choices, 25 percent or greater will increase knowledge of nutrition, and 25 percent or greater will increase knowledge of food safety. Of the evaluated youth in grades 3 – 6 in FY12:

- 13% of 1,135 youth increased in the knowledge of eating a variety of foods
- 33% of 2,285 youth increased in the knowledge of nutrition
- 15% of 2,285 youth increased in the knowledge and selection of healthy food choices
- 42% of 2,285 youth increased in the knowledge and practice of food safety guidelines

Objective Y for FY12 indicates that, of the youth evaluated, 10 percent or greater will increase healthy food choice behaviors, 10 percent or greater will increase hand washing behavior, and 10 percent or greater will increase physical activity. Of the evaluated youth in grades 3 – 6 in FY12:

- 6.9% of third graders self-reported an increase in the frequency which they almost always ate breakfast
  - 77.9% self-reported that they almost always ate breakfast
- 6.5% of fourth through sixth graders self-reported an increase in the frequency which they almost always looked at the nutrition facts food label
  - 26.1% self-reported that they almost always looked at the nutrition facts food label
- 11.5% of third graders and 8.3% of fourth through sixth graders self-reported an increase in the frequency which they almost always ate foods from the dairy group three times a day
  - 45.1% of third graders self-reported they almost always ate foods from the dairy group
  - 48.3% of fourth through sixth graders self-reported they almost always ate foods from the dairy group
- 5.3% of third graders and 2.5% of fourth through sixth graders self-reported an increase in the frequency which they almost always ate different fruits every day
  - 47.7% of third graders self-reported they almost always ate different fruits
50.4% of fourth through sixth graders self-reported they almost always ate different fruits

- 4.6% of third graders and 4.9% of fourth through sixth graders self-reported an increase in the frequency which they almost always ate different vegetables every day
  - 36.6% of third graders self-reported they almost always ate different vegetables
  - 35.3% of fourth through sixth graders self-reported they almost always ate different vegetables
- 2.8% of third graders and 4.4% of fourth through sixth graders self-reported an increase in the frequency which they almost always washed their hands before fixing or eating food
  - 73.3% of third graders self-reported they almost always wash their hands
  - 77.5% of fourth through sixth graders self-reported almost always wash their hands
- 4.6% of third graders and 5.1% of fourth through graders self-reported an increase in the frequency which they almost always participated in daily physical activity
  - 75.6% of third graders self-reported they almost always participate in physical activity
  - 77.0% of fourth through sixth graders self-reported they almost always participate in physical activity

**Food Tasting Observations:**
Kindergarten – 2nd grade youth participate in a food tasting to observe their willingness to try fruits and vegetables. Youth in grades K – 2 were asked to try fruits and/or vegetables, some were foods typically consumed at school or home while others provided a new experience for the youth. The number of students willing to taste the fruits and/or vegetables was observed and recorded. Kindergarten through second grade youth enjoyed the opportunity to taste fruits and vegetables, some of which were new foods for them. Objective Y for FY12 indicates that 75% of youth in grades K – 2 will taste the fruits and vegetables offered to them. Overall, the willingness to try the presented items was high. An average of 92.6% of youth tasted the fruits and vegetables offered to them. Most fruits and vegetables offered had an acceptance rate of 85% or higher. Blackberries, jicama, and star fruit were the least accepted fruit and vegetable choices at 79.1%, 84.1%, and 83.3%, respectively. Cherries and yellow peppers were the most accepted fruit and vegetable choices at 100%.

**Success Stories:**
Clarke County – Dietary Quality
A fourth grade student was learning about MyPlate and how it is related to eating healthy foods. At the end of the series of lessons she was asked what she could do or try at home to make healthier choices. She replied that she would use MyPlate to make healthy food choices and choose the correct amounts. She also said she would share what she had learned about MyPlate with her cousins.

Another fourth grade student was learning how to read Nutrition Facts labels. He was challenged by the nutrition educator to find one food label at home, read the label, and write down information about the label. At a follow up lesson, he reported that he enjoyed learning how to read Nutrition Facts labels and always reads the labels now.

During a second grade Family Nutrition Program lesson, the students tried four new vegetables, one of which was broccoli. One student went home and told his parents that he had tasted broccoli at school and he liked it. Later, his classroom teacher saw him and his parents at the grocery store buying broccoli and low-fat vegetable dip. His parents said it was very important to him that they buy the healthy snacks he had tried as part of the Family Nutrition Program. Another student went home to his mom, and wanted to eat broccoli after trying it and liking it during the lesson. His mom had tried to get him to eat broccoli
before, but without success. Now that the boy wanted to eat broccoli, his preschool-aged sister also wanted to try broccoli—and liked it! Because the boy wanted to try new foods, his sister was also willing to do the same.

Jackson County – Dietary Quality
The mother of a first grade student stopped in to the county extension office and thanked them for teaching the Family Nutrition Program lessons in school. She reported that her daughter does not like fruit, but, after having tasted fresh pineapple in the taste test, ordered pizza with pineapple on it and stated she now liked it because it was healthy.

Polk County – Dietary Quality
In the past, a classroom teacher would not try any foods with tomatoes. One day, the nutrition educator and the students were working together to make salsa. The teacher said that the salsa looked good, but she did not want to try it. She heard the students telling the nutrition educator how good the salsa tasted, so she said, “ok, I will try it, but just a little,” after she tried it she smiled and said, “is there enough for a little more?” The nutrition educator gave the teacher the recipe so she could bring it to a meeting where they usually had less healthy snacks. Over time, the nutrition educator had built a trusting relationship with the classroom teacher that helped the teacher, her students, and her co-workers try new fruits and vegetables.

Taylor County – Dietary Quality
During a training in the summer of 2011, the nutrition educators got together and shared ideas about how they help teachers and students make healthy changes. One such idea was about a website that has a weekly message containing quick physical activities to do with students. As a goal for the year, one nutrition educator wanted every teacher she had contact with to receive this information. As part of the lessons on the importance of physical activity, she wrote the website on the chalkboard, gave a printed copy of one of the weekly messages to the classroom teachers, and practiced one or more of the routines with the classroom, as time permitted.

Many of the teachers and principals had positive comments about this source. She even witnessed a teacher using the physical activities when she was waiting to enter the classroom, as the Kindergarten students had just listened to a lesson from a guidance counselor and needed some “wiggle time” before she began her lesson.

Conclusion
Unfortunately, most of the objectives of Youth Food Assistance Education were not achieved in FY12. Furthermore, two extended staff vacancies occurred and additional staff vacancies are anticipated. These results taken with the expansion of Adult Food Assistance Nutrition Education and Loving Your Family – Iowa, led to the decision to discontinue the Youth Food Assistance Nutrition Education program in FY13. All low-income youth nutrition education will be carried out by the Iowa Nutrition Network through the Iowa Department of Public Health.
4-H EFNEP/FNP Youth Group Enrollment Form

1. Group ID: _____________________________
   Unit / group name: ___________________________

2. Program: ___________  □ EFNEP  □ FNP (FANE)

3. Delivery mode: (circle one)
   E - 4-H Club Membership
   F - 4-H Special Interest / Short-Term Programs
   G - 4-H Home Gardens Programs
   H - 4-H Youth Development Programs
   I - 4-H Camping Programs
   J - School Enrichment Programs
   K - After-School Programs using 4-H Curricula / Staff Training
   L - Instructional TV / Video / Web Programs

4. Meeting place: __________________________________________________________
   Street______________________________________________________  Zip__________  Telephone (___)________
   City__________________________________________________________

5. Program start date: ____________

6. Program end date: ____________

7. Number of meetings: ____________

8. Number of contact hours: ____________

9. Number of youth by gender:
   _______ Females
   _______ Males

10. Number of youth in other 4-H programs: ______

11. Number of youth by place of residence:
    _______ Farm Towns with population under 10,000
    _______ Towns and cities 10,000 to 50,000
    _______ Suburbs with populations over 50,000
    _______ Central cities with population over 50,000

12. Number of youth in other 4-H programs: ______

13. Number of youth by race & ethnicity:

   One Race
   1. American Indian/Alaska Native
   2. Asian
   3. Black or African American
   4. Native Hawaiian/Pacific Islander
   5. White

   Multiple Races
   6. American Indian/Alaska Native & White
   7. Asian & White
   8. Black or African American and White
   9. American Indian/Alaska Native & Black or African American
   10. All others reporting more than 1 race

   TOTAL by ethnicity

14. Impact indicators

   Check indicators that apply and record percent change

   AppliesPercent
   Eat Variety:
   Knowledge:
   Select Food:
   Practices:

15. Number of youth by grade:

   P-2 Yr  ______ Grade 5  ______
   P-3 Yr  ______ Grade 6  ______
   P-4 Yr  ______ Grade 7  ______
   K  ______ Grade 8  ______
   Grade 1  ______ Grade 9  ______
   Grade 2  ______ Grade 10  ______
   Grade 3  ______ Grade 11  ______
   Grade 4  ______ Grade 12  ______

   This material is funded by the Expanded Food and Nutrition Education Program, USDA’s Supplemental Nutrition Assistance Program and Iowa State University Extension. The Supplemental Nutrition Assistance Program, known as Food Stamps, helps people with low income by providing food assistance. To learn more, contact your local Department of Human Services office or visit www.dhs.iowa.gov.

IOWA STATE UNIVERSITY
University Extension

EFNEP 223  November 2009
Healthy Choices for Healthy Bodies

Date: _______________  Grade 3
School: _______________  Pre-test: _______________
Teacher: _______________  Post-test: _______________

Circle the correct answer.

1. An easy way to get the calcium you need to grow strong bones and teeth is to eat foods from the _______ food group.
   a. Grains
   b. Vegetable
   c. Fruit
   d. Dairy
   e. Protein

2. A healthy snack would be?
   a. Apple and a can of pop
   b. Whole grain crackers and fruit
   c. Potato chips and milk
   d. Milkshake and fries

3. Some foods are not safe to eat after being left out on the counter for more than 2 hours. Why?
   a. The vitamins break down
   b. The taste gets stronger
   c. Germs grow quickly
   d. The color changes

Circle the one answer that best describes WHAT YOU DO:

4. I eat breakfast every day.  almost always  sometimes  not very often
5. I eat foods from the dairy group three times a day.  almost always  sometimes  not very often
6. I eat different kinds of fruit every day.  almost always  sometimes  not very often
7. I eat different kinds of vegetables every day.  almost always  sometimes  not very often
8. I wash my hands before fixing or eating food.  almost always  sometimes  not very often
9. I am physically active every day.  almost always  sometimes  not very often
Healthy Choices for Healthy Bodies

Date: ___________________________  Grade 4-6
School: _________________________  Pre-test: ________________
Teacher: _________________________  Post-test: ________________

Circle the correct answer.

1. Which is the healthiest way to get all the fruit we need in a day?
   a. Orange juice at breakfast, peaches at lunch, and a banana at snack time
   b. Apple juice at breakfast, applesauce at lunch, and an apple at snack time
   c. Orange juice at breakfast and an orange at snack time

2. To eat all the food groups at lunch, what would you need to add to a plate with a turkey sandwich, apple, and milk?
   a. Banana
   b. Cookie
   c. Carrots
   d. Pretzels

3. For each pair of foods below, circle the food that you think is better for your health.

   | Potato chips or Plain popcorn | Single hamburger or Double cheeseburger | French fries or Plain baked potato | Orange or Soda Pop | Orange juice drink or 100% juice |

4. The number one cause of food-borne illness is:
   a. Food left out at room temperature
   b. Food not cooked properly
   c. Hands not washed
   d. Cutting raw meat and vegetables on the same cutting board

Circle the one answer that best describes WHAT YOU DO:

5. I look at the Nutrition Facts label on food packages.  almost always  sometimes  not very much

6. I eat foods from the dairy group three times every day.  almost always  sometimes  not very much

7. I eat different kinds of fruit every day.  almost always  sometimes  not very much

8. I eat different kinds of vegetables every day.  almost always  sometimes  not very much

9. I wash my hands before fixing or eating food.  almost always  sometimes  not very much

10. I am physically active every day.  almost always  sometimes  not very much

This material is funded by the Expanded Food and Nutrition Education Program, USDA's Supplemental Nutrition Assistance Program and Iowa State University Extension. The Supplemental Nutrition Assistance Program, known in Iowa as Food Assistance, helps people with low income buy nutritious food for a better diet. To find out more, or to apply for Food Assistance, contact your local Department of Human Services office or go to www.dhs.state.ia.us. 07/11

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Summary of Youth Group Profiles
State: IA, IASTATE Iowa
FSNE Reporting Period: 09/01/11 - 08/31/12

1) Number of youth groups reporting:

308 Groups

2) Total number of youth:

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>3361</td>
<td>51%</td>
</tr>
<tr>
<td>Female</td>
<td>3225</td>
<td>49%</td>
</tr>
<tr>
<td>Total</td>
<td>6586</td>
<td>100%</td>
</tr>
</tbody>
</table>

3) Number participating in other 4-H programs:

89 Youth

4) Grade Distribution:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>P-2Yr</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>P-3Yr</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>P-4Yr</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>K</td>
<td>710</td>
<td>11%</td>
</tr>
<tr>
<td>Gr 1</td>
<td>874</td>
<td>13%</td>
</tr>
<tr>
<td>Gr 2</td>
<td>854</td>
<td>13%</td>
</tr>
<tr>
<td>Gr 3</td>
<td>1853</td>
<td>28%</td>
</tr>
<tr>
<td>Gr 4</td>
<td>934</td>
<td>14%</td>
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<tr>
<td>Gr 5</td>
<td>1150</td>
<td>17%</td>
</tr>
<tr>
<td>Gr 6</td>
<td>211</td>
<td>3%</td>
</tr>
<tr>
<td>Gr 7</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Gr 8</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Gr 9</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Gr 10</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Gr 11</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Gr 12</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Special</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>6586</td>
<td>100%</td>
</tr>
</tbody>
</table>
5) Place of residence:

<table>
<thead>
<tr>
<th>Location</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farm</td>
<td>533</td>
<td>8%</td>
</tr>
<tr>
<td>Towns under 10,000 and rural non-farm</td>
<td>1575</td>
<td>24%</td>
</tr>
<tr>
<td>Towns &amp; cities 10,000 to 50,000 &amp; their suburbs</td>
<td>67</td>
<td>1%</td>
</tr>
<tr>
<td>Suburbs of cities over 50,000</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Central cities over 50,000</td>
<td>4411</td>
<td>67%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6586</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

6) Impact Indicators:

As a result of participating in EFNEP:

- 13% of 1135 youth from 52 groups now eat a variety of foods,
- 33% of 2285 youth from 109 groups increased knowledge of the essentials of human nutrition,
- 15% of 2285 youth from 109 groups increased their ability to select low-cost, nutritious foods, and
- 42% of 2285 youth from 109 groups improved practices in food preparation and safety.

7) Racial/ethnic characteristics:

<table>
<thead>
<tr>
<th>a. Ethnicity</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino:</td>
<td>1505</td>
<td>23%</td>
</tr>
<tr>
<td>Not Hispanic/Latino:</td>
<td>5081</td>
<td>77%</td>
</tr>
<tr>
<td>Not Given:</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>b. Race</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>AI or AN:</td>
<td>196</td>
<td>3%</td>
</tr>
<tr>
<td>Asian:</td>
<td>277</td>
<td>4%</td>
</tr>
<tr>
<td>Black:</td>
<td>831</td>
<td>13%</td>
</tr>
<tr>
<td>NH or OPI:</td>
<td>20</td>
<td>0%</td>
</tr>
<tr>
<td>White:</td>
<td>4830</td>
<td>73%</td>
</tr>
<tr>
<td>Mixed Race:</td>
<td>432</td>
<td>7%</td>
</tr>
<tr>
<td>Not Given:</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Key to Race designations:
AI = American Indian
AN = Alaskan Native
NH = Native Hawaiian
OPI = Other Pacific Islander
Mixed Race = More than 1 race
Appendix D – Connecting Food Assistance Participants through Social Media Evaluation Report

The goal of this pilot project was to connect Food Assistance eligible parents to FANE through social media, specifically the Spend Smart Eat Smart Facebook page and blog, as they participate in nutrition education interventions through Iowa State University Extension and Outreach to allow continuing education and information flow after the educational interventions are over.

The objectives of this project were:
- 65% of participants will show improvement in nutrition practices.
- 65% of participants will show improvement in food resource management practices.

This pilot project began with an evaluation of the current usage of the Facebook page and surveys of program staff, current participants, and potential participants (recruited from a local WIC clinic) to determine the type of information to provide on the Facebook page in order to make it more attractive to the target audience. These surveys found the following:

- The majority (greater than 80%) of both current and potential FANE participants use Facebook on a daily or weekly basis. The use of other social media (blogs, twitter, phone apps, RSS feeds, QR codes) was much lower with 0-50% using these on a daily or weekly basis. Program staff also reported higher levels of use of Facebook than any other type of social media.

- Current and potential FANE participants and current staff indicated that they would be very likely to use a budget-friendly nutrition Facebook page as compared to the same information on other social media.

- Current and potential FANE participants indicated that the top three topics they would find most interesting on the Spend Smart Eat Smart Facebook page were recipes, eating on a budget, and tips for families. Current staff indicated that eating on a budget and weight loss tips would be the most interesting topics to the target audience.

These survey results were used to direct the future steps of the project. First, it was decided that Facebook should be the social media to focus on at this time. Next, the Facebook page was updated to include more pictures and posts that related to the topics of interest indicated by current and potential participants. Information began to be posted more frequently and links were made to other Facebook pages that may be of interest to the target audience.

Following the updates to the Facebook page, all program staff were asked to begin referring participants to the Facebook page for additional information following the educational intervention. Additionally, a special project (not supported by SNAP-Ed funds) was started with six staff members. They were given and trained on the use of iPads, which they used to show participants how to access the Facebook page. Those staff showed 199 current and potential participants the Facebook page.

From the start of this project until the end of the fiscal year, the following of the Facebook page grew from 480 likes to 705 likes. Demographics provided by Facebook indicate that the majority of the followers are female (87.8%) and are 25-34 years of age (25.7%) or 35-44 years of age (25.1%), similar to the demographics of the target audience.
A follow up survey with current Spend Smart Eat Smart Facebook and blog users is in process. This survey will collect additional demographic information about the users of the Facebook page and blog and will evaluate the page based on the objectives listed above.
Appendix E – Optional Information

Staff/Partner Trainings

During FY12, Iowa State University Extension and Outreach FANE staff participated in several unique training opportunities in order to improve services provided to the Food Assistance eligible audience.

In the winter of 2011, staff participated in two webinar trainings. The first was on feeding children. This webinar examined strategies and tips for feeding children and helping parents who have picky eaters. The second was on MyPlate. This webinar examined the MyPlate message of, “Make half your plate fruits and vegetables.” Both webinars included discussion guides for supervisors to use with small groups of staff. These guides prompted discussion on how staff can better educate families when they have concerns about feeding their children and when they have questions about MyPlate.

In the winter, spring, and summer of 2012, staff participated in the National Nutrition Paraprofessional Certification Program through Utah State University Extension. This program is a web-based series of modules to help paraprofessionals improve their teaching skills and nutrition knowledge. In addition to a pre-test and post-test, the modules are: 1) Scope of Practice, 2) Art of Teaching, 3) Basic Nutrition, 4) Nutrients and Metabolism, 5) Carbohydrates, 6) Fats or Lipids, 7) Protein, 8) Vitamins, Minerals, Water, and Phytochemicals, 9) Energy Balance and Body Composition, 10) Menu Planning and Smart Shopping, 11) Nutrition and Chronic Disease, 12) Nutrition in Pregnancy, Lactation, and Infancy, 13) Nutrition in Childhood, and 14) Food Safety. Successful completion of all the modules (a score of 80% or higher on quizzes embedded in the modules) certifies the paraprofessional educator for three years. As staff progressed through these modules, they also participated in small group discussions led by local supervisors that further examined the content of the lessons and how it applies to the concepts they are teaching families.

In the spring of 2011, staff came together for an annual in-service on the Iowa State University campus. This training had three main sessions: 1) food demonstrations and recipes, 2) goal setting, and 3) curriculum updates. For the food demonstration and recipe session, staff observed examples of both good and bad food demonstrations and reviewed the guidelines for giving a good food demonstration. During this session staff were also given updated recipes, which included tips and ideas for doing food demonstrations in groups and in the one-to-one setting. In the goal setting session, staff learned about setting SMART goals for themselves and with families. Staff also worked in small groups to identify SMART goals that could be set by participants in the program. In the curriculum updates session, all staff were provided with an updated version of the Eating Smart Being Active curriculum, which was updated in 2012. As a group, staff reviewed and discussed the updates to the curriculum which centered around the Dietary Guidelines for Americans 2010 and MyPlate.

In the fall of 2012, staff participated in a follow-up training on taking accurate 24 hour dietary recalls. The original training took place one year earlier and this follow-up training further examined how to get the most accurate details when taking a 24 hour dietary recall. During this training, staff also participated in a session on handling distractions while teaching group classes. Learning how to appropriately handle distractions can improve group dynamics and, in turn, promote improved behavior change among group members.

In addition to these training opportunities, staff receive nutrition information as part of the monthly staff update that is e-mailed to each staff member. Staff updates include a “Nutrition Notes” section that
provides staff with recent information about nutrition, food, and physical activity. Some of the topics covered in 2012 were: arsenic in apple juice, water fluoridation, Super Tracker on choosemyplate.gov, raw milk, drinking water instead of sugary drinks, and being physically active on local trails.

Curriculum Development

Loving Your Family – Iowa uses a curriculum adapted from Loving Your Family, Feeding Their Future and Eating Smart Being Active. This curriculum includes three main lessons and seven mini lessons that focus on these three educational messages: 1) Parents' habits help kids make smart food choices. They will follow a parent’s example, if it is consistent, 2) When healthier foods are in the house, kids will eat them. Encourage parents to keep a variety of healthy foods around, and 3) Parents and children eating, talking and being active together promotes healthy families. At the beginning of FY12, these lessons were updated to reflect the 2010 Dietary Guidelines for Americans and MyPlate. Loving Your Family – Iowa contractors participated in a webinar training that reviewed these updates.

Adult Food Assistance Nutrition Education uses the Eating Smart Being Active curriculum developed by Colorado State University. The developers updated the curriculum in early 2012 to reflect the 2010 Dietary Guidelines for Americans and MyPlate. In the spring of 2012, Iowa State University Extension and Outreach staff were trained in these curriculum updates and began teaching using the updated curriculum.

Partnership Activities

Iowa State University Extension and Outreach (ISUE) coordinates SNAP-Ed programming with the Iowa Department of Public Health (IDPH) BASICS program. In the summer and fall of 2012, ISUE and IDPH worked together to conduct needs assessment meetings with local and state level partners to identify the needs of the target audience that are currently being met and the needs that should be focused on in the future. As a result of those meetings ISUE and IDPH were able to plan improved programming for FY13 and beyond. In particular, it was decided that ISUE would focus nutrition education on parents of young children while IDPH would focus nutrition education on youth and older adults. In this way, each agency can utilize its strengths to reach a wide audience of Food Assistance recipients and eligibles in more locations across the state of Iowa.

Awards

Almost all staff participated in the National Nutrition Paraprofessional Certification Program through Utah State University Extension. In order to become certified, staff had to complete fourteen modules and receive a score of 80% or higher on quizzes embedded in the modules. There were six staff that were successful in becoming certified nutrition paraprofessionals. This certification is good for three years from the date of completion.