



United States  
Department of  
Agriculture

National Institute  
of Food  
and Agriculture

# Community Nutrition Education: Current and Future Directions

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NIFA, USDA

Family & Consumer Sciences State Program Leaders, Annual Meeting  
Big Sky Montana, 14 September 2016

# Approaching EFNEP's 50<sup>th</sup> Anniversary

A time to celebrate, reflect, and plan



NIFA leadership is reviewing closely and needs partner input as we prepare for the future

- Where have we come from
- Where are we now
- Where are we going

## Others Are Also Taking Note

- SNAP-Ed Guidance – New in 2017
- Journal of Family and Consumer Sciences manuscript – invitation to submit manuscript by December 2016
- Society for Nutrition Education and Behavior – invitation to submit program session for 2017
- Supplemental article in Journal of Nutrition Education and Behavior or multiple articles through general submission channels



Coordinating with and complementing nutrition education and obesity prevention services delivered in other Department of Agriculture (USDA) nutrition assistance and education programs such as: the Special Supplemental Nutrition Program for Women, Infants and Children (WIC); the Child Nutrition Programs (CNP) which include the School Breakfast Program (SBP), National School Lunch Program (NSLP), Child and Adult Care Food Program (CACFP), Fresh Fruit and Vegetable Program, Summer Food Service Program, the Special Milk Program, and the Seamless Summer and Afternoon Snacks Programs; the Food Distribution Program on Indian Reservations (FDPIR); and the Expanded Food and Nutrition Education Program (EFNEP).

# EFNEP – the Next Three Years



## Consider...

- As you think about EFNEP – how would you describe it to someone who may be less familiar or no nothing about the program?
- What positive changes have you seen within your state in the past 5-10 years?
- What changes have you seen or contributed to in terms of quality and visibility?

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Resource:

- [EFNEP Impacting Lives, Investing in Futures Video \(link is external\)](#)

# EFNEP – A Program that Makes a Difference



## EFNEP's Reach

- Available in all states, U.S. territories, and the District of Columbia – in approximately 800 counties;
- Annually reaches roughly 120 thousand adults and 480 thousand youth directly, and more than 340 thousand family members indirectly
- 85% of EFNEP families are at or below 100% of poverty, earning \$24,250 a year or less for a family of four
- 74% of EFNEP adults are minorities



**EFNEP**  
Connecting the Pieces

**University of the District of Columbia, EFNEP**  
2016 National Coordinators' Conference  
March 14-17, 2016 - Arlington, VA





95% Improve Diets





**EFNEP**  
Connecting the Pieces

*University of Idaho, EFNEP*  
2016 National Coordinators' Conference  
March 14-17, 2016 - Arlington, VA





**38% Increase  
Physical Activity by  
30 minutes or more**





***University of California, EFNEP***





84% Stretch Food Dollars Farther

*University of California, EFNEP*

**EFNEP**  
Connecting the Pieces

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## SAVING MONEY

EFNEP graduates reported a collective **food cost savings** of:

**\$1,364,013.05**





**Auburn University, EFNEP**  
2016 National Coordinators' Conference  
March 14-17, 2016 - Arlington, VA

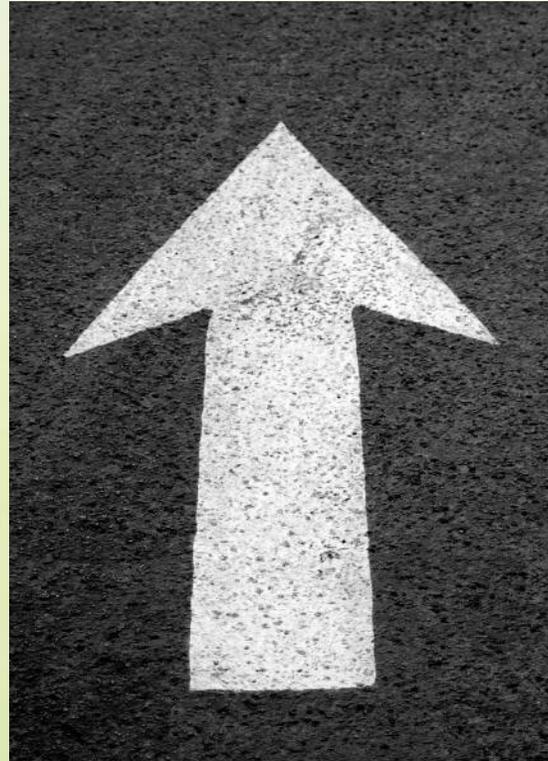
**EFNEP**  
Connecting the Pieces





65% Handle Food  
More Safely





42% of participants  
ran out of food less  
often before the end of  
the month

# FOOD SECURITY



## A National Perspective – Strengths of EFNEP

- EFNEP is dynamic
- EFNEP has impact
  - Reaches vulnerable populations
  - Facilitates, evaluates, and reports on change by individuals, families, and communities (WebNEERS, evaluation and reporting)
  - Creates employment opportunities for vulnerable populations
  - Enhances university capacity
  - Embraces community engagement
  - Is strengthened by program-implementation research

# History - Milestones

1969 - EFNEP began

1970s - Developed into a national program

1980s - Established and implemented national program policies

1990s - Increased focus on national data collection

2000s - Revisited all aspects of program, updated policies, and strengthened focus on use of data to guide program direction, management, and visibility

2010s - Continued emphasis on program quality, fidelity, and visibility; Connecting EFNEP with other program and research efforts for greater effectiveness and stronger collective impact, while also highlighting EFNEP's distinctiveness; Embracing new technologies and increased clarity in applying the social ecological model

## A National Perspective – Strengths of EFNEP, contd.

- EFNEP is strengthened by federal/university/local partnerships
  - Shared impact and direction (committees)
- EFNEP legislation supports lasting programmatic success
  - Behavioral change
  - Nutritional health and well-being of families with young children
  - Paraprofessionals indigenous to the target population
  - Direct nutrition education
  - Sound practices (research or evidence based)

# Goals – Program Reach and Quality – Results of 2015 data

**GOAL 1: Increase Total EFNEP Reach by 5% (both adults and youth) ⚠️**

**GOAL 2: 100% of Youth Graduates have Entry and Exit Checklists**

- Objective A – 100% of Universities Reporting ⚠️
- Objective B – At least 60% Graduation Rate ✅

**GOAL 3: Maintain Improvement Levels for Adult Behavior Change**

- Objective A – 94% Diet Quality ✅
- Objective B – 89% Nutrition Practices ✅
- Objective C – 84% Food Resource Mgmt. Practices ✅
- Objective D – 66% Food Safety Practices ⚠️



**GOAL 4: Increase Focus on Youth Behavior Change ✅ ⚠️**

# Goals – Program Advancement

## GOAL 5: Keep EFNEP at the Forefront of Nutrition Education Programming, Evaluation, and Reporting

- Objective A – Incorporate New Results & Recommendations into Programming & Reporting
- Objective B – Support Existing & Align with New Initiatives
- Objective C – Increase Visibility
- Objective D – Strengthen Program Monitoring

Effects of using WebNEERS for evaluation and reporting

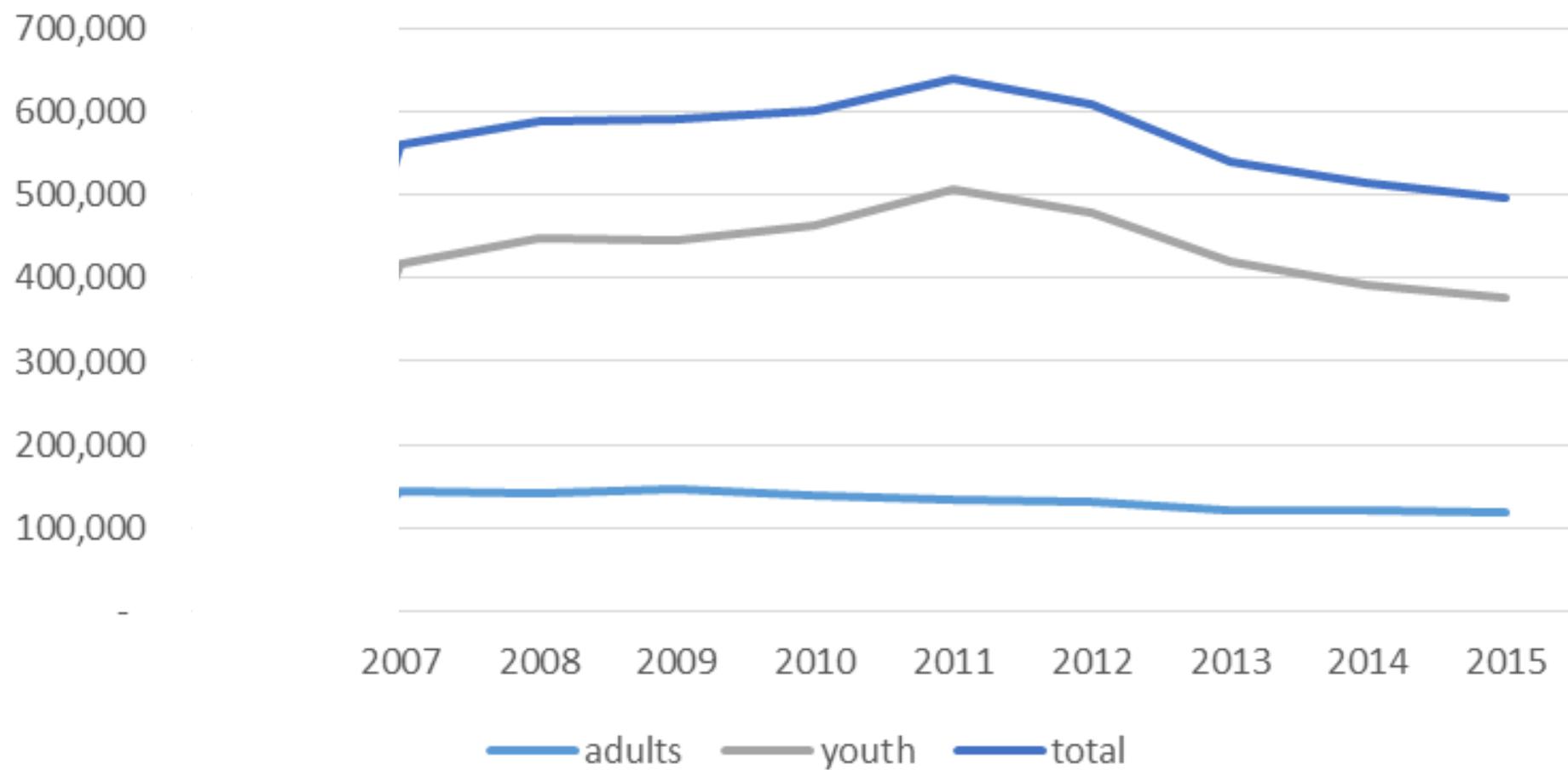
- Reduced overall time burden for grantees by 7% (~6400 hours)
- Decreased annual costs to NIFA by 80% (~\$57,000)



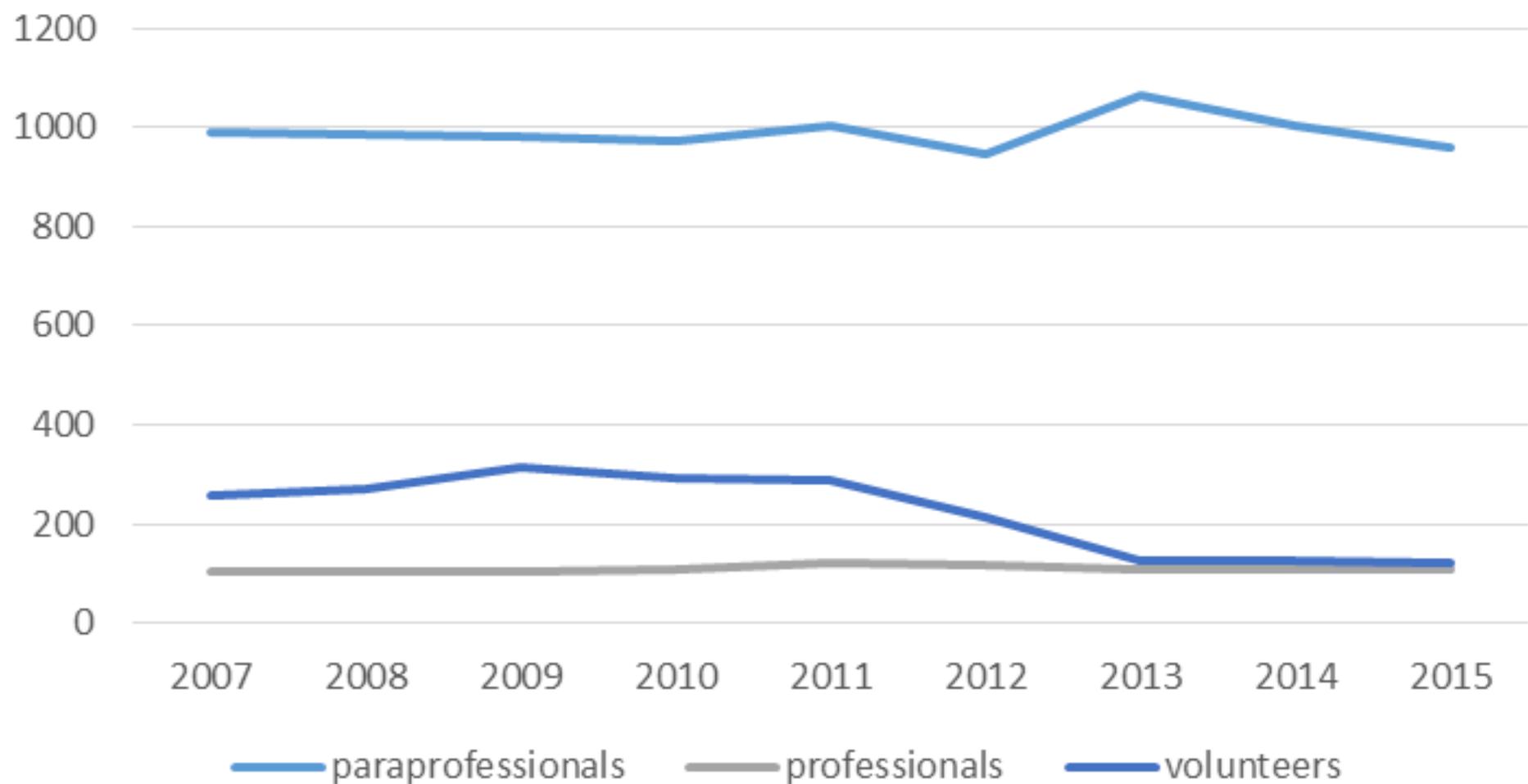
## Reviewing the Data More Closely – Trends Over Time



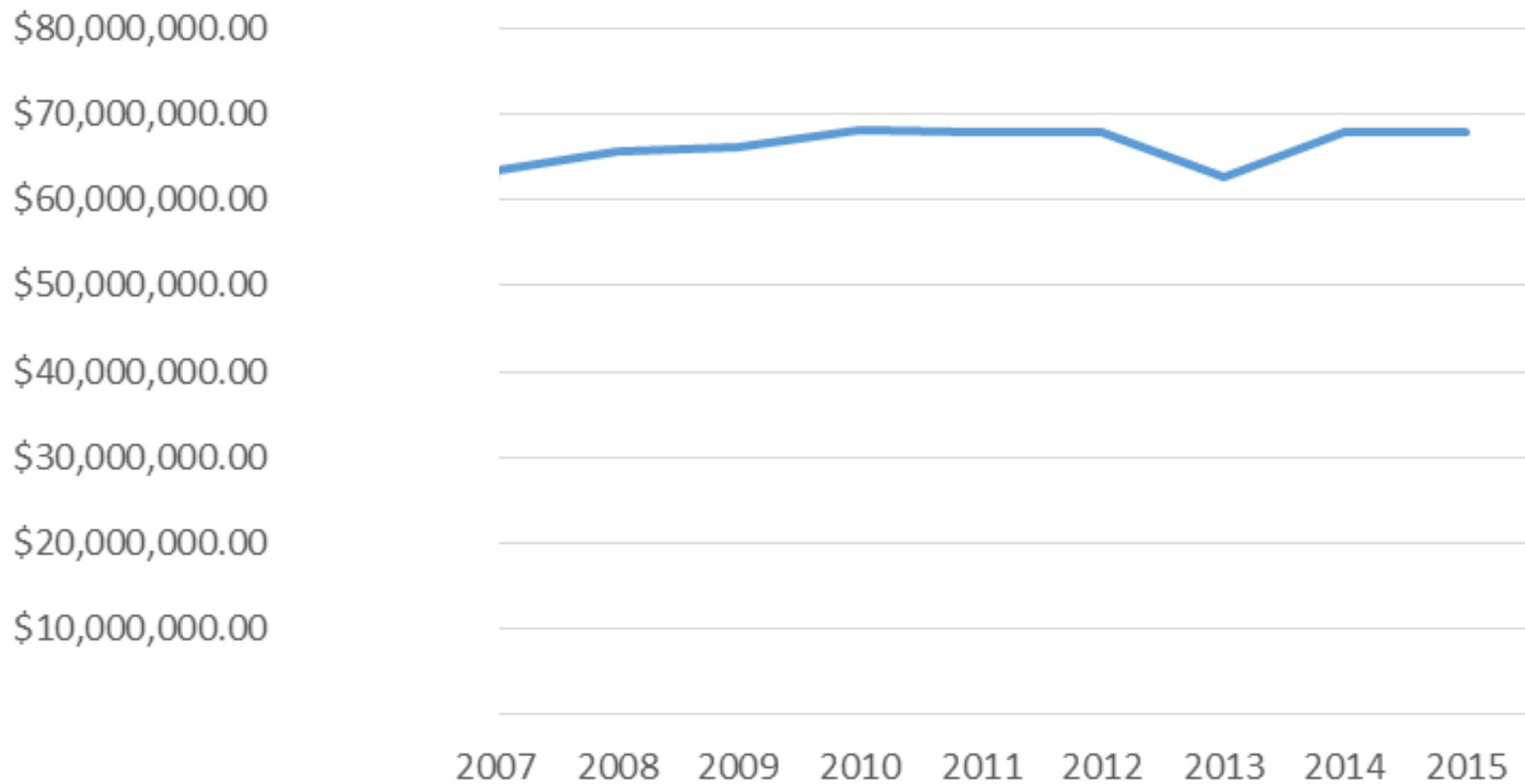
## EFNEP Program Participation



## FTEs for EFNEP



## EFNEP Funding



## EFNEP Priorities – Ongoing – Consistency, Quality, Integrity

### Key Program Components

#### PRIMARY FOCUS – DIRECT EDUCATION

- Behavioral change by low-income population served
- Hands-on interactive learning
- Relationship-based – peer educator
- Evidence-based programming in four core areas

#### SECONDARY FOCUS - Community Engagement

- Social ecological model
- Professional responsibility
- Complements paraprofessional teaching and builds upon community and state relationships

# EFNEP Priorities – Ongoing – Consistency, Quality, Integrity Program Implementation Research

- NC2169 – ongoing
- Behavior Checklist Workgroup
  - Adult reporting – reporting and evaluation questions – changes FY 2018
- Youth Evaluation Workgroup
  - Youth reporting – second group evaluation – changes FY 2018
- RNECE – through 2017 →

**RNECE**  
Regional Nutrition Education and Obesity Prevention Centers of Excellence  
National Coordination Center at the University of Kentucky

POINTING THE WAY TO GOOD NUTRITION

Welcome to the National Coordination Center for the Regional Nutrition Education and Obesity Prevention Centers of Excellence

**Western**  
Utah, Arizona, Nevada, Idaho, and Hawaii

**North Central**

**Northeast**

**Southern**

**Southern Territories**  
Puerto Rico, Virgin Islands

**National Coordination Center**  
University of Kentucky  
Dr. Ann Vail

**▲ Policy, Systems, and Environmental Change Center**  
University of Tennessee  
Dr. Laura Stephenson

**North Central Region**  
Purdue University  
Dr. Dennis Savaiano

**Northeast Region**  
Cornell University  
Dr. Jamie Dollahite

**Southern Region**  
University of North Carolina at Chapel Hill  
Dr. Alice Ammerman

**Western Region\***  
Colorado State University  
Dr. Susan Baker

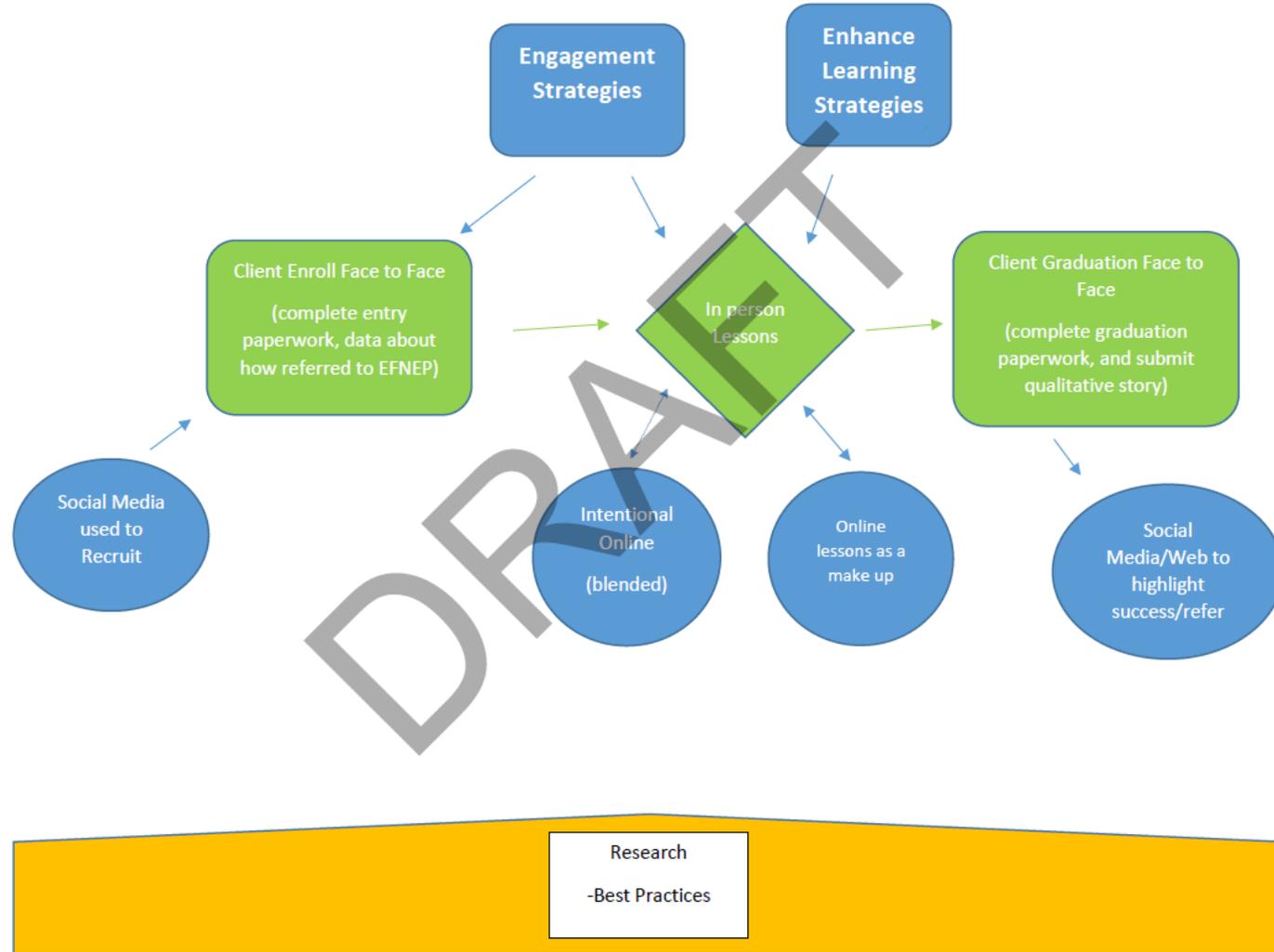
\*The Longitudinal Research Project through Utah State University works in cooperation with the Western Regional Center.

## EFNEP Priorities

### Current Status and New Developments

- Paraprofessional supervision
- Volunteerism **NEW**
- Senior Leadership Session with EFNEP Coordinators - follow-up **NEW**
- EFNEP 50<sup>th</sup> Anniversary – 3 year plan
- Use of current and emerging technology
  - Embracing changes in how people learn and access information while also staying true to legislated peer educator model

EFNEP Technology Conceptual Map  
EFNEP Technology Conceptual Map  
9 - 2016



## GOALS FOR EFNEP TECHNOLOGY INTEGRATION

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

## Program Integrity Considerations

### Items Needed to Maintain Integrity of EFNEP Program:

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

## Listening Session – Similar to Session with EFNEP Coordinators in March

- Program reach
- Especially underserved audiences – low income populations within those eligible for EFNEP that we may not be reaching sufficiently
- Use of emerging technology

## Table Discussions

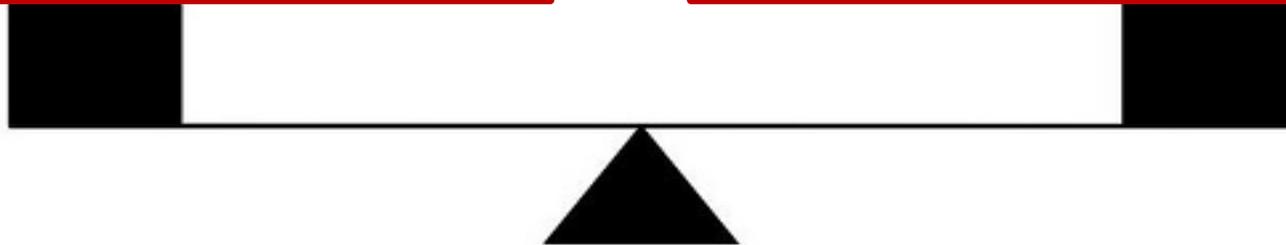
- Thoughts about reach
- Thoughts about within state prep for 50<sup>th</sup> anniversary
- Thoughts about FCS leaders roles

# EFNEP – Striking a Balance

Preserve, protect, enhance, complement

- Assuring and communicating program success
- Maximizing use of resources
- Preserving and conveying program identity

- Foreseeing and acting upon changes needed
- Identifying and utilizing other resources
- Working collaboratively with other programs, organizations, and agencies

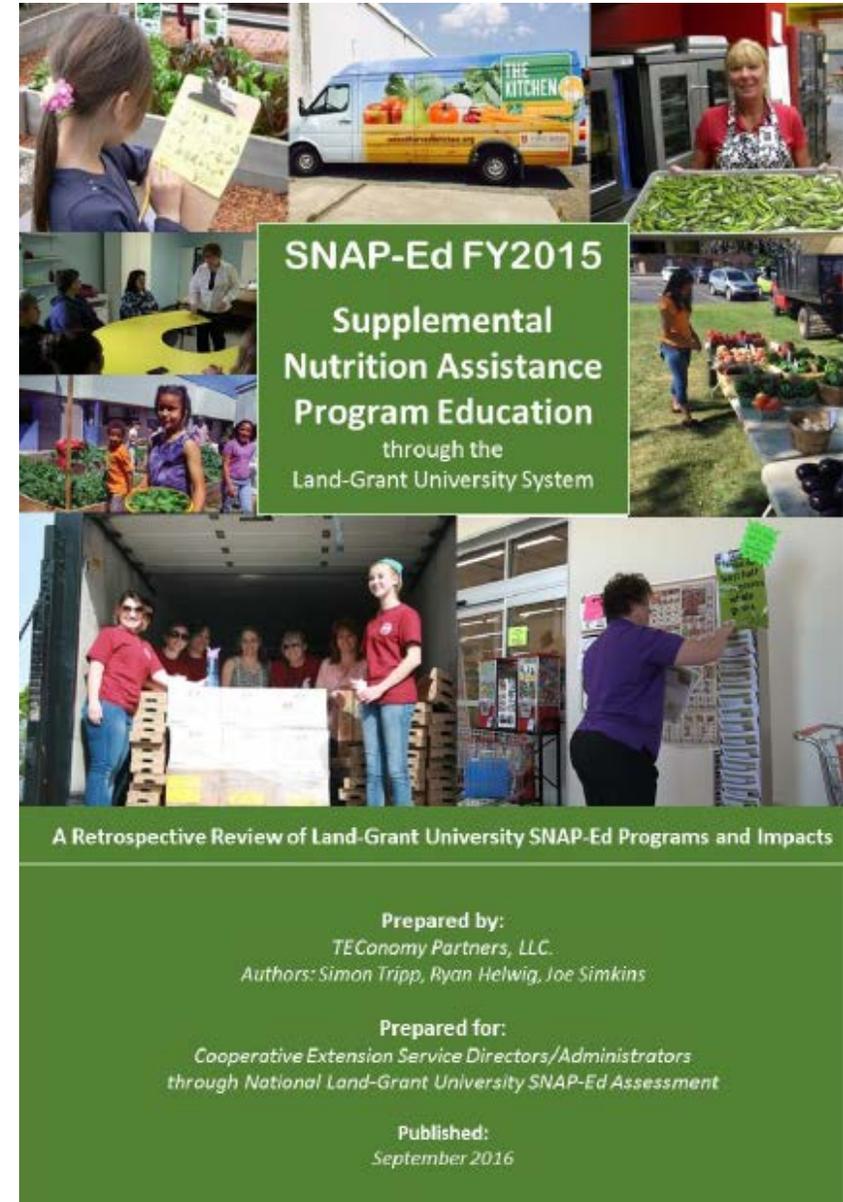


## EFNEP – What FCS Leaders can Do

- Stay informed and involved
  - Think about how you might lift up EFNEP; participate in strategic planning and involvement for next three years
  - Work in concert with each other – stay connected with the national office and with colleagues to highlight and build upon the program as a whole
  - .Keep deans, directors and administrators informed. Generate enthusiasm and excitement around EFNEP. It is a program to celebrate and to support
- 
- Resources - NIFA communications, TIER data, WebNEERS

# SNAP-Ed

- Accomplishments of past year
- Recent Developments
- Program Development Team
  - Purpose
  - Changes
  - Recognitions



# EFNEP Team at National Institute of Food And Agriculture (NIFA) USDA

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