


Improving Food Choices Through Coordination and Complementary Programs in the Context of People's Lives: How EFNEP and Partners Can Work Together to Achieve Change

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And **YOU!**



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Consider.....

- How are the audiences you serve similar and different than they were 15 years ago? 10 years ago? 5 years ago? Last year?
- What does nutrition education look like where you work? How has it changed?
- What are the nutrition education and sector/setting change opportunities and barriers for working more synergistically across the nutrition discipline and with others to improve people's nutritional health and well-being?
- What is your vision for the future of nutrition education and the roles of nutrition and other professionals?



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Adapting to Change in Urban-Rural Poverty: Teaching to Multiple Ethnic Cultures and Languages

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Outline

Background
Urban and Rural Areas
Teaching to Multiple Ethnic Cultures and Languages

- The Right People
- The Right Processes
- The Right Environment



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Background

- In 2018, California was ranked the most diverse state in America.
- 220 languages are spoken in California.
- 44% of residents speak a language other than English at home.
- According to the Supplemental Poverty Measure, California has a poverty rate of 20.4%, nearly 7.5 million.
- 21% of CA children lived in households with incomes below the federal poverty threshold; \$24,858 for a family of four with two children (NCCP, 2017).



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Background


- 94% of the population live in urban areas, while just 6% of the population (1.8 million) live in rural areas.
- A substantially higher number are employed in agriculture, forestry, fishing, hunting and mining (6.0% compared to 1.9%).
- Families in rural areas have a lower median household income (\$36,582 compared to \$47,493).
- Although incomes are lower, the percentage of families with incomes below the poverty level is the same as urban areas.





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California EFNEP Educators serve diverse communities in rural and urban areas.






California


Three rural subregions based on Census Places

- Greater Butte Area (2,300)
- Greater Fresno Area (2,100)
- Greater Imperial Area (2,000)

Counties with EFNEP








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The UC ANR Network





- UC Cooperative Extension**
 - 185 local Advisors who live and work in the communities they serve
 - 125 campus/county-based Specialists
 - Programs delivered in all 50 counties in California
 - 260 Community Educators
- Research and Extension Centers**
 - Nine locations statewide
- Agricultural Experiment Station**
 - 450 campus-based researchers located in three colleges and one school
- Volunteers**
 - Over 20,000 adults and 6,000 youth volunteer their time with the 4-H Youth Development, Master Gardeners, Master Food Preserver and the California Naturalist Programs

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Teaching to Multiple Ethnic Cultures and Languages: The Right People

- The Paraprofessional Model**
 - Supports the practice of hiring from within the local community
 - Average years of service for Educators is 12.5 years
- Special skills: Bi-lingual Educators**
 - Educators deliver lessons in: English, Spanish, Chinese, Vietnamese, Russian, Hmong, and Mandarin
- Soft Skills**
 - Educators use soft skills to build trust and rapport
 - Educators display genuine concern for the health and wellbeing of EFNEP participants

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Teaching to Multiple Ethnic Cultures and Languages: The Right Processes





Partnerships are key to engaging diverse communities.

Reaching Tribal Communities

- A partnership with the Department of Health and Human Services Agency (HHS) and Temporary Assistance for Needy Families (TANF) connect EFNEP with Hoopa Valley Tribe members in the rural coastal and mountain regions of Humboldt and Del Norte Counties.

Using Reaching Hmong Communities

- Partnership with a local radio station allow for the advertisement of EFNEP class series to Hmong communities in Fresno County.

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Teaching to Multiple Ethnic Cultures and Languages: The Right Processes

Reaching Immigrant and ESL Communities

- Sutter County Adult Education Program offers academic credit for completion of an EFNEP lesson series.
- In Butte County, the Farmworker Institute of Education and Leadership (FIELD), founded by Cesar Chavez partnered with EFNEP to provide GED credit for EFNEP series completion.
- Center for Employment Training (CET) in San Diego County partnered with EFNEP to integrate Eating Smart, Being Acting into the training practicum for the Medical Assistant training program.






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Teaching to Multiple Ethnic Cultures and Languages: The Right Environment

Educators create a welcoming environment.

Family-Friendly Sessions

- Educators welcome child attendance to classes when families experience cultural barriers to traditional childcare and transportation hardships.
- Educators are sensitive to cultural attitudes of time.

Recipe Adaptation

- Educators adapt traditional recipes to include foods associated with participant culture and commonly provided by WIC and other food assistance programs.
- An Educator created the popular recipe, Tofu Ceviche, 15 years ago to introduce tofu in a culturally-relevant way.





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Teaching to Multiple Ethnic Cultures and Languages: The Right Environment

Statewide efforts support Educators create a welcoming environment.

- "Estamos Contigo – We are with you" Campaign
- Low-literacy waivers
- Principles in support of undocumented immigrants
- Form translation into native languages
- Bilingual social media messages which engage partners, participants and prospective participants
- Best practices shared through Topic Teams
- Consistency, quality and fidelity are ensured through in-person site visits and program monitoring activities




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Thank you!


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Ms. Margaret Weital



EFNEP Coordinator and
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MICRONESIA


The three island nations are inhabited by a heterogeneous mixture of people from more than six culturally distinct groups with different customs, traditions and languages.

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HOW EFNEP AND PARTNERS CAN WORK TOGETHER TO ACHIEVE CHANGE?

Cooperation and teamwork with fellow extension agents, local agencies and community partners is essential for expanding EFNEP's outreach in the communities. Strengthening community needs and enhancing participants' success is beneficial to all. The involvement of extension colleagues and partners with EFNEP reinforces their capacity to address priorities and achieve improvements and success in core areas such as diet quality, food safety and food security.



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HOW DO YOU KNOW THAT EFNEP MAKES A DIFFERENCE IN PEOPLE'S LIVES?

- Eating habits have changed. People understand the importance of the nutrients and benefits of vegetables and fruits as part of their daily meal.
- Home gardening helps more people grow more vegetables and spend less money buying vegetables and fruits in the store. They eat more from what they produce.
- Most people are utilizing healthy recipes that were given out during the training and other activities, like church and community meetings.
- People are utilizing local foods by using different kinds of recipes – for example making local banana jam, soup, sandwiches, cookies and local bread.

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CONDUCT EFNEP TRAINING

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LOCAL COOKING HOUSES

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Banana Flower

BANANA FLOWER

PEELED BANANA FLOWER

BANANA FLOWER PATTIES

Breadfruit Preserved

2 Kinds of Breadfruit

KON

APPOT

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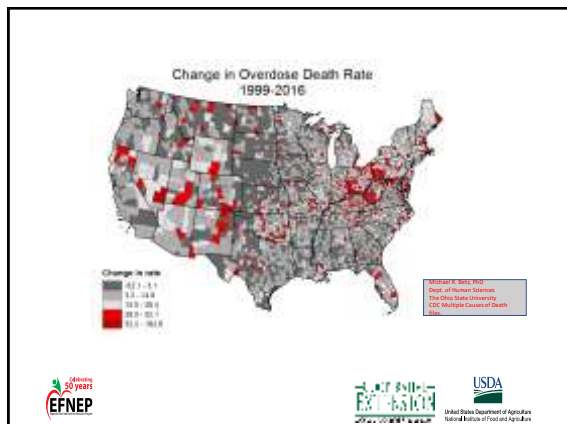
FISH WITH KANGKONG

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The Expanded Food and Nutrition Education Program (EFNEP) Impacts Ohio Adult Rehabilitation Centers (ARCs)

Maria Carmen Lambea, MPH, CHES
Ohio EFNEP Program Director
The Ohio State University

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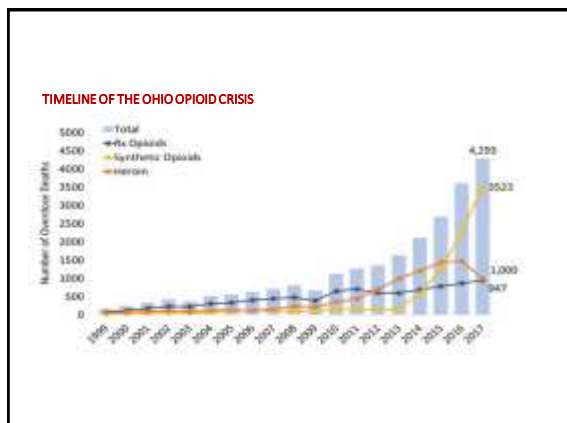
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OPIOID CRISIS IN OHIO- Drug Overdose Death Rates

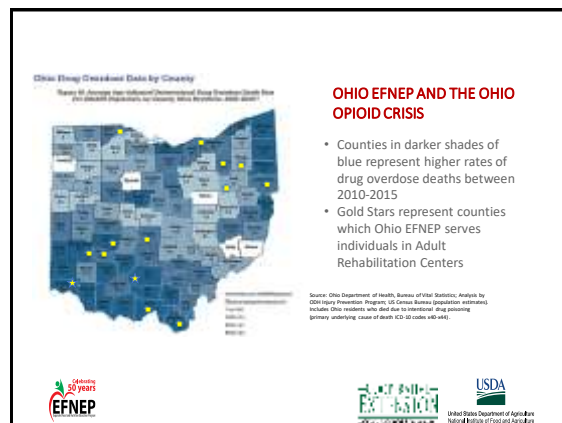
- National Institute on Drug Abuse (2017)**
 - In 2017, Ohio had the 2nd highest rate of drug overdose deaths involving opioids in the U.S.
 - 4,293 deaths in 2017
 - Ohio Death Rate (Opioid Related): **39.2 deaths per 100,000**
 - National Opioid Related Death Rate: **14.9 deaths per 100,000**
- Ohio Department of Health (2017)**
 - In 2017, 70.7% of all unintentional drug overdose deaths in Ohio were opioid related

<https://www.drugabuse.gov/opioid-summaries-by-state>

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DRUG TREATMENT IN OHIO – ARCS

- Outpatient**
 - Participants live full time in their own in the communities with their families and come to the agency for classes and rehabilitation counseling/treatment during the day
- Inpatient**
 - Wide Spectrum
 - Inpatient with Day Pass
 - Inpatient with Children on Site
 - Transitional Housing
 - Varying access to kitchens, grocery stores and other food resources

DRUG REHABILITATION IS A CONTINUUM

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FISCAL YEAR 2018: ARCS PROGRAMING AND PARTICIPANTS

- In Fiscal Year 2018, 42% (n=1190) of Adults served by Ohio EFNEP were from ARCS
- The Majority of Participants at ARCS were:
 - White non-Hispanic
 - Female
 - Between ages of 21-39
 - < 50% below the poverty level
- Programming at ARCS
 - Receive ESBA curriculum
 - Some lessons need to be modified

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FISCAL YEAR 2018: IMPROVEMENT IN CORE AREAS

Core Area	Percentage Improvement Non- ARC	Percent Improvement ARC
Diet Quality	94%	95%
Physical Activity	79%	81%
Food Resource Management	82%	84%
Food Safety	82%	80%
Food Security*	48%	53%

*Statistically significant with $\alpha < 0.05$



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FISCAL YEAR 2018: DIETARY IMPROVEMENTS

Mean Entry and Exit Dietary Recall for Non-ARC EFNEP Participants

Food Group	Entry Mean	Exit Mean	Change of Score
Vegetable*	1.34	1.72	0.38
Fruit*	0.62	1.00	0.38

*Paired T-test Statistically significant with $\alpha < 0.05$

Mean Entry and Exit Dietary Recall for ARC EFNEP Participants

Food Group	Entry Mean	Exit Mean	Change of Score
Vegetable*	1.63	2.07	0.44
Fruit*	0.79	1.05	0.26

*Paired T-test Statistically significant with $\alpha < 0.05$



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OBSERVATIONS FROM PARAPROFESSIONALS

"C is a male participant at a residential rehab center where I taught EFNEP lessons. He stated he hoped to learn how to cut back on fat and calories so he could lose weight, as he had gained several pounds since moving to the rehab center. After each class, he would make suggestions to the center to encourage them to purchase and prepare healthier foods. The center first started adding more fruit and vegetables, then chose more whole grain foods, and then finally switched to low fat milk. The fruit smoothie recipe was a favorite of the class and C said he wished they had a blender so they could make them. The Director of the center told him that the center couldn't buy a blender so he bought one himself when he had a day pass. C and another participant started making fruit smoothies every morning for breakfast to increase their intake of fruit and dairy."

- Paraprofessional, Lawrence County Ohio



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OBSERVATIONS FROM AGENCIES

- EFNEP has an enormous impact on the Rehabilitation Center clients and their recovery process. We work with the clients from a holistic perspective, in which physical, emotional and spiritual health is important and part of the healing process. EFNEP provides information that helps the body in the journey to recovery. Although at the beginning, a proper diet might not be high in their priority list, that changes when they discover how important is good nutrition in their recovery process.
- The program offered suggestions for healthy eating, physical activity and proper sleep to boost the good feeling hormones in the body that lead to a successful recovery. The program also allowed the clients to be a part of the decision making in their recovery plan, which ultimately increases their chances of success.



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TAKE AWAY POINTS

- Participants at ARCs demonstrate similar, if not better, outcomes as it relates to the core areas and fruit/vegetable intake compared to their counterparts at non-ARCs
- EFNEP staff have observed both environmental and organizational changes at these facilities including improvements in food safety policies in the site kitchens as well as group meals where participants prepare healthier options for residents
- Agency partners find that EFNEP is a valuable partner in their clients rehabilitation process
- Serving individuals in ARCs within a structured environment where their recovery is supported makes them a great population for Ohio EFNEP to serve.



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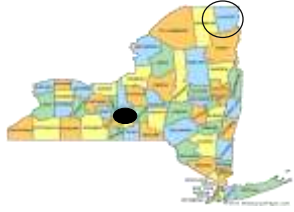



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"Like Us" on Facebook www.facebook.com/adoptinghealthyhabits
<https://blogs.cornell.edu/daytodayeats/>



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Use of Facebook for online, synchronous education.







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Shared concerns:

- Security
- Privacy
- Staging
- Equipment
- Informed consent
- Interaction and conversation
- Food Preparation
- Physical Activity



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Facebook is the platform









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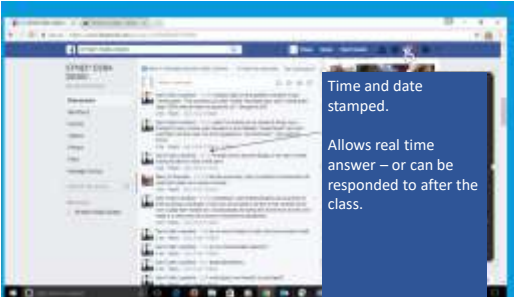


Here you can see who has viewed your post or video. Right below the video to the right it says "Seen by everyone". This means everyone who was invited to your group viewed this video.




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Time and date stamped.

Allows real time answer – or can be responded to after the class.








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Use of Facebook for online, synchronous education for participants can:

- extend the reach of the program
- meet programmatic concerns for confidentiality
- incorporate essential elements: interaction with the facilitator and peers, physical activity and food demonstrations.

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How Working with Partners to Develop Evidence-Based Curricula Leads to More

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In the beginning.....

- Agencies in NC working individually with same audience
- Audience receiving information was confused
- Opportunity to bring partners together

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Who are the partners?

- Departmental Specialists (nutrition, rural and community health, local foods, food safety, food resource management)
- Division of Public Health – CCCHP -physical activity experts, public health networks
- Division of Public Health – WIC coordinator and nutritionists
- EFNEP professionals
- With each revision, new partners and end users from across the nation

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EFESMM offers families simple solutions to help them eat smart and move more.

- Diet quality and physical activity
- Food resource management
- Food safety
- Food security

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Key Behaviors to impact risk of overweight and obesity

- Increase variety of foods eaten, especially fruits and vegetables
- Eat together as a family
- Reduce screen time
- Limit consumption of sugar-sweetened beverages

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Consistent Results

Food Resource Management

Year	FRM (%)
2014	88%
2015	88%
2016	90%
2017	93%
2018	89%

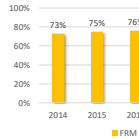
Diet Quality

Year	Diet Quality (%)
2014	91%
2015	92%
2016	92%
2017	94%
2018	95%

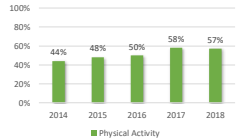
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Consistent Results

Food Safety



Physical Activity



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30-60-90 Minute Lessons



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Engaging Partners

ENGAGING PARTNERS

- Discuss with partner food safety practices for the kitchen when food is prepared at home or consumed at their facility.
- Provide partner with information and sign their name on program if needed.
- Encourage partner to lead activities for staff training built by FCS Agent or Health Department Educator.
- Encourage partner to accept posting that addresses what their clients are learning through EFNEP.



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Media Moments



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Farmers' Market Tours



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Optional Activities



Example of game piece from plan-know what'd for dinner.



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Online Lesson



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The Role of Nutrition Education in Preventative Care



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Discussion....



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Thank you!



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