

Oregon State University 5 year plan

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Situation

Oregon's Expanded Food and Nutrition Education Program (EFNEP) assists low income families and youth in acquiring the knowledge, skills, attitudes, and changed behaviors necessary for nutritionally sound diets and contributes to their personal development and the improvement of total family diet and nutritional welfare. Current research reports show the need for EFNEP is greater than ever in this state. Oregon's adult obesity rate is 29.9%, up from 26.8% in 2010. Recent reports indicate that for the first time in a decade, data show a downward trend in obesity rates among young children from low-income families. In Oregon, rates have remained relatively stable at 14.7% for 2-4-year-olds and 11.7% for 10-17-year-olds. Nationally, obesity rates are disproportionately higher among low-income families and among racial and ethnic minorities, particularly Black and Latinx populations. This is of particular concern in Oregon, where the Hispanic or Latino population is growing at a faster rate compared to the United States as a whole. Since 2000, the number of Latino Oregonians has grown by 72% (8% in 2000 to 12.3% in 2014), while during the same time period, the number of Latinos in the United States has grown by 50%. Additionally, the highest obesity rates in Oregon are found among the Latinx population (34.5%), putting thousands of Oregonians at risk for serious health problems, such as heart disease and diabetes. Contributing to the obesity epidemic are additional disparity issues related to poverty. In Oregon, over 13.2% of the population lives below the poverty level and 18.9% of children are food insecure. Child food insecurity can result in poorer school achievement and compromised health throughout a child's life, and often includes behavioral issues and social difficulties. Poverty is a major intervening factor in food insecurity, especially when families do not have access to nutritious food, or the financial resources to attain it. Low-income, immigrant families in Oregon are more vulnerable if language is a barrier. We have also seen many of these issues deepen due to the current social distancing guidelines that are being enforced nationwide, and although it is really soon to predict what Oregon will look like after this crisis, Oregon EFNEP will continue to target low-income families and youth most at risk with information on healthy eating, budgeting, shopping, meal planning, and accessing food resources. Paraprofessional educators teach classes in communities where families live. Hands-on food preparation helps families gain new cooking skills so that low-cost, nutritious meals are cooked and eaten at home. EFNEP focuses on helping families gain knowledge, skills, and confidence in making informed decisions about diet quality and physical education, food resource management, food safety and food security. Sources: The State of Obesity Report: Better Policies for a Healthier America, 2018 – Trust for America's Health, Robert Wood Johnson Foundation; 2010 U.S. Census Bureau; Latinos in Oregon: Trends and Opportunities in a Changing State, 2018 –The Oregon Community Foundation; Map the Meal Gap, 2018 – Feeding America; Oregon Poverty Rate, 2018 – Center for American Progress; The Expanded Food and Nutrition Education Program Policies, 2018.

Target Audience

Oregon EFNEP focuses on low-income families, with an emphasis on parents and other adult caregivers (i.e., grandparents) who have primary responsibility for feeding young children, pregnant teens, youth and school-aged children. Emancipated teen parents are another focus area. EFNEP does not target preschool children or elderly adults. For adult audiences: We will continue our ongoing efforts to reach out to adult participants in the communities where they live and/or in collaboration with other agencies serving low-income families. Sites where we have had the most success include low-income apartment complexes, churches, public health offices, domestic violence shelters, food banks/pantries, school settings (where 50% or more students qualify for free and/or reduced meals), and agency sites (i.e., WIC, Head Start). We will continue to recruit and enroll participants through agency referrals, word-of-mouth participant referrals, and direct marketing techniques. Managing faculty will work to identify new community partners who can help connect nutrition educators with ethnically diverse, low-income populations who are not well represented in our program demographics, particularly African Americans and Native Americans. For youth audiences: In-school, classroom programming will focus on 3rd grade and above. After-school programming and summer programming will be conducted in schools, housing complex community rooms, park & recreation settings, churches, USDA summer food sites, and in collaboration with youth-serving agencies, i.e. Boys and Girls Clubs. Multiple age groups participate in after-school and summer classes.

Geographic Area

- Benton County
- Jackson County
- Multnomah County
- Clackamas County
- Josephine County
- Washington County
- Lane County
- Yamhill County
- Linn County

Description of Geographic Area

Oregon EFNEP will continue to serve both urban and rural low-income audiences in the next 5 years -- a continuation of current programming efforts to reach the poorest of the poor in extremely low-income population areas of the state. Nine counties have been targeted, 3 reaching urban populations (Lane, Multnomah, and Washington) and 6 targeting rural communities (Benton, Clackamas, Jackson, Josephine, Linn, Yamhill). Collectively, populations in these counties and across the state show an average of 30% or more adults who report a BMI of 30 or more (obese status). Since mid-March of 2020 1 in 7 Oregon workers have lost their jobs and there has been a 60% spike in demand for hunger relief services. Hispanic audiences, particularly new migrant families, will continue to be a focus population. We are still looking for ways to connect our program to more underserved families in the Portland metropolitan area.

Priorities

#1: Improving Food Resource Management Skills in Adults

Focus

Core Areas

Food Resource Management

Secondary Areas

Technology

Target Audience

Pregnant Adults

Description

According to the USDA Economic Research Service Report, 2018, food security means access by all people at all times to enough food for an active, healthy life. Most U.S. households have consistent, dependable access to enough food. However, some experience food insecurity at times during the year, meaning that lack of money and other resources limit their access to adequate food. According to Map the Meal Gap data, in 2018 11.9% of American households were food insecure. However, the Oregon Food Bank preliminary data during the stay at home orders of 2020 shows that there has been a 20-70% increase in food demand at food pantries and meal sites across the state. Food insecurity is widening its reach to an increasing number of families, many who are experiencing hunger for the first time. And it's deepening sharply in communities that have long faced hunger and poverty — among immigrants and refugees, single parents and communities of color. While participating in Oregon EFNEP classes, adults learn new skills in food resource management practices, including purchasing, selecting, or otherwise obtaining, preparing, and storing healthy foods. In the next 5 years, we will emphasize introducing participants to new low-cost, healthy foods, planning meals in advance, and preparing foods at home. Particular attention will be given to training nutrition educators on cooking tips and techniques that can help EFNEP participants stretch food resources and reduce food waste. Improving practices and skill sets in food resource management will enable EFNEP participants to put healthy food on the table and run out of food less often before the end of the month. Oregon's EFNEP goal is to increase by 1% per year (for the next 5 years) the percentage of participants who improve on one or more food resource management practices. Based on the FFY2021 Food and Physical Activity Questionnaire, the items we will particularly pay attention to are: 10. How many days a week do you cook dinner (your main meal) at home? 19. How often do you compare food prices to save money? 20. How often do you plan your meals before you shop for groceries? 22. How often do you make a list before going shopping? 24. How often do you use a weekly or monthly food spending plan? Our baseline figure of 83% is taken from the summary of food resource management practices improved based on the FFY2021 Food and Physical Activity Questionnaire. We'll include Technology as the secondary area, since we plan on reinforcing our adult series with our Food Hero social marketing campaign. We'll provide online resources such as recipes, cooking and gardening videos to support the food resource management skills of our participants.

Measurement

Percentage

Measurement Source

Adult Questionnaire Summary

	Baseline	2020	2021	2022	2023	2024
Target		84	85	86	87	88
Actual	83					

Comments

#2: Improving Adult Participant Handwashing Skills

Focus

Core Areas

Food Safety

Target Audience

Pregnant Adults

Description

Regular handwashing is one of the best ways to remove germs, avoid getting sick and prevent the spread of germs to others. It is also one of the most important things to do to prevent food poisoning when preparing food. In 2020, the CDC launched Life is Better with Clean Hands, a new national campaign designed to help raise awareness about the importance of handwashing at key times in both homes and public settings, such as before cooking or after using the bathroom. Based on participant data from FFY 2018 and 2019, we discovered that hand washing is one of the skills with the smallest progress across EFNEP's core areas, with only 19% of adults washing their hands more often before preparing food. OSU Extension has developed a campaign and lesson plan called High Speed Hand Washing. The resources are available in English and Spanish and for both adults and youth. A video explaining the technique is currently in development. The High Speed Hand Washing technique was developed to meet a need that could result in improved food safety in the classroom and at home. Classrooms can get their hands washed properly in five minutes or less, increasing students' food safety awareness and actions. It can also reduce risk of spreading communicable diseases, while conserving water and energy. We will focus on complementing our adult lessons with these resources so that parents can model this hand washing behavior with kids at home. For the next 5 years, improving adult participant hand washing skills will be a major priority for EFNEP. According to the FFY2021 Food and Physical Activity Questionnaire, the items we will particularly pay attention to are: 15. How often do you wash your hands with soap and running water before preparing food? 16. After cutting raw meat or seafood, how often do you wash all items and surfaces that came in contact with these foods? We will track the percentage of participants showing improvement, using the improvement by cluster behavior report from the Food and Physical Activity Questionnaire (FPAQ). FFY2019 baseline of 19% will remain and our goal is 1% improvement each year.

Measurement

Percentage

Measurement Source

Adult Questionnaire Summary

	Baseline	2020	2021	2022	2023	2024
Target		20	21	22	23	24
Actual	19					

Comments

#3: Improving Adult Participant Physical Activity

Focus

Core Areas

Physical Activity

Target Audience

Adults

Description

A program priority over the next five years for Oregon EFNEP, is to improve the physical activity practices of our adult participants. Regular physical activity improves strength and endurance, helps to control weight and improves blood pressure and cholesterol levels. Oregon EFNEP adult participants reported positive changes above the 37% reported on the national tier data for 2019 we would like to continue this upward trend. Our goal is to increase the percent of adults who indicate a positive change in physical activity by 1% for each of the next 5 years. Based on the new Food and Physical Activity Questionnaire, the items we will particularly pay attention to are: 12. In the past week, how many days did you exercise for at least 30 minutes? 13. In the past week, how many days did you do workouts to build and strengthen your muscles? 14. How often do you make small changes on purpose to be more active? Improvement will be measured using the percentage of positive physical activity change from the Adult Food and Physical Activity Questionnaire, beginning with our FFY2019 baseline target of 84%. Strategies to meet our goal include utilizing Eating Smart Being Active physical activity booklet/DVD (Colorado State University), Walk Indoors DVD (Rutgers University), implementing the Walk with Ease Program from the Arthritis Foundation and the BEPA 2.0 Toolkit from Oregon State University. In addition, unit managers will be encouraged to mentor staff in curriculum fidelity as it relates to physical activity.

Measurement

Percentage

Measurement Source

Adult Questionnaire Summary

	Baseline	2020	2021	2022	2023	2024
Target		85	86	87	88	89
Actual	84					

Comments

#4: Increase reach of youth in 6-8th grades

Focus

None Selected **Target Audience**

Youth

Description

A program priority over the next five years for Western Region EFNEP programs, and thus Oregon EFNEP, is to shift our youth reach to focus on older grades. Youth participation breakdown in the Western Region is currently 34% (K-2), 44% (3-5), 15% (6-8) and 6% (9-12). By 2024, the Western Region will shift these percentages toward the National youth participation breakdown goal of 20% (K-2), 30% (3-5), 30% (6-8), and 20% (9-12). To contribute to meeting this goal, Oregon will increase by 1% each year the percentage of youth reached in 6-8th grades. According to the 2019 tier data, our baseline from FFY2019 is 55%.

Although we anticipate to continue to serve 3rd-5th graders, we will focus more of our efforts to recruit youth in 6-8th grades. Establishing new collaborations and strengthening partnerships with school districts will be fundamental to achieve this goal. Also, we will provide training so that more of our educators feel confident to implement curricula with older youth. Strategies to meet our goal include utilizing curricula from California: Eat Move Win and Exercise Your Options, and Cornell's Choose Health: Food, Fun and Fitness (CHFFF).

Measurement

Percentage

Measurement Source

Youth Summary

	Baseline	2020	2021	2022	2023	2024
Target		56	57	58	59	60
Actual	55					

Comments

Curricula

Adult:

Eating Smart Being Active / Eating Smart Moving More, Eating Smart Moving More

EATING SMART BEING ACTIVE: ESBA is an evidence based, nutrition education and obesity prevention curriculum. ESBA is designed for paraprofessional nutrition educators to use when teaching low-income families with young children to learn healthy lifestyle choices. It encompasses all of EFNEP's core areas.

EATING SMART MOVING MORE: ESMM addresses key behaviors identified to impact the risk of overweight and obesity. The curriculum centers around simple key messages that offer families easy solutions to help them eat smart and move more, including: increase the variety of foods eaten (especially fruits and vegetables), eat together as a family, increase daily physical activity and reduce screen time, control portion sizes, and limit consumption of sugar-sweetened beverages. The curriculum employs as its theoretical base Stages of Change and Social Cognitive Theory and uses dialogue education strategies to engage participants in lessons.

Pregnant Teens:

Eating Smart Being Active / Eating Smart Moving More, Eating Smart Moving More

EATING SMART BEING ACTIVE: ESBA is an evidence based, nutrition education and obesity prevention curriculum. ESBA is designed for paraprofessional nutrition educators to use when teaching low-income families with young children to learn healthy lifestyle choices. It encompasses all of EFNEP's core areas.

EATING SMART MOVING MORE: ESMM addresses key behaviors identified to impact the risk of overweight and obesity. The curriculum centers around simple key messages that offer families easy solutions to help them eat smart and move more, including: increase the variety of foods eaten (especially fruits and vegetables), eat together as a family, increase daily physical activity and reduce screen time, control portion sizes, and limit consumption of sugar-sweetened beverages. The curriculum employs as its theoretical base Stages of Change and Social Cognitive Theory and uses dialogue education strategies to engage participants in lessons.

Grade K-2:

N/A

N/A

Grade 3-5:

Show Me Nutrition , Kids in the Kitchen

SHOW ME NUTRITION: is a comprehensive, practice-tested nutrition curriculum that teaches youths from preschool through junior high how to have a healthy lifestyle...Several important health themes are taught in each grade level, such as nutrition, food safety, physical activity, media influence and body image, and the grade levels are designed for continuity.

KIDS IN THE KITCHEN: a practice-tested, updated summer and after-school program for kids ages 6 to 15 years that uses USDA's MyPlate. Kids in the Kitchen encourages young people to eat healthier meals and snacks as a result of hands-on cooking experiences. Youth participants learn to prepare simple, healthy foods they can make for themselves and their family members.

Grade 6-8:

Show Me Nutrition , Kids in the Kitchen, Exercise your Options, Choose Health: Food, Fun & Fitness

SHOW ME NUTRITION: is a comprehensive, practice-tested nutrition curriculum that teaches youths from preschool through junior high how to have a healthy lifestyle...Several important health themes are taught in each grade level, such as nutrition, food safety, physical activity, media influence and body image, and the grade levels are designed for continuity.

KIDS IN THE KITCHEN: a practice-tested, updated summer and after-school program for kids ages 6 to 15 years that uses USDA's MyPlate. Kids in the Kitchen encourages young people to eat healthier meals and snacks as a result of hands-on cooking experiences. Youth participants learn to prepare simple, healthy foods they can make for themselves and their family members.

EXERCISE YOUR OPTIONS: EYO is a practice-tested curriculum that aligns to education standards, uses a proven behavior-change model and helps students apply decision-making skills to real-life issues that influence their health. The nutrition lessons are skills-based to help students apply problem-solving, reasoning and critical-thinking techniques, making them successful in the classroom and beyond.

CHOOSE HEALTH: FOOD, FUN AND FITNESS: CHFFF is a comprehensive, evidence-based nutrition and fitness curriculum that supports key messages of the Dietary Guidelines for Americans and USDA's MyPlate. CHFFF targets behaviors that research suggests are most important for preventing obesity and chronic disease: eating more fruits and vegetables, reducing consumption of sugar-sweetened beverages, and being active for 60 minutes each day.

Grade 9-12:

Kids in the Kitchen , Eat, Move, Win

KIDS IN THE KITCHEN: a practice-tested, updated summer and after-school program for kids ages 6 to 15 years that uses USDA's MyPlate. Kids in the Kitchen encourages young people to eat healthier meals and snacks as a result of hands-on cooking experiences. Youth participants learn to prepare simple, healthy foods they can make for themselves and their family members.

EAT MOVE WIN: is a practice-tested nutrition course that includes a Physical Education component that makes the connections between physical activity and nutritious eating. The program applies nutrition knowledge to facilitate positive eating behaviors

Technology Use

1. Level: Medium
2. Type: We will continue to use texting, social media, website to supplement our nutrition education series.
3. Purpose: texting has been and will continue to be a tool to help us remind participants about lessons, as well as to send additional resources. Our Food Hero website and social media platforms (primarily Facebook and YouTube) will provide a plethora of resources to reinforce learning concepts, including recipes, cooking ideas and videos, tips for grocery shopping, gardening, food safety and preservation, activities for families and for kids at home. We will also use social media and county Extension websites to help with recruitment of new participants.
4. Dosage measurement: our supporting online resources are no longer than 2 pages long (for handouts) or 10 minutes long (for videos), which will help us stay within under the recommended 10-hour dosage limit for adults and 6-hour dosage limit for youth.
5. How we'll determine success: outcomes will be measured using existing WebNEERS data collection methods, and we expect that the medium level of technology use will help us achieve our program priorities, and maintain overall positive behavior change among our participants.

In Oregon we're still trying to figure out how to keep reaching new participants, and even though we're not at the point to provide high level technology implementation on a regular basis, we want to continue to be responsive to the needs of our partners and communities. While social distancing measures are still in place we'll gear towards pilot-testing the online version of Colorado's ESBA with adults and NC State's ESMM with parenting teens and emancipated youth. Best practices and security guidelines for Zoom meetings provided by the university will be strictly followed at all times to protect the safety of our staff, participants and data. All online resources provided to participants will either come from our approved EFNEP curricula or from our multi-channel social marketing campaign Food Hero, which has over 10 years of existence and was designed to change family and community behaviors. Food Hero is a research-tested program that is currently part of the national SNAP-Education toolkit. We have also had some conversations about pilot-testing remote delivery of Exercise your Options with 6-8th graders, which would complement our Western Region priority to reach more older youth. Based on the experience and feasibility of the pilot-testings we will be submitting a high level technology plan at a later date.

Volunteer Use

VOLUNTEERS PLAN:

We will mainly have two types of volunteers, non-agency volunteers and agency-paid volunteers. Our volunteers will perform the following duties: language and cultural context (for our Somali and other refugee groups), data collection (assist participants with filling forms) and help with participant recruitment.

Inter-Organizational Relationships

Agencies, Organizations and Other Partners	Primary Type of Relationship
1862/1890 Partner Institutions	None
State Department of Education	Collaborator
State Department of Health	Collaborator
State SNAP Office	Collaborator
State Child Nutrition Programs	Cooperator
State Head Start Association	Cooperator
State Nutrition Network	Cooperator
TEAM Nutrition	Network
WIC	Coordinator/Partnership
State Dietetic Association	Network

Description

We have developed long-term inter-organizational relationships with key state-level partners. We will continue to strengthen our collaboration with SNAP-Ed through the Food Hero social marketing campaign and our combined pse efforts.

Delivery Sites and Partnerships

Types of Sites/Locations	# of Different Delivery Sites/Locations	# of Community Partnerships
Adult Education & Training Sites	2	5
Adult Rehabilitation Centers	0	0
Places of Worship	4	3
Community Centers	3	3
Emergency Food Assistance Sites	0	1
Extension Offices	1	3
Farmers Markets	0	2
Food Stores	0	1
Head Start Sites	4	21
Health Care Sites	1	11
Libraries	0	1
Other Youth Education Sites	0	3
Public Housing	11	10
Schools	20	36
Shelters	1	1
SNAP Offices	0	5
WIC Program Sites	0	4
Worksites	0	1
Other	2	0

Description of DSPs

Oregon is unique in that the SNAP-Ed and EFNEP programs collaborate and complement one another. Staff members with EFNEP funding have joint assignments with SNAP-Ed in order to leverage the strengths of each program. For example, SNAP-Ed can be utilized for a single adult event to recruit adults into an EFNEP adult series. In this way, SNAP-Ed assists EFNEP in reaching more low-income adults and fostering individual behavior change. Oregon's EFNEP program is particularly effective in reaching Latinx immigrant audiences, which typically constitute over 70% of our adult participants across the state. These are often adults who participate in the TANF program and are the hardest to reach.

Our program delivery sites/locations are projected to remain at a similar amount for the next 5 years, however, we plan to enhance our PSE efforts through the use of technology and social media.

EFNEP supports the SNAP-Ed Food Hero/ Héroe de Alimentos campaign by prioritizing the translation, revision and cultural appropriateness of nutrition education resources in Spanish, educating adult participants about the website and how to navigate it to find information related to EFNEP's core areas. Food Hero recipes are prepared in EFNEP classes and used at community recruiting events, reinforcing the use of fruits and vegetables in family meals.

Recognizing the increased importance of social media and technology, as well as policy, systems, and environmental (PSE) strategies in allowing for family members to adopt healthy eating and activity behaviors, EFNEP in FFY 2019 introduced national policies regarding technology and PSE. Work toward implementation and increased understanding of technology approaches and PSE reporting will continue to improve in the next 5 years with support of national EFNEP leadership. SNAP-Ed and EFNEP now share a common goal of developing, implementing, and evaluating effective policy, systems and environmental strategies in Oregon.

Program Impact

Family Nutrition Overhaul

Date

03/11/2020

Focus**Core Areas**

Diet Quality
Physical Activity
Food Resource Management
Food Safety

Secondary Areas

PSE (Sectors/Settings)
Management/Leadership
Technology

People**Staff**

Paraprofessional

Participant

Adult

Key Words

Weight Management
Personal Growth/Confidence
Positive Impact on Family
Improved Overall Health

Background

One of the participants in the Winter 2020 series of ESBA was a Spanish-speaking parent of three children who did her best to prepare home-cooked meals for her family primarily using methods she had learned from her family before. Coming originally from Mexico, she also tried to include new convenience foods, desserts, snacks, and beverages into her family's diet, according to what they asked for and what seemed popular among other friends' families here in Southern Oregon. Although this mother have interest in learning new recipes and trying new foods, she was not aware that any such learning opportunities existed. Even if such a class did exist, language barriers were a frequent challenge for her, lacking confidence and proficiency in English, and being at a low-literacy level in Spanish as well.

Outcomes / Impacts

The participant was surprised to receive the flyer marketing the ESBA class for parents at her children's school. However even more astounding was when her oldest daughter suggested that she sign up for the class. The daughter promoted the class to her mother, explaining that it was the same nutrition teacher she had at school that spoke Spanish too and made classes fun. The parent participant attended all nine classes and was excited to share that she learned new knowledge and skills in every single class that she was able to apply to her everyday life. Understanding how to locate and read Nutrition Facts labels was an especially eye-opening experience for her. After learning about different key nutrients to increase or reduce in her family's diet, she made definitive changes in her food, beverage, and snack choices and purchases, improving diet quality for the entire family. Learning about My Plate proved to be an accessible and simple tool that she was able to model her family's meals around, subsequently increasing the variety of food group foods at family mealtime, and better monitoring portion sizes. Prior to participating in the ESBA series, the participant was not physically active and not aware of the benefits of being physically activity as an adult. During the series she learned the cardio-pyramid and looked forward to the regular physical activity breaks in class. Feeling the energy and improved strength she was gaining, the participant integrated the cardio-pyramid into her home routine and also added a family walk around the nearby track after dinner some nights. Over the course of the series, the participant enjoyed interacting and sharing with both English and Spanish-speaking participants in the ESBA group. She completed the series with expressions of gratitude for the social component she enjoyed in the classes, always feeling included and welcomed, and appreciative of the new friendships made.

Program Priorities this Impact Relates to (if applicable)