

NUTRITION CONNECTIONS

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**FNS NATIONAL NUTRITION
EDUCATION CONFERENCE 2**

Session Descriptions and Abstracts

September 12-14, 2005
Hyatt Regency Crystal City
Arlington, VA



U.S. Department of Agriculture
Food and Nutrition Service

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The Conference organizers wish to thank the following individuals who volunteered their time to review the abstracts submitted for presentation.

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CONCURRENT SESSION (EDUCATIONAL)

SNAPping INTO ACTION: STATE NUTRITION ACTION PLANS AT WORK

(Session #1)

PRESENTERS:

Judy F. Wilson, MSPH, RD, Director, Nutrition Services Staff, Office of Analysis, Nutrition, and Evaluation, Food and Nutrition Service, U.S. Department of Agriculture, Alexandria, VA

Barbara Martin, SNAP Coordinator, Chief of School Programs and Nutrition Education, Special Nutrition Programs, Mid-Atlantic Regional Office, U.S. Department of Agriculture, Robbinsville, NJ

Angie Abbott, MA, RD, CD, Director, Indiana Family Nutrition Program, Purdue University, West Lafayette, IN

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Jessica Shahin, Associate Deputy Administrator, Food Stamp Program, Food and Nutrition Service, U.S. Department of Agriculture, Alexandria, VA

LEARNING OBJECTIVES:

The audience will be able to:

- Communicate the Federal vision and goals for cross-program collaboration and State Nutrition Action Plans (SNAPs).
- Apply approaches and strategies used by other States to put SNAP to action.
- Utilize the SNAP process to link and increase the reach of nutrition education among the FNS program target population.

ABSTRACT:

Working together we can accomplish so much more than individuals working on their own! At the first National Nutrition Education Conference in February 2003, FNS convened State networking sessions that resulted in the development of SNAPs. Since 2003, FNS Programs in over 45 States and territories have formulated a SNAP outlining how they would work together within their State to achieve a common goal. Many states are now endeavoring to put these plans into action.

In this session, you will hear from State colleagues and FNS leaders. FNS will discuss the purpose and history of SNAP, share the Federal vision and highlight emerging strategies for strengthening the connections among FNS programs. The FNS Mid-Atlantic Regional Office will discuss their unique approach for helping States build momentum following the 2003 Conference. Indiana, Kansas and Puerto Rico will share their experiences putting SNAP into action – including the challenges they encountered and how they addressed them. Join us at this interactive session and share your experience. You will have ample opportunities to engage speakers. Come and find out what is new, hear from colleagues in other States and share your own experiences and solutions.

MONDAY, SEPTEMBER 12

3:30 - 5:00 PM



CONCURRENT SESSION (EDUCATIONAL)

SNAPping INTO ACTION: STATE NUTRITION ACTION PLANS AT WORK

(Session #2)

PRESENTERS:

Brenda S. Lisi, MS, MA, RD, Confidential Assistant to the Under Secretary, Food, Nutrition, and Consumer Services, U.S. Department of Agriculture, Washington, DC

Jane A. Monahan, BS, MA, CHES, Director, Special Supplemental Food Programs, Southeast Regional Office, Food and Nutrition Service, U.S. Department of Agriculture, Atlanta, GA

Robin A. Orr, MS, PhD, University of Illinois Extension, Urbana, IL

Carole Strange, Program Administrator, Florida Department of Agriculture and Consumer Services, Tallahassee, FL

Alberta Frost, Director, Office of Analysis, Nutrition, and Evaluation, Food and Nutrition Service, U.S. Department of Agriculture, Alexandria, VA

Gladys Borges, MS, 5-A-Day, Nutrition Program Coordinator, Florida Department of Health, Tallahassee, FL

LEARNING OBJECTIVES:

The audience will be able to:

- Communicate the Federal vision and goals for cross-program collaboration and State Nutrition Action Plans (SNAPs).
- Apply approaches and strategies used by other States to put SNAP to action.
- Utilize the SNAP process to link and increase the reach of nutrition education among the FNS program target population.

ABSTRACT:

Working together we can accomplish so much more than individuals working on their own! At the first National Nutrition Education Conference in February 2003, FNS convened State networking sessions that resulted in the development of SNAPs. Since 2003, FNS Programs in over 45 States and territories have formulated a SNAP outlining how they would work together within their State to achieve a common goal. Many states are now endeavoring to put these plans into action.

FNS leaders and State colleagues will share their perspectives and experiences with SNAP since 2003. FNS will outline SNAP's purpose and history and share the Federal vision for SNAP, highlighting emerging strategies for strengthening the connections among nutrition education offered by FNS programs. The FNS Southeast Regional Office will discuss their approach for facilitating SNAP. Illinois and Florida will share their experiences putting SNAP into action – including the challenges they encountered and how they addressed them. Come! Ask questions, find out what is new, share your own experiences and solutions, and use the lessons learned to help you put your State SNAP into action!

CONCURRENT SESSION (EDUCATIONAL)

MONDAY, SEPTEMBER 12

3:30 - 5:00 PM

SNAPping INTO ACTION: STATE NUTRITION ACTION PLANS AT WORK

(Session #3)

PRESENTERS:

Patricia Daniels, MS, RD, Director, Supplemental Food Programs Division, Food and Nutrition Service, U.S. Department of Agriculture, Alexandria, VA

Candice Stoiber, MS, RD, Chief, Program Operations, Supplemental Food Programs, Northeast Regional Office, Food and Nutrition Service, Boston, MA

Penelope G. Roth, MS, RD, WIC Director, Illinois Department of Human Services, Springfield, IL

Patricia O. Race, MEd, RD, CDN, Director, Nutrition Policy and Health Promotion Unit, Division of Nutrition, New York State Department of Health, Albany, NY

Brenda L. Dobson, MS, RD, Nutrition Services Coordinator, Iowa Department of Public Health, Des Moines, IA

George A. Braley, Deputy Administrator, Food and Nutrition Service, U.S. Department of Agriculture, Alexandria, VA

LEARNING OBJECTIVES:

The audience will be able to:

- Communicate the Federal vision and goals for cross-program collaboration and State Nutrition Action Plans (SNAPs).
- Apply approaches and strategies used by other States to put SNAP to action.
- Utilize the SNAP process to link and increase the reach of nutrition education among the FNS program target population.

ABSTRACT:

Working together we can accomplish so much more than individuals working on their own! At the first National Nutrition Education Conference in February 2003, FNS convened State networking sessions that resulted in the development of SNAPs. Since 2003, FNS Programs in over 45 States and territories have formulated a SNAP outlining how they would work together within their State to achieve a common goal. Many states are now endeavoring to put these plans into action.

Attend this session and learn about the purpose and history of SNAP from FNS leaders, who will share the Federal vision for SNAP and highlight emerging strategies for strengthening the connections among FNS programs. The FNS Northeast Regional Office will discuss their approach for working with States following the 2003 Conference. State colleagues will also share their experiences putting SNAP into action – including the challenges they encountered and how they addressed them. Illinois will share how the Interagency Nutrition Council helps to make collaboration happen across the agencies and how this has benefited the WIC and Senior Farmers' Market programs. New York will outline their approach to collaboration and talk about the outcomes so far. Iowa will discuss why they selected increasing fruit and vegetable consumption as their goal and strategies they employed to strengthen Iowa's SNAP. Plan to attend as you will have many opportunities to engage speakers during this dynamic and interactive session. Come and find out what is new and share your own experiences.



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CONCURRENT SESSION (EDUCATIONAL)

INNOVATIONS IN PARAPROFESSIONAL STAFF TRAINING

PRESENTERS:

Jamie S. Dollahite, PhD, RD, Associate Professor and FNEC Leader, Cornell University, Ithaca, NY

Joan Doyle Paddock, MPH, RD, Senior Extension Associate, Division of Nutritional Sciences, Cornell University, Ithaca, NY

Janet Nelson, MEd, Extension Associate, Division of Nutritional Sciences, Cornell University, Ithaca, NY

Shauna C. Thomas, RD, Extension Support Specialist, Division of Nutritional Sciences, Cornell University, Ithaca, NY

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Shauna C. Thomas, RD, Extension Support Specialist, Division of Nutritional Sciences, Cornell University, Ithaca, NY

LEARNING OBJECTIVES:

The learning objectives for participation in this session are that attendees will:

- review the contents of the training curriculum, development process, and the key elements of the dialogue approach incorporated in the curriculum; and
- participate in a training task from the curriculum.

ABSTRACT:

The Navigating for Success training curriculum is based on adult learning theories and the dialogue approach. The dialogue approach to education has been explored and developed in a variety of programs. New York is the first State to incorporate and implement the dialogic approach into a comprehensive training curriculum for FSNE and EFNEP paraprofessional staff, including a facilitator training. The development of this innovative curriculum began over two years ago with consultation from Dr. Joye Norris. The training program was piloted in 2004 with evaluations indicating that intended outcomes were met or exceeded in all pilot trainings. A statewide roll out to over 230 paraprofessional staff will begin January 2005, and will include both process and outcome evaluation. This presentation will provide an overview of the creation, development, and piloting of the New York State Navigating for Success paraprofessional training program. This high quality curriculum prepares new staff to successfully meet first year expectations as frontline nutrition educators. The design emphasizes both nutrition content knowledge and delivery process skills. Based on the dialogue approach, it integrates organized training activities as well as on-the-job or take-home activities which require support and monitoring from supervisors to complete the training. The challenges and solutions to consistently implement the training statewide will also be covered in the presentation.

Upon completion of this session, attendees will have the ability to review the contents of the training curriculum, development process, and the key elements of the dialogue approach incorporated in the curriculum; and be able to participate in a training task from the curriculum.

CONCURRENT SESSION (EDUCATIONAL)

EAT SMART. PLAY HARD.™: UNLEASHING THE POWER

PRESENTERS:

R. Jane Mandell, MS, RD, Senior Nutritionist, Nutrition Services Staff, Office of Analysis, Nutrition, and Evaluation, Food and Nutrition Service, U.S. Department of Agriculture, Alexandria, VA
Anna M. Zawislanski, MPH, American Institutes for Research, Silver Spring, MD
Alec Ulasevich, PhD, American Institutes for Research, Silver Spring, MD
Donna Johnson-Bailey, MPH, RD, Nutritionist, Nutrition Services Staff, Office of Analysis, Nutrition, and Evaluation, Food and Nutrition Service, U.S. Department of Agriculture, Alexandria, VA
Joan Love, MS, LD, SFNS, Illinois State Board of Education, Nutrition Programs, Springfield, IL

LEARNING OBJECTIVES:

Session participants will be able to:

- 1) Describe the process used for developing and disseminating Eat Smart. Play Hard.™ Campaign materials.
- 2) Use formative research results to make nutrition education initiatives more effective.
- 3) Incorporate Eat Smart. Play Hard.™ tools and resources into national, State, and local nutrition education and promotion initiatives.

ABSTRACT:

In July 2000, USDA's Food and Nutrition Service (FNS) launched the Eat Smart. Play Hard.™ nutrition education campaign. The Eat Smart. Play Hard.™ campaign conveys science-based, behavior-focused messages about healthy eating and physical activity that are based on the *Dietary Guidelines for Americans*. The campaign is a cross-program initiative that reaches participants in all FNS programs. However, the primary target audience for this campaign is school-aged children (8 to 12 years) and their caregivers. The campaign is designed to reach the target audience where they live, work and play. Communication vehicles and strategies include the Power Panther spokesperson, posters, brochures, educational materials such as lesson plans, the campaign website, and a variety of promotional materials. Many of the materials are also available in Spanish. Since 2000, all 50 states and most territories have requested and used the campaign's resources, including Power Panther. More than 150,000 people now visit the Eat Smart. Play Hard.™ website each month.

This session provides an update on Eat Smart. Play Hard.™ tools and resources, formative research, materials, and promotional activities. A preview of upcoming tools and resources will be presented. The session will also highlight activities at the State level that put Eat Smart. Play Hard.™ resources in action.

TUESDAY, SEPTEMBER 13

1:30 - 3:00 PM

CONCURRENT SESSION (EDUCATIONAL)

BUILDING BREASTFEEDING FRIENDLY COMMUNITIES WITH COMMUNITY PARTNERS

PRESENTERS:

Ursuline Singleton, MPH, RD, Nutritionist, Supplemental Food Program Division, Food and Nutrition Service, U.S. Department of Agriculture, Alexandria, VA

Aledia Williams, MS, RD, LDN, CLE, Breastfeeding Coordinator, Department of Health and Hospitals, Project Coordinator for the "Using Loving Support to Build a Breastfeeding Friendly Community" project, Louisiana WIC Program, New Orleans, LA

Cheryl Harris, MPH, RD, LD, Breastfeeding Coordinator, Public Health Nutritionist, District of Columbia Department of Health, Project Coordinator for the "Loving Support," District of Columbia WIC Program, Washington, DC

Gladys G. Mason, MS, RD, IBCLC, RLC, Breastfeeding Coordinator, North Carolina Division of Public Health, Health and Human Services, Raleigh, NC

LEARNING OBJECTIVES:

Describe two strategies that WIC used to engage community partners to collaboratively promote breastfeeding and how the WIC Program and community partners worked together to address State-specific barriers to breastfeeding.

Describe two elements of the collaborative strategic planning model used in North Carolina to change policies and environments that reduce barriers and promote, protect and support breastfeeding in North Carolina.

ABSTRACT:

FNS believes that developing and fostering community partnerships is a key component to creating breastfeeding friendly communities, changing cultural norms and ultimately increasing breastfeeding initiation and duration rates in the WIC Program and among other FNS nutrition assistance program participants. The FNS project "Using Loving Support to Build a Breastfeeding Friendly Community" provided an impetus for WIC staff in selected State agencies to work together with community partners to identify and address the barriers to increasing breastfeeding rates. In each State, WIC staff, traditional and non-traditional partners, and stakeholders all came together with a shared goal – to increase public awareness, acceptance, and community support for breastfeeding. In this session, WIC State agencies will examine some of the innovative approaches, creative strategies and positive outcomes they experienced working with community partners to create a "breastfeeding friendly community" that values and embraces breastfeeding mothers. In addition, you will learn about an initiative that assisted communities, families, schools/child care, health care systems, policy makers, and work-sites in making breastfeeding the norm of infant feeding in North Carolina through public awareness campaigns; advocacy for changes in health care systems, insurance industry, business community, and educational institutions; and changes in the availability of resources for community organizations and families.

CONCURRENT SESSION (INDIVIDUAL)

BUILDING BREASTFEEDING FRIENDLY COMMUNITIES WITH COMMUNITY PARTNERS

Connecting With Stakeholders For Changing Breastfeeding Policies And Environments In North Carolina

PRESENTER:

Gladys G. Mason, MS, RD, IBCLC, RLC, Breastfeeding Coordinator, North Carolina Division of Public Health, Health and Human Services, Raleigh, NC

AUTHOR:

Gladys G. Mason, MS, RD, IBCLC, RLC, Breastfeeding Coordinator, North Carolina Division of Public Health, Health and Human Services, Raleigh, NC

LEARNING OBJECTIVE:

To describe the collaborative strategic planning model used in North Carolina to develop a blueprint for changing policies and environments that reduce barriers and promote, protect and support breastfeeding in North Carolina.

ABSTRACT:

Purpose: The Division of Public Health – Nutrition Services Branch accepted the challenge to increase breastfeeding acceptance in the state of North Carolina and embarked on a collaborative strategic planning effort to identify barriers and recommendations for changing policies and environments that promote, protect and support breastfeeding.

Method: Over 145 invited key stakeholders participated in a unique public breastfeeding forum. Invitees represented many disciplines from both non-governmental and governmental agencies and programs, including several FNS Programs. This public forum resulted in the “North Carolina Blueprint for Changing Policies and Environments that Promote, Protect and Support Breastfeeding.” The Blueprint provides guidance to direct societal changes through public awareness campaigns; policy changes in health care systems, insurance industry, business community, and educational institutions; and changes in the availability of resources for community organizations and families.

Findings: The public forum was a successful strategic planning and breastfeeding promotion event. The media provided public visibility and participants were energized as they identified recommendations and strategies for increasing breastfeeding. The Blueprint summarizes the key recommendations and strategies which are supported by evidence based research and reports of successful breastfeeding programs.

Implications: The Blueprint will assist communities, families, schools/child care, health care systems, policy makers, and work-sites in their efforts towards making breastfeeding the norm of infant feeding in North Carolina. This presentation will describe how both the planning process used for the public forum and the State Plan can be useful tools for other states in their breastfeeding promotion efforts.

TUESDAY, SEPTEMBER 13

1:30 - 3:00 PM



CONCURRENT SESSION (EDUCATIONAL)

ENTER THE MATRIX: INTEGRATED EVALUATION IN A MULTI-FACETED NUTRITION EDUCATION PROGRAM (NEP)

PRESENTERS:

Shortie McKinney, PhD, RD, LDN, FADA, Director of the Nutrition Center and Professor of Nutrition, Department of Bioscience and Biotechnology, Drexel University, Philadelphia, PA

Joan Nachmani, MS, CNS, SFNS, Project Director, Department of Health, Safety, Physical Education and Sports, School District of Philadelphia, Philadelphia, PA

Lauren Huminski, Nutrition Educator, Department of Bioscience and Biotechnology, Drexel University, Philadelphia, PA

Karin R. Sargrad, MS, RD, LDN, CDE, Program Coordinator, Department of Bioscience and Biotechnology, Drexel University, Philadelphia, PA

AUTHORS:

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Karin R. Sargrad, MS, RD, LDN, CDE, Program Coordinator, Department of Bioscience and Biotechnology, Drexel University, Philadelphia, PA

Lisa Diewald, MS, RD, LDN, Drexel University, Philadelphia, PA

LEARNING OBJECTIVES:

Participant will develop a simple evaluation matrix.

Participant will critique several innovative evaluation tools.

ABSTRACT:

The School District of Philadelphia (SDP) provides nutrition education to children in grades K – 12 as well as their parents/guardians, teachers, nurses, food service managers and other adults. This large program requires a comprehensive evaluation plan to assess the effectiveness of the nutrition education methods. An evaluation matrix was developed that provides a structure for listing the learning objectives linked with lesson plans and evaluation tools. Innovations in the manner in which evaluation data is handled and creative and non-traditional methods for evaluating the program have been developed to augment the comprehensive evaluation plan. During FY 2004, over 75,000 direct and 525,000 indirect participant contacts were made by The SDP's NEP. A comprehensive evaluation report describes the achievements of this program. An evaluation matrix facilitated successful implementation of a comprehensive evaluation plan. Innovative evaluation strategies such as scannable, low literacy forms and participatory games were effectively used. Upon completion of this session participants will be able to develop a simple evaluation matrix and critique several innovative evaluation tools.

CONCURRENT SESSION (EDUCATIONAL)

TUESDAY, SEPTEMBER 13

1:30 - 3:00 PM

NUTRITION EDUCATION AT ITS BEST: A PARTNERSHIP BETWEEN A TRIBAL COLLEGE AND USDA PROGRAMS IMPROVES WELLNESS AMONG NATIVE AMERICANS

PRESENTERS:

Wanda Agnew, LRD, Land Grant Program Director, United Tribes Technical College, Bismarck, ND
Kim Hinnenkamp, LRD, Nutrition Education Coordinator, United Tribes Technical College, Bismarck, ND
The Mountain Plains Region Nutrition Advisory Committee:

- Joe Bluehorse, Oglala Sioux Tribe, South Dakota
- Kenneth Chapman, Santee Sioux Tribe, Nebraska
- Phillip Chimburas, Ute Indian Tribe, Utah
- Gilbert Jarvis, Shoshone Tribe, Wyoming
- Mary Greene Trottier, Spirit Lake Sioux Tribe, North Dakota
- Beatrice Whiting, Crow Creek Sioux Tribe, South Dakota
- Charles "Red" Gates, Standing Rock Sioux Tribe, North Dakota

AUTHORS:

Wanda Agnew, LRD, Land Grant Program Director, United Tribes Technical College, Bismarck, ND
Kim Hinnenkamp, LRD, Nutrition Education Coordinator, United Tribes Technical College, Bismarck, ND
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- Mary Greene Trottier, Spirit Lake Sioux Tribe, North Dakota
- Beatrice Whiting, Crow Creek Sioux Tribe, South Dakota
- Charles "Red" Gates, Standing Rock Sioux Tribe, North Dakota

LEARNING OBJECTIVES:

- Identify additional avenues for the Food Distribution Program on Indian Reservation (FDPIR) programs across the country to develop and provide nutrition education materials for program participants, and
- Understand the dynamics of partnering with local Tribal Colleges to further the nutrition education goal to improve wellness and nutritional status of the Tribal people it serves.

ABSTRACT:

This session will highlight ways to partner with Tribal Colleges and develop culturally sensitive nutrition education materials. This session will focus on how the Mountain Plains Region Nutrition Advisory Committee representing the FDPIR in the Mountain Plains Region formed a partnership with the United Tribes Technical College (UTTC) in Bismarck, North Dakota for the purpose of developing, implementing, and disseminating nutrition education and health related materials to program participants. Collaboration with other FNS Programs such as the WIC Program and EFNEP will also be discussed. Materials covered in the UTTC training institute, curriculum, and educational materials will be demonstrated along with features of the integrated food safety nutrition project. Pertinent video segments and a culturally relevant recipe book will be shared.

CONCURRENT SESSION (EDUCATIONAL)

PARENT-FOCUSED NUTRITION EDUCATION: EMPOWERING FAMILIES TO EAT SMART

PRESENTERS:

Susan Mayer, Nutritionist, Supplemental Food Programs, Southwest Regional Office, Food and Nutrition Service, US Department of Agriculture, Dallas, TX

Sue Nicholson Butkus, PhD, RD, FSNEP Nutrition Specialist, Washington, State University Cooperative Extension Program, Puyallup, WA

Eva Obarzanek, PhD, MPH, RD, Research Nutritionist and Deputy Leader, Behavioral Medicine and Prevention Scientific Research Group, Division of Epidemiology and Clinical Applications, National Heart, Lung, and Blood Institute, Bethesda, MD

Karen A. Donato, SM, RD, Coordinator, NHLBI Obesity Education Initiative, National Heart, Lung, and Blood Institute, Bethesda, MD

LEARNING OBJECTIVES:

Attendees will be able to:

- Communicate at least two reasons why providing nutrition education directly to parents benefits children.
- Apply and implement two or more approaches or strategies presented to improve dietary and health behaviors of families and children.

ABSTRACT:

Can interventions that provide parents with nutrition education make a difference in their children's dietary behaviors? Find out in this engaging session. Learn what research tells us about whether children need the support of their parents if they are to change their behavior. This session highlights successful interventions that influence family attitudes and habits, and can promote long-lasting changes in family health behaviors. Susan Mayer will discuss **"Fit Kids = Happy Kids,"** a series of nutrition education modules developed by USDA's Southwest Region (SWR) WIC Programs and Dayle Hayes, of Eat Well Montana. The seven modules in this program are designed to inspire staff to begin a conversation with WIC parents about childhood obesity issues. One of the modules, "Healthy Habits For Healthy Weight," answers parents' questions about how they can help their kids develop healthy habits. Dr. Sue Nicholson Butkus will discuss the "Eat Better, Eat Together" social marketing campaign and toolkit in Washington State that improved the nutritional quality of diets by encouraging families to eat together. Dr. Eva Obarzanek and Karen A. Donato will discuss (see separate abstract on their presentations):

- findings from the National Heart, Lung, and Blood Institute (NHLBI)-sponsored Dietary Intervention Study in Children (DISC) that provided a behavioral nutrition education program to teach children and their families to follow a diet low in saturated fat and dietary cholesterol; and
- "We Can!, Ways to Enhance Children's Activity & Nutrition," a national education program from the National Institutes of Health (NIH) to help prevent overweight and obesity among youth ages 8-13.

CONCURRENT SESSION (INDIVIDUAL)

PARENT-FOCUSED NUTRITION EDUCATION: EMPOWERING FAMILIES TO EAT SMART

We Can! Prevent Childhood Obesity: Research Strategies and Community Outreach

PRESENTERS:

Eva Obarzanek, PhD, MPH, RD, Research Nutritionist and Deputy Leader, Behavioral Medicine and Prevention Scientific Research Group, Division of Epidemiology and Clinical Applications, National Heart, Lung, and Blood Institute, Bethesda, MD

Karen A. Donato, SM, RD, Coordinator, NHLBI Obesity Education Initiative, National Heart, Lung, and Blood Institute, Bethesda, MD

AUTHORS:

Eva Obarzanek, PhD, MPH, RD, Research Nutritionist and Deputy Leader, Behavioral Medicine and Prevention Scientific Research Group, Division of Epidemiology and Clinical Applications, National Heart, Lung, and Blood Institute, Bethesda, MD

Karen A. Donato, SM, RD, Coordinator, NHLBI Obesity Education Initiative, National Heart, Lung, and Blood Institute, Bethesda, MD

LEARNING OBJECTIVE:

Attendees will be able to apply one concept of the Dietary Intervention Study in Children (DISC) findings to teach children and their families to follow a diet low in saturated fat and dietary cholesterol in their own setting.

ABSTRACT:

The United States is facing a potentially devastating public health crisis of overweight and obesity, which in turn increases cardiovascular risk. Our biggest challenge is preventing overweight in children. In just 30 years, overweight has more than doubled among children ages 2-5 and adolescents ages 12-19, and more than tripled among youth ages 6-11. Family-oriented interventions to promote healthy diets can be effective in improving diet and cardiovascular risk factors in children. The Dietary Intervention Study in Children was a research study that provided a behavioral nutrition education program to teach 663 children and their families to follow a diet low in saturated fat and dietary cholesterol. Children in the intervention group adopted better dietary habits over several years compared to their peers who received only general nutrition information, and some of these changes were related to lower BMI and LDL-cholesterol.

To directly address the increase in overweight in children, the National Heart, Lung, and Blood Institute along with three other NIH Institutes have launched We Can! (Ways to Enhance Children's Activity Nutrition) a national public education outreach program targeting youth, ages 8-13, by providing tools and tips to parents and primary caregivers. Utilizing national media, national partnerships, and community based interventions, We Can! will provide activities and programs that encourage improved nutritional choices, increased physical activity and reduced screen time. Over 37 communities in 18 States have come on board to participate in the program.

CONCURRENT SESSION (INDIVIDUAL)

FRESH! NOVEL! NUTRITION EDUCATION ON FRUITS, VEGGIES, AND GARDENING

5 a Day Classes for Low-Income Third Grade Students in Arizona

PRESENTER:

Sharon E. Sass, RD, Community Nutrition Team Leader, Arizona Department of Health Services, Office of Chronic Disease Prevention and Nutrition Services, Phoenix, AZ

AUTHOR:

Sharon E. Sass, RD, Community Nutrition Team Leader, Arizona Department of Health Services, Office of Chronic Disease Prevention and Nutrition Services, Phoenix, AZ

LEARNING OBJECTIVE:

The participant will identify at least three components of a successful 5 a Day intervention for low-income third grade students.

ABSTRACT:

Since the 1970's the Arizona State Legislature has provided funding for community nutrition services in rural counties. For the past five years, these funds have provided a standardized series of 5 a Day classes for low-income third grade students in rural areas. USDA Food Stamp Nutrition Education funds are utilized to reach additional students throughout the state. The interactive classes focus on increasing consumption of fruits and vegetables to five or more servings each day by children and their families. The program includes three classroom sessions that promote the 5 a Day message and one produce tour at a local grocery store. More than 7,000 students participate in the 5 a Day classes each school year. Evaluation of knowledge and behavior includes a written pre-and post-test. Students have shown significant improvements (p value $<.0001$) between pre- and post-test scores in the following areas: number of servings of fruits and vegetables to eat each day; sources of Vitamins A and C; sources of fiber; fruit and vegetable serving size; foods containing fruits or vegetables; reported intake of fruit; and reported intake of vegetables.

CONCURRENT SESSION (INDIVIDUAL)

FRESH! NOVEL! NUTRITION EDUCATION ON FRUITS, VEGGIES, AND GARDENING

North Carolina State Agencies Partner to Promote 5 A Day Messages with the USDA Fresh Fruit and Vegetable Snack Program in 25 Elementary Schools

PRESENTER:

Kathy M. Andersen, MS, RD, NET Program Coordinator, Division of Public Health, North Carolina Department of Health and Human Services, Raleigh, NC

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Diane Beth, MS, RD, LDN, 5 A Day Program, North Carolina Division of Public Health, Raleigh, NC

Janice Ezzell, MS, Child Nutrition Services, North Carolina Department of Public Instruction, Raleigh, NC

Lynn Hoggard, MS, RD, LDN, FADA, Child Nutrition Services, North Carolina Department of Public Instruction, Raleigh, NC

Doris Sargent, MS, RD, LDN, NET Program, North Carolina Division of Public Health, Raleigh, NC

LEARNING OBJECTIVE:

The participants will be able to develop partnerships and use resources to promote the 5 A Day message with the Fresh Fruit and Vegetable Snack Program.

ABSTRACT:

Evaluation results of the Fresh Fruit and Vegetable Snack Pilot proved the program was successful, leading to its expansion in the Child Nutrition Reauthorization Act of 2004. North Carolina, one of the states selected for the program, has a rich history of collaboration and partnering among a variety of organizations and individuals, particularly, the Department of Public Instruction (DPI) Child Nutrition Services and the Nutrition Education and Training Program and the 5 A Day Program in the Division of Public Health (DPH). DPI and DPH worked collaboratively in a number of ways to ensure success of the NC Fresh Fruit and Vegetable Program (NCFFVP). First was with the selection of the 25 elementary schools for participation in the program. Second was with the provision of educational materials to the schools. The long-term relationship between DPI and DPH had resulted in a wealth of resources, ideal for promoting the 5 A Day message as a component of the NCFFVP. These resources have been repackaged in a manner that is user-friendly and meaningful to the schools. Third was the training on the 5 A Day resources for school staff. And finally was the on-going technical assistance to the schools as they implemented the program. This session will highlight DPI and DPH partnership activities and resources that can be replicated by other states. It will also address the collaboration between DPI and the NC Department of Agriculture and Consumer Services, Food Distribution Division. This collaborative effort mirrored that of the DPI and DPH partnership.

TUESDAY, SEPTEMBER 13

1:30 - 3:00 PM

CONCURRENT SESSION (INDIVIDUAL)

FRESH! NOVEL! NUTRITION EDUCATION ON FRUITS, VEGGIES, AND GARDENING

Garden-enhanced Learning Linked to Core Curriculum in Secondary Schools

PRESENTER:

Janice K. Lewis, MA, RD, California Department of Education, Nutrition Services Division, Sacramento, CA

AUTHOR:

Janice K. Lewis, MA, RD, California Department of Education, Nutrition Services Division, Sacramento, CA

LEARNING OBJECTIVE:

Attendees will be able to describe a variety of resources and strategies for increasing fruit and vegetable consumption of students and teaching core curriculum through garden-enhanced learning at the secondary level.

ABSTRACT:

Through garden-enhanced learning, a variety of strategies have been implemented in California secondary schools to motivate and empower students to increase consumption of fruits and vegetables and to engage in physical activity every day. Grant funding, such as USDA's Team Nutrition Training Grant, has resulted in pilot testing and showcasing of strategies that integrate the school garden into core curriculum such as science, math, and health education. Use of produce from the school garden for taste testing and cooking in the classroom and for menu offerings in the school meals program has increased students' access to fruits and vegetables.

The California Department of Education has developed a variety of resources to support garden-enhanced learning and has recently collaborated with California Department of Health Services to release a comprehensive Harvest of the Month toolkit that uniquely supports core curricular areas through exploration and study. Harvest of the Month is standardized, replicable, and comprised of four key elements: Educator Newsletters, Family Newsletters, Menu Slicks, and Press Release Templates.

CONCURRENT SESSION (INDIVIDUAL)

ENHANCING NUTRITION EDUCATION BENEFITS USING CREATIVE APPROACHES

*Arizona Nutrition Network – Integrated Food Stamp Nutrition Education
Utilizing Social Marketing and Community Education Approaches*

PRESENTER:

Scottie Misner, PhD, RD, State EFNEP/FSNE Coordinator, Department of Nutritional Sciences, University of Arizona Cooperative Extension, Tucson, AZ

AUTHORS:

Scottie Misner, PhD, RD, State EFNEP/FSNE Coordinator, Department of Nutritional Sciences, University of Arizona Cooperative Extension, Tucson, AZ
Sharon Sass, RD, Arizona Department of Health Services, Phoenix, AZ

LEARNING OBJECTIVE:

Participant will list at least three outcomes of integrated Food Stamp Nutrition Education efforts in Arizona.

ABSTRACT:

Through the Arizona Nutrition Network, Food Stamp Nutrition Education activities in Arizona are integrated statewide by Cooperative Extension, public health programs, schools, American Indian Tribes, cities, and community based organizations. The Arizona Nutrition Network links comprehensive social marketing and community education efforts to change dietary behaviors among food stamp participants and applicants in Arizona. Utilizing social marketing principles, the Network conducts three message-specific campaigns each year. The messages include 5 a Day, 1% or less fat milk, and physical activity. In FY04, Arizona Nutrition Network partners completed more than 37,256,399 indirect and 582,208 direct nutrition education contacts. Outcome evaluation includes an in-depth survey of food stamp participants and applicants conducted at randomly selected sites of agencies providing services for low-income individuals such as Food Stamp offices, WIC clinics, and food banks. A trained interviewer bilingual in English and Spanish conducts the in-person survey. The survey instrument includes core areas on dietary quality, food security, awareness of Network messages and demographics. Additional sections including food safety, food resource management and shopping behaviors, and physical activity are rotated throughout the year. Key to the successes of the Food Stamp Nutrition Education efforts Arizona are the integration of social marketing and community education activities; collaboration between the University of Arizona Cooperative Extension and the Arizona Department of Health Services; strong support from the state Food Stamp Program; matching, supporting, and community partners in urban and rural areas; and integration of programs for chronic disease prevention and nutrition services at the state level.

TUESDAY, SEPTEMBER 13

1:30 - 3:00 PM

CONCURRENT SESSION (INDIVIDUAL)

ENHANCING NUTRITION EDUCATION BENEFITS USING CREATIVE APPROACHES

What's the Hook? Attracting and Maintaining Participation in WIC Nutrition Education

PRESENTER:

Jennifer A. Nichols, MS, MPH, RD, Consultant, Policy Studies, Inc., Cambridge, MA

AUTHORS:

Jennifer A. Nichols, MS, MPH, RD, Policy Studies Inc, Cambridge, MA

Mary Kassler, MBA, WIC Program, Massachusetts Department of Public Health, Boston, MA

Karan DiMartino, WIC Program, Massachusetts Department of Public Health, Boston, MA

Dawn E. Baxter, MBA, Policy Studies Inc, Cambridge, MA

Jennifer Lewy, MSW, Policy Studies Inc, Cambridge, MA

Shannon E. Sansonetti, MA, Policy Studies Inc, Cambridge, MA

LEARNING OBJECTIVE:

Learn innovative strategies for reaching diverse WIC Program eligibles, participants and partners to promote enrollment and retention in WIC nutrition education.

ABSTRACT:

To increase enrollment and retention in the Women, Infants and Children (WIC) Program, the Massachusetts WIC Program, working closely with PSI, embarked on a statewide social marketing campaign. Because the WIC campaign targeted diverse groups in a range of settings across the state, the statewide campaign was supplemented with: 1) individualized local program and vendor support; 2) outreach to employers; 3) materials to support the retention of current WIC participants; and 4) recruitment efforts to enroll program eligibles.

Methods/Findings:

Focus groups and in-depth interviews with WIC local program staff, current participants, eligibles, men, referral sources, vendors, and human resource professionals raised a number of important issues: 1) Despite a moderate amount of stigma associated with being on WIC, the majority of audiences had highly positive perceptions of WIC; 2) There was general agreement about WIC's "image" and benefits to women, children, families and communities; and 3) Specific audiences would benefit from tailored approaches to recruit and retain WIC participants, including targeted employer outreach and individualized local program and vendor support.

Conclusions:

The "tailored campaign" approach was effective in increasing enrollment and retention in the Massachusetts WIC program by: 1) Creating a unified program identity emphasizing "family" and "health;" 2) Fostering new community partnerships; and 3) Engaging target audiences by demonstrating an understanding of their needs.

Implications:

Large-scale social marketing campaigns can create behavior change in target audiences. When supplemented with customized campaign tools, behavior change can be sustained over the long term.

CONCURRENT SESSION (INDIVIDUAL)

ENHANCING NUTRITION EDUCATION BENEFITS USING CREATIVE APPROACHES

La Caf : A Nutrition Education Approach In Modifying The Business Of Clinic Management In The Women, Infants, And Children (WIC) Program

PRESENTER:

Susan H. Shacklett, MS, Nutrition Program Manager, Department of Human Resources, State of Georgia, Whitfield County Health Department, Dalton, GA

AUTHORS:

Regina M. Merrell, RD, LD, Nutrition Program Consultant, State of Georgia, Department of Human Resources, Division of Public Health, Family Health Branch, Nutrition Section, Atlanta, GA
Susan H. Shacklett, MS, Nutrition Program Manager, Women, Infants, and Children Program, Georgia Department of Human Resources, Whitfield County Health Department, Dalton, GA
Sandra L. Akins, MPH, RD, LD, Nutrition Services Director, Georgia Department of Human Resources, North Georgia Health District, WIC Program, Georgia

LEARNING OBJECTIVE:

Recognize nutrition education opportunities through the creative utilization of available working space. Evaluate clinic sites and rethink opportunities for improved group and individual nutrition education.

ABSTRACT:

Opportunities for delivering WIC nutrition education can be easily uncovered by considering a redesign of clinic flow and services. The La Caf  Project was proposed to address the problem of providing effective nutrition education to 6,700 participants in less than 400 square feet. Nutrition education to program participants was challenged not only by space, but also by recognizing that 69% have limited English proficiency. Funding was secured through a United States Department of Agriculture Special Project grant to initiate a facilitated nutrition center to foster creative group learning and promote effective nutrition behavior in participants. The nutrition center includes small group nutrition education sessions provided by nutritionists and bilingual staff held in La Caf  and individual contacts in the WIC Express store where participants are educated on the selection of healthy WIC foods and redemption of their vouchers. Participants are instructed to return to the clinic during the first four days of the month for voucher issuance. They are guided into the nutrition education room for a brief session and are provided their vouchers at the end of class. Participants requiring a high-risk contact are then seen by a nutritionist. Certifications are scheduled, walk-ins are processed, and new prenatal participants are counseled in La Caf  during the remainder of the month. Clinic wait time has decreased by 78% due to the new client flow. In the first three months, nutrition classes have been provided to 4,173 participants and the WIC Express store has been used to train 156 new participants.

TUESDAY, SEPTEMBER 13

1:30 - 3:00 PM

CONCURRENT SESSION (INDIVIDUAL)

ENHANCING NUTRITION EDUCATION BENEFITS USING CREATIVE APPROACHES

Junior Chefs Make Good Choices

PRESENTER:

Katie T. Wilson, MS, SFNS, Food Service Director, West Salem Schools, West Salem, WI

AUTHOR:

Katie T. Wilson, MS, SFNS, Food Service Director, West Salem Schools, West Salem, WI

LEARNING OBJECTIVE:

Demonstrate the simplicity of nutrition education and its impact on young children.

ABSTRACT:

West Salem Schools, a small, rural district in Wisconsin began taking steps towards healthy school environment years ago. A professional director was hired to manage the school nutrition program, facilities were updated and students were encouraged to participate in school meals, all food available during the school day became the responsibility of the school nutrition program, a school garden was started to generate excitement about various vegetables that can be grown in our climate, water and milk machines were made easily accessible with lower costs than carbonated beverages, and nutrition education curriculums were reviewed.

One success is the Junior Chef program. A two month, interactive program with second graders; including six nutrition lessons incorporating math, spelling, and reading skills, followed by related activities in the cafeteria. The finale is when the students help prepare and serve a meal, chosen from recipes submitted for their cookbook. A visiting chef and the school nutrition program staff help students complete all of the preparations for invited community guests. This program involves collaboration with second grade staff, school nutrition program employees and parents. Feedback from the community, parents, students and teaching staff is very favorable about the learning experiences these children are presented with during this project and how years later these students still use the knowledge and skills taught to them as a Junior Chef.

Lessons: Better Breakfast-Better Learning
Fishing For Snacks
"5 Alive" Fruits and Vegetables
Great Gardens: From Earth To Sky
Hand Washing and Food Safety
Place Settings and Table Manners

CONCURRENT SESSION (EDUCATIONAL)

CREATING HEALTHY NUTRITION ENVIRONMENTS: SCHOOL AND COMMUNITY INITIATIVES

PRESENTERS:

Julie Fort, MPH, RD, Nutritionist, Team Nutrition, Child Nutrition Division, Food and Nutrition Service, USDA, Alexandria, VA

Carol Chase, MS, RD, CLE, Chief, Nutrition & Breastfeeding Education and Training Section, California WIC Program, Sacramento, CA

Elaine McDonnell, MS, RD, LDN, Project Coordinator, Penn State University, University Park, PA

Carolyn Dunn, PhD, Associate Professor, NC Cooperative Extension, NC State University, Raleigh, NC

LEARNING OBJECTIVES:

Attendees will be able to:

- Communicate the purpose and value of School local wellness policies and the HealthierUS School Challenge;
- Apply and implement policies and strategies to improve wellness among FNS program participants in schools and the community as outlined in the session.

ABSTRACT:

This session features initiatives, on the part of USDA and State and local programs, to promote healthy nutrition environments in school and community settings. Examples of successful projects that have increased wellness among FNS program participants in child nutrition programs, the WIC Program, and the Food Stamp Program will be provided. Julie Fort will discuss how FNS is working to encourage and assist schools to help students learn and practice healthy nutrition and physical activity behaviors. FNS and CDC have collaborated on Making It Happen!, a document that chronicles success stories with competitive foods. FNS has established the HealthierUS School Challenge to recognize schools that make changes to their school nutrition environments, improve the quality of the foods served, and now provide students with more nutritious, healthy choices. Ms. Fort will also review materials developed by FNS to help local education agencies develop a Local Wellness Policy by school year 2006-07. Carol Chase will discuss the USDA-funded childhood obesity prevention initiative, Fit WIC, which examined how the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) could better respond to the issue of childhood obesity. Recognizing the many young children served by the WIC program, the 3-year, 5-State Fit WIC Project evaluated a variety of approaches to preventing childhood obesity in the WIC setting. Ms. Chase will share strategies, outcomes, lessons learned and recommendations and how they can be adapted by community agencies directed toward the prevention of overweight in young children. Elaine McDonnell will discuss the process of developing nutrition policies to improve the school nutrition environment in Pennsylvania. Ms. McDonnell will share lessons learned, barriers and facilitators to successful development of those policies, and recommended resources (see separate abstract on her presentation). Carolyn Dunn will discuss "Families Eating Smart and Moving More," an educational program designed to help families in the community eat at home and be more active throughout the day. Ms. Dunn will share information about the program's implementation and evaluation, and lessons learned (see separate abstract on her presentation).

CONCURRENT SESSION (INDIVIDUAL)

CREATING HEALTHY NUTRITION ENVIRONMENTS: SCHOOL AND COMMUNITY INITIATIVES

Creating a Healthy School Environment: Lessons Learned From Development of School Nutrition Policies

PRESENTER:

Elaine McDonnell, MS, RD, LDN, Project Coordinator, Pennsylvania State University, University Park, PA

AUTHORS:

Elaine McDonnell, MS, RD, LDN, Project Coordinator, Pennsylvania State University, University Park, PA

Claudia Probart, PhD, RD, Pennsylvania State University, University Park, PA

Charles Orlofsky, BA, Pennsylvania State University, University Park, PA

J. Elaine Weirich, M Ed, Pennsylvania State University, University Park, PA

Pat Birkenshaw, MA, Pennsylvania Department of Education, Harrisburg, PA

Vonda Fekete, MS, RD, Pennsylvania Department of Education, Harrisburg, PA

LEARNING OBJECTIVE:

Participants will identify barriers and facilitators to successful development of school nutrition policies.

ABSTRACT:

Development of nutrition policies has been advocated as an important step toward improving school nutrition environments, and is now mandated by The Child Nutrition and WIC Reauthorization Act of 2004. In Pennsylvania, through Project PA, a collaboration between the Pennsylvania Department of Education (PDE) and Penn State University, seven schools were selected to receive grants to serve as model schools for development of nutrition policies. Schools were required to assemble a team consisting of representatives from among faculty, administration, and school foodservice, assess their school nutrition environments, identify areas for improvement, develop and implement action plans, develop a school nutrition policy, and present that policy to an administrative body. Each of the seven schools developed policies and submitted them to an administrator or administrative body. Nutrition policies addressed competitive food sales, foods offered in the school meals programs, nutrition education, and other general nutrition issues. The project team offered resources and assistance, documented the activities and policy development, and conducted interviews with key school personnel after completion of policy development process to determine facilitators and barriers to successful policy development as well as the perceived effectiveness of the policies in addressing childhood obesity. Interview participants stressed the need for a team approach to policy development, a need for sample policies, and concerns about policy enforcement and financial constraints related to the school wellness policy requirement. Other lessons learned and recommended resources will be shared. This project was funded by the Pennsylvania Department of Education through State Administrative Expense funds.

CONCURRENT SESSION (INDIVIDUAL)

CREATING HEALTHY NUTRITION ENVIRONMENTS: SCHOOL AND COMMUNITY INITIATIVES

Families Eating Smart and Moving More

PRESENTER:

Carolyn Dunn, PhD, Associate Professor, NC Cooperative Extension, North Carolina State University, Raleigh, NC

AUTHORS:

Carolyn Dunn, PhD, Associate Professor, NC Cooperative Extension, North Carolina State University, Raleigh, NC; Josephine Cialone, MS, RD, Nutrition Services Branch, North Carolina Division of Public Health, Raleigh, NC (WIC Program); Kathy Andersen, MS, RD, Nutrition Services Branch, North Carolina Division of Public Health, Nutrition, Education and Training Program, Raleigh, NC; Cathy Thomas, MAEd, Physical Activity and Nutrition Branch, North Carolina Division of Public Health, Raleigh, NC; Jimmy Newkirk, BS, Physical Activity and Nutrition Branch, North Carolina Division of Public Health, Raleigh, NC; Sheree Thaxton Vodicka, MA, RD, LDN, Physical Activity and Nutrition Branch, North Carolina Division of Public Health, Raleigh, NC; Anne Hardison, MEd, Physical Activity and Nutrition Branch, North Carolina Division of Public Health, Raleigh, NC

LEARNING OBJECTIVE:

Participants will become familiar with the FESMM Program and strategies employed to promote behavior change.

ABSTRACT:

The NC Cooperative Extension Service has partnered with the NC WIC Program in NC Division of Public Health and others, to create Families Eating Smart and Moving More (FESMM), an educational program aimed at helping families learn to do what generations past used to do - eat at home and be more active throughout the day.

FESMM offers families simple solutions to help them eat smart and move more. FESMM gives families the skills to be able to eat more meals at home, eat healthy when eating out, move more in their everyday routine and watch less television.

The Program includes four modules:

- Eating Smart at Home: Simple solutions for planning, shopping, fixing and eating more meals at home.
- Eating Smart on the Run: Skills to choose wisely when eating foods away from home.
- Moving More, Everyday, Everywhere: Every step counts toward the recommended 30 minutes for adults and 60 minutes for children per day.
- Moving More, Watching Less: Simple strategies to help turn off the TV and turn on to other opportunities.

Multiple strategies have been employed to deliver FESMM including PowerPoint presentations for family workshops and flip chart for use with individual clients. Multimedia components of the Program include a 20-minute video and an interactive CD (Fast Food & Families). Collateral materials designed to help families implement healthy eating and physical activity behaviors are included in the Program.

Lessons learned and information about implementation and evaluation of the Program will be presented.

CONCURRENT SESSION (EDUCATIONAL)

INCREASING FRUITS' AND VEGETABLES' SHARE OF THE PLATE: PROGRAMS THAT GET RESULTS!

PRESENTERS:

Steve Christensen, Deputy Administrator for Special Nutrition Programs, Food and Nutrition Service, USDA, Alexandria, VA

Joanne Guthrie, MS, RD, Assistant Deputy Director for Nutrition in the Food Assistance and Nutrition Research Program (FANRP), Economic Research Service, US Department of Agriculture, Washington, DC
Leah E. Robin, PhD, Lead Health Scientist; Division of Adolescent and School Health, Centers for Disease Control, Atlanta, GA

Tamara Tiemann, MS, RD, LD, Nutrition & Community Services Manager, Kansas Department on Aging, Topeka, KS

LEARNING OBJECTIVES:

Attendees will be able to:

- 1) Develop a new initiative to promote consumption of and/or access to fruits and vegetables for FNS program participants in their State or local setting.
- 2) Modify an existing fruit and vegetable promotion program based on recent research findings on fruit and vegetable consumption among low-income people in the U.S.

ABSTRACT:

Increasing consumption of fruits and vegetables is a national and USDA priority. This session will highlight current and new initiatives in FNS nutrition assistance programs to promote fruit and vegetable awareness and consumption to recommended levels for children and adults. These initiatives also include programs that increase access to fruits and vegetables for FNS participants. Research is key to helping FNS program planners develop new educational initiatives to promote increased fruit and vegetable intake among our target populations. This session will provide an overview of what USDA's Economic Research Service research tells us about fruit and vegetable choices and consumption among the US population, especially low-income households. Combining evaluation and collaboration, this session will feature a discussion of partnerships between the Food and Nutrition Service, USDA, and the Centers for Disease Control and Prevention (CDC) and a variety of state- and local-level partners that facilitated the evaluation of the USDA Fresh Fruit and Vegetable Pilot Program in Mississippi. This pilot program makes fresh fruit and vegetables available free to children at schools, and its implementation and impact on fruit and vegetable consumption among students is being explored. Finally, an overview of nutrition education provided through a successful Senior Farmers' Market Program in Kansas will be presented along with results from a recent evaluation of this program.

CONCURRENT SESSION (EDUCATIONAL)

EDIBLE EDUCATION: THE SCHOOL LUNCH INITIATIVE

PRESENTERS:

Alice Waters, Founder of Chez Panisse Restaurant and the Chez Panisse Foundation, Berkeley, CA
Zenobia Barlow, Executive Director, Center for Ecoliteracy, Berkeley, CA

ABSTRACT:

Alice Waters, founder of the Chez Panisse Foundation, and Zenobia Barlow, Executive Director and co-founder of the Center for Ecoliteracy, will discuss the work they are doing in Berkeley, California to transform school lunch in the Berkeley schools. Their collaborative effort, the School Lunch Initiative, aims to revolutionize school lunch by making food a central part of the academic curriculum. The Initiative includes gardens, kitchen classrooms, and lunchrooms as contexts for learning. It restores connections between what children are taught and what they experience, between nutrition and health, and between local communities and the farms that feed them.

The project is grounded in the principles of the successful Edible Schoolyard program and Rethinking School Lunch, the planning framework produced by the Center for Ecoliteracy. The Edible Schoolyard is a one-acre garden and kitchen classroom at Martin Luther King Middle School which celebrates its tenth anniversary this year. This program involves King students in every aspect of planting and harvesting the garden and preparing fresh food. These experiential lessons are fully integrated into the core academic curriculum, and support California content standards. Rethinking School Lunch is an online guide and series of essays that apply a systems approach to reinitiating the way we feed and educate children.

In the workshop, Alice Waters and Zenobia Barlow will explore what it means to make food a central part of the academic curriculum and school lunch an integral part of the school day.

TUESDAY, SEPTEMBER 13

3:30 - 5:00 PM

CONCURRENT SESSION (INDIVIDUAL)

INDUSTRY'S ROLE: NUTRITION PROMOTION AND COMMERCIAL INTEREST—HOW WELL DO THEY MIX?

PRESENTERS:

Whole Grains in the Marketplace

Susan J. Crockett, PhD, RD, FADA, Vice President, Senior Technical Officer, Health and Nutrition, Bell Institute of Health and Nutrition, General Mills, Minneapolis, MN

Nestlé: Putting Nutrition Into Action

Laurie MacDonald, RD, Vice President of Corporate and Brand Affairs, Nestlé USA, Glendale, CA

The Kraft Foods Perspective

Richard M. Black, PhD, Chief Nutrition Officer, Kraft Foods Global, Inc., Glenview, IL

Industry's Commitment to Promoting a Healthy America

Barbara Ivens, MS, RD, FADA, Senior Nutrition Fellow, PepsiCo Beverages and Foods, Chicago, IL

LEARNING OBJECTIVES:

The audience will be able to:

- Learn about ways that the food manufacturers represented in this session are applying recent scientific findings in developing and reformulating their food products to promote health.
- Identify potential areas for partnerships with the food industry on nutrition education initiatives.

ABSTRACT:

U.S. food manufacturers strive to provide safe and quality food products to the American consumer in an extremely competitive business environment. Simultaneously, the public health community strives to accomplish its mission of educating consumers about and promoting consumption of nutritious foods to promote health and prevent disease. How can these two entities, both with distinct perspectives and missions, work as partners to prevent obesity and promote wellness in the US population? In this session, food industry representatives will discuss current trends in the food industry to accommodate consumer preferences, apply emerging scientific findings in developing healthful and tasty foods, and market healthful aspects of their food products. Come hear perspectives from these key U.S. food manufacturers: General Mills, Nestle, USA, Kraft Foods, and Pepsico. This dynamic session will allow ample time for audience questions.

CONCURRENT SESSION (EDUCATIONAL)

LEARNER-CENTERED NUTRITION EDUCATION PROGRAMS IN THE MARYLAND FSNEP

PRESENTERS:

Meredith N. Pearson, PhD, Director, Maryland FSNEP, Cooperative Extension, University of Maryland, Columbia, MD

Amy S. Billing, MSSA, Maryland FSNE Faculty Research Assistant, Maryland FSNEP, University of Maryland, College Park, MD

Lisa A. Lachenmayr, MS, Maryland FSNE Curriculum and Outreach Coordinator, Maryland FSNEP, University of Maryland, Columbia, MD

AUTHORS:

Meredith N. Pearson, PhD, Director, Maryland FSNEP, Cooperative Extension, University of Maryland, Columbia, MD

Lisa A. Lachenmayr, MS, Maryland FSNE Curriculum and Outreach Coordinator, Maryland FSNEP, University of Maryland, Columbia, MD

Amy S. Billing, MSSA, Maryland FSNE Faculty Research Assistant, Maryland FSNEP, University of Maryland, College Park, MD

LEARNING OBJECTIVES:

Participants will be able to:

- Explore the components of learner-centered program design
- Evaluate existing learner-centered curricula for implementation in their FSNEP program

ABSTRACT:

Learner-centered rather than educator-centered programs are the key to positive behavior change. However, few programs and curricula are available that are designed to provide new information and activities within the context of the individual learner's prior knowledge. In this panel presentation, four learner-centered programs will be presented: WalkWays, an adult walking program designed to increase the number of daily steps; JumpSmart, an after-school program for pre-teens to increase physical activity through membership in jump roping clubs; Health by Design, an adult nutrition education program; and Digital Inclusion, a web-based nutrition education program for youth and adults. The panel will explore the essential components of a learner-centered program; describe the process of designing such a program; and present the results of outcome assessment. The development of partnerships with FNS programs and other community organizations also will be discussed. The project was funded by the Food Stamp Nutrition Education Program.

TUESDAY, SEPTEMBER 13

3:30 - 5:00 PM

CONCURRENT SESSION (INDIVIDUAL)

FOCUSING ON THE TARGET AUDIENCE: HOW TO GET A CLEAR PICTURE THROUGH ASSESSMENT AND MONITORING

Monitoring Key Physical Activity and Nutrition Behaviors Potentially Contributing to Overweight in Children

PRESENTER:

Sarah J. Roholt, MS, RD, Nutrition Services Branch, Division of Public Health, North Carolina Department of Health and Human Services, Raleigh, NC

AUTHORS:

Sarah J. Roholt, MS, RD, Nutrition Services Branch, Division of Public Health, North Carolina Department of Health and Human Services, Raleigh, NC

Najmul Chowdhury, MBBS, MPH, Nutrition Services Branch, Division of Public Health, North Carolina Department of Health and Human Services, Raleigh, NC

LEARNING OBJECTIVE:

To describe the development and utilization of a tool designed to monitor thirteen physical activity and nutrition (PAN) behaviors identified as potential behavioral contributors to overweight in children.

ABSTRACT:

Purpose: The increase in obesity has focused attention on the underlying behavioral contributors to excessive weight gain including physical inactivity and unhealthy eating patterns. A simple tool and data collection/reporting system was developed to monitor key behaviors identified as potential behavioral contributors to overweight in children.

Method:

The Physical Activity and Nutrition (PAN) Behaviors Monitoring Form was developed through the "North Carolina Healthy Weight Initiative (HWI)" by experts from across the state. An extensive literature review of potential behavioral contributors to overweight in children identified key behaviors that could be monitored over time. Validated or field-tested questions from researchers and national surveillance systems provided the basis of the PAN questions. Draft questions were tested by public health staff to determine clarity and feasibility of using them in a clinic setting. Questions were revised accordingly. Data from 1,000 individuals was used to test the collection system and to design reports.

Findings:

The PAN form is a simple tool to use. This presentation will discuss the PAN questions and data collection/reporting systems and their potential for use in a wide variety of settings including WIC Programs, child health clinics, Child Care centers, and schools. Data will be presented from the North Carolina public health reporting system.

Implications:

The combined monitoring of key PAN behaviors and BMI status increases our ability to target public health nutrition and physical activity interventions to affect specific behavior changes impacting childhood overweight and provides a system for evaluating these interventions at the state and local level.

CONCURRENT SESSION (INDIVIDUAL)

FOCUSING ON THE TARGET AUDIENCE: HOW TO GET A CLEAR PICTURE THROUGH ASSESSMENT AND MONITORING

A New Tool to Assess Portion Size among Parents of Young Children

PRESENTERS:

Diane L. Metz, BA, Nutrition, Family and Consumer Advisor, and County Director, University of California Extension, Fairfield, CA

Dorothy Smith, RD, MEd, NFCS Advisor and County Director, University of California, Amador and Calaveras Counties, Jackson, CA

AUTHORS:

Edith M. Kuyper, MS, University of California at Davis, CA

Dorothy Smith, RD, MEd, NFCS Advisor and County Director, University of California, Amador and Calaveras Counties, Jackson, CA

Diane L. Metz, BA, Nutrition, Family and Consumer Advisor, and County Director, University of California Cooperative Extension, Fairfield, CA

Marilyn S. Townsend, PhD RD, University of California at Davis, CA

Lucia L. Kaiser, PhD, RD, Nutrition Specialist, University of California at Davis, CA

LEARNING OBJECTIVE:

Participants will learn how to use a new tool for assessing parental perceptions of appropriate portion sizes for young children.

ABSTRACT:

Although young children generally can self-regulate energy intake, research has shown that serving large portion of food can override this ability and increase calorie intake. The purpose of this study was to develop a tool to assess parental perception of appropriate portion sizes for young children. Researchers developed a picture sort tool, consisting of 17 different foods commonly consumed by young children. Each food has a set of 4-5 different cards, depicting varying portions of foods. To validate the tool, we asked low-income white and Latina mothers of young children (n=66) to select the card showing the amount they considered to be appropriate to serve to a young child. The mothers were also asked to provide a 24-hour dietary recall for their child. Participants were recruited at WIC, Head Start, and EFNEP classes in five California counties. Mother's preference for larger serving sizes was significantly correlated with children's caloric intake, determined by the 24-hour recall ($r = +.38$, $p < .005$). Portion size of the fruits and vegetables was significantly correlated with daily servings of vegetables from the recalls ($r = +.29$, $p < 0.02$), whereas portion size of fast foods was negatively related to this variable ($r = -.26$, $p < 0.03$). The tool can be easily administered in either a group or individually with low-income mothers. Therefore, the tool has potential use for either assessment or as an interactive activity in a lesson on child feeding practices. Funded by the Division of Agriculture and Natural Resources and the Jastro-Shields Research Award.

CONCURRENT SESSION (INDIVIDUAL)

FOCUSING ON THE TARGET AUDIENCE: HOW TO GET A CLEAR PICTURE THROUGH ASSESSMENT AND MONITORING

Assessment of High-Risk Food Consumption Practices and Preferred Educational Strategies of Low-Income Hispanic Pregnant Women

PRESENTER:

Debra Adamson, MPH, FSNE, Weld County Cooperative Extension, Greeley, CO

AUTHORS:

Debra Adamson, MPH, FSNE, Weld County Cooperative Extension, Greeley, CO

Patricia Reyes, RD, FSNE, Denver County Cooperative Extension, Denver, CO

Sarah Morales, MS, FSNE Coordinator, Colorado State University, Ft. Collins, CO

Mary Schroeder, MS, RD, Colorado State University, Ft. Collins, CO

Patricia Kendall, PhD, RD, Colorado State University, Ft. Collins, CO

LEARNING OBJECTIVE:

To investigate the food safety attitudes and beliefs of low-income Hispanic pregnant women with regard to food selection, preparation and handling behaviors, sources of food safety information, current knowledge, motivators and barriers to adopting current recommendations, and preferred educational delivery modes.

ABSTRACT:

Four focus groups were conducted in Colorado with pregnant Hispanic women to assess high-risk food consumption practices and preferred strategies for receiving health messages. The information gathered will be used in the development of culturally appropriate nutrition education materials targeting low-income Hispanic women. Focus groups revealed frequent consumption of high-risk foods as defined by the Food and Drug Administration (FDA), often based in traditional foods such as queso fresco (soft Mexican-style cheese), unpasteurized milk and juice, ceviche, and licuados (made with raw eggs). The participants indicated a lack of awareness of the FDA's food safety recommendations, and a lack of awareness that pregnancy increases the risk of foodborne illness that may lead to fetal harm. They were receptive to food safety education and a primary motivator was the desire to have a healthy baby. These women face significant barriers to following the recommendations due to language and literacy, culture, food shopping skills, and lack of culturally appropriate educational materials. The large majority of the women (76%) said that the most credible source of food safety information is their physician or health care provider (including nurses); however, they also wanted the opportunity to discuss the information received and experience further learning at a "plática" or discussion group with other pregnant women, and to which their friends and family could be invited. The focus group results provide valuable insights into motivators, barriers and strategies for reaching this high risk group with critical nutrition education messages.

CONCURRENT SESSION (INDIVIDUAL)

FOCUSING ON THE TARGET AUDIENCE: HOW TO GET A CLEAR PICTURE THROUGH ASSESSMENT AND MONITORING

Value-Enhanced Nutrition Assessment (VENA) in the WIC Program

PRESENTER:

Marta F. Kealey, RD, Nutritionist, Supplemental Food Programs Division, Food and Nutrition Service, U.S. Department of Agriculture, Alexandria, VA

AUTHOR:

Marta F. Kealey, RD, Supplemental Food Program Division, Food and Nutrition Service (FNS), U.S. Department of Agriculture, Alexandria, VA
FNS and National WIC Association Joint VENA Workgroup

LEARNING OBJECTIVE:

Attendees will understand the enhancements to the WIC Nutrition Assessment process that will be implemented through the VENA initiative.

ABSTRACT:

Value Enhanced Nutrition Assessment (VENA) is a new initiative from the United States Department of Agriculture's (USDA) Food and Nutrition Service (FNS) to improve nutrition services in the WIC Program. The goal of VENA is to expand the focus of WIC nutrition assessment, not only for the purpose of program eligibility determination, but also, for the delivery of targeted nutrition interventions. VENA is comprehensive nutrition assessment policy and guidance intended for State agency use in the development of WIC nutrition assessment protocols. A WIC nutrition assessment, as defined by VENA, is the process of obtaining and synthesizing relevant and accurate information in order to: assess an applicant's nutrition status and risk; design appropriate nutrition education and counseling; tailor the WIC food package to address nutrition needs; and make appropriate referrals. The VENA guidance includes a listing of relevant information to be collected, staff competencies necessary to conduct a WIC nutrition assessment and extensive resources related to nutrition assessment. In addition, the VENA guidance promotes a participant-centered positive approach to nutrition assessment – one that is based on desired health outcomes rather than deficiency findings. The VENA guidance is expected to be issued in 2005 and WIC State agencies will develop VENA implementation plans by October 2007. VENA will serve to enhance the nutrition services of the WIC program, and to ensure the integrity of the WIC Program as a premier public health nutrition program.

TUESDAY, SEPTEMBER 13

3:30 - 5:00 PM

CONCURRENT SESSION (INDIVIDUAL)

TRAINING PROGRAMS AND CAMPAIGNS THAT MAKE A DIFFERENCE IN NUTRITION AND HEALTH

Preparing and Retaining Nutrition Educators to Help Families Eat Better for Less in Wyoming

PRESENTER:

Cindy Frederick, Senior Project Coordinator, College of Agriculture, Family and Consumer Sciences, University of Wyoming, Cheyenne, WY

AUTHOR:

Cindy Frederick, Senior Project Coordinator, College of Agriculture, Family and Consumer Sciences, University of Wyoming, Cheyenne, WY

LEARNING OBJECTIVE:

Participants will evaluate strategies used to train nutrition educators in Wyoming's Food Stamp Nutrition Education program in order to choose effective methods and integrate those methods into their nutrition education training programs.

ABSTRACT:

As the Food Stamp Nutrition Education program in Wyoming became increasingly complicated, old methods of training new employees left them feeling overwhelmed. There wasn't enough time to fully discuss all aspects of the program and the increasing number of forms and reports needed to be presented in a logical, organized way. Turnover of trained nutrition educators was costly to the program and left some areas without an educator for extended periods of time.

A four-part Initial Training was implemented. Parts I and II are action items done in the home county. Part II is 5 days at a central location in the state and includes cooking labs and presentation of curricula by experienced nutrition educators. Part IV is 3 days of more in-depth information held on Campus. New employees are given a comprehensive Initial Training manual which is divided into 4 sections and contains all information discussed in the training.

New educators feel much less stress, as the information is presented gradually. They know where to start when they return to their county office. They form a bond with supervisors and other new educators which gives them a support system. The Initial Training Manual provides a comprehensive reference. Trainers know they have provided all necessary information, and this system allows other nutrition educators to come to parts of Initial Training for a 'refresher' on specific subjects.

Since implementing this system, educator retention has increased dramatically. This system, funded by Food Stamp Nutrition Education provides a model for other FSNE programs.

CONCURRENT SESSION (INDIVIDUAL)

TRAINING PROGRAMS AND CAMPAIGNS THAT MAKE A DIFFERENCE IN NUTRITION AND HEALTH

From Icebreaker To Warm Up

PRESENTER:

Jennifer D. Reardon, MS, RD, CDN, Nutrition Education Team Leader, Food and Nutrition Education in Communities, Cornell Cooperative Extension of Genesee County, Batavia, NY

AUTHORS:

Jennifer D. Reardon MS, RD, CDN, Nutrition Education Team Leader, Food and Nutrition Education in Communities, Cornell Cooperative Extension of Genesee County, Batavia, NY
Marcia Scheideman MS, RD, CFCS, Wheat Foods Council, Parker, CO

LEARNING OBJECTIVE:

Participants will be able to apply principles of a learner-centered warm-up activity in their own setting.

ABSTRACT:

The design and delivery of nutrition education is an integral part of the success of nutrition assistance programming. This presentation will illustrate an example of appropriate educational design and implementation in paraprofessional training. Paraprofessionals are trained to apply learner-centered approach in their interaction with participants. As a result, participants become actively involved in their own learning. The techniques used are based on the Dialogue Approach to Adult Learning of Joye Norris, PhD, and Susan Baker, PhD. Attendees of this workshop will participate in a warm-up activity and determine how this and similar experiences can be effectively used in their own programming.

CONCURRENT SESSION (INDIVIDUAL)

TRAINING PROGRAMS AND CAMPAIGNS THAT MAKE A DIFFERENCE IN NUTRITION AND HEALTH

Calcium "Select to Protect" Campaign

PRESENTER:

Debra Palmer Keenan, PhD, Rutgers Cooperative Research and Extension, Department of Nutritional Sciences, New Brunswick, NJ

AUTHOR:

Debra Palmer Keenan, PhD, Rutgers Cooperative Research and Extension, Department of Nutritional Sciences, New Brunswick, NJ

LEARNING OBJECTIVE:

Participants will be able to apply information obtained from an overview of a research-based social marketing campaign targeted toward limited-resource, urban African American and Hispanic caregivers of young children, and aimed at increasing the children's calcium intake.

ABSTRACT:

Based on a needs assessment of the program's primary target populations, NJ's Food Stamp Nutrition Education Program developed "Select to Protect," a social marketing campaign aimed at increasing children's calcium intake via promotions directed toward limited-resource, urban African American (AA) and Hispanic (HA) caregivers. Pre-pilot knowledge, awareness, and behavior data were assessed via telephone surveys using contact information provided by the NJ Food Stamp Program. Randomly selected program participants with children aged 2-6 (n=1600) were phoned, with 445 primary caregiver surveys completed (231 AA and 214 HA). Target community shopping data for select calcium-rich foods was provided by two major grocery store chains. Campaign communication venues included: brochures placed in laundromats, medical tear-pads distributed to Medicaid clients via pediatricians, billboards, point of purchase marketing, etc. Pre-campaign data suggested: AA children consumed calcium-rich foods (5.5 +3.4) less often daily than HA (6.3 + 2.8); AA children had more varied calcium sources (5.6+1.5) than HA (5.3+1.4); HA children more often consumed milk and cheese and AA children more often consumed collards; HA caregivers (53%) were more aware of calcium-fortified foods than AA caregivers (40%); calcium-fortified orange juice and cereals were the most frequently consumed fortified foods; and 48% of the children took calcium supplements. Participant use of food labels, a primary campaign strategy, was 67%. Shopping data showed sales variability throughout the year, some of which will be presented graphically during this presentation. Campaign materials will be shared, and plans for campaign post-testing and expansion revealed.

CONCURRENT SESSION (INDIVIDUAL)

TRAINING PROGRAMS AND CAMPAIGNS THAT MAKE A DIFFERENCE IN NUTRITION AND HEALTH

*Pick a **better** snack™—A Fruit and Vegetable Snack Campaign*

PRESENTER:

Doris Montgomery, MS, RD, LD, Nutrition Network Coordinator, Bureau of Nutrition and Health Promotion, Iowa Department of Public Health, Des Moines, IA
Karen Fitzgerald, MS, RD, LD, Nutrition Network Coordinator, Kansas State University Extension, Wichita, KS

AUTHOR:

Doris Montgomery, MS, RD, LD, Nutrition Network Coordinator, Bureau of Nutrition and Health Promotion, Iowa Department of Public Health, Des Moines, IA
Karen Fitzgerald, MS, RD, LD, Nutrition Network Coordinator, Kansas State University Extension, Wichita, KS

LEARNING OBJECTIVE:

Attendees will be able to compare strategies used by FNS programs in Iowa and Kansas to provide a consistent nutrition message using a social marketing model.

ABSTRACT:

The *Pick a **better** snack™* (PABS) campaign, developed by the Iowa Nutrition Network (Food Stamp Nutrition Education) and the Iowa Department of Education (Team Nutrition), was implemented in the spring of 2000. Goals included providing consistent nutrition messages that could be used by multiple programs serving low-income audiences and training partners of the Iowa Nutrition Network in social marketing, campaign development, and implementation strategies.

Formative research led to the selection of the *Pick a **better** snack™* message because it emphasizes a simple action to increase consumption of fruit and vegetables. Target audiences of the campaign are low-income children, their parents and caregivers. Older adults were added in 2003. Multiple nutrition education programs in Iowa use the campaign to convey and repeat a consistent nutrition message to these groups.

Process evaluation found partners were satisfied with the campaign. Community-level partners prefer ready-to-use materials and rely on state agencies to support them with multi-channel interventions. Pilot studies were used to determine the most cost-effective channels. Impact surveys conducted with elementary students showed a statistically significant increase in recognition of 5 A Day and PABS logos, and improvement in attitudes toward fruit and vegetable snacks.

An effective social marketing campaign must focus first, and continually, on the target customer. However, the PABS campaign serves two customer groups – program partners that deliver the campaign and the target audiences. The success of the campaign and the ultimate goal of increasing fruit and vegetable consumption depend on the ability to nurture and sustain collaborative partner efforts. Kansas Nutrition Network will describe their use of the campaign as an example of collaboration across state lines.

CONCURRENT SESSION (EDUCATIONAL)

SNAP: SUCCESSFUL STRATEGIES FOR COLLABORATION

PRESENTERS:

Karen M. Bertram, MPH, RD, Public Health Nutrition Consultant, California Department of Health Services, WIC Supplemental Nutrition Branch, Sacramento, CA

Valerie Brown, Deputy Secretary, California Department of Food and Agriculture, Sacramento, CA

Phyllis Bramson-Paul, Director, Nutrition Services Division, California Department of Education, Sacramento, CA

Linnea Sallack, MPH, RD, Chief, WIC Supplemental Nutrition Branch, California Department of Health Services, Sacramento, CA

Susan B. Foerster, MPH, RD, Chief, Cancer Prevention and Nutrition Section, California Department of Health Services, Sacramento, CA

Amy Block Joy, PhD, Director, Food Stamp Nutrition Education Program (FSNEP), Department of Nutrition, University of California, Davis, CA

Karen J. Walker, Director, Program Accountability Division, Food Stamp Program, Food and Nutrition Service, USDA, Alexandria, VA

LEARNING OBJECTIVES:

At the end of the session participants will:

1. Identify five principles that can result in successful coordination among Food and Nutrition Service (FNS) programs.
2. Resolve to apply one principle of successful cooperation between FNS programs in their work situation.

ABSTRACT:

Do you want to learn, from concrete real life examples, how to more effectively coordinate efforts between FNS programs? Would you like specific ideas that you can replicate? Learn about the key elements of successful coordination from the knowledge of well-known colleagues as they share their experience via the California SNAP initiative. By the end of the session you will be able to:

1. **Describe** California's SNAP experience.
2. **Summarize** barriers to coordination.
3. **Identify** five principles that achieve success.
4. **Contrast** and **Compare** your experience with others.
5. Name three examples of successful coordinated nutrition education efforts.
6. **Resolve** to apply one principle.
7. **Utilize** FNS feedback in synthesizing and applying ideas in your State agency.

CONCURRENT SESSION (EDUCATIONAL)

COMMUNICATING EAT SMART. PLAY HARD.™—REACHING CHILDREN AND ADULTS

PRESENTERS:

Dan Acuff, PhD, Youth Marketing Systems and the Character Lab, Arcadia, CA

Jean M. Altman, MS, Nutrition Services Staff, Office of Analysis, Nutrition, and Evaluation, Food and Nutrition Service, U.S. Department of Agriculture, Alexandria, VA

Elaine McLaughlin, MS, RD, Nutrition Services Staff, Office of Analysis, Nutrition, and Evaluation, Food and Nutrition Service, U.S. Department of Agriculture, Alexandria, VA

Linda S. Wells, BS, MA, Ideas for Cooking and Nutrition Program Coordinator, New Mexico State University, Extension Home Economics, Las Cruces, NM

LEARNING OBJECTIVES:

The audience will be able to:

- 1) Communicate the importance of considering child development when developing tools for educational campaigns for tweens.
- 2) Adapt and incorporate Power Plans into their current nutrition education activities.
- 3) Share ideas on communicating nutrition education across generations.

ABSTRACT:

Spokescharacters are powerful marketing tools for educational campaigns. The first presentation will briefly discuss elements of child development that were important considerations when redesigning the Eat Smart. Play Hard.™ spokescharacter, Power Panther. Details on the process for finalizing the revitalized Power Panther will be provided at a post-conference workshop. In this session, FNS will also share lesson plans or “Power Plans” that are designed around Eat Smart. Play Hard.™ themes and focus on specific behaviors. Power Plans are designed for use with a variety of audiences and in settings such as WIC clinics, Food Stamp offices, Child and Adult Care centers, schools and in the community. The final presentation will feature an award finalist from the Nourishing Tomorrow’s Leaders category who will discuss an innovative program that connects educators, students and parents. In this program, older students use a variety of Eat Smart. Play Hard.™ materials in their lesson plans and activities to mentor younger students about the benefits of healthy eating and physical activity.

CONCURRENT SESSION (INDIVIDUAL)

COMMUNICATING EAT SMART. PLAY HARD.™—REACHING CHILDREN AND ADULTS

Eat Smart. Play Hard.™ “Connections”

PRESENTER:

Linda S. Wells, BS, MA, Ideas for Cooking and Nutrition Program Coordinator, New Mexico State University, Extension Home Economics, Las Cruces, NM

AUTHOR:

Linda S. Wells, BS, MA, Ideas for Cooking and Nutrition Program Coordinator, New Mexico State University, Extension Home Economics, Las Cruces, NM

LEARNING OBJECTIVE:

Apply networking and partnership skills that coordinate nutrition education between agencies, public education and the Food Stamp Nutrition Education Program.

ABSTRACT:

The Eat Smart. Play Hard.™ “Connections” program expands youth nutrition by exploring and highlighting effective and innovative strategies for educational program delivery. The “connection” between USDA, FNS, CES, Family and Consumer Sciences Departments, FCCLA Chapters, and Elementary students, provides nutrition education for various ages, cultures, and genders. This truly exemplifies the theme “Nutrition Connections: People, Programs, Science and Community.”

By promoting healthy eating and physical activity behaviors in children, the prevalence of diet-related health problems can be reduced and much progress can be made toward conquering major childhood health problems. The Eat Smart. Play Hard.™ “Connections” is a unique and innovative “tool” that “connects” educators, students and parents with the Food Stamp Nutrition Program. The FCS students receive nutrition and child development training, and then serve as Student Nutrition Volunteer Aides at the elementary level. Over 250 elementary students completed the pilot program in FY04, and 67 FCS students gained knowledge, experience and expertise in the areas of nutrition and child development, while job shadowing the teachers and nutrition educators. Statewide implementation occurred in FY05. Curriculum for the program consists of basic lessons, activities, pre/post tests, and evaluation tools. Parents also received nutrition information on a lesson by lesson basis. The USDA Eat Smart. Play Hard.™ materials are a valuable asset to the overall program effort.

Evaluations reveal that an overwhelming number of participants realized a change in eating behavior patterns and knowledge gain, in addition to feeling better about themselves, through their participation in the “Connections” program.

CONCURRENT SESSION (EDUCATIONAL)

IMPROVING FOOD SAFETY: THE FOOD SAFETY TOOLBOX AND OTHER RESOURCES FOR FIGHTING AND PREVENTING FOODBORNE ILLNESS

PRESENTERS:

Susan Conley, MS, Director, Food Safety Education Staff, Food Safety and Inspection Service, U.S. Department of Agriculture, Washington, DC

Daniel Dater, MEd, Education Program Specialist, Centers for Disease Control and Prevention, Chamblee, GA

Theresa Stretch, MS, RD, CFSP, Food and Nutrition Specialist, National Food Service Management Institute, University, MS

Margaret Venuto, Epidemiologist, Food Safety Unit, Food and Nutrition Service, U.S. Department of Agriculture, Alexandria, VA

AUTHORS:

Susan Conley, MS, Director, Food Safety Education Staff, Food Safety and Inspection Service, U.S. Department of Agriculture, Washington, DC

David DeLozier, Lead Health Scientist, Centers for Disease Control and Prevention, Atlanta, GA

Theresa Stretch, MS, RD, CFSP, Food and Nutrition Specialist, National Food Service Management Institute, University, MS

Margaret Venuto, Epidemiologist, Food Safety Unit, Food and Nutrition Service, U.S. Department of Agriculture, Alexandria, VA

LEARNING OBJECTIVES:

- Recognize the important role of food safety in providing nutritious, wholesome foods within all USDA nutrition assistance programs.
- Identify available resources which will encourage food safety education and training for diverse populations.
- Acquire knowledge of how to report complaints about suspect foods or foodborne illnesses, injuries, or allergic reactions to the proper authorities and realize how cooperative relationships and information sharing can promote food safety.

ABSTRACT:

Food safety is an important and timely topic recognized in the Dietary Guidelines for Americans and essential to the purpose of the USDA nutrition assistance programs, which is to provide children and low-income people with access to wholesome food and a healthful diet. Food safety plays an integral role because food cannot be healthful and nutritious if it causes illness. This food safety session will include presentations and an interactive exercise. The collaborative relationships between the Food and Nutrition Service and other government agencies and food safety organizations will be highlighted and reflected in the nature of the session. Therefore, representatives from the Food Safety and Inspection Service (FSIS), Centers for Disease Control and Prevention (CDC), National Food Service Management Institute (NFSMI), and the Food and Nutrition Service (FNS) will provide up-to-date information on current food safety resources and initiatives. Following the discussion of activities and resources, the attendees will role-play an exercise to actively find a solution to a food safety problem. Not only will this session provide pertinent food safety information, but it also will provide a networking opportunity and a memorable hands-on experience in dealing with food safety problems that will provide tools and skills for attendees to build upon in their programs.

CONCURRENT SESSION (INDIVIDUAL)

PLANNING FOR SUCCESS: APPLICATIONS OF DIFFERENT MODELS IN CHANGING BEHAVIOR AND BREASTFEEDING PROMOTION

Promotion Of The School Breakfast Program: Application Of The Stages Of Change Model

PRESENTER:

Elaine McDonnell, MS, RD, Project Coordinator, Nutrition Department, Pennsylvania State University, University Park, PA

AUTHORS:

Elaine McDonnell, MS, RD, LDN, Project Coordinator, Nutrition Department, Pennsylvania State University, University Park, PA

Claudia Probart, PhD, RD, Pennsylvania State University, University Park, PA

Charles Orlofsky, BA, Pennsylvania State University, University Park, PA

J. Elaine Weirich, MEd, Pennsylvania State University, University Park, PA

Pat Birkenshaw, MA, Pennsylvania Department of Education, Harrisburg, PA

Vonda Fekete, MS, RD, Pennsylvania Department of Education, Harrisburg, PA

LEARNING OBJECTIVE:

Participants will be able to describe how the Stages of Change model was applied to a school breakfast promotion project.

ABSTRACT:

Despite reported academic, behavioral, and nutritional benefits of the School Breakfast Program (SBP), participation in the SBP lags behind that of the National School Lunch Program. This project applied the Stages of Change model to promote the SBP through Project PA, a collaboration between the Pennsylvania Department of Education and Penn State University. School foodservice (SFS) directors in Pennsylvania were segmented based on interest in and need for assistance in initiating and/or improving SBPs. For those SFS directors interested in initiating SBPs, but in need of assistance, a one-on-one approach was initiated. Nine SFS directors with expertise in school breakfast were recruited to serve as “Breakfast Brigade” members and provide consultation for their SFS colleagues. Workshops were offered through a Master Instructor program for SFS directors in need of information and action steps. A statewide teleconference was developed and presented targeted primarily to provide motivation for SFS directors least interested in initiating SBPs. Breakfast Brigade members have made contact with 37 school districts, assisting with initiation of SBPs in 13 districts. Workshops have reached 159 SFS employees in 49 school districts. The teleconference reached 350 SFS employees. Teleconference participants indicated a high likelihood (7.4 on a 10-point scale with 10 being “very likely”) of implementing one or more of the strategies for increasing SBP participation presented during the teleconference. This project demonstrates how the Stages of Change model can be used to promote the SBP. This project was funded by the Pennsylvania Department of Education through State Administrative Expense funds.

CONCURRENT SESSION (INDIVIDUAL)

PLANNING FOR SUCCESS: APPLICATIONS OF DIFFERENT MODELS IN CHANGING BEHAVIOR AND BREASTFEEDING PROMOTION

Use of an Interactive CD-ROM to Train Nutrition Educators to use Motivational Interviewing (Negotiation) and Stages of Change

PRESENTER:

Laurie L. Berant, MS, RD, WIC Nutrition Consultant, WIC Division, Bureau of Family, Maternal and Child Health, Michigan Department of Community Health, Lansing, MI

AUTHORS:

Judith V. Anderson, DrPH, RD, State WIC Nutrition Coordinator, WIC Division, Bureau of Family, Maternal and Child Health, Michigan Department of Community Health, Lansing, MI

Laurie L. Berant, MS, RD, WIC Nutrition Consultant, WIC Division, Bureau of Family, Maternal and Child Health, Michigan Department of Community Health, Lansing, MI

Robert J. Bensley, PhD, Western Michigan University, Department of Health, Kalamazoo, MI

Nelda Mercer, MS, RD, FADA, Nutrition Contractor, WIC Division, Ann Arbor, MI

LEARNING OBJECTIVE:

Participant will list several advantages of using an interactive CD-ROM to train WIC clinic staff.

ABSTRACT:

An interactive CD-ROM was developed to train local WIC nutrition staff about Motivational Negotiation and Stages of Change. The CD-ROM development was a partnership between the state WIC program and a state University and funded with a Midwest Region WIC Infrastructure grant. The CD-ROM is intended for WIC local agency staff to use with nutrition educators, nutrition and health professionals.

The CD-ROM provides a better understanding of the two theory-based techniques for changing WIC participant behavior – Stages of Change and Motivational Negotiation. The techniques are presented in the context of counseling in the WIC setting. The CD-ROM includes video clips to illustrate the stages of change and motivational negotiation.

Three distinct “units” of learning on the CD-ROM are an overview of Motivational Negotiation (MN) and counseling techniques with vignettes of application of MN in a generic sense, overview of Stages of Change (SOC) principles and concepts, and application of MN techniques across SOC model. The video clips in the third unit demonstrate application of MN techniques to specific stages. These vignettes help identify client Stages of Change, stage specific needs and issues, and counseling issues and ways to help the client move toward a more active stage.

Each unit has an interactive quiz to help the learner determine their readiness to progress. The CD-ROM is being used in several local health agencies during the spring of 2005 to determine its success as a staff-training tool. Results will be shared in presentation.

CONCURRENT SESSION (INDIVIDUAL)

PLANNING FOR SUCCESS: APPLICATIONS OF DIFFERENT MODELS IN CHANGING BEHAVIOR AND BREASTFEEDING PROMOTION

Improving Maryland FSNEP Program Efficacy Through Participatory Action Research

PRESENTER:

Stephanie K. Grutzmacher, MS, Graduate Research Assistant, Department of Family Studies, University of Maryland, College Park, MD

AUTHORS:

Stephanie K. Grutzmacher, MS, Graduate Research Assistant, Maryland Food Stamp Nutrition Education Program Evaluation Project, Department of Family Studies, University of Maryland, College Park, MD
 Bonnie Braun, PhD, Extension Family Life Specialist, Evaluator, Maryland Food Stamp Nutrition Education Program Evaluation Project, Department of Family Studies, University of Maryland, College Park, MD
 Lisa Benson, Graduate Research Assistant, Maryland Food Stamp Nutrition Education Program Evaluation Project, Department of Family Studies, University of Maryland, College Park, MD

LEARNING OBJECTIVE:

Participants will propose ways in which participatory action research can be used to improve their FNS program evaluation, implementation, and efficacy.

ABSTRACT:

The Maryland Food Stamp Nutrition Education Program (FSNEP) evaluation project is designed to strengthen Maryland FSNEP so that limited resource populations in Maryland may improve their overall health by reducing diet and physical activity-related risks of chronic disease and increase available food resources. The project utilizes a participatory action research model to engage project leaders in the planning, design and testing of measures and methodologies and in analysis of findings. The purpose of this model is to build capacity among program leaders to conduct evaluation and to incorporate results through reflection in their practice.

Maryland families at risk for food insecurity and chronic illness benefit from sustained evaluation innovations and increased program efficacy. Evaluation innovations include:

- Use of internet to construct relevant evaluation instruments, collect participant contact and pre/post evaluation data
- Standardizing and integrating dietary quality, food safety, and food resource management curricula for adults and children
- Collecting qualitative data from program participants, educators, parents, and collaborators to identify subjective program experiences and promote program achievements
- Measurement of household food security using the Food Security Assessment (USDA)
- Improving evaluation instrument reliability and validity

These revisions have allowed Maryland FSNEP program staff to strengthen training for educators and collaborators, improve the quality of and access to resources needed to deliver effective programs, enhance collaborations with community and government agencies, and increase the overall program efficacy in addressing FSNEP goals and meeting individual, family, and community food and nutrition needs.

CONCURRENT SESSION (INDIVIDUAL)

PLANNING FOR SUCCESS: APPLICATIONS OF DIFFERENT MODELS IN CHANGING BEHAVIOR AND BREASTFEEDING PROMOTION

Peer Counseling Program—Asian-“Promotoras” and WIC Employees as Peer Counselors

PRESENTER:

Carol Chase, MS, RD, CLE, Chief, Nutrition and Breastfeeding Education and Training Section, California WIC Program, Sacramento, CA

AUTHOR:

Carol Chase, MS, RD, CLE, Chief, Nutrition and Breastfeeding Education and Training Section, California WIC Program, Sacramento, CA
 Karen Meehan, MPH, RD, IBCLC, Breastfeeding Projects Coordinator, PHFE-WIC, Irwindale, CA
 Kathleen Pickering, IBCLC, Loving Support Breastfeeding Representative, County of Riverside, Riverside, CA

LEARNING OBJECTIVE:

Attendees will be able to describe the benefits of these two different types of peer counselor programs.

ABSTRACT:

USDA identified peer counselor programs as an effective method of increasing breastfeeding rates and allocated \$2.15 million to the California WIC Branch to implement statewide peer counselor programs. Ms. Chase will present the benefits and lessons learned of two specific models.

The Asian “Promotoras” program trains WIC participants who are already trained community “promotoras,” or neighborhood visitors, to support pregnant and early breastfeeding mothers and provide early initiation of support through phone calls and visits. The program focuses on the Asian community and the community workers are culturally competent and fluent in the languages of the people they serve.

The other model that employs WIC employees as their peer counselors, uses current or previous WIC clients who have breastfed one of their infants for at least six months. These peer counselors have worked for WIC for a minimum of two years and have demonstrated a good rapport supporting breastfeeding mothers within WIC.

CONCURRENT SESSION (INDIVIDUAL)

IS IT REALLY DIFFERENT? NUTRITION EDUCATION FOR DIVERSE AUDIENCES

Lil' Red Ridin' Thru 'Da Hood: A Pilot Study of the Use of Theater In Nutrition Education for Low-Income African-American Children

PRESENTER:

Caree J. Jackson, MS, Graduate Research Assistant, Foods and Nutrition Department, University of Georgia, Athens, GA

AUTHORS:

Caree J. Jackson, MS, Department of Foods and Nutrition, University of Georgia, Athens, GA,
Rebecca M. Mullis, PhD, RD, Department of Foods and Nutrition, University of Georgia, Athens, GA

LEARNING OBJECTIVE:

Participants will be able to discuss, assess, and evaluate the use of theater in nutrition education for a specific target population.

ABSTRACT:**Purpose:**

To pilot test a culturally appropriate theater production to determine if theater is an effective way of conveying messages about nutrition and physical activity (PA) to low-income African-American children in school-based settings.

Method of Intervention:

Lil' Red Ridin' Thru 'Da Hood, was developed to specifically address the nutrition and physical activity barriers that low-income African-American children encounter. The study sample included 3rd and 4th grade students attending four elementary schools in a large, urban public school system (N=298). Ninety-five percent of the participants were African-American. All students were administered a pretest, engaged in an activity, and given a posttest three weeks after the pretest. Students at two schools (intervention group) attended the play performance and completed school-to-home activities to reinforce the messages conveyed in the play. Students at the remaining two schools (control group) participated in a reader's theater activity that included no health information, and did not complete any follow-up activities.

Findings:

One hundred percent of students reported that they enjoyed the play. One hundred percent of teachers gave the show a rating of "Excellent" and reported that the play effectively conveyed health messages. Much of the data did not indicate statistically significant results. There were, however, significant differences in students' PA choices ($p < .029$), and PA recall ($p < .003$).

Conclusions and Implications of Intervention:

Overall acceptance of the use of theater in nutrition education suggests that theater is a viable medium for introducing health for this target population. Further research, however, is needed to create interventions that will keep students engaged in health education, potentially yielding behavioral changes.

CONCURRENT SESSION (INDIVIDUAL)

IS IT REALLY DIFFERENT? NUTRITION EDUCATION FOR DIVERSE AUDIENCES

Hispanic Health Pilot Prevention Project

PRESENTERS:

Sandy L. Borrelli, New York State Food Stamp Nutrition Education Coordinator, Division of Employment & Transitional Supports, Albany, NY

Susan Figaro Grace, MEd, RD, CDN, Cornell Cooperative Extension of Monroe County, Food Stamp Nutrition Education Program, Rochester, NY

AUTHORS:

Susan Figaro Grace, MEd, RD, CDN, Cornell Cooperative Extension of Monroe County, Food Stamp Nutrition Education Program, Rochester, NY

Sandy L. Borrelli, New York State Food Stamp Nutrition Education Coordinator, Division of Employment & Transitional Supports, Albany, NY

LEARNING OBJECTIVE:

By the end of this workshop, participants will be able to apply new nutrition and physical activities strategies with food stamp youth in a school physical education program setting. They will also identify opportunities to extend the education to the child's family through the food stamp nutrition education program.

ABSTRACT:

The Hispanic Health Pilot Prevention Project is in direct response to the growing trend of overweight in school-aged children.

- Collaborative partners in this project include Cornell Cooperative Extension of Monroe County, the Rochester City School District and the Department of Health and Human Services.
- The purpose of this pilot project is to inform educators on how best to reach food stamp youth and their families to improve healthy lifestyle behaviors.
- Hispanic children are at increased risk of obesity, which can lead to early onset of diabetes, heart disease, hypertension and other chronic health conditions.
- Through New York State funding, a pilot project was initiated in a school that has a 98% free and reduced school lunch participation rate, serves food stamp families and has a large population of Hispanic American children.
- Five classrooms of 4th, 5th and 6th graders in the fall of 2004 and the spring of 2005 participated in a series of classes in the physical education class during the school day reaching a total of 250 children. Children attended class once per week for 10 weeks with each session being 40 minutes in length. The classes incorporated fun physical education activities and food demonstrations.
- Curriculum for the classes was based on two models: Eat Fit from University of California and Jump into Foods & Fitness from Michigan State University Extension.
- The findings and conclusions of this project will be presented after careful analysis of the quantitative and qualitative data.

CONCURRENT SESSION (INDIVIDUAL)

IS IT REALLY DIFFERENT? NUTRITION EDUCATION FOR DIVERSE AUDIENCES

Using The Dietary Guidelines With Low-Literacy and Spanish-Language Groups

PRESENTER:

Jim H. Lindenberger, Executive Director, Food and Nutrition Service Department, Best Start Social Marketing, Inc., Tampa, FL

AUTHORS:

Jim Lindenberger, BS, Executive Director, Best Start Social Marketing, Tampa, FL

Jane Mandell, Project COR, USDA/FNS/Office of Analysis, Nutrition, and Evaluation, Nutrition Services Staff, Food Stamp Program, Alexandria, VA

Maria Cabrera, MPH, CHES, Research Coordinator, Best Start Social Marketing, Tampa, FL

Cathy Carothers, BLA, IBCLC, RLC, Project Coordinator, Best Start Social Marketing, Tampa, FL
Project Associated with USDA/FNS Food Stamp Program

LEARNING OBJECTIVE:

Name three barriers of implementing Dietary Guidelines for Americans to Food Stamp recipients from low-literacy and Spanish-language groups.

ABSTRACT:

USDA/FNS contracted with BestStart Social Marketing to develop a comprehensive Dietary Guidelines for Americans (DGAs) national nutrition education project targeting low-literacy and Spanish-language populations. The project was designed to help Food Stamp recipients overcome their barriers to healthy nutrition as outlined in the DGAs.

Qualitative research methods, including focus group and in-depth interviews, were used with Food Stamp Program (FSP) English- and Spanish-speaking recipients, nutrition education coordinators and providers to identify the barriers to healthy nutrition. The findings of this national research showed participants know the general components of healthy nutrition. However, they fall short of healthy nutritional status because of behavioral barriers related to the implementation of a healthy diet. Staff have a strong knowledge base regarding nutrition education. However, when confronted with delivering nutrition education to participants experiencing challenges such as literacy or financial limitations, staff are less prepared to design or execute nutrition education programs.

Based on the research findings, a strategic and communications plan was developed to improve the likelihood that FSP participants would make healthy food choices within a limited budget and choose lifestyles consistent with the Food Guide Pyramid. The communications plan led to the production of a Nutrition Education Staff Support Kit to assist staff working with Food Stamp recipients, specifically low-literacy and Spanish-language populations. Materials were also produced for FSP recipients in low-literacy and Spanish language versions to increase their ability to actively participate in healthy eating practices. These materials will assist federally mandated nutrition programs to more effectively fulfill their respective missions.

CONCURRENT SESSION (INDIVIDUAL)

CREATING A HEALTHY SCHOOL ENVIRONMENT: FROM DREAM TO REALITY

Overcoming Barriers to Creating a Healthy School Nutrition Environment

PRESENTER:

Lynn B. Hoggard, MS, RD, LDN, FADA, Director, Child Nutrition, Child Nutrition Services Department, North Carolina Department of Public Instruction, Raleigh, NC

AUTHOR:

Lynn B. Hoggard, MS, RD, LDN, FADA, Director, Child Nutrition, Child Nutrition Services Department, North Carolina Department of Public Instruction, Raleigh, NC

LEARNING OBJECTIVE:

Upon completion of the educational session, participants will be able to evaluate various strategies for overcoming barriers (financial, administrative, school, school personnel, parental, student, etc.) to implementing high nutrition standards in all school meals, including foods available a la carte.

ABSTRACT:

“Eat Right: North Carolina’s Recommended Standards for All Foods Available in Schools” is the state’s blueprint for improving the nutritional integrity of all foods available on school campuses. The document includes recommendations for foods served in school meals, a la carte, vending, after school snacks, school/classroom events, school stores and school fund raisers. Recommendations are based upon achieving optimal nutrition standards for all foods available to students on the school campus. The recommended nutrition standards have been embraced by many child advocacy groups and decision-makers throughout the state; however, one of the greatest barriers for implementing the standards is concern about loss of revenues generated from the sale of foods. To address this concern, the NC General Assembly enacted legislation enabling 8 school districts throughout the state to implement the nutrition standards (at the superior level) in elementary schools; if at the end of one year, the school district loses money as a result of serving more healthful meals, the State Board of Education will reimburse the school district in the amount of the loss. This presentation is a case study of the 8 school districts and the barriers they overcame to successfully implement the nutrition standards. Menu modifications will be discussed and a review of the school district’s financial status as a result of implementing the nutrition standards will be disclosed; fluctuations in student participation will also be discussed.

CONCURRENT SESSION (INDIVIDUAL)

CREATING A HEALTHY SCHOOL ENVIRONMENT: FROM DREAM TO REALITY

North Carolina Schools Create Healthful School Nutrition Environments

PRESENTER:

Kathy M. Andersen, MS, RD, NET Program Coordinator, Division of Public Health, North Carolina Department of Health and Human Services, Raleigh, NC

AUTHOR:

Kathy Andersen, MS, RD, NET Program Coordinator, Division of Public Health, North Carolina Department of Health and Human Services, Raleigh, NC

LEARNING OBJECTIVE:

The participants will be able to use the resources developed as part of the Menu of Options project to make improvements in the school nutrition environment.

ABSTRACT:

The North Nutrition Education and Training (NET) Program, in partnership with the Children and Youth Branch, the Physical Activity and Nutrition Branch and the CVH Branch in the Division of Public Health; Child Nutrition Services at the Department of Public Instruction; and the North Carolina Cooperative Extension Service, implemented the Menu of Options for Creating Healthful School Nutrition Environments in North Carolina project. The project was funded with a 2002 Team Nutrition Training Grant from USDA. The project consisted of three components: 1) Modules: six modules addressed specific issues related to school nutrition environments—Soft Drinks and School-Age Children, Portion Sizes and School-Age Children, 5 A Day and School-Age Children, Food for Thought—an integrated nutrition curriculum for K-5, Winner's Circle - a healthy dining options program and North Carolina Walks to School. 2) Training: this two-day workshop for local teams of school and community partners focused on the socio-ecological model of change and demonstrated how the six modules could be used as resources to improve school nutrition environments. 3) Demonstration Projects: twelve demonstration projects were selected to use the six modules to implement change in school nutrition environments. This session will highlight the contents of the modules and the outcomes of the demonstration projects. It will also include information on how participants can access the module contents for use in their states and programs.

CONCURRENT SESSION (INDIVIDUAL)

CREATING A HEALTHY SCHOOL ENVIRONMENT: FROM DREAM TO REALITY

The Maine Guide: Supporting Healthy Changes in School Nutrition Environments

PRESENTER:

Judythe Gatchell, MS, RD, LD, Coordinator, Child Nutrition Programs, Food Stamp Nutrition Education Department, University of Southern Maine, Augusta, ME

AUTHORS:

Judythe Gatchell, MS, RD, LD, Coordinator, Child Nutrition Programs, Food Stamp Nutrition Education Department, University of Southern Maine, Augusta, ME

Mary Moody, Education Specialist, Maine Department of Education, Augusta, ME

MaryAnn Bennett, MS, RD, LD, Maine Nutrition Network, University of Southern Maine, Augusta, ME

LEARNING OBJECTIVE:

Participants will be able to explain a successful model using intensive team building, education, and planning to implement Changing the Scene: Improving the School Nutrition Environment in school districts statewide.

ABSTRACT:

The Maine Guide showcases the process developed in partnership by the Maine Department of Education, the Maine Bureau of Health and the Maine Nutrition Network with funding from a Team Nutrition Training Grant to build and support healthy nutrition and physical activity environments in schools statewide. Four Changing the Scene Summits were held for school administrators providing 1 1/2 days of intensive team building, education and planning activities to school teams from across the state. Teams were required to complete a needs assessment before the Summit and to develop an action plan to implement their goals and objectives. Follow-up meetings were held for all teams within 2-3 months of each Summit. The Summits were designed to support the goals of USDA's Changing the Scene Toolkit. Maine Nutrition Network staff and partners continued to provide support and technical assistance after the Summits and follow-up meetings.

WEDNESDAY, SEPTEMBER 14

8:30 - 10:00 AM

CONCURRENT SESSION (INDIVIDUAL)

CREATING A HEALTHY SCHOOL ENVIRONMENT: FROM DREAM TO REALITY

Recess Before Lunch - Making Mealtime Pleasant While Decreasing Food Waste and Discipline Problems in Montana Elementary Schools

PRESENTER:

Katheryn S. Bark, RD, LN, Montana Team Nutrition Specialist, School Nutrition Programs, Office of Public Instruction, Montana State University, Bozeman, MT

AUTHORS:

Katheryn S. Bark, RD, LN, Montana Team Nutrition Specialist, School Nutrition Programs, Office of Public Instruction, Montana State University, Bozeman, MT
Molly A. Stenberg, RD, LN, Nutrition Education Specialist, Montana State University, Bozeman, MT, Montana Team Nutrition Program

LEARNING OBJECTIVE:

To examine the results from the implementation of a recess before lunch policy in four Montana elementary schools.

ABSTRACT:

In order to provide a pleasant eating experience for children and encourage adequate food intake during lunchtime, the Montana Team Nutrition Program conducted a recess before lunch policy pilot study in four elementary schools from April 2002 to May 2003. The study assessed changes in food and beverage waste, and overall acceptance by students, staff and administrators. Four schools were chosen based on their interest in implementing the policy. The study consisted of three phases. The first phase was prior to schedule change; i.e., traditional lunch before recess schedule. The second and third phases were following implementation of a recess before lunch policy. Each phase included a plate waste study, student focus group, and staff surveys to evaluate changes in student food consumption and acceptance level by students and staff. Study results indicated a decrease in the average amount of food and beverage wasted per student. The overall acceptance by staff was very favorable as improvements in the cafeteria, playground, and classroom discipline and attention span occurred. After the initial adjustment, staff felt the cafeteria atmosphere was much more relaxed, quiet and more conducive to eating. An implementation guide was developed and is posted on the state agency website. This guide has been used by schools across the nation in exploring the use of this policy in elementary schools to improve the dining experience and nutritional intake of children. A 2001 USDA Team Nutrition Training Grant funded this project.

CONCURRENT SESSION (INDIVIDUAL)

NUTRITION AND FITNESS INITIATIVES TO PREVENT AND REDUCE OBESITY

Obesity and Nutrition Assistance Program Participation: Can We Tell if there is a Cause and Effect Relationship?

PRESENTER:

Sharron Cristofar, PhD, Research Psychologist, Office of Analysis, Nutrition and Evaluation, U.S. Department of Agriculture, Food and Nutrition Services, Alexandria, VA

AUTHOR:

Sharron Cristofar, PhD, Research Psychologist, Office of Analysis, Nutrition and Evaluation, U.S. Department of Agriculture, Food and Nutrition Services, Alexandria, VA

LEARNING OBJECTIVE:

Attendees will be able to utilize the findings of this study to examine the applicability of existing nutrition education approaches to the target population.

ABSTRACT:

This paper examines the relationship between poverty, participation in nutrition assistance programs, and obesity. It addresses two questions: Does a sound empirical basis exist for determining the relationship among obesity, poverty, and participation in USDA food assistance programs? What research approaches are necessary and feasible to fill knowledge gaps?

Method: A rigorous review of the research literature was conducted to identify relevant information. A panel of experts was convened to assess the methodological strengths and limitations of current research findings and to recommend appropriate research approaches.

Findings: Poverty, measured by household income, is associated with obesity in some population groups in the United States. The sparse published research provides no consistent evidence of association and insufficient evidence to conclude that there is a causal relationship among any of four major nutrition assistance programs and obesity. Research that considers the simultaneous effects of poverty, obesity and food assistance on one another is needed.

Conclusions: A research agenda that includes a mix of small in-depth exploratory research approaches and large longitudinal studies is required to determine the relationship between obesity and nutrition assistance program participation. Such requirements raise a question about the appropriate level of investment to address this issue.

The federal nutrition programs are in a unique position to assist low-income households to overcome obstacles to eating well and exercising. An effort should be made to strengthen the nutritional benefits of these programs and expand their prevention and intervention efforts to reverse the rising trend of overweight in the United States.

CONCURRENT SESSION (INDIVIDUAL)

NUTRITION AND FITNESS INITIATIVES TO PREVENT AND REDUCE OBESITY

Healthy Weights for Healthy Kids - Development and Evaluation of an Experiential Curriculum for Youth

PRESENTER:

Elena L. Serrano, PhD, Extension Specialist, Human, Nutrition, Foods and Exercise, Virginia Polytechnic Institute and State University, Blacksburg, VA

AUTHORS:

Elena Serrano, PhD, Extension Specialist/Assistant Professor, Department of Human Nutrition, Foods, and Exercise, Virginia Polytechnic Institute & State University, Blacksburg, VA

Ruby Cox, PhD, RD, Extension Specialist/Professor and State Coordinator of the Virginia Smart Choices Nutrition Education Program, Department of Human Nutrition, Foods, and Exercise, Virginia Polytechnic Institute & State University, Blacksburg, VA

Kathleen Jamison, PhD, 4-H Curriculum Specialist, Virginia Polytechnic Institute & State University, Blacksburg, VA

Barry Garst, PhD, 4-H Specialist, Virginia Polytechnic Institute & State University, Blacksburg, VA

LEARNING OBJECTIVE:

Participants will demonstrate different techniques for engaging youth in hands-on activities related to promoting knowledge, attitudes, and behaviors toward healthy weights.

ABSTRACT:

Overweight is growing at epidemic rates among American children and adolescents. Conversely, eating disorders are also a concern. Proper nutrition, physical activity, and positive body image are critical for children to achieve healthy weights and optimal physical and emotional health. The curriculum, Healthy Weights for Healthy Kids, was developed for the 4-H Virginia Smart Choices Nutrition Education Program (SCNEP) to provide educators within the SCNEP, 4-H, and Food, Nutrition, and Health program areas with a hands-on curriculum for youth on healthy weights. There are a total of six lessons: Smart Foods - Increase knowledge of the importance of nutrition and the Food Guide Pyramid; Smart Choices - Help children explore ways to enjoy food in moderation; Smart Drinks—Teach students about healthy drink choices; Smart Snacks - Increase awareness of healthy snack options; Smart Activities - Expose children to different types of physical activity and emphasize the importance of physical activity for physical and emotional health; and Smart Image—Improve attitudes and respect towards diversity, including different sized and shaped individuals. Each lesson has a menu of activities to provide flexibility in program delivery. For example, the program is designed to be adaptable to different ages of children and a variety of settings, such as classrooms, daycare, and 4-H camps. The program has been evaluated using an instrument tested specifically for this curriculum, titled, What Do You Think? This session will provide participants with an overview of the curriculum, as well as results from the statewide evaluation.

CONCURRENT SESSION (INDIVIDUAL)

NUTRITION AND FITNESS INITIATIVES TO PREVENT AND REDUCE OBESITY

Step Into Health – A Walking and Nutrition Education Program for Underserved Women

PRESENTER:

Dianne H. Lamb, MEd, CFCS, Nutrition and Food Specialist, University of Vermont Extension, University of Vermont, Bennington, VT

AUTHOR:

Dianne H. Lamb, MEd, CFCS, Nutrition and Food Specialist, University of Vermont Extension, University of Vermont, Bennington, VT
FNS Program – Stakeholder/collaborator with FNS Program

LEARNING OBJECTIVE:

Participants will identify their stage of change for achieving the recommended level of physical activity.

ABSTRACT:

Step into Health was developed and integrated into existing nutrition education programs. Rural underserved women who did not have access to recreational clubs, gyms or facilities were targeted. Walking does not require special equipment and people can participate even if they haven't been physically active before. The goal was to assist these women in increasing their physical activity levels to more closely meet the U.S. Dietary Guidelines recommendation for physical activity – at least 30 minutes on 5 or more days of the week. This program was designed using the Transtheoretical Model, which utilizes the stages of change continuum. Participants report where they are on the continuum regarding the amount of and frequency of physical activity (walking) when the program begins, when it ends and six months after completion of the program. Through six mini-lessons, journal writing, and walking, participants increased their levels of physical activity over a six week period. The program and evaluation is on-going. The preliminary evaluation at the end of the initial pilot found an increased level of confidence to participate successfully in a walking program. The number of people with “some” confidence dropped from eight to one; the number of people with “a lot” of confidence increased from three to five; the number with “complete” confidence increased from one to six. The number of days per week that a participant was walking went from 3.1 to 4.4 days per week. The mean number of steps increased from 3,735 to 6,025.

CONCURRENT SESSION (INDIVIDUAL)

NUTRITION AND FITNESS INITIATIVES TO PREVENT AND REDUCE OBESITY

Linking Food and the Environment (LiFE) Curriculum: A Science and Nutrition Program Studying Food Systems and Preventing Overweight

PRESENTER:

Pamela A. Koch, EdD, RD, Project Coordinator, LiFE, Program in Nutrition, Teachers College Columbia University, New York, NY

AUTHORS:

Pamela A. Koch, EdD, RD, Teachers College Columbia University, New York, NY

Isobel R. Contento, PhD, Teachers College Columbia University, New York, NY

The LiFE curriculum is used by various State Nutrition Education Network Grant. LiFE was developed and evaluated with funding from the National Institutes of Health (NIH), National Center for Research Resources (NCRR), Science Education Partnership Award (SEPA)

LEARNING OBJECTIVE:

Participants will be able to evaluate how to incorporate the LiFE curriculum into their FNS program.

ABSTRACT:

Food choice has become increasingly complex as the criteria have become more numerous, ranging beyond impacts on health to include other concerns such as whether foods are locally grown, organic, or safe. Educating about food and nutrition in this context requires ample time for critical thinking and learning and practices behavior change skills. The Linking Food and the Environment (LiFE) curriculum is a four-module program that uses inquiry-based investigations of food and the entire food system to increase nutrition and science literacies. LiFE is appropriate for grades five and six. Each module is at least 20 lessons. The four modules are Growing Food, Farm to Table and Beyond, Food and Health and the fourth module currently under development is Choice Control and Change (C3). A summative evaluation of the first three modules involving 12 LiFE and 12 comparison classes showed that knowledge increased ($p < .01$) as did attitudes ($p < .05$). The LiFE program was developed as a science education program that meets national and many state science standards. It has been used as a replacement unit for standard science curriculum in many places nationwide. California and Pennsylvania have used the LiFE curriculum as one of the curricula offered to teachers through their State Nutrition Education Network. LiFE could be a used by various FNS program that work with school-aged children.

CONCURRENT SESSION (INDIVIDUAL)

CHANGING NUTRITION BEHAVIOR: WHAT WORKS AND HOW

Hooked on a Feeling: How to Use Emotion to Change Behavior

PRESENTER:

Pam R. McCarthy, MS, RD, Principal Consultant, Pam McCarthy & Associates, Inc., St. Paul, MN

AUTHOR:

Pam R. McCarthy, MS, RD, Principal Consultant, Pam McCarthy & Association, Inc., St. Paul, MN

LEARNING OBJECTIVES:

- Understand why emotion-based messages may be more effective than logic-based messages in changing behaviors.
- Identify two differences between an emotion-based and logic-based message.

ABSTRACT:

Many health educators assume that people are rational beings that make decisions based on facts, logic and straightforward information. But cutting-edge research suggests that 95 percent of thinking happens in the unconscious. Instead of carefully reviewing evidence and making decisions, consumers make decisions based on emotions and rationalize their choices later, often unaware of how decisions were made. Because consumers are feeling machines that think, behavior change is more likely to happen if health communication features both emotion and logic. Emotion-based messages and materials may be new to health educators but are used daily by advertising and marketing experts and are based on sound research. A glance at obesity statistics shows that facts, logic, and information are not enough to change behaviors. Most adult Americans know that cutting calories and increasing activity results in weight loss, yet few act on this knowledge. Emotion-based messages, based on sound marketing and advertising research, provide a new opportunity to impact health-related behaviors. Examples how emotion-based messages are effective in changing behavior in the Inter Tribal Council (ITCA) WIC program will be presented. You will hear how to use the power of emotion to change behaviors, view emotion-based messages developed for WIC clients, engage in fun and unique emotion-based nutrition education activities, and what WIC clients and staff think of the materials and activities. The cutting-edge science of emotion-based messaging could be applied in many ways across FNS programs. Once program attendees understand the power of emotion in changing behaviors, they can collaborate on joint efforts.

WEDNESDAY, SEPTEMBER 14

8:30 - 10:00 AM

CONCURRENT SESSION (INDIVIDUAL)

CHANGING NUTRITION BEHAVIOR: WHAT WORKS AND HOW

Listening to the Hearts and Minds of WIC Clients and Staff: Feedback on Emotion-based Messaging

PRESENTER:

Jan M. Kallio, MS, RD, Director of Nutrition Services, Massachusetts WIC Program, Boston, MA

AUTHOR:

Jan M. Kallio, MS, RD, Director of Nutrition Services, Massachusetts WIC Program, Boston, MA

LEARNING OBJECTIVES:

Recognize WIC client reception of emotion-based materials and activities and the potential for positive behavior change.

Understand staff challenges in the usage of emotion-based nutrition education messages and identify staff skill development needs to utilize emotion-based messaging.

ABSTRACT:

Nutrition educators are in the behavior change business. Knowing how to connect with people—use emotions—to impact behaviors is essential for those who seek to reinforce or change client behaviors. A program to use emotion-based messages in providing nutrition education was spearheaded in Massachusetts using a USDA grant to develop and test emotion-based materials and activities. This presentation will highlight WIC client and staff feedback to incorporating emotion-based messages and activities into WIC nutrition services. Client and staff feedback was collected in six pilot site clinics on emotion-based materials and activities developed for the Massachusetts WIC Program. “Lessons learned,” how to overcome implementation challenges, and action-oriented recommendations to other States seeking to change behaviors of clients and staff will be shared. Change is hard. Implementing innovative and successful behavior change programs requires change from clients and staff. In addition to learning about preliminary reactions to emotion-based materials currently being pilot tested and lessons learned, you will leave with practical tips on how to increase implementation success using emotion-based messaging.

CONCURRENT SESSION (INDIVIDUAL)

CHANGING NUTRITION BEHAVIOR: WHAT WORKS AND HOW

Falling in Love with Nutrition Education All Over Again: Implementation of the Learner-Centered “Finding the Teacher Within” Program

PRESENTER:

Heather M. Reed, MA, RD, WIC LCE Evaluation Project Manager, California Department of Health Services, Sacramento, CA

AUTHORS:

Heather M. Reed, MA, RD, WIC LCE Evaluation Project Manager, California Department of Health Services, Sacramento, CA

Dana Gerstein, MPH, RD, Research Project Manager, Center for Weight and Health, University Of California, Berkeley, CA

LEARNING OBJECTIVE:

Determine how a learner-centered approach would work in your agency (after experiencing and evaluating a demonstration of a learner-centered class).

ABSTRACT:

Remember how enthused you and your staff felt about nutrition education when you first started? Building on the passion from agency leaders and staff, California WIC has undergone a complete nutrition education makeover beginning “within” –making changes in the agency first. We provided training and support to local WIC agencies through our comprehensive education program, “Finding the Teacher Within” which helped agencies implement Learner Centered Education (LCE), from design to delivery. And it worked!—for staff and participants. During this session, we will share an overview of the “Finding the Teacher Within Program” and how we implemented it while conducting a FNS Special Project designed to evaluate the effectiveness of this method. Attendees will experience LCE principles and practices throughout the session, including a brief showcasing of a LCE fruit and vegetable class. The principles and practices involved in LCE are not unique to California or to WIC. They are universal to adult education and therefore would have implications for all programs that conduct nutrition education in public health settings.

CONCURRENT SESSION (INDIVIDUAL)

CHANGING NUTRITION BEHAVIOR: WHAT WORKS AND HOW

Designing an Impact Evaluation of Learner-Centered Education in WIC

PRESENTER:

Dana Gerstein, MPH, RD, Research Project Manager, Center for Weight and Health, University of California, Berkeley, CA

AUTHORS:

Dana Gerstein, MPH, RD, Research Project Manager, Center for Weight and Health, University of California, Berkeley, CA

Heather M. Reed, MA, RD, WIC LCE Evaluation Project Manager, California Department of Health Services, Sacramento, CA

LEARNING OBJECTIVE:

Attendees will be able to describe one strength and one challenge of the evaluation design for learner-centered nutrition education.

ABSTRACT:

How successful is nutrition education where it counts-behavior and attitude change? UC Berkeley will share an overview of the three year FNS Special Project Grant designed to evaluate effectiveness of learner-centered education (LCE) in increasing fruit and vegetable intake in WIC families, using a non-randomized control, impact evaluation model. The goals of the evaluation of LCE were: 1) to test whether a LCE approach to group education in California WIC was more effective than the traditional, didactic approach for increasing fruit and vegetable consumption in primary caregivers of families with young children; and 2) assess the feasibility of implementing and sustaining LCE. Approximately 1600 WIC participants are participating in LCE fruit and vegetable class (intervention) or regular didactic classes (control group). Changes in fruit and vegetable intake, stage of change, and self-efficacy will be compared. Pre- and post-intervention evaluations of WIC staff perceptions are also being measured.

During this session, you will hear an overview of the evaluation model. Attendees will see the evaluation tools and materials developed for the project and consider how these tools and resources might be used in their program.

CONCURRENT SESSION (EDUCATIONAL)

MAKING A DIFFERENCE: NUTRITION AND FITNESS FOR NATIVE AMERICANS

PRESENTERS:

Joel Gittelsohn, PhD, MSc, Associate Professor, Department of International Health, Johns Hopkins University, Baltimore, MD

Jean A. Anliker, PhD, RD, LDN, Research Associate Professor, University of Massachusetts, Amherst, MA
Louise (Lou) Hankins, MS, Nutritionist, Food Distribution Programs on Indian Reservations (FDPIR), U.S. Department of Agriculture, Food and Nutrition Service, Southwest Regional Office, Oklahoma City, OK
Yvonne Jackson, PhD, RD, Director, Office for American Indian, Alaskan Native, and Native Hawaiian Programs, Administration on Aging, U.S. Department of Health and Human Services, Washington, DC

LEARNING OBJECTIVES:

Attendees will be able to:

- Apply approaches and strategies used by the programs discussed to improve diet- and health-related behaviors among American Indians in their settings.
- Describe current nutrition and physical activity practices of American Indian and Alaska Native elders and the implications for outreach and program planning.

ABSTRACT:

Diabetes, obesity, and heart disease are major health problems affecting American Indians. These health problems can be reduced or prevented by improvements in diet and healthy lifestyle behaviors including increased physical activity. Come hear from experts in the field who will present on programs that have met with success in improving diet and lifestyles among American Indian populations.

Dr. Joel Gittelsohn will discuss environmental interventions for obesity and diabetes prevention among American Indians with a focus on the Apache Healthy Stores intervention trial. The Healthy Stores projects aim to improve health and prevent obesity and disease in low-income communities, in this case on the White Mountain and San Carlos Apache reservations in Arizona, through culturally appropriate store-based interventions to increase the availability of healthy foods and promote them at the point of purchase and through community media. Preliminary results of the study will be presented, as well as ongoing activities. Dr. Jean Anliker will discuss "Pathways," an obesity prevention program for Native American school children, which was the work of 7 tribal nations, 5 universities, and the National Heart, Lung, and Blood Institute. Learn about the partnerships that were developed for this project, and the four basic intervention components: classroom curriculum, food service, family involvement, and physical activity. Results will be presented and discussed, together with recommendations for future programs.

Lou Hankins will describe a reproducible training initiative designed to increase fruit and vegetable awareness, availability, and consumption among participants in the Food Distribution Program on Indian Reservations (FDPIR). The project, "Fresh Is Best!," resulting from a joint partnership between USDA/FNS and the Department of Defense/Defense Supply Centers, was conducted for Native American Food Distribution Programs in New Mexico and Oklahoma. Highlights of the training will be discussed and examples of the materials developed and used will be available. Dr. Yvonne Jackson's presentation will highlight the nutrition and physical activity practices of American Indian and Alaska Native elders identified from a needs assessment survey of over 10,000 elders living in Indian Country conducted in 2004-2005. Implications for outreach and program planning will be discussed.

WEDNESDAY, SEPTEMBER 14 10:30 AM - 12:00 PM

CONCURRENT SESSION (INDIVIDUAL)

MAKING A DIFFERENCE: NUTRITION AND FITNESS FOR NATIVE AMERICANS

Fresh Is Best! A Fruit and Vegetable Initiative Conducted for Native American Food Distribution Programs in New Mexico and Oklahoma

PRESENTER:

Louise (Lou) Hankins, MS, Nutritionist, Food Distribution Programs on Indian Reservations (FDPIR), U.S. Department of Agriculture, Food and Nutrition Service, Southwest Regional Office, Oklahoma City, OK

AUTHORS:

Louise (Lou) Hankins, MS, Nutritionist, Food Distribution Programs on Indian Reservations (FDPIR), U.S. Department of Agriculture, Food and Nutrition Service, Southwest Regional Office, Oklahoma City, OK
Cecilia M. Henson, MA, RD, CEC, Nutritionist, Special Nutrition Programs, U.S. Department of Agriculture, Food and Nutrition Service, Southwest Regional Office, Dallas, TX

LEARNING OBJECTIVE:

Session attendees will be able to describe how this reproducible initiative can increase fruit and vegetable awareness, availability, and consumption among participants in the Food Distribution Program on Indian Reservations (FDPIR).

ABSTRACT:

From its beginning in 1996, the fresh produce program has been a joint partnership between USDA/FNS and the Department of Defense/Defense Supply Centers. In May 2005, the Southwest Region Food Distribution Programs on Indian Reservations (FDPIRs) participated in a practical training program to increase the awareness, availability, and consumption of fruits and vegetables by program participants. This training was also a joint venture by both agencies.

FDPIRs face several challenges in order to provide good quality produce to their participants—challenges such as small staffs, facilities with limited equipment, and distribution locations with limited access to refrigeration. Furthermore, handling and storage requirements of fresh produce are very different from that of other commodities. Only by being familiar with the produce items available and the proper receiving, storing, and handling practices required by each item, can FDPIRs offer quality produce to their participants. The one-day program began with a general fruit and vegetable overview showcasing nutritional benefits, safe food handling basics, and internet sources for additional information. Specific receiving, storing, and handling requirements for each fresh fruit and vegetable FDPIR offers followed. During the lunch hour, a specialty food sampling/evaluation activity was conducted, and the day concluded with six participant-oriented fresh fruit and vegetable activities. The hands-on activities reinforced the prior presentations and gave participants an opportunity to put the information to practical use.

Participant evaluations overwhelmingly echoed the success of the training. Highlights of the training will be discussed and examples of the materials developed and used will be available.

CONCURRENT SESSION (EDUCATIONAL)

THE 2005 DIETARY GUIDELINES: WHAT WILL IT TAKE TO PUT THEM INTO PRACTICE?

PRESENTERS:

Kathryn Y. McMurry, MS, Senior Nutrition Advisor, Office of Disease Prevention and Health Promotion, U.S. Department of Health and Human Services, Rockville, MD

Jay Hirschman, MPH, Director, Special Nutrition Staff, Office of Analysis, Nutrition and Evaluation, Food and Nutrition Service, U.S. Department of Agriculture, Alexandria, VA

Jackie Haven, MS, RD, Center for Nutrition Policy and Promotion, U.S. Department of Agriculture, Alexandria, VA

P. Peter Basiotis, PhD, Director, Nutrition Policy and Analysis Staff, Center for Nutrition Policy and Promotion, U.S. Department of Agriculture, Alexandria, VA

LEARNING OBJECTIVES:

Attendees will be able to:

- Explain the scientific basis for all of the *Dietary Guidelines for Americans* and *MyPyramid*.
- Use the *MyPyramid* Tracker tools to assist FNS program staff in making positive changes in their diet and physical activity behaviors.

ABSTRACT:

The 2005 *Dietary Guidelines for Americans* (DGAs) serve as the science base for all federal nutrition and food guidance policies. *MyPyramid* is a communication tool that is based on the DGAs, Dietary Reference Intakes (DRIs), and current food consumption. Therefore, it is important that this guidance be clearly communicated to and understood by staff and program participants in FNS nutrition assistance programs. This session will provide an overview of:

- the scientific research upon which the 2005 DGAs are based, and why Americans and FNS Program participants can benefit from putting the guidelines into practice in their daily lives;
- recent consumer research and materials developed to facilitate use of the DGAs;
- the developmental process and scientific basis for *MyPyramid* and a review of how this tool can easily be used by FNS staff and program participants.

The discussion will illuminate how *MyPyramid* translates the DGAs into a total diet that meets nutrient needs, and aims to moderate or limit dietary components often consumed in excess. Policy implications related to implementing the DGAs and *MyPyramid* messages and web-based format of *MyPyramid* in FNS programs will be discussed. Finally, this session will guide the audience in real time through the *MyPyramid* Tracker, the online dietary and physical activity assessment tools that provide information on an individual's diet quality, physical activity status, related nutrition messages, and links to nutrient and physical activity information.

CONCURRENT SESSION (EDUCATIONAL)

THE OBESITY FACTOR: CHANGING EARLY CHILDHOOD PROGRAM POLICY ON NUTRITION AND PHYSICAL ACTIVITY IN IOWA

PRESENTERS/AUTHORS:

Janet A. Wendland, PhD, Iowa Bureau of Nutrition Programs, Department of Education, Des Moines, IA
 Katherine Thomas Thomas, Ph.D., Department of Health and Human Performance, Iowa State University, Ames, IA
 Ruth E. Litchfield, PhD, Iowa State University Extension, Iowa State University, Ames, IA

LEARNING OBJECTIVES:

Improve practice in childcare settings by demonstrating the use of nutrition and physical activity policy to educate parents and providers.

Demonstrate media examples that reinforce nutrition policy in early childhood settings.

ABSTRACT:

The epidemic of childhood overweight, which now extends to preschoolers, and the low proportion of young children meeting the recommended servings of fruits and vegetables led to the development of nutrition and physical activity policies for childhood settings. Through a TEAM Nutrition grant the Iowa Department of Education, Bureau of Nutrition Programs (BNP), formed a collaborative team to develop 12 policies and best practices for providers of young children. Policies were presented on a series of index cards and included a self-assessment tool. A video demonstrating the best practices was developed in collaboration with Iowa Public Television demonstrating the practices in center and home-based childcare settings. The BNP, with support from Iowa State University faculty and ISU Extension, provided "Train-the-Trainer" workshops for participants who train child care providers (Child Care Health Consultants, Child Care Resource and Referral staff/trainers). The workshop focused on providing training and resources for childcare providers to combat childhood overweight. The training was designed to be interactive, beginning with the self-assessment of current practices. Participants identified barriers, stakeholders and supports for initiating and changing policies. The "Take Home Message" was that healthy childcare environments provide positive messages that help children develop healthy habits for a lifetime. Iowa Public Television used parts of the video to develop public service announcements (PSAs) that have been shown between children's programs. This session will demonstrate the interactive strategies used in the "Train-the-Trainer" and childcare provider workshops. Audiences that can replicate the training include CACFP, NSLP, WIC and Food Stamp staff. A collaboration of Iowa's Bureau of Nutrition Programs, Iowa State University faculty and Iowa Public Television provided a unique combination of resources for a Train-the-Trainer workshop called "Setting the Stage" created for childcare providers. The focus of the workshop was to provide strategies and resources for childcare providers to combat childhood overweight through policy and practice. The Setting the Stage resources featured index cards with a self-assessment tool, guidance for centers to design policy with 12 best practices identified and lessons to provide a curriculum base. A video was developed by Iowa Public Television to demonstrate the best practices in both center and home-based childcare settings. The session will demonstrate strategies used in the training to promote the best practices identified. The video developed specifically for the training will demonstrate the impact of the best practices so caregivers recognize how policy can be incorporated into their programs.

CONCURRENT SESSION (INDIVIDUAL)

PRESCHOOL AND CHILD CARE NUTRITION EDUCATION INITIATIVES

Color Me Healthy: Implementing A Wagon Full of Fun and Success From Another State

PRESENTER:

Vonda Fekete, MS, RD, Nutrition Education and School Nutrition Programs Supervisor, Division of Food and Nutrition, Pennsylvania Department of Education, Harrisburg, PA

AUTHORS:

Vonda Fekete, MS, RD, Nutrition Education and School Nutrition Programs Supervisor, Division of Food and Nutrition, Pennsylvania Department of Education, Harrisburg, PA

Carolyn Dunn, PhD, North Carolina Cooperative Extension Service, North Carolina State University, Raleigh, NC

Cathy Thomas, MA Ed, Physical Activity and Nutrition Branch, North Carolina Division of Public Health, Raleigh, NC

Kevin Alvarnez, MBA, Pennsylvania Department of Health, Harrisburg, PA Rose Gioia-Fine, Tuscarora Intermediate Unit, Lewistown, PA

Marilyn Corbin, PhD, Penn State Cooperative Extension, University Park, PA

LEARNING OBJECTIVES:

Participants will identify factors that made implementing the Color Me Healthy program successful from one state to another.

Participants will describe the benefits of providing a healthy eating and physical activity program and training to preschool providers of four and five year olds.

ABSTRACT:

Color Me Healthy (CMH) is a program designed for four and five year olds that provides fun, innovative, interactive learning opportunities by using color, music and exploration of the senses to teach children about healthy food and physical activity. CMH and its logo, "a wagon full of fun," was developed and implemented in North Carolina. Through training and assistance by the North Carolina CMH partners, representatives from several Pennsylvania agencies and organizations formed a partnership to implement the CMH program. The CMH materials were used as provided, supplementary materials were developed, and training was adapted to the needs of the state. The program was piloted in five of 67 counties in the state, attracting over 300 providers from family daycare homes, childcare centers, Head Start classrooms, and Family Literacy sites. Eight-week follow-up evaluations completed by trained providers echo the evaluation results of North Carolina. The majority of respondents (86%) indicated they were already using one or more components of the CMH program. A majority of respondents also indicated they saw positive changes in the children in terms of fruit and vegetable recognition (87%) and healthy eating (81%). Parents of children participating in the CMH program completed a pre- and post-survey. Parents indicated a significant reduction in the amount of television time and an increase in the amount of physical activity time from the pre-test to the post-test. The program has expanded to 12 additional counties and evaluation includes 24-hour dietary recalls and activity monitoring. Results will be shared.

CONCURRENT SESSION (INDIVIDUAL)

PRESCHOOL AND CHILD CARE NUTRITION EDUCATION INITIATIVES

Super Star Nutrition For Kids – Improving the Nutrition Environment in Child Care Settings

PRESENTER:

Lynn A. Martin, RD, Child Nutrition Specialist, Child and Adult Care Food Program, Oregon Department of Education, Salem, OR

AUTHOR:

Lynn A. Martin, RD, Child Nutrition Specialist, Child and Adult Care Food Program, Oregon Department of Education, Salem, OR

LEARNING OBJECTIVE:

Build capacity of childcare providers to include more vegetables, fruits and whole grains in menus, to reduce the amount of juice served as a fruit/vegetable component in CACFP menus, and to provide nutrition education and physical activities to young children in care.

ABSTRACT:

Because obesity is increasing in preschool age children, and recent studies show only 2 percent of all children have eating patterns consistent with dietary recommendations, our project sought to create nutrition awareness within CACFP child care environments, to build capacity of childcare providers to offer more vegetables, fruits and whole grains in CACFP meals, and to provide nutrition education and physical activities to young children in care.

The project was designed around an integrated series of key messages offered as a set of twelve “Messages of the Month” (MOM’s). The MOM’s were printed in color in five languages to be used as training and communication tools with CACFP staffs, parents and child care communities.

The first year of the project focused on Family Day Care Homes (FDCH), culminating in a two-day nutrition extravaganza where FDCH monitors participated in interactive mini-lessons and train-the-trainer sessions, learning adult training skills and presentation techniques to train their FDCH providers. Training and resource materials were provided in five languages.

The second year of the project focused on child care centers, offering Super Star Nutrition for Kids: Academy For A Day. The events were customized offered interactive nutrition lessons in each classroom plus individualized training for center administrators and food service staffs on creative menu planning, introducing new foods to kids, food safety and sanitation, and encouraging support for nutrition and physical activity in the classroom and at home.

Menus were collected from project participants and evaluated pre- and post-training. Evaluations showed a significant increase in the percent whole grain foods offered, a decrease in the use of juice as a fruit/vegetable component, and an increase in the servings fruits and vegetables for CACFP snacks after SSNFK trainings. This project was funded by a USDA Team Nutrition Training Grant.

CONCURRENT SESSION (INDIVIDUAL)

PRESCHOOL AND CHILD CARE NUTRITION EDUCATION INITIATIVES

Food Safety in the Child Care Food Program

PRESENTER:

Brenda J. Crosby, RD, LD, Public Health Nutrition Consultant, Florida Department of Health, Tallahassee, FL

AUTHORS:

Brenda J. Crosby, RD, LD, Public Health Nutrition Consultant, Florida Department of Health, Tallahassee, FL

Amber Collins, Nutrition Education, Florida Department of Health, Child Care Food Program, Tallahassee, FL

LEARNING OBJECTIVE:

Summarize a three hour food safety workshop for child care providers.

ABSTRACT:

The need for a child care food safety workshop was identified from child care provider training feedback. A three hour workshop was designed to provide basic food safety information and resources to assist the child care provider in preventing foodborne illness at the child care site. Key points covered in the workshop are: Food Safety and Sanitation Policy, Understanding Foodborne Illness, Purchasing, Receiving and Storing Food, Personal Hygiene, and Safe Food Handling. A variety of training techniques are incorporated in the interactive food safety workshop which include: a workbook with activities, visual aids, humorous skit, and hands-on activities. This is the first of a series of trainings that will be offered quarterly throughout the state. Certificates of completion are provided to participants documenting hours for required state child care licensing continuing education. Workshop evaluations are collected, compiled and evaluated in order to improve and enhance future trainings. Thus far, food safety evaluations indicate the continued need for this type of training.

WEDNESDAY, SEPTEMBER 14 10:30 AM - 12:00 PM

CONCURRENT SESSION (INDIVIDUAL)

PRESCHOOL AND CHILD CARE NUTRITION EDUCATION INITIATIVES

Child Care Providers—Links to Building Healthy Habits

PRESENTER:

Josephine Martin, PhD, RD, LD, The Josephine Martin Group, Consultant to the South Carolina Department of Education, School Food Service and Nutrition Department, Decatur, GA

AUTHORS:

Josephine Martin, PhD, RD, LD, The Josephine Martin Group, Consultant to the South Carolina Department of Education, School Food Service and Nutrition Department, Decatur, GA

LEARNING OBJECTIVE:

Attendees will be able to describe ways that child care providers can serve as connecting links between the children, their parents, and the community.

ABSTRACT:

This presentation will describe a self-paced learning program entitled Building Healthy Habits Using the Dietary Guidelines for Americans (BHH) for child care providers (CCP). This program focuses on the CCP's role in helping young children develop healthy food habits by providing healthy meals and connecting with parents and other adults who influence children's food habits. The South Carolina (SC) Departments of Social Services and Education teamed to secure a Team Nutrition Grant to develop/modify the 15-hour self-paced training program for CCPs. It was field-tested, trainers were trained, and then was implemented in schools. In BHH, each CCP has a learning partner (a CCP) and a coach (an Extension nutritionist). The training empowers CCPs to help children develop healthy food habits. Nutrition information given to children is reinforced by teachers and parents. Activities are provided to CCPs for making connections. Specific Nibbles for Health Newsletters and NFSMI's Mealtime Memos are shared with parents, teachers, and others. BHH contains 18 lessons which each contain a pretest, posttest, topic information, activities, and connections. Lessons connect the content with the DGAs, MyPyramid, Food Label, and CACFP menu planning requirements. The 2004 field-test indicated that CCPs will participate in self-directed training and make connections with significant adults in children's lives. Since training opportunities are limited and CCPs often can't leave their jobs during the day, BHH helps fill the training gap. This course motivates CCPs to become catalysts in creating healthy learning environments and has the potential for empowering thousands of CCPs to make connections with parents and teachers through self-directed training.

CONCURRENT SESSION (INDIVIDUAL)

TEACHING NUTRITION THROUGH THEATER, STORIES, AND COOKING

Connecting With Kids: Using Live Theater to Communicate Your Message

PRESENTER:

Sandra Spann, MS, RD, Program Manager, South Carolina Department of Health and Environmental Control, Office of Public Health Nutrition, Columbia, SC

AUTHOR:

Sandra H. Spann, MS, RD, Office of Public Health Nutrition, South Carolina Department of Health and Environmental Control, Columbia, SC

Funded by USDA, Food Stamp Nutrition Education Program

LEARNING OBJECTIVE:

Outline the steps involved in using theater to communicate positive messages and improve student knowledge and behaviors about nutrition, food and physical; activity through live theater.

ABSTRACT:

The purpose of the project was to form a partnership with the Department of Theater and Dance, University of South Carolina. Collaboration began with a professor in the department who had experience with children's theater and using theater for social change. Under his direction three graduate students scripted the play, wrote the songs and performed in the play in elementary schools (K-5 with greater than 50% free/reduced meals). Key messages included: Take 5 a day, Take 6 or more whole grains, Take down fat and Take action.

Two weeks before each performance schools receive posters about the play as well as pre-test about nutrition and physical activity. After the play a post-test and an after the play activity regarding behavior change and what they learned from the play is administered. Each child receives an activity book includes activities that incorporate the core FSNEP education objectives about nutrition and physical activity as well as take home messages for parents.

The play has been performed for over 4,000 students. The increase in correct post-test answers are approximately 40%. Teacher evaluations indicate that this has been the best nutrition-teaching tool for the children because of the positive reinforcement of messages, interaction with the audience and problem solving. Quote: "The kids actually remember what was taught." "This is much better than lecture or computer simulation." The videotape and materials can be used or a similar partnership can be developed in other Food Stamp Nutrition Education Programs.

CONCURRENT SESSION (INDIVIDUAL)

TEACHING NUTRITION THROUGH THEATER, STORIES, AND COOKING

Nutritious Story Time: Teaching Nutrition to Children and Parents Using Story Books

PRESENTER:

Mary Stickney, RD, LD, Public Health Nutrition Supervisor, Florida Department of Health, Winter Garden, FL

AUTHORS:

Kathy G. Reeves, MS, RD, LD, Public Health Nutrition Consultant, Florida Department of Health WIC Program, Tallahassee, FL

Mary Stickney, RD, LD, Public Health Nutrition Supervisor, Florida Department of Health, Winter Garden, FL

LEARNING OBJECTIVES:

The learner will be able to describe a new, innovative nutrition education method to use with WIC families, day care centers, Head Start Program and others working with young children.

The learner will be able to explain the successful partnership between state and local WIC staff in Florida in improving nutrition education.

ABSTRACT:

Nutritious Story Time is a fun, creative way to present nutrition messages to children (and their parents) while improving literacy skills. The audience will be actively engaged in each stage of the Story Time presentation. Mary Stickney will read a story, demonstrate nutrition crafts and games and have a music segment. There will be a short description of Story Time, followed by the audience members being asked to be the “children” as the program is “modeled” for them. There will be discussion about how to bring in appropriate nutrition messages to Story Time. In the end, there will be a short video showing the Story Time program with actual children and parents in a WIC clinic.

This Story Time presentation will also demonstrate how materials were developed at the state WIC office and how these materials have been successfully used in the “real” world.

CONCURRENT SESSION (INDIVIDUAL)

TEACHING NUTRITION THROUGH THEATER, STORIES, AND COOKING

Do Children Eat Messages? Hands-on Nutrition Education with Fresh and Affordable Healthy Foods

PRESENTER:

Lynn M. Walters, MS, Program Coordinator, Cooking with Kids, Santa Fe Partners in Education, Santa Fe, NM, FSNE Program

AUTHORS:

Lynn M. Walters, MS, Cooking with Kids™, a program of Santa Fe Partners in Education, Santa Fe, NM, FSNE Program

Leslie D. Cunningham-Sabo, PhD, Research Assistant Professor, University of New Mexico, FSNE, CSREES Partner, Albuquerque, NM

Nancy E. Hood, MPH, Associate Scientist 2, University of New Mexico, CSREES Partner, Albuquerque, NM

LEARNING OBJECTIVE:

Session attendees will identify and prioritize three specific changes they plan to develop and implement in order to utilize experiential methods in their own nutrition assistance programs.

ABSTRACT:

Many nutrition educators and teachers conduct message and knowledge-based learning experiences without fully engaging the senses of the children whose attitudes and behavior they are seeking to influence. Consistent with experiential learning and health behavior theories, Cooking with Kids is an innovative school-based program that integrates nutrition education with multiple areas of learning, aligned with State Public Education Standards. Cooking with Kids is noteworthy in classroom cooking and tasting classes, emphasis on foods from diverse cultures, bilingual Spanish/English curriculum (grades K-6), and an inclusive approach to working with school food service staff, who prepare Cooking with Kids' school lunches several times a month. This session will explore the benefits and challenges of adopting an experiential approach, including the positive effects on participating children and their parents. Utilization of fresh, affordable foods across USDA programs (FSNE, Child Nutrition, Cooperative State Research, Education and Extension Service) provides a multifaceted approach which can positively influence children's dietary habits. This session will motivate FNS nutrition assistance program staff to increase the experiential nature of their programs. Funding provided by USDA's Food Stamp Nutrition Education Program through the New Mexico Human Services Department through New Mexico State University Cooperative Extension Service, Santa Fe Public Schools, McCune Charitable Foundation, City of Santa Fe, New Mexico Department of Agriculture, Frost Foundation, Buckaroo Ball, Azalea Foundation, Con Alma Health Foundation and Robert Wood Johnson Foundation. Program evaluation was supported by the National Research Initiative of the USDA Cooperative State Research, Education and Extension Service, Grant number 2002-35200-12409.

CONCURRENT SESSION (EDUCATIONAL)

CELEBRATE EXCELLENCE! FNS LINC AWARD FINALISTS IN:

- Partnerships and Collaborations
- Excellence in Practice

PRESENTERS:

Katheryn Bark, RD, Director, Montana Team Nutrition Program, Bozeman, MT

Patricia Race, MEd, RD, CDN, Director, New York State Department of Health – Nutrition Policy & Health Promotion Unit, Albany, NY

David Ginsburg, MPH, Assistant Chief, California Department of Health, Cancer Prevention and Nutrition Section, Sacramento, CA

Cindy Frederick, Senior Project Coordinator, University of Wyoming, Laramie, WY

Mary Kay Wardlaw, MS, Nutrition Education Specialist, University of Wyoming, Laramie, WY

Come hear your colleagues share success stories and learn about some of the programs selected as finalists to receive 2005 FNS LINC (Leadership, Innovation, and Nutrition Collaboration) Awards. Program representatives will summarize the highlights of the following projects:

- Montana's Defeating Diabetes Initiative is a successful statewide partnership involving the Montana Team Nutrition Program, Montana School Nutrition Programs, the Food Stamp Nutrition Education Program, the Montana Nutrition and Physical Activity Program, Montana's Indian Health Service, Tribal Diabetes Programs, and the Montana Diabetes Project. The initiative's goal is to call attention to the role that schools and communities can play in diabetes prevention while spearheading positive changes to promote healthy eating and physical activity. Four statewide trainings built support and awareness regarding diabetes and how to prevent it, and showcased extraordinary programs currently in place within Montana Native schools and communities.
- The Eat Well Play Hard (EWPH) intervention strives to address childhood obesity and reduce long-term chronic disease risk in New York. EWPH is designed to establish consistent nutrition and physical activity recommendations through multiple programs linked at the community level, and develop a common understanding among parents, health professionals, and the public about the problem of childhood obesity and appropriate prevention and treatment strategies. The core principles of EWPH are integrated in all Division of Nutrition programs.
- The California Children's 5 A Day - Power Play! Campaign is a large-scale social marketing campaign focusing on healthy eating, physical activity, and food security. The Campaign works to influence knowledge, attitudes, individual behavior change, social norms, the environment, and policy by actively involving children in activities at schools, community youth organizations, farmers' markets, supermarkets, and restaurant/foodservice establishments; it also reaches children through local promotions and media.
- The Wyoming Cent\$ible Nutrition Program helps Food Stamp Program participants and applicants eat better for less by adopting healthy eating and active lifestyles consistent with dietary guidelines. Lessons focus on nutrition education, household resource management, and food safety. The Program uses multiple delivery channels and teaching methods to reach all different learning styles and create behavior change.

Two other award finalists will present on their projects during other concurrent sessions:

- Eat Smart. Play Hard.™ "Connections" –Linda S. Wells, BS, MA, presenting in a Wednesday, 8:30-10:00 a.m. session
- Do Children Eat Messages? Hands-on Nutrition Education with Fresh and Affordable Healthy Foods – Lynn M. Walters, MS presenting in a Wednesday, 10:30 a.m.-12:00 p.m. session.

Award winners will be announced at the Awards Luncheon immediately following this session.

CONCURRENT SESSION (EDUCATIONAL)

WEDNESDAY, SEPTEMBER 14 10:30 AM - 12:00 PM

CELEBRATE EXCELLENCE! FNS LINC AWARD FINALISTS IN:

- Excellence in Practice
- Nourishing Tomorrow's Leaders

PRESENTERS:

Idalia Colón Rondón, Administrator, Department of Family—Administration for Socioeconomic Development of the Family, San Juan, Puerto Rico

Olga I. Bernardy Aponte, Auxiliary Administrator for Operational Services, Department of Family—Administration for Socioeconomic Development of the Family, San Juan, Puerto Rico

Carol Chase, MS, RD, CLE, Chief, Nutrition & Breastfeeding Education and Training Section, California WIC Program, Sacramento, CA

Nancy Nesa, MA, RD, Statewide Career Development Coordinator, California WIC Program, Sacramento, CA

Kathy Reeves, MS, RD, LD, Public Health Nutrition Consultant, Florida Department of Health WIC Program, Tallahassee, FL

Mary Ann Patterson, Business Operations Manager for Outreach, Resource Development, & Training, Florida WIC Program, Tallahassee, FL

Come hear your colleagues share success stories and learn about some of the programs selected as finalists to receive 2005 FNS LINC (Leadership, Innovation, and Nutrition Collaboration) Awards. Program representatives will summarize the highlights of the following projects:

- PANECO is a nutrition education program for participants of Puerto Rico's Nutrition Assistance Program (NAP). The Program is a social marketing campaign that reaches its audience through multiple communication channels, educating NAP participants on healthy eating, active lifestyles, and proper benefit use. A cartoon character, also named Paneco, is joined by several friends who frequently appear at community events singing the PANECO jingle, a rock song that invites participants to jump, dance, move, and learn to eat healthy with Paneco.
- California WIC-Based Dietetic Internships (DIs) were developed to meet the growing need for culturally diverse RDs, and provide career advancement for WIC employees. WIC-based DIs address barriers to education by providing part-time employment, scholarships, tutoring, mentoring, educational materials, and computer programs.
- Making Nutrition Education Fun was a live training video broadcast for all Florida WIC staff designed to motivate employees to make nutrition education services more fun and meaningful to clients and themselves. The broadcast was held at 55 sites throughout Florida, and shared fun and innovative nutrition education activities and ideas to enhance nutrition education services. All local WIC agencies received a DVD or VHS copy of the broadcast to review and use for training.

Two other award finalists will present on their projects during other concurrent sessions:

- Eat Smart. Play Hard.™ "Connections"—Linda S. Wells, BS, MA, presenting in a Wednesday, 8:30-10:00 a.m. session
- Do Children Eat Messages? Hands-on Nutrition Education with Fresh and Affordable Healthy Foods—Lynn M. Walters, MS presenting in a Wednesday, 10:30 a.m.-12:00 p.m. session.

Award winners will be announced at the Awards Luncheon immediately following this session.

CONCURRENT SESSION (EDUCATIONAL)

ENERGIZED IN THE GOLDEN YEARS: NUTRITION AND FITNESS INITIATIVES FOR OLDER ADULTS

PRESENTERS:

Jenny Genser, MPP, Program Analyst, Office of Analysis, Nutrition and Evaluation, Food and Nutrition Service, U.S. Department of Agriculture, Alexandria, VA

Susan Middlestadt, PhD, Associate Professor, Applied Health Science, Indiana University, Bloomington, IN

Donna Johnson-Bailey, MPH, RD, Nutritionist, Nutrition Services Staff, Office of Analysis, Nutrition, and Evaluation, Food and Nutrition Service, U.S. Department of Agriculture, Alexandria, VA

Mary L. Meck Higgins, PhD, RD, LD, CDE, Associate Professor, K-State Research and Extension, Kansas State University, Manhattan, KS

LEARNING OBJECTIVES:

Attendees will be able to:

1. Explain general characteristics of older adults served by FNS Programs.
2. Identify promising nutrition and physical activity initiatives for older adults.
3. Discuss key health and social issues that affect delivery of nutrition and physical activity interventions to older adults.

ABSTRACT:

The development of evidence-based interventions to improve the nutrition and physical activity behaviors are important to maintain the health and well being of an increasingly aging adult population. The Food and Nutrition Service is developing new materials for older adult Program participants to improve nutrition and physical activity behaviors. This session will include:

- a review of general characteristics of older adults served by FNS programs;
- a summary of the developmental process for the Eat Smart, Live Strong Activity Kit and a preview of the materials; and
- evidence-based suggestions to enhance nutrition education efforts for older adults.

The Eat Smart, Live Strong Activity Kit provides up-to-date nutrition and physical activity recommendations for older adults between the ages of 60 and 74 based on the 2005 *Dietary Guidelines for Americans* and *MyPyramid*. Participants will have an opportunity to review the promising practices that serve as the foundation for the Eat Smart, Live Strong Activity Kit and sample some of the engaging and creative Eat Smart, Live Strong intervention activities specifically designed for the low-income older adults served by FNS.

CONCURRENT SESSION (INDIVIDUAL)

COLLABORATION REJUVENATION: KEEPING RELATIONSHIPS ENERGIZED AND STRONG

Project ReNEW: Revitalizing Nutrition Education in the Connecticut WIC Program

PRESENTER:

Susan S. Jackman, MS, RD, CD/N, DPH Breastfeeding Coordinator, Section of Health Education, Management and Surveillance, State of Connecticut Department of Public Health, Hartford, CT

AUTHORS:

Susan S. Jackman, MS, RD, CD-N, State WIC Nutrition Coordinator, Division of Health Education, Management and Surveillance, State of Connecticut Department of Public Health, Hartford, CT (WIC Program); Jeffrey R. Backstrand, PhD, Associate Professor, University of Medicine and Dentistry of New Jersey, Newark, NJ; Laura Victoria Barrera, MPH, Health Program Supervisor, University of Connecticut School of Medicine, Area Health Education Center (AHEC) Program, Farmington, CT; Marjorie Chambers, MS, RD, CD-N, Nutrition Consultant, Connecticut Department of Public Health, Hartford, CT (WIC Program); Linda T. Drake, MS, EFNEP, Nutritionist and Program Director, University of Connecticut, Department of Nutritional Sciences, Storrs, CT, EFNEP; Ann Gleason Ferris, PhD, RD, Professor of Nutritional Sciences, Co-director of the Center for Public Health and Health Policy, University of Connecticut, Storrs, CT, Food Stamp Nutrition Education; John Frassinelli, MS, RD, Connecticut Department of Public Health, Hartford, CT (Food Stamp Nutrition Education); Michelle B. Pierce, PhD, RD, Assistant Extension Professor in Residence, University of Connecticut, Department of Nutritional Sciences, Storrs, CT (Food Stamp Nutrition Education); Colleen Thompson, MS, RD, Extension Educator in Residence, University of Connecticut, Department of Nutritional Sciences, Storrs, CT (Team Nutrition Program); Maureen Wojtczak, MS, RD, CD-N, Nutrition Consultant, Connecticut Department of Public Health, Hartford, CT (WIC Program)

LEARNING OBJECTIVE:

Session attendees will understand the process undertaken to develop, implement and evaluate a collaborative approach to improve program services.

ABSTRACT:

The Connecticut WIC Program has undertaken a comprehensive initiative to revitalize the quality of nutrition services provided by the program. Initially funded through a WIC Special Project Grant from USDA, Project ReNEW (Revitalizing Nutrition Education in the WIC Program) has benefited from the expertise of a number of state partners. In addition to the Connecticut Area Health Education Center Program, which provided technical assistance and logistical support, and local WIC staff, colleagues representing the Food Stamp Nutrition Education Initiative, the Expanded Food and Nutrition Education Program, the 5 A Day Program and the Team Nutrition Program have been actively involved in the development and implementation of this project.

This presentation will focus on the staff education component of Project ReNEW. Core and elective curricula were developed based on a needs assessment process. Educational sessions were conducted on a regional basis to maximize the participation of local WIC staff. The core curriculum addressed customer service, cultural competence and breastfeeding. The elective curriculum included an experiential learning component that was offered in a number of community settings. It addressed research-based approaches for facilitating behavioral change, critical evaluation of nutrition information on the internet, and guided restaurant and food market tours featuring a number of cultures. Project partners also collaborated on a number of statewide conferences that addressed issues facing nutrition educators across the FNS-funded programs, including childhood obesity. Evaluation findings and the products developed under Project ReNEW will also be discussed.

CONCURRENT SESSION (INDIVIDUAL)

COLLABORATION REJUVENATION: KEEPING RELATIONSHIPS ENERGIZED AND STRONG

FSNE And WIC Collaborate On Television Series

PRESENTER:

Kari A. Bachman, MA, Program Coordinator, Extension Home Economics, New Mexico State University Cooperative Extension Service, Las Cruces, NM

AUTHOR:

Kari A. Bachman, MA, Program Coordinator, Extension Home Economics, New Mexico State University Cooperative Extension Service, Las Cruces, NM

LEARNING OBJECTIVE:

In a facilitated discussion, each attendee will name and examine one benefit of agencies collaborating on nutrition media projects and one strategy for ensuring effective collaboration.

ABSTRACT:

In New Mexico, WIC and FSNE collaborated to create a nutrition television series. This project built on prior experience of both agencies in creating educational videos. Contracting with a faith-based station was an effective way to cut costs and reach a wide audience, and this partnership will be continued. The series of half-hour programs was conceptualized and directed jointly by two state WIC staff members and a state FSNE program coordinator with NMSU Extension. This process increased appreciation and understanding between staff persons of the two FNS programs, and has resulted in the initiation of other projects. Episode topics include breastfeeding, making baby food, cooking with kids, and physical activity with toddlers. The team developed a protocol for use in WIC offices to pilot test the programs as a new method for conducting nutrition education. WIC clients were encouraged to watch the programs at home. Those who did were eligible to participate in specially-designed nutrition education follow-up at WIC offices. The program schedule was publicized to FSNE participants by means of posters and recipe cards distributed in FSNE classes. The television programs were discussed in FSNE classes, where activities were conducted that built on them. The evaluation results of this project will inform application of the inter-agency collaborative approach, as well as of the television medium, to other FNS programs. This project was funded by FSNE funds and State WIC funds.

CONCURRENT SESSION (INDIVIDUAL)

COLLABORATION REJUVENATION: KEEPING RELATIONSHIPS ENERGIZED AND STRONG

Start by Eating Right: Promoting Healthy Eating in Young Children through Partnerships with Head Start and other Community Agencies

PRESENTER:

Angieeki S. Jones, MPA, Program Manager, Share Our Strength, Washington, DC

AUTHORS:

Angieeki S. Miles, MPA, Program Manager, Share Our Strength, Washington, DC
Stacey Flanagan, Senior Program Manager, Share Our Strength, Washington, DC

LEARNING OBJECTIVE:

Attendees will be able to:

Apply the best practices employed in Share Our Strength's Operation Frontline nutrition education program to create, leverage, and sustain community partnerships to expand the reach of nutrition education services in their own setting.

ABSTRACT:

Share Our Strength's Operation Frontline is a cooking-based nutrition education program that helps people at risk of hunger and poor nutrition to shop for food wisely, develop household budgets, and prepare healthy meals for themselves and their families. From March 2004 to March 2005, Share Our Strength engaged in a project to identify the best practices for bringing the Operation Frontline nutrition education program to Head Start parents in Illinois, New York and Massachusetts. At the conclusion of the project, 23 six-week Eating Right sessions had been held at Head Start centers, reaching 200 parents. Survey results revealed that Operation Frontline classes increased parents' knowledge of nutrition and encouraged parents to feed their children in a more healthy way. This presentation will discuss best practices for how FNS programs can create, leverage, and sustain partnerships with community programs such as Operation Frontline to expand the reach of nutrition education services. Share Our Strength's recent collaboration with Head Start is used as an example.

WEDNESDAY, SEPTEMBER 14

1:45 - 3:15 PM

CONCURRENT SESSION (INDIVIDUAL)

COLLABORATION REJUVENATION: KEEPING RELATIONSHIPS ENERGIZED AND STRONG

Collaboration—A Key to Enhanced Nutrition Services: A County Case Study

PRESENTER:

Bonnie L. Broderick, MPH, RD, Santa Clara County Public Health Department, San Jose, CA

AUTHOR:

Bonnie L. Broderick, MPH, RD, Santa Clara County Public Health Department, San Jose, CA
Associated with WIC Program and California Nutrition Network.

LEARNING OBJECTIVE:

Learner will identify at least three community level strategies to maximize efficiencies of sister-FNS programs.

ABSTRACT:

Multiple client-driven strategies are used to enhance efforts in Santa Clara County between WIC and its partner program, California Nutrition Network. These strategies, guided by the Social Ecological Model (SEM), maximize efficiencies through community partnerships and outreach, while minimizing duplication of efforts. Strategies span the range of SEM and include activities from: 1) the individual level, including collaboration on nutrition education classes and newsletters; 2) the interpersonal level, including peer education, provider training, and feeding dynamics; 3) the institutional level, including workplace interventions and policy change; 4) the community level, including farmers' market partnerships; and 5) the social structure/public policy level, including environmental change. Collaboration on multiple levels is not without challenges; however, barriers can be overcome through continual process evaluation. In addition, communication and strategic planning are key to effective collaborative activities and to strategy implementation. These strategies and partnerships support Santa Clara County's core belief that nutrition and physical activity are key to chronic disease prevention and health promotion and more effectively deliver services as demonstrated by outcome.

CONCURRENT SESSION (EDUCATIONAL)

EVALUATING NUTRITION EDUCATION: STEPS FOR MOVING FORWARD TOGETHER

PRESENTERS:

Carol Olander, PhD, Branch Chief, Family Programs Evaluation Branch, Office of Analysis, Nutrition, and Evaluation, Food and Nutrition Service, U.S. Department of Agriculture, Alexandria, VA

Helen Chipman, PhD, RD, LN, National Coordinator, FSNE, Cooperative State Research, Education and Extension Service (CSREES), U.S. Department of Agriculture, South Dakota University, Brookings, SD

Joanne Guthrie, MS, RD, Assistant Deputy Director for Nutrition in the Food Assistance and Nutrition Research Program (FANRP), Economic Research Service, U.S. Department of Agriculture, Washington, DC

Eileen S. Stommes, PhD, Senior Sociologist, Food Assistance Branch, Food and Economics Division, Economic Research Service, U.S. Department of Agriculture, Washington, DC

Brenda L. Dobson, MS, RD, Nutrition Services Coordinator, Iowa Department of Public Health, Des Moines, IA

LEARNING OBJECTIVE:

Participants will be challenged to commit to taking an additional step towards sound evaluation.

ABSTRACT:

Nutrition educators are at many different places when it comes to having the opportunity and capacity for evaluation. We can agree, though, on at least two things – nutrition education evaluation is important but difficult. This session will highlight technical products and tools under development to support evaluation progress, offer an example of a strong impact evaluation in the field, and engage the audience in identifying solutions to evaluation challenges. Session participants will be challenged to commit to taking an additional step towards sound evaluation.

CONCURRENT SESSION (INDIVIDUAL)

EVALUATING NUTRITION EDUCATION: STEPS FOR MOVING FORWARD TOGETHER

Translating Research Into Practice

PRESENTER:

Brenda L. Dobson, MS, RD, Nutrition Services Coordinator, Iowa Department of Public Health, Des Moines, IA

AUTHORS:

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Grace S. Marquis, PhD, Department of Food Science and Human Nutrition, Iowa State University, Ames, IA

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Esi K. Colecraft, DrPH, Department of Food Science and Human Nutrition, Iowa State University, Ames, IA
Peggy Martin, MS, RD, EFNEP Coordinator, Ames, IA

LEARNING OBJECTIVE:

Identify appropriate types of messages for each Stage of Change.

ABSTRACT:

The Transtheoretical Model of Change and Critical Thinking Model were used to develop nutrition education interventions to increase the offering of vegetables to 2-to 5 year-old WIC participants. Four randomly assigned agencies used the interventions in randomly selected clinics with a similar number of agencies and clinics as controls. A staging algorithm classified caregivers by their intention to offer vegetables and reported barriers guided the nutrition topic to be addressed. Data were collected from 2088 (1083 intervention; 1005 control) participants through surveys (SES, knowledge, attitudes, and practices about offering vegetables) and WIC data (anthropometry, diet, SES). Almost half (n=978) of the participants had at least two certification contacts. About one-third of all caregivers moved in a positive direction over time ($p<0.001$). Significantly more caregivers in the intervention group moved in a positive direction than caregivers in the control group ($p<0.01$). The caregivers' endpoint Stage of Change tended to higher with more certification contacts ($p<0.10$). There were no significant differences between groups in knowledge score between baseline and endpoint, however, the intervention tended to be associated with a greater increase in attitude score ($p<0.10$). The change in frequency and variety of vegetables consumed was similar between groups. Child age was inversely associated with an increase in frequency of consuming vegetables. Stage-tailored nutrition education interventions can positively affect the caregiver's readiness to offer vegetables. Frequent exposure to a variety of vegetables from a young age has the potential to influence lifelong food preferences. Partially funded by USDA/FNS as a special project grant.

CONCURRENT SESSION (EDUCATIONAL)

FRESH WAYS TO MIX IT UP!!

PRESENTERS:

Debi Tipton, MS, RD, LD, WIC Program Manager, The Chickasaw Nation, Ada, OK; Melody Schrank, RD, LD, MS, WIC Nutritionist, The Chickasaw Nation, Ada, OK; Roxanna Newsom, Food Distribution Program (FDPIR) Manager, The Chickasaw Nation, Ada, OK; Sarah J. Miracle, MBA, RD, LD, Food Stamp Nutrition Education Manager, The Chickasaw Nation, Ada, OK; Melanie Todd, MS, RD, LD, Food and Nutrition Services Manager, The Chickasaw Nation, Ada, OK; Jennifer Hayes, MA, Farmers' Market Nutrition Programs Manager, The Chickasaw Nation, Ada, OK

AUTHORS:

Melinda Newport, MS, RD, LD, Director, The Chickasaw Nation, Ada, OK; Debi Tipton, MS, RD, LD, WIC Program Manager, The Chickasaw Nation, Ada, OK; Melody Schrank, RD, LD, MS, WIC Nutritionist, The Chickasaw Nation, Ada, OK; Roxanna Newsom, Food Distribution Program (FDPIR) Manager, The Chickasaw Nation, Ada, OK; Sarah J. Miracle, MBA, RD, LD, Food Stamp Nutrition Education Manager, The Chickasaw Nation, Ada, OK; Melanie Todd, MS, RD, LD, Food and Nutrition Services Manager, The Chickasaw Nation, Ada, OK; Jennifer Hayes, MA, Farmers' Market Nutrition Programs Manager, The Chickasaw Nation, Ada, OK

LEARNING OBJECTIVE:

Attendees will discover and apply ways nutrition education efforts can be reordered to benefit clients across various FNS programs and in community initiatives.

Attendees will participate in and investigate ways to create engaging learning environments.

ABSTRACT:

"Fresh Ways to Mix It Up!" is designed to engage attendees in experiencing ways that nutrition education efforts can be reordered to benefit clients across FNS programs. The session highlights a variety of successful nutrition education approaches, representing six FNS programs as well as others, that will illustrate the enthusiasm and benefits of an interactive learning environment. We know that another brochure is not the answer! After years of eagerly searching for "what is worth doing," materials were adapted from the Southwest Region WIC Nutrition Education initiative, which explored the research on behavior change and meaningful changes in food selections. Desiring in our nutrition programs to invest our energies/resources in the areas most worthwhile in promoting wellness and preventing obesity, our nutrition professionals have set a course to focus on 4 primary nutrition messages, including:

- Increase consumption of fruits and vegetables
- Promote breastfeeding as the method of choice for infant feeding
- Increase physical activity (reduce "screen" time)
- Promote increased consumption of water.

These timely messages are the platform from which all nutrition education initiatives in our 8 nutrition programs work. Various techniques and approaches are utilized - in light of different learning styles and stages of change - to convey each message. Nutrition paraprofessionals and Breastfeeding Peer Counselors assist Nutritionists in implementation of these activities. The measures of success vary broadly from client surveys indicating a positive response to nutrition education activities and WIC clients transferring those messages to use in the home to increased participation in cooking shows and increased take rates on fresh fruits and vegetables by FDPIR, FSNE and FMNP clients. From infants to senior adults, across all FNS programs and our cafeteria and wellness center, clients enjoy participating in interactive learning. Attendees to "Fresh Ways to Mix It Up" will be able to identify skills for being an effective change agent; recognize means of adapting a consistent nutrition message across a variety of programs and take home specific ideas for educating clients in an interactive learning environment. These efforts are rewarded by ensuring the provision of integrated and comprehensive nutrition education across programs and, most importantly, that our clients receive something of value to them.

CONCURRENT SESSION (INDIVIDUAL)

IMPROVING FITNESS AND EATING BEHAVIOR—SCHOOLS CAN DO BOTH AND THEN SOME

Promising Practices from LEAF: Linking Education, Activity and Food in Public Schools

PRESENTER:

Phyllis Bramson-Paul, Director, Nutrition Services Division, Assistant Superintendent of Public Instruction, California Department of Education, Sacramento, CA

AUTHORS:

Margaret B. Aumann, MPH, RD, Nutrition Education Consultant at Nutrition Services Division, California Department of Education, Sacramento, CA

Mary V. Lussier, MPH, RD, Nutrition Services Division, California Department of Education, Sacramento, CA

Gail Woodward-Lopez, MPH, RD, Associate Director of Center for Weight and Health, UC Berkeley, CA
Karen Candito, Director of Nutrition Services, Berkeley Unified School District, Berkeley, CA

LEARNING OBJECTIVES:

Participants will learn key strategies involved in developing school nutrition and physical activity policies and implementing them in middle and high schools, and evaluation results in select California school districts.

Participants will be able to assess their own school/agency environment in terms of planning and implementing the strategies described during the presentation.

ABSTRACT:

What does it take to get healthy food choices and physical activity opportunities into secondary schools? Come learn how some schools have worked within their communities to Link Education, Activity, and Food: LEAF! This session will describe strategies used by some California middle and high schools to apply nutrition and physical activity policies and a discussion of the challenges faced and “promising practices” discovered. Presenters will share the results of an evaluation of the LEAF grant program results (Results are due out in Spring 2005.) Participants will engage with presenters and fellow attendees in using hands-on tools to help assess where their own school, district, or agency currently sits on the continuum of policy development and implementation. Participants will be able to order copies of a newly published document and access other resources to assist with applying what they learned from the presentation in their own situation.

This session will focus on the successes and challenges experienced by select middle and high schools as they developed and implemented nutrition and physical activity policies. In their efforts to Link Education, Activity, and Food (LEAF) toward improving student health, schools field-tested strategies ranging from improving school lunch menus and the healthfulness of other food and beverages sold to increasing physical activity opportunities before, during, and after the school day. The LEAF Grant program was evaluated for its impact on FNS program participation and indicators of student nutrition and physical activity status.

CONCURRENT SESSION (INDIVIDUAL)

IMPROVING FITNESS AND EATING BEHAVIOR—SCHOOLS CAN DO BOTH AND THEN SOME

Destination Wellness: A Nutrition Education Tool Kit for High School Students

PRESENTER:

Judith A. Dzimiera, RD, LD, MEd, Staff Specialist, School and Community Nutrition Programs Branch, Maryland State Department of Education, Baltimore, MD

AUTHORS:

Judith A. Dzimiera, RD, LD, MEd., Maryland State Department of Education, Baltimore, MD
Carolyn H. Thompson, CFCS, Maryland State Department of Education, Baltimore, MD
FNS Program: National School Breakfast and Lunch Programs

LEARNING OBJECTIVE:

Participants will be able to describe the components of the Destination Wellness tool kit and explain the relationship between lesson topics and current obesity causes and effects.

ABSTRACT:

Maryland State Department of Education (MSDE) contracted with Barbara Mayfield, RD, MS, to develop a tool kit of nutrition and physical activity lessons for high school students as part of a USDA Team Nutrition grant. Destination Wellness takes a teen-friendly approach to wellness. An analogy of giving students “keys” to “take the wheel” in learning to drive serves as a metaphor for the overall theme of taking control of their personal nutrition and fitness. Students learn how to distinguish between science and hype when they research nutrition on the Internet. They define a realistic and healthy body image. They conduct a self-assessment of their current eating and physical activity habits and make plans for change. Throughout the eight-lesson kit, the “driver” theme makes lessons enjoyable and reinforces the idea that students are in control of their eating and exercise habits.

The tool kit curriculum meets the national standards for health education in nutrition for high school students. It can be used by health teachers, school nurses, family and consumer science teachers, physical education teachers, and community health educators. Lessons can continue to be current and contemporary by accessing the most up-to-date news and information as suggested within each lesson.

MSDE conducted regional “train the trainer” sessions to unveil Destination Wellness to health education and school nurse supervisors across the state. These trainers then provided workshops for educators and nurses in their school systems. MSDE has contracted with Purdue University to conduct an evaluation of the effectiveness of the tool kit.

CONCURRENT SESSION (INDIVIDUAL)

IMPROVING FITNESS AND EATING BEHAVIOR—SCHOOLS CAN DO BOTH AND THEN SOME

SPARK (Sports, Play, and Active Recreation For Kids) With A Nutrition Twist

PRESENTER:

Courtney A. Sjoerdsma, Director of Educational Services, The SPARK Programs, San Diego, California

AUTHOR:

Courtney A. Sjoerdsma, Director of Educational Services, The SPARK Programs, San Diego, California

LEARNING OBJECTIVE:

Attendees will leave the session with a greater knowledge of SPARK and be able to share with others: ideas, strategies, and ready-to-use tools fostering positive outcomes and enhancing development of quality physical activity programs.

ABSTRACT:

The SPARK (Sports, Play and Active Recreation for Kids) Programs began studying elementary physical education in 1989, and today, the name SPARK represents a collection of exemplary, research-based physical education and activity programs.

The Problem: Childhood Obesity

The Answer: The SPARK Programs

While overweight and obesity levels climb, the minutes children spend in physical education (PE) has decreased. SPARK is designed to maximize class activity time, without sacrificing learning. The SPARK team of educators and researchers have spent years creating the tools you need to succeed, and now they are available to you.

SPARK IS the “New PE.” SPARK classes are more inclusive, active, and fun. To date, more than 35 papers have proven that students who participate in SPARK PE demonstrated achievement in the following variables:

- Moderate to vigorous activity (above Healthy People Goals 2010 objective)
- Fitness
- Sport Skills
- Enjoyment of PE
- Academic Achievement (Yes, SPARK PE kids did as well or better on standardized tests despite 200-300% more time out of the classroom!)
- Activity Levels Away From School

SPARK’s additional honors include:

- Citation in the Surgeon General’s Report on Physical Activity and Health as a “school based solution to our nation’s health care crisis.”
- Governor’s Commendation from Arnold Schwarzenegger for work in “improving the health of California youth.”
- “Exemplary Program Status” from the U.S. Department of Education

SPARK Programs include: K-12 Physical Education, Lifelong Wellness, Early Childhood and After School.
For information: 1-800-SPARK-PE www.sparkpe.org

CONCURRENT SESSION (EDUCATIONAL)

LEAP – LITERACY, EATING, AND ACTIVITIES FOR PRESCHOOLERS

PRESENTERS:

Jackie Walters, MBA, LD, RD, Extension Associate, University of Kentucky College of Agriculture's Cooperative Extension Service, Lexington, KY

Denise Rennekamp, MS, Extension Health Associate in Family and Consumer Sciences, University of Kentucky College of Agriculture's Cooperative Extension Service, Lexington, KY

Linda C. Dunsmore, MS, RD, Registered Dietitian, Kentucky Department of Education's Division of School and Community Nutrition, Frankfort, KY

AUTHORS:

Pamela L. Sigler, MS, Project Manager, Cooperative Extension Service, University of Kentucky, Lexington, KY

Jackie Walters, MBA, LD, RD, Extension Associate, University of Kentucky College of Agriculture's Cooperative Extension Service, Lexington, KY

Denise Rennekamp, MS, Extension Health Associate in Family and Consumer Sciences, University of Kentucky College of Agriculture's Cooperative Extension Service, Lexington, KY

Linda C. Dunsmore, MS, RD, Registered Dietitian, Kentucky Department of Education's Division of School and Community Nutrition, Frankfort, KY

Rita May, BS, University of Kentucky, Lexington, KY

LEARNING OBJECTIVES:

Attendees will be able to:

- Implement successful nutrition education activities and interventions in their community.
- Access LEAP curriculum for nutrition education.
- Apply networking and partnership skills to coordinate nutrition education across FNS nutrition assistance programs and improve collaboration among State and community partners.

ABSTRACT:

LEAP is a preschool curriculum using story books to encourage children to eat 5 or more fruits and vegetables each day, to taste new fruits and vegetables, and be active each day. Each lesson has a family newsletter to encourage fruits and vegetables consumption at home. The curriculum is currently being used in Head Start Centers, Family Resource Centers and summer feeding programs. The curriculum is accessible on line. The only cost required is the purchase of story books from local bookstores or publisher. The curriculum was developed by a state coalition with school food service, public health, Extension, community organizations, and educators.

Reading books that focus on preparing and eating healthy foods and being physically active can motivate children to adopt positive health behaviors that can last a lifetime. LEAP, a preschool health curriculum, contains ten lessons using storybooks to teach children about staying healthy and eating more fruits and vegetables. Each lesson consists of a facilitator's guide, reinforcement activities, and a family newsletter. The curriculum is designed to be used with children 3-5 years of age. Each family newsletter features a health topic appropriate for families with young children. The program is implemented through the county Extension office with collaborative efforts with Extension Homemakers, public libraries, health departments, family resource centers, the Kentucky Department of Education Division of School and Community Nutrition, and other community partners and volunteers.

CONCURRENT SESSION (INDIVIDUAL)

TECHNOLOGICAL WHIZZES—WINNING APPROACHES TO PROVIDING NUTRITION EDUCATION ELECTRONICALLY!

Novel Techniques in the Delivery of Nutrition Education Using Videoconferencing Technology

PRESENTER:

Regina Merrell, RD, LD, Nutrition Program Consultant, Department of Human Resources, State of Georgia, Atlanta, GA

AUTHOR:

Regina Merrell, RD, LD, Nutrition Program Consultant, Department of Human Resources, State of Georgia, Atlanta, GA

LEARNING OBJECTIVE:

Recognize alternative methods of delivering Women, Infants, and Children (WIC) nutrition education to program participants through individual and group counseling sessions via videoconferencing.

ABSTRACT:

Videoconferencing is changing the way public health professionals conduct business. It has the ability to connect experts to clients in different locations from around the world. This project began as a pilot to determine the feasibility of conducting nutrition education sessions to WIC participants via real-time videoconferencing methods. Funding was secured through a United States Department of Agriculture general infrastructure grant for the purchase and installation of videoconferencing equipment. A needs assessment was conducted in each location selected to determine their ability to participate based on available capacity. Long distances between clinic sites in rural areas limited the availability of nutritionists to deliver education. Nutritionists delivering required nutrition education sessions to multiple clinic sites due to reduced staffing can now link a number of locations at one time and provide services to several locations using videoconferencing technology without leaving their offices. Nutrition education lessons including Best Practice Guidelines were developed and delivered to participants in individual and group settings. Topics for the nutrition education sessions were determined by identifying the top ten risk criteria indicated for certification. Pre and post-tests were developed and provided to participants in order to assess lesson comprehension. In addition, a database was created to track nutrition education encounters administered via videoconferencing. Nutritionists or other trained and qualified staff could now offer these classes in a face-to-face format while being many miles apart. Videoconferencing secondary nutrition education and individual high-risk contacts have allowed a broad expansion of service delivery to the participants in the WIC program.

CONCURRENT SESSION (INDIVIDUAL)

TECHNOLOGICAL WHIZZES—WINNING APPROACHES TO PROVIDING NUTRITION EDUCATION ELECTRONICALLY!

HealthSmart – Computer Based Nutrition Education that Works!

PRESENTER:

Linda R. Stoll, MPH, Director, Child Obesity Program, Education Division, Horizon Software International, Loganville, GA

AUTHOR:

Linda R. Stoll, MPH, Director of Child Obesity Prevention, Horizon Software, International, Loganville, GA

LEARNING OBJECTIVE:

Audience members will be able to implement a complete nutrition and activity curriculum that is designed to be student driven, requiring a minimum of classroom teacher time.

ABSTRACT:

The current childhood obesity epidemic and No-Child-Left-Behind appear to have left educators with conflicting demands on their time. While the need for increased nutrition and physical education are widely recognized, teachers, who are under the gun to produce improved scores in core subject areas on standardized tests, are finding themselves with less time for these “non-essential” learning areas. HealthSmart™ is a comprehensive curriculum designed to teach students the information they need to know to make better food choices and to include more physical activity in their day. Student resource CDs are designed to be navigated independently by students. The teacher’s curriculum is also contained on CD providing the classroom teacher with lesson plans, discussion guides and downloadable enrichment activities – everything they need in an easy to access format. The entire curriculum is designed to require a minimum of classroom teacher time.

Pilots of the curriculum conducted in 4 states have shown that the students are gaining the information that they need to make informed health choices. Pre- and post-test scores show significant improvement in nutrition knowledge. The easy access CDs and downloadable enrichment activities encourage parent and family involvement.

CONCURRENT SESSION (INDIVIDUAL)

TECHNOLOGICAL WHIZZES—WINNING APPROACHES TO PROVIDING NUTRITION EDUCATION ELECTRONICALLY!

Wichealth.Org: An Internet-Based Approach for Parent-Child Nutrition Education

PRESENTER:

Robert J. Bensley, PhD, Professor, Health, Physical Education and Recreation Department, Western Michigan University, Kalamazoo, MI

AUTHORS:

Robert J. Bensley, PhD, Professor, Health, Physical Education and Recreation Department, Western Michigan University, Kalamazoo, MI

Judith V. Anderson, DrPH, RD, Michigan Department of Community Health, WIC Division, Lansing, MI

Nelda Mercer, MS, RD, FADA, Michigan Department of Community Health, WIC Division, Lansing, MI

John J. Bruski, MPH, Western Michigan University, Kalamazoo, MI

LEARNING OBJECTIVES:

- Determine the impact an Internet-Based approach can have on parent-child feeding behavior among WIC clients.
- Explore how the eHealth Behavior Management Model can be used to move individuals toward an action stage of health behavior change.
- Identify the inherent challenges associated with implementing and evaluating an Internet-based behavior change process.

ABSTRACT:

Purpose:

Traditional forms of nutrition education are action oriented and do not fully address stage-based needs of WIC participants. www.wichealth.org is a FNS funded, seven-state Internet-based nutrition education project. The eight [wichealth.org](http://www.wichealth.org) modules use the eHealth Behavior Management Model, which is based on persuasive communication, the Transtheoretical Model, Behavioral Intent, and Division of Responsibility, to move WIC participants toward stage-based information.

Method:

Participants complete an online Likert survey based on site satisfaction, site usability and helpfulness, and belief in ability and intent to change behavior. Client progression in intent toward movement in stages of readiness change is tracked based on client keystroke and printed on certificate of completion.

Findings:

Over 40,000 participants have accessed [wichealth.org](http://www.wichealth.org) since 2003 with maintenance and action being the most popular beginning stages (over 80%). Most clients in earlier stages moved toward action. 80% of client access occurs from home, work, or a parent's home. 90-95% of all clients indicating they: (1) learned something that will help their child's eating habits, (2) learned something that will help them change the way they feed their child, or (3) believe they can make changes using what they learned.

Conclusions and Implications:

This approach is an efficient means for providing participants in later stages of readiness to change with viable resources for maintaining the changes. It is also an effective way for diagnosing participant readiness and intent toward change (listed on certificate), providing local WIC staff with a point of reference for future client counseling sessions.

CONCURRENT SESSION (INDIVIDUAL)

TECHNOLOGICAL WHIZZES—WINNING APPROACHES TO PROVIDING NUTRITION EDUCATION ELECTRONICALLY!

Empowering Adolescents to Make Personal Nutrition Decisions Using an Interactive Software Program

PRESENTER:

Amy K. Casteel, RD, School Meals Specialist, National Food Service Management Institute, The University of Mississippi, University, MS

AUTHOR:

Amy K. Casteel, RD, School Meals Specialist, National Food Service Management Institute, The University of Mississippi, University, MS

LEARNING OBJECTIVE:

Participants will be able to use new web-based strategies for providing nutrition education to adolescents.

ABSTRACT:

Simply teaching teens the “right nutritional facts” is not enough to change their lifestyles, eating habits, or ultimately their overall nutritional and physical health. An effective adolescent training program must begin with an understanding of what does and does not motivate the target audience.

Adolescents (ages 11-14) are increasingly sophisticated users of computer software, and enjoy Web programs and CD-ROMs. However, they reject presentations of “good information” which simply uses Web technology as an “electronic page turner.” Successful Web sites, whether commercial or noncommercial, offer imaginative games, puzzles, and stories designed to enhance skills, tap into a teen’s curiosity, and foster creative expression.

This highly interactive educational software program targeted to adolescents it focuses on healthy eating and healthy lifestyles in the context of the world in which teenagers live and make decisions. Game design is based on the USDA/FNS booklet “The Power of Choice” and was funded at least in part with funds from USDA/FNS through a cooperative agreement. The games reflect the constructivist learning theory: environments will allow game players to learn on their own. Game play will allow players to construct knowledge through experimentation and creative development. The emphasis on making the games fun increases the amount of times games will be used. Increased access to games will encourage retention of nutrition information through drill and practice.

Focus groups and beta testing with a controlled number of students from the target age group indicated high acceptability of the process and product.

*ALL IT TAKES IS NUTRITION SEN\$E - STUDENTS ENCOURAGE
NUTRITIOUS SNACKS IN STUDENT RUN STORES*

AUTHORS:

Katheryn S. Bark, RD, LN, Montana State University, Bozeman, MT. Montana Team Nutrition Program
Mary Stein, MS, Montana State University, Bozeman, MT. Montana Team Nutrition Program

LEARNING OBJECTIVE:

Demonstrate methods to increase the availability and acceptance of healthful foods and beverages sold in student run stores in Montana schools.

ABSTRACT:

As the 2000 School Health Policies and Programs study (SHIPPS) indicates, the nutritional quality of foods being sold in student stores and canteens is poor in that it is high in added fats and sugars and low in key nutrients. The Montana Team Nutrition Program was interested in determining how to increase the availability and acceptance of healthful foods and beverages sold in student run stores in schools through the development of the Nutrition SEN\$E Project. This project was designed to have students encourage nutritious snacks everyday by awarding student organizations mini-grants as an incentive for adding healthful foods and beverages to their students run stores. Through a competitive process, twenty mini-grants were funded at a range of \$500 to \$3,000 and distributed over two school years. Seventeen projects were completed with three schools returning the funds. Data collected from this project indicates that students will purchase healthful items if they are accessible, reasonably priced and adequately marketed. Another finding was there is a lack of food safety training to the students operating the student-run stores. The knowledge, lessons learned, ideas, and observations from the completed mini-grant projects were compiled to help create the "All it Takes is Nutrition SEN\$E" toolkit. This resource (available on the state agency website) provides guidance to other schools interested in selling healthful items in student run stores in a cost effective and safe manner. A 2001 USDA Team Nutrition Training Grant funded this project.

COOKSHOP/VEGETABLE OF THE MONTH

AUTHORS:

Sandy Borrelli, New York State Food Stamp Nutrition Education Coordinator, Division of Employment & Transitional Supports, Albany, NY

Margrethe Horlyck-Romanovsky, Manager, Vegetable of the Month Club Program, Food Change, Nutrition Education Program, New York, NY

Meena Rogers, Program Manager, Cookshop, Food Change, New York, NY

LEARNING OBJECTIVE:

By the end of this workshop, participants will be able to see the value of integrating nutrition education activities across the family and the community, i.e., children, parents, cafeterias, groceries, farmers' markets.

ABSTRACT:

Cookshop and Vegetable of the Month exemplify the FNS framework in targeting Food Stamp households containing women with children.

- Collaborative partners in this intervention include Food Change, Human Resources Administration, New York State Health, Hunger Prevention and Nutrition Assistance Program and New York City Department of Education.
- The purpose of this intervention is to promote the awareness and consumption of fresh fruits and vegetables to the Food Stamp population in New York City.
- Nutrition interventions are provided in schools in which 80% or more of the student body is in receipt of free/reduced lunch. Services are also integrated into community based organizations where 100% of the participating clients are food stamp applicants or recipients.
- The prevalence of obesity, diabetes and heart disease among New York City's Food Stamp recipients is significantly higher than the national average. Poor neighborhoods are challenged by high concentrations of poverty, unemployment, crime, poor housing and failing schools. People suffer far more from asthma, cancer, diabetes, heart disease and obesity – They are sicker and die younger than New Yorkers generally.
- The curriculum is divided into two lessons for each food. The first lesson is a Food Explorer which is followed by a Chef lesson. Before children become chefs they first learn about the foods as "Explorers" through a series of hands-on explorations.
- The curriculum is incorporated into all classroom activity i.e. language arts, science, mathematics and geography.
- Qualitative and quantitative data are analyzed on a quarterly basis.

*BUILDING A HEALTHY FOUNDATION: IT'S ALL ABOUT YOU!***AUTHORS:**

Mary Anne Burghardt, MS, RD, LDN, CNSD, NC Nutrition Services Branch, Raleigh, NC (CACFP)
Josephine Cialone, MS, RD, NC Nutrition Services Branch, Raleigh, NC (CACFP)

LEARNING OBJECTIVE:

The participants will be able to describe strategies used to support healthy eating and physical activity in a child care setting.

ABSTRACT:

Building a Healthy Foundation: It's All about You!, focuses on providing nutrition and physical activity training for staff of child care centers participating in the Child and Adult Care Food Program (CACFP). The overall goal is to improve the health status of young children by encouraging healthy eating and increased physical activity. This was accomplished through skill-building workshops, provision of training resources, mini-grants and technical assistance to child care center staff. The specific components of the project are:

- **Modules/Education Materials:** The project utilized existing Team Nutrition resources (Tickle Your Appetite and Nibbles for Health), NC-developed Color Me Healthy Program and developed 1% or Less Fat Milk and 5 A Day...the Preschool Way modules to address the educational needs of the staff, parents and preschool children. These modules include a teacher curriculum, activities and educational handouts for children and parents.
- **Training:** The Nutrition Services Branch (NSB) of the Division of Public Health (DPH) provided two-day regional workshops for teams comprised of two representatives of the CACFP child care center and a community partner.
- **Mini-Grants:** NSB awarded competitive mini-grants to child care centers participating in CACFP to support use of the modules and materials.

*DEAL ME IN...FOOD AND FITNESS. NUTRITION AND PHYSICAL
ACTIVITY EDUCATION MADE EASY FOR THE
AFTER SCHOOL ENVIRONMENT*

AUTHOR:

Mary Anne Burkman, MPH, RD, Dairy Council of California, Oakland, CA
In-kind supporter to California Nutrition Network

LEARNING OBJECTIVE:

Participants will describe an after school nutrition and physical activity education program, targeting elementary-aged children and their parents; they will be able to adapt and apply this curriculum in a variety of settings.

ABSTRACT:

Increasing pressures on teachers to focus their teaching time to core curricular subjects like language arts and math means that nutrition and health education topics may be slighted in the traditional classroom setting. After school programs offer an alternative forum in which to offer such programs. With 20% of California's children and adolescents being overweight, there could not be a more critical time to establish sound food and activity decision-making skills.

Deal Me In, a complete nutrition and physical activity education curriculum, was developed in consultation with an after school advisory panel and collaboration with a curriculum consultant and graphics team. Two rounds of testing with students and site staff were completed. The resultant program is innovative, flexible, and completely self-contained. The focus is on learning through "hands on" games and fun activities that are student-led.

Deal Me In was developed for two levels: Kindergarten – 2nd grade and 3rd to 6th grade. Five card games address nutrition, physical activity and food preparation. Student activity books present six additional exercises. Tiered activities include: 1) basic skills (eg. food categorization), 2) higher level skills (eg. portion size), and 3) real-life "issues" (eg. fast food choices). Finally, a parent newsletter is sent home at the beginning of the program to provide support for modeling positive eating and activity habits at home.

Several trainings have been conducted at regional 21st Century Learning Centers, County Offices of Education, Parks and Recreation Departments, YMCAs and School Districts. The response has been overwhelmingly positive. Since July 1st, over 50,000 students and parents have received the program. Evaluation is currently being completed and results are anticipated by late Spring, 2005.

This program was funded by DCC, an in-kind supporter of the California Nutrition Network, targeting Food Stamp recipients with nutrition education activities.

*PROMOTING HEALTHY EATING AND LIFESTYLE HABITS WITH
WEB AND DVD-BASED LESSONS*

AUTHOR:

Ruby H. Cox, PhD, RD, Professor of Nutrition, Virginia Polytechnic Institute & State University, Blacksburg, VA; Food Stamp Nutrition Education

LEARNING OBJECTIVE:

Share computer-based strategies for planning, implementing, and evaluating nutrition education with hard-to-reach audiences.

ABSTRACT:

A 10-lesson, web-based and DVD-based nutrition education curriculum was developed and is being pilot-tested for feasibility and effectiveness in engaging and bringing about behavior change among Food Stamp Program (FSP) participants and other low-income adults. Ten Powerpoint presentations were developed using existing printed colored visuals that had been developed for face-to-face curriculum titled the Healthy Futures Series. Additional visuals were added to make complete, stand-alone presentations. Scripts were developed and used by a male narrator to record oral narrations for all the lessons. These 10 lessons were attached to a web-site using the Macromedia BREEZE web development program. Lesson modules will also be placed on DVD to allow participants to view presentations on a DVD player in their home. Handouts are available to be printed with each lesson or to be ordered from the State FSNE/EFNEP office. Preliminary feedback from local FSNE staff indicate that internet and DVD technology will be a good way to provide nutrition lessons to increased numbers of young FSP women, with whom home visits or group classes are not feasible. A pilot-test with FSP subjects will completed by the fall of 2005.

WIC PEER NUTRITION EDUCATORS AS GROCERY STORE TOUR GUIDES

AUTHORS:

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Jean Westerlund-Rice, MPH, RD, White Center Public Health Center, WA

LEARNING OBJECTIVE:

Describe the process and components needed in developing a peer-led grocery shopping program.

ABSTRACT:

An innovative and culturally appropriate peer educator program was developed for Spanish-speaking WIC clients to learn about nutrition, WIC foods and smart shopping at a local Safeway grocery store. A secondary outcome of this project was to improve client/store relations since clients attending tours are more likely to choose appropriate WIC foods and follow correct WIC procedures.

The training program was developed by a team of four Registered Dietitians and two bilingual WIC Certifiers to prepare peer educators to serve as grocery store tour guides. A needs assessment was completed utilizing CIMS data and survey data from Safeway store managers, cashiers and WIC staff. This information was incorporated into the peer education curriculum which consisted of eight classes. Of the twenty three WIC clients that were recruited, 11 were selected and 6 agreed to participate. These six peer educators attended all sessions and indicated on evaluations that they believed the classes were helpful and that they would share the information with others. Spanish-speaking WIC clients with limited English proficiency (LEP) were recruited to attend tours held every Friday am. To date, over 50 WIC clients have attended the tours and evaluations indicate store tours provide an excellent practical approach to teaching shopping on a budget, good nutrition and WIC program compliance. Funding was provided by Public Health – Seattle & King County WIC Program, WA State WIC Program and the Washington Basic Food Nutrition Education Program.

*MOTIVATE, EDUCATE, ACTIVATE: A COLLABORATIVE EFFORT FOR
A HEALTHY SCHOOL ENVIRONMENT*

AUTHORS:

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 Stacie Seaborn, RD, Mid-Atlantic Dairy Association, Reston, VA

LEARNING OBJECTIVES:

- Describe Maryland's model for implementing change for a healthy school environment.
- Apply knowledge and skills about partnerships and collaborations to make changes in their own school and community environments.

ABSTRACT:

The incidence of childhood overweight and obesity has greatly increased over the past 20 years. School is a structured environment where it is possible to have a powerful influence on children's eating and activity habits. This session will focus on Maryland's collaborative effort to affect change for a healthy school environment.

The Motivate, Educate, Activate summit in December 2004 brought over 150 local leaders in education, nutrition, and physical education together to begin shaping a healthier school environment. Teams from Baltimore City and each Maryland county will build an action plan for their school community. Teams are comprised of representatives from school food service, health and physical education, school health, school administration, local health departments, cooperative extension, and PTA.

Maryland State Department of Education (MSDE) and Maryland Action for Healthy Kids (MAFHK) will follow up with each team quarterly and offer technical support. Team action plans will be implemented during the school year 2005-2006. A representative from each local team became a member of the MAFHK. This partnership will support the ongoing work of the local teams.

Through a Team Nutrition grant, MSDE collaborated with partners from Maryland agencies/organizations to bring key stakeholders together for a two-day summit to address children's nutrition and fitness issues. The Motivate, Educate, Activate summit brought over 150 local leaders in education, nutrition, and physical activity together to begin shaping a healthier school environment. Maryland's State Superintendent of Schools, Dr. Grasmick and Maryland's First Lady Ehrlich presented at the summit and emphasized promoting the health of Maryland's children. Teams from Baltimore City and each county began working on an action plan for their school communities. MSDE and MAFHK will follow up quarterly with each team and offer technical support.

*COUNSELING ON OVERWEIGHT IN THE WIC PROGRAM:
KNOWLEDGE, ATTITUDES AND PRACTICES OF
LOCAL AGENCY WIC STAFF*

AUTHOR:

Jane Fouste, LD, RD, Nutrition and Local Services Manager, Oregon Department of Human Services WIC Program, Portland, OR

Julie A. Reeder, PhD, MPH, CHES, Oregon Department of Human Services WIC Program, Portland, OR

LEARNING OBJECTIVES:

Apply the experiences of local agency WIC staff with counseling on obesity to improve material development and technical assistance on this complex topic.

Discuss how the nutrition educator's own body weight and dietary issues affect ability to counsel on the topic.

ABSTRACT:

Overweight in young children has increased markedly in the last decade. As WIC is a key public health program for women and young children, program services must adapt to better address this emerging issue. In an effort to better understand the current knowledge, attitudes and practices of local agency WIC staff, the State of Oregon WIC program sent a self-administered questionnaire to all 34 local WIC agencies in Oregon. Two hundred and eighty four respondents completed the survey (86% response). While staff reported WIC parents expressed concern about their child being overweight at least some of the time, they also reported most parents felt that 'bigger is better' when it comes to the weight of their children. Among staff, the most frequently agreed upon causes of obesity were lack of activity, fast food, high calorie drinks, and eating too much. Mealtime issues staff reported hearing about from parents most often were picky eating, constant snacking, and the child refusing to eat. Only one-third of staff reported feeling comfortable counseling clients about overweight. Among the reasons for discomfort were their own body size, parent defensiveness, conflicting information from doctors, and a lack of appropriate supporting materials. When asked what counseling techniques they found successful answers varied from taking a hard line approach to using words like "fluffy" when describing the growth grids. Staff clearly identified a need for better training on approaching this difficult subject with WIC families. This project was funded through the State of Oregon WIC Grant.

*KIDS' 3-A-DAY OF DAIRY PROJECT***AUTHORS:**

Julie Garden-Robinson, PhD, LRD, Food and Nutrition Specialist, North Dakota State University Extension Service, Fargo, ND

Sandra Rather, LRD, Project Coordinator, North Dakota State University Extension Service, Fargo, ND

LEARNING OBJECTIVE:

Participants will be able to state the calcium recommendations for children and advantages of dairy as a calcium source.

ABSTRACT:

Calcium is the nutrient most likely lacking in the American diet. According to the USDA, 70 percent of pre-teen girls and 60 percent of pre-teen boys do not meet daily calcium recommendations. Calcium-rich foods benefit overall bone health, which is important for growing children and teens. This in-school educational intervention used education and promotion to increase calcium consumption and knowledge/awareness among pre-teens and their parents of the role 3-A-Day of Dairy plays in building strong bones. The eight-month effort included monthly classroom lessons with participation incentives, dairy council educational materials in the libraries, monthly "Dairy Day" taste testing activities in the cafeterias for all students in two schools, and activity booths at school carnivals. Students took home newsletters designed to improve knowledge of calcium-rich foods' health benefits. Participants (n=83, mean age =10 years; 72 percent Caucasian, 4 percent Hispanic, 9 percent American Indian, 8 percent Asian or Pacific, 17 percent Bosnian, African American or other) were from five fourth-grade classrooms at two local elementary schools. These schools have the highest subsidized school lunch program participation rate. Knowledge outcomes, measured by pre-/post-testing, included 65 percent of respondents correctly identifying four as the number of servings of calcium-rich foods kids ages 9 to 18 need, compared with 32 percent on the pre-test. Sixty-five percent of participants correctly identified that bones grow the most during the teenage years, compared with 33 percent on the pre-survey. Ninety-eight percent of the students indicated they would drink more milk.

A grant from the National Dairy Council made this project possible.

HELPING TEENS SERVE FOOD SAFELY

AUTHORS:

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Sandra Rather, LRD, Project Coordinator, North Dakota State University Extension Service, Fargo, ND

LEARNING OBJECTIVE:

Increase knowledge of food safety concepts and change food handling behavior among at least 75 percent of participating high school students.

ABSTRACT:

“Teens Serving Food Safely” is a statewide NDSU Extension Service food safety education effort. It is designed to improve young food handlers’ food safety knowledge and skills and decrease risk of foodborne illness outbreaks associated with food service establishments. A 2000 U.S. Department of Labor report shows that 29 percent of employed 15-year-olds work in eating and drinking establishments. Teaching young food handlers the “rules” could have significant public health implications. The pilot-tested “Teens” curriculum consists of five lessons based on the Fight BAC™ and Thermy™ national food safety campaign concepts. Youth benefit from the curriculum’s experiential learning approach and obtain information and tools to share with their families. Since 2001, more than 1,000 North Dakota teens have been trained and received completion certificates. In 2004, knowledge scores, measured by pre/post testing, increased from 56 percent correct on the pre-test to 88 percent on the post-test. About 64 percent of participants had been involved in food preparation for the public. In a follow-up survey one month later, 83 percent reported washing their hands more often when preparing food, 53 percent had shared their knowledge about food safety with others, and 40 percent had applied what they learned when preparing food for the public. This project represents an opportunity to create a model system to change how food safety education is accomplished for youth, at-risk and limited income audiences.

A grant from the U.S. Department of Agriculture made the project possible.

*HELPING LOCAL ORGANIZATIONS COMPLETE SUCCESSFUL
FUNDING APPLICATIONS FOR FOOD STAMP NUTRITION
EDUCATION PROGRAMS*

AUTHOR:

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Gail E. Brandt, MPH, EdD, Manager of Food Stamp Nutrition Education Program, Washington State Department of Health, Olympia, WA

LEARNING OBJECTIVE:

Participants will identify at least one training situation where they can apply the strategies presented.

ABSTRACT:

The presenter will describe strategies for assisting local governmental agencies and Indian Tribal Organizations to complete successful applications for funding through the Food Stamp Nutrition Education (FSNE) Program. The presenter has developed, implemented and evaluated a training program and workbook for potential FSNE funding. A series of five regional trainings were held across WA State in May 2004. An evaluation was completed immediately after each training and then again after applicants submitted the final paperwork to the WA State Department of Health. The presenter will identify the needs assessment; describe the developmental process; demonstrate several training strategies with the audience; and share results of the training evaluation. The idea for the training grew out of a need to make the application process easier and more accurate. Components of the training followed the outline of the FSNE Guidance for FFY '04.

STRETCHING YOUR FOOD DOLLARS

AUTHORS:

Gayle Hoxter, MPH, RD, Public Health Program Chief, Riverside Community Health, Riverside, CA
Perveen Ali, MS, RD, Public Health Program Director, Riverside, CA

LEARNING OBJECTIVE:

Describe various FNS Food Programs available to WIC Participants and other Food Stamp eligible populations to design strategies to expand and more effectively use federal food dollars.

ABSTRACT:

A joint venture between California Nutrition Network (CNN), First 5 Riverside, and Riverside County WIC Program developed 'Stretching Your Food Dollars' bilingual (English/Spanish) flyers and a video illustrates the various USDA Food Assistance Programs and how best to use them. The videos are played throughout Riverside County WIC Agency lobbies. Participants learn about local resources to obtain Food Stamps, Women, Infants and Children (WIC) vouchers, National School Lunch Programs, Senior Nutrition Programs, using coupons and other free local community resources. Information is also presented on healthy food selection and healthy choices.

A recent assessment was conducted with WIC participants regarding attitudes toward federal food programs, specifically Food Stamps, Free or Reduced-Price School Breakfast and Free or Reduced-Price School Lunch. Among the 246 surveys completed by WIC participants, 90.6% of participants found the information useful; 84.1% of participants increased knowledge of the Food Stamp and federal food programs; 45.1% agreed to apply and 35.7% declined. Of those that declined, 17.4% were already receiving the programs. As the results indicated, 46.3% of WIC participants intended to apply to programs within 1 month and 89% stated the programs would help them make healthier meals.

*HEALTHY BODIES, HEALTHY MINDS***AUTHORS:**

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Perveen Ali, MS, RD, Public Health Program Director, Riverside Community Health Agency, Riverside, CA

LEARNING OBJECTIVE:

Participant will be able to describe easily replicated strategies to increase literacy and support family-centered early childhood literacy among WIC participants.

ABSTRACT:

Healthy Bodies, Healthy Minds literacy program, a collaboration between Riverside County WIC Agency, First 5 Riverside and the City of Riverside Public Libraries. The program encourages WIC participants to discover the benefits of reading to children, educating parents about the free resources available at the library and promote library use.

Monthly activities are conducted in the waiting rooms of WIC clinics. All activities focus on healthy nutrition and physical activity. "How Does Your Garden Grow" offers activities in creating a container garden, and explains the importance of having fruits and vegetables in diets. Gardening books are displayed from the local library. Families take home the container gardens, information on local libraries, library card applications, and children are given nutrition-related books as incentives to parents who completed a behavioral survey. Other events include "Picture of Health" where local resources are provided for increasing physical activity. Healthy Bodies, Healthy Minds supports library use by rewarding incentives after 25 books have been checked-out from the library.

Evaluation of the program measures increased knowledge of library services, frequency parents read to their children, number library card applications, and books checked-out. Many participants were unaware that the library is free, were intimidated by the library, and were unaware of the many free resources available at the library. Because of its popularity among participants and staff, plans are to expand the collaboration to include the County Library system and other WIC Clinics throughout the county. Funding is provided by First 5 Riverside.

AFRICAN AMERICAN BREASTFEEDING PEER COUNSELING

AUTHORS:

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Perveen Ali, MS, RD, Public Health Program Director, Riverside, CA

LEARNING OBJECTIVE:

Participants will be able to identify the 6 key components of a successful breastfeeding education and support program for African American women and determine 1 comprehensive strategy for each component to ensure effective implementation.

ABSTRACT:

Riverside County Nutrition Services Loving Support Breastfeeding Program collaborates with other programs providing supportive education for prenatal and postpartum women. Breastfeeding rates continue to rise due to seamless collaborations. However, disparities in infant birth weight, infant mortality and breastfeeding rates still exist along ethnic lines.

Compared to White women Riverside County African-American women have the highest:

- low birthweight rates (14.1% vs. 6.4%)
- infant mortality rate (20.4% vs. 6.5%); and
- formula feeding rates at birth (72% vs. 46%) and 1 year (91% vs. 75%).

African-American women being unlikely to breastfeed contribute not only to breastfeeding disparities but also other healthcare disparities such as infant mortality. The Blueprint for Action on Breastfeeding addressed these disparities by partnering the Office on Women's Health with the African-American Breastfeeding Alliance (AABA). The AABA contends women do not initiate breastfeeding due to a lack of sustained encouragement from healthcare providers, mothers, babies' fathers and, MOST IMPORTANTLY, peers.

We contend that African-American mothers have successful breastfeeding experiences with our 5 components in place:

1. Non-threatening prenatal education, by Peer Counselors (PC), including risks of artificial feeding.
2. Supportive hospital practices giving mother and baby 60 minutes of uninterrupted skin-to-skin time immediately postpartum.
3. PC support during the hospital stay and referral to the 24/7 Loving Support Breastfeeding Helpline.
4. PC calls within 24 hours of arriving home from hospital.
5. Enrollment in "Mothers Nurturing Ourselves" support group facilitated by PC's speaking directly to the needs of African-American mothers.

*VALUE ENHANCED NUTRITION ASSESSMENT (VENA) IN WIC***AUTHORS:**

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LEARNING OBJECTIVE:

Understand the background and purpose of the VENA initiative and how it will impact WIC Nutrition Assessment.

ABSTRACT:

Value Enhanced Nutrition Assessment (VENA) is a new initiative, developed jointly by the Food and Nutrition Service (FNS) and the National WIC Association (NWA), to improve nutrition services in the WIC Program by establishing standards for the assessment process used to determine WIC eligibility and to individualize nutrition education, referrals and food package tailoring. VENA provides guidance to enhance and ensure the collection and interpretation of accurate and relevant nutrition and health information - the first step in providing targeted and relevant nutrition services to WIC participants. An important impetus in the development of VENA was a report by the Institute of Medicine¹ (IOM) which found that commonly used diet assessment methods do not accurately assess an individual's usual food or nutrient intake. In addition, the IOM Committee recommended that the WIC Program establish a presumed dietary risk, based on the report findings. As a result, FNS identified the need to develop guidance that would define for all WIC agencies the process and content of a quality and comprehensive (anthropometric, biochemical, clinical and dietary) WIC nutrition assessment. The VENA guidance is expected to be issued in 2005 and WIC State agencies will develop VENA implementation plans by August 2007. FNS expects that all WIC State agencies will implement VENA by Fiscal Year 2010. VENA will serve to enhance the nutrition services of the WIC program, and to ensure the integrity of the WIC Program as a premier public health nutrition program.

¹Institute of Medicine; Committee on Dietary Risk Assessment in the WIC Program. Dietary risk assessment in the WIC Program. Washington (DC): National Academy Press; 2002.

RECIPE FOR DEVELOPING A LOCAL AGENCY WIC COOKBOOK, "LET'S COOK, VAMOS A COCINAR"

AUTHORS:

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LEARNING OBJECTIVE:

Describe the process for developing a WIC cookbook.

ABSTRACT:

Northeast Valley Health Corporation WIC Program, a local WIC agency serving over 67,000 participants in the Los Angeles area, has developed a WIC cookbook entitled, "Let's Cook, Vamos a Cocinar."

For many years, WIC participants have regularly exchanged recipes and ideas for using WIC foods in creative, healthy and economical ways. It was this sharing of ideas that inspired us to create this cookbook as a dynamic resource of recipes, nutrition education and community referrals.

Special features of this cookbook include:

- WIC foods are asterisked
- Features community referrals
- Nutrition facts or tips
- Bilingual (English/Spanish)
- Attractive full color photos
- All recipes taste tested by WIC participants
- Recipes analyzed using Food Processor software

Thousands of cookbooks were printed and were distributed starting November 2004 during individual nutrition counseling sessions. Nutritionists were encouraged to show WIC participants how the cookbook could benefit them. For example, anemic clients could be shown "lentils primavera" recipe which is high in iron and vitamin C. Feedback thus far has been overwhelmingly positive. Participants have stated that they are likely to use the cookbook and share with friends and family.

This cookbook was funded by the California WIC Best Practices Grant.

*GROW A GARDEN & EAT HEALTHFULLY THE 4-H GROWING CONNECTIONS WAY***AUTHOR:**

Dianne H. Lamb, MEd, CFCS, University of Vermont Extension, Bennington, VT
FNS Program – Stakeholder/collaborator with FNS Program

LEARNING OBJECTIVE:

Participants will discover the elements needed to develop an experiential learning model.

ABSTRACT:

The 4-H Growing Connections program (4-HGC) was developed through funding provided by the Food Stamp Nutrition Education Grant, FNS, USDA, 2004. 4-H Growing Connections is a garden-enhanced nutrition education program for youth that includes lessons on planning and planting a garden, developing nutrition and cooking skills, building food security and hunger awareness, and enhancing food safety and preservation skills. 4-HGC was taught in affiliation with summer food service programs, child care programs, subsidized housing facilities, and 4-H clubs. The curriculum provides lesson plans for youth aged 5-18 based on social cognitive theory. The evaluation also utilizes the University of Iowa's Learning Life Skills Model. During 2004 1,310 youth were reached in 34 locations across the state. Pre and post surveys were completed by 272 youth. The average number of sessions attended was 6.7. Over 190 volunteers contributed to the program. The pre and post surveys assessed the youths' preference for 24 different fruits and vegetables. The mean number of items that these youth indicated that they liked went from 10.7 at the beginning of the program to 11.9 at the end. Some of the vegetables that had a higher preference score at the end of the program were beets, Swiss chard, and zucchini. Adult volunteers also completed observations on youth behaviors on such items as proper hand washing, eating 5 servings of fruits and vegetables a day, preparing at least one dish with fresh produce, and increasing skills in safe food preservation techniques.

POTS, PANS, AND KITCHEN EQUIPMENT: DO LOW-INCOME CLIENTS HAVE ADEQUATE TOOLS FOR COOKING?

AUTHOR:

Patti Landers, PhD, RD, LD, University of Oklahoma Health Sciences Center, Oklahoma, OK

LEARNING OBJECTIVE:

Nutrition educators will examine kitchen survey data and use it to construct appropriate recipes for use by persons in low income households.

ABSTRACT:

The purpose of this survey was to describe and summarize the kitchen equipment, appliances, and tools that low-income persons identified as present in their homes. Two hundred thirty-three food stamp applicants and participants in three Oklahoma counties (1 rural, 1 suburban, and 1 urban) completed a pictorial survey (in English or Spanish) of 24 household items related to food, cooking, and nutrition education. Of nineteen basic kitchen appliances and tools, the mean number per household was 15.5 (81%) with a standard deviation of 3.6. Median equipment count was higher at 17 (89%). Only two respondents did not have a working refrigerator. Ninety-seven and 92%, respectively, had range/oven and microwave ovens. Only 26% had a freestanding freezer. About three-quarters of households surveyed had measuring cups and spoons, while slightly fewer had an electric mixer or crock-pot. Seventy-seven percent of homes had a VHS player and 56% owned DVD players. It appears that most low-income homes have adequate equipment for cooking. Respondents indicated they were willing to spend 30 or more minutes preparing a meal and indicated it was very important that recipes be written so that children could help cook. Recipes for vegetables, meats, and casseroles were most desired.

*EVALUATING THE QUALITY OF DAY CARE CENTER MENUS IN CHILD
AND ADULT CARE FOOD PROGRAM: THE USE OF A COMPUTERIZED
TOOL FOR REVIEWING MENUS*

AUTHORS:

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Deborah A. Langley, MS, RD, CDN, Public Health Nutritionist, Child and Adult Care Food Program, New York State Department of Health, Albany, NY

LEARNING OBJECTIVE:

Participants will recognize how use of a computerized tool facilitates the evaluation of day care menus before and during participation in the Child and Adult Care Food Program (CACFP).

ABSTRACT:

New York CACFP encourages day care centers to serve nutritious menus to children in care through training, technical assistance, and the periodic review of menus. NY CACFP designed a computerized tool to assist in the evaluation of menu quality at child care centers. This tool evaluates compliance with: 1) the CACFP child meal pattern, and 2) Eat Well Play Hard guidelines. Eat Well Play Hard is a public health initiative in New York that addresses the epidemic of childhood overweight by promoting increased intake of fruits, vegetables, and low-fat dairy products and increased physical activity to children over two, their families, and their communities.

Since 2003, NY CACFP nutritionists have used this automated system to evaluate the menus at day care centers prior to program participation and periodically throughout participation in CACFP. To date, more than 1,100 menus have been assessed using this tool. Approximately 15% of the menus evaluated are from day care centers before they begin participation allowing for comparison of menu quality of non-participating vs. currently-participating child care centers. Automation of the menu review process not only facilitates the required menu reviews but provides a historical record of centers' menu quality. Plans include tracking of child care centers' menus over time to evaluate the impact of specific nutrition education activities on menu quality at participating day care centers.

Funding for this project was provided by the NY State Department of Health's CACFP.

FOOD STAMP ELECTRONIC BENEFIT TRANSFER (EBT) AND NUTRITION EDUCATION AT FARMERS MARKETS: MAKING IT WORK

AUTHORS:

Frank Buck, California Department of Health Services, Cancer Prevention and Nutrition Section, Sacramento, CA

Barbara Mknelly, Research Scientist I, Public Health Institute, California Department of Health Services, Sacramento, CA

Penny Leff, Farmers Market Manager and EBT Consultant, The Ecology Center, The California Nutrition Network, Berkeley, CA

LEARNING OBJECTIVE:

Session participants will examine the lessons learned, best practices and benefits of making the fresh and affordable produce offered at certified Farmers Markets an option for Food Stamp households.

ABSTRACT:

Justifiably, replacement of the paper-based Food Stamp system with Electronic Benefit Transfer (EBT) technology has received widespread praise from food stamp users, administrators and certified vendors alike. Unfortunately, most Farmers Markets lack the necessary technology to process the debit card known as the Golden State Advantage Card in California. Session participants will examine the lessons learned, best practices and benefits of making the fresh and affordable produce offered at certified Farmers Markets an option for Food Stamp households. Through a partnership between state, federal and community-based organizations, over 70 farmers markets have been equipped to electronically redeem Food Stamps without burdening individual farmers with applications, paperwork or unfamiliar technologies. Evidence of the benefits to food stamp users and local farmers will be presented based on programmatic documents, interviews with stakeholders, and food stamp redemption trends. Specific strategies will be shared for expansion and for amplifying the nutritional benefits such as on-site nutrition education activities and Farmers Market promotion through media and direct mailings to food stamp recipients. Lessons learned will also be highlighted about implementation models most appropriate to Farmers Market operations, as well as, site-specific characteristics for strategically reaching different demographic groups. The session will conclude by profiling Flea Markets, a community-based venue recently certified for the first time for Food Stamp redemption.

*WEB NUTRITION EDUCATION EVALUATION: A PARTICIPANT
FOCUSED APPROACH*

AUTHORS:

Carol L. Matthews, MS, Nutrition/Health Promotion manager (includes WIC program), Mohave County Department of Public Health, Kingman, AZ

Deborah Conter, MS, Senior Nutritionist for the WIC program, Mohave County Department of Public Health, Kingman, AZ

LEARNING OBJECTIVES:

Implement successful nutrition education activities and a web-based evaluation in your community using this example.

ABSTRACT:

In February, 2001 the nutrition education offered to low risk clients in Mohave County changed from a facilitated education format to a web-based model which clients can access from the clinics or from their own computers. To determine if the change was beneficial to the clients and improved clinic operations we designed and conducted an evaluation. We were assisted by Joye Norris, EdD and by the Arizona Department of Health Services Leadership program.

The evaluation consisted of detailed observations of staff and clients to determine how much time it takes to complete a class, find out if the clinic setting was conducive to learning, the extent and appropriateness of instructions staff gives to participants and how comfortable participants are with the computer.

Step two consisted of a series of interviews to look for changes in knowledge/skills/behavior/attitude, ease of use, distractions in the clinic or elsewhere, indicators of value added, what clients liked or disliked, other ways they use the internet and suggestions for change. To further validate the results we followed up with a larger survey sample.

We concluded that for the Mohave County WIC program using the internet for nutrition education allowed us to offer more topic choices (48 English, 24 Spanish), reduce client time spent in the clinic, and allowed us to raise the standard of nutrition education offered to clients. Based on all data collected in the observations, the interviews and the surveys, participants clearly stated their satisfaction with web-based nutrition education.

*INSPIRING STAFF TO START A CONVERSATION ON CHILDHOOD OBESITY
WITH FIT KIDS = HAPPY KIDS – SOUTHWEST REGION WIC CHILDHOOD
OBESITY PREVENTION MODULES*

AUTHOR:

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TX

Deana Hildebrand, MS, Nutritionist, Oklahoma State Department of Health

LEARNING OBJECTIVE:

Participants will learn at least two ways that the Fit Kids = Happy Kids modules can aid them in starting a conversation about children’s growth issues.

ABSTRACT:

Fit Kids = Happy Kids is a series of nutrition education modules developed by the Southwest Region (SWR) WIC Programs, FNS SWR Staff, and Dayle Hayes, of Eat Well Montana. These modules are designed to inspire staff to begin a conversation about childhood obesity issues. The seven modules in this series include the following:

HEALTHY HABITS FOR HEALTHY WEIGHT – answers parents’ questions about how they can help their kids develop healthy habits. The module is a tabletop display with participant information on the front and helpful tips for “starting the conversation” about a healthy weight for educators on the back.

HEALTHY WEIGHTS FOR HEALTHY KIDS—From Research to Practice reviews recent research on important childhood nutrition issues, like beverage choices and picky eating that may impact childhood obesity.

MYTHS AND REALITIES exposes ten common myths about nutrition and fitness that are pervasive in our culture today.

HEALTHY FEEDING FOR HEALTHY WEIGHT covers normal and problematic divergence in growth patterns, along with the importance of a healthy feeding relationship.

The BECOMING A PERSON OF INFLUENCE is a staff development module that provides a toolbox for effectively influencing behavior change through positive conversations with WIC participants about parenting and feeding issues.

PHYSICAL ACTIVITY IS FOR EVERYBODY takes a fun look at creative strategies to get WIC families (and staff) moving more and enjoying it more.

TV TIME discusses the influence that screen entertainment (TV, video games, and computers) can have on the weight and health of young children and their families.

*TARGETING OBESITY PREVENTION***AUTHOR:**

Samar McGregor, MPH, RD, Irwindale, CA

Eloise Jenks, MEd, RD, Public Health Foundation Enterprises -WIC/Irwindale/WIC

Judy Gomez, MPH, RD, Public Health Foundation Enterprises -WIC/Irwindale/WIC

LEARNING OBJECTIVE:

Apply networking and partnership skills to coordinate nutrition education across FNS nutrition assistance programs and improve collaboration among State and community partners.

ABSTRACT:

The TOP PROJECT (Targeting Overweight Prevention) was funded in April 2004 as a capacity building grant by the Children and Families Commission of Orange County. Orange County data from a sample of 14,000 children (ages 2-5) report that an alarming 30.6% are either overweight or at risk for overweight. Low-income, minority children appear to be at the greatest risk for obesity. What is unique about this project is that it is a collaborative of four local WIC agencies that serve over 112,000 participants per month in approximately 25 WIC Centers throughout Orange County. The goal of this project is to improve the capacity of the WIC Program to address the epidemic of childhood overweight. Project staff organized and held seven focus groups (English, Spanish, and Vietnamese) in August 2004. Participants gave their perspectives on overweight, i.e. barriers to exercise, food choices (including fast foods), TV viewing, breakfast eating patterns, and their perceptions and attitudes on overweight as an issue. The findings varied by ethnic groups, however, a common theme was that stress was a high priority in their life. It is interesting to note that the participants were able to demonstrate adequate knowledge of what is healthy eating and what is adequate physical activity behavior which reflects the effective nutrition education that WIC provides.

These findings are being used to position the WIC community to develop participant-focused interventions and design culturally and linguistically appropriate services to address childhood overweight prevention. This poster session discusses these focus group findings.

BREASTFEEDING PEER COUNSELING: MAKING A DIFFERENCE FOR WIC FAMILIES

AUTHOR:

Patti L. Mitchell, MPH, RD, Senior Program Analyst, Supplemental Food Programs Division, Food and Nutrition Service (FNS), USDA, Alexandria, VA
Cathy Carothers, BLA., IBCLC, Best Start Social Marketing, Jackson, MS

LEARNING OBJECTIVE:

Name at least three factors from the research found to be integral to implementing and sustaining successful peer counseling programs.

ABSTRACT:

Peer counselors can be a powerful adjunct to WIC breastfeeding promotion and support services by providing the critical “mother-to-mother” support that enables breastfeeding families to initiate and continue breastfeeding. “Using Loving Support to Implement Best Practices in Peer Counseling” is a new FNS project that responds to a need for development of a comprehensive peer counseling program that can build on the momentum of the successful Loving Support Makes Breastfeeding Work campaign. Key elements of the project include formative research to understand barriers and motivators to implementing and sustaining peer counseling programs and to identify training needs; identification of best practices and development of an FNS model for successful peer counseling programs; development of two training curricula for WIC staff: “Using Loving Support to Manage Peer Counseling Programs” and “Loving Support through Peer Counseling”; and conducting training sessions in each Region for State teams of WIC management staff in fiscal year (FY) 2004 and one training session in each Region for WIC staff involved in the training of peer counselors. This session will explore successful strategies for implementing and sustaining peer counseling programs in WIC that will make a difference for WIC families. The session includes an overview of FNS’ vision for breastfeeding peer counseling in WIC, findings from research conducted with State and local level WIC staff across the nation, and highlights from promising practices in WIC today.

*FOOD & FUN FOR FAMILIES RESOURCE BASKET***AUTHORS:**

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Anne Bartholomew, MS, RD, U.S. Department of Agriculture, Food and Nutrition Service, Supplemental Food Programs Division, Alexandria, VA

Janice Schneider, MS, RD, U.S. Department of Agriculture, National Agricultural Library, Food and Nutrition Information Center, Beltsville, MD

LEARNING OBJECTIVE:

To identify a collection of resources for promoting family meals and active play.

ABSTRACT:

In Fiscal Year 1999, the USDA's Food and Nutrition Service (FNS) focused the WIC Special Projects Grant funding on WIC Childhood Obesity Prevention Projects or Fit WIC. As part of the project, each of the five grantees developed client education, staff training and/or community outreach campaigns, materials and activities to help address childhood overweight issues specific to the WIC population.

The Fit WIC Project resources are available on the WIC Works Resource System, www.nal.usda.gov/wicworks, as part of the Fit WIC section. However this format, with a section devoted to each State, makes it difficult to search for and locate resources on a specific topic. To promote the use of these resources and assist users in locating materials, the new Food and Fun for Families is organized into four sections – Family Meals; Active Play; Fruits & Vegetables; and Water. Each section is designed to provide easy access to resources for nutrition education for participants, staff wellness and training, and community outreach materials on a specific topic. Each section contains complete lesson plans, ideas, activities, handouts and brochures to promote and encourage healthy eating and active play for the whole family. Special features of the Food and Fun for Families include; individual resources with descriptions, intended audience, number of pages and a picture, allowing users to preview materials prior to printing.

FAMILY, FOOD, FUN, AND FITNESS—FOOD STAMP FAMILIES TEAM UP FOR HEALTHIER LIFESTYLES

AUTHORS:

Shirley S. Peterson, MS, MPA, RD, Extension Advisor, University of California, San Luis Obispo, CA
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Krista Mugford, BS
Rachael Willey, MS
Jenny Davis, BS
Lisa Nicholson, PhD, RD
Patricia Crawford, PhD

LEARNING OBJECTIVE:

Participants will list at least two ways low-income adults/caregivers and children can successfully work together to choose healthy snacks and increase physical activities.

ABSTRACT:

Being healthy involves the entire family. Using fun, interactive activities, Food Stamp families “teamed up” to Eat Smart. Play Hard.™ in San Luis Obispo County. Teaming a 6-8 year old child with a parent/caregiver, child-adult teams learned the importance of healthy snacking and being physically active. This 6-week pilot, English/Spanish program was developed based on information gathered through key informant interviews with San Luis Obispo health and educational professionals and focus-group interviews with Food Stamp parents and children. Weekly programs included: hands-on nutrition knowledge centers, preparing healthy snacks, and participating in fun and inexpensive ways to be active indoors and out using household items such as milk jugs, spatulas, and balloons. Eat Smart. Play Hard.™ educational resources helped convey the importance of healthy food choices and being physically active. Child and adult participants showed an average twenty percentage point knowledge gain through pre/post tests (pre=55%; post=75%). Using stickers to identify snacking and activity habits, self-reported, positive behavior change for all participants between the first to the last class indicated that 95% of participants made at least one healthy behavior change including 18% drinking less soda, 9% drinking less fruit drinks, and 22% drinking less sport drinks for snacks. Additionally, 27% indicated drinking more water for snacks and more than half indicated being more physically active. This program demonstrates the importance of involving a parent/caregiver with a child to change family lifestyle patterns to improve nutrition and increase physical activity. This project was funded by the Food Stamp Nutrition Education Program.

*EVALUATION OF MATERIALS RELATED TO CHILDHOOD OBESITY AND
RECRUITMENT OF SCHOOL WELLNESS COUNCIL MEMBERS*

AUTHORS:

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Vonda Fekete, MS, RD, Pennsylvania Department of Education, Division of Food and Nutrition, Harrisburg, PA

LEARNING OBJECTIVE:

Participants will identify and become familiar with educational materials and approaches to provide education about childhood obesity to recruit parents and school personnel to join school wellness councils.

ABSTRACT:

The necessity to form school wellness councils to address childhood obesity has created a need for educational and motivational materials for parents and others. Through Project PA, a collaboration between the Pennsylvania Department of Education (PDE) and Penn State University, a kit was developed to address childhood obesity, and to recruit parents to join school wellness councils. The kit, "Preventing Childhood Overweight and Obesity: Parents Can Make a Difference," includes a motivational video and print materials that were developed using Social Ecological Theory which suggests multiple intervention opportunities including through homes, schools, and communities. Kits were distributed to multiple school-based audiences in Pennsylvania and to the National PTA Executive Board. A 36-item pre/post questionnaire was developed to evaluate the kit and to assess perceptions of childhood obesity and likelihood to take action. The kit was presented and the questionnaire was administered to groups of 42 SFS employees and 49 school health team members (through a collaboration with Pennsylvania Action for Healthy Kids). Results indicated significant increases in perceived preparedness to recruit parents to join school wellness teams, greater recognition of the problem of childhood obesity, and stronger agreement that parents can have an impact on school nutrition environments. Additional evaluation results will be presented. This kit has potential usefulness as a tool to recruit parents to join school wellness councils to develop wellness policies as mandated by The Child Nutrition and WIC Reauthorization Act of 2004. This project was funded by a USDA Team Nutrition Training Grant administered through PDE.

*GOT CALCIUM? – AN INTERACTIVE NUTRITION
EDUCATION PROGRAM THAT INCREASES KNOWLEDGE
AND CHANGES EATING BEHAVIORS OF 3RD AND 4TH GRADERS*

AUTHORS:

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Katie Nelson, MS, Instructor, University of Idaho, Moscow, ID

LEARNING OBJECTIVE:

To determine if a nutrition education curricula for youth was effective in increasing their knowledge and consumption of calcium-rich products.

ABSTRACT:

Methodology and Findings: The purpose of the intervention was to determine the effectiveness of a nutrition education curriculum called Got Calcium? Four lessons were developed for 3rd and 4th grade students and taught weekly in schools where > 50% of youth received free or reduced lunches. Topics covered were: (1) Importance of calcium in the diet; (2) Major bones in the body; (3) Using the food label and (4) Planning high calcium meals. Approximately 230 students completed the four lessons. Evaluation tools included surveys, in-class and take home activities. Statistical analysis included chi-square analysis and t-tests.

Results from the pre- and post-surveys showed a significant increase ($p < 0.05$) in the number of children who learned the importance of calcium in the diet and those that could identify high calcium foods. Of the four different calcium snacks (flavored milk, cheese, fruit smoothie, and yogurt) tested by youth, flavored milks were rated the highest. Approximately 70% of students were used the food label to correctly identify a food as being a good or excellent source of calcium. Calcium-intake surveys showed that 60-90% of students met calcium requirements using dairy products, however 30-40% were willing to try tofu, almonds, and salmon.

Conclusions and implications: The nutrition education curriculum increased students' knowledge of calcium and willingness to taste a variety of foods high in calcium and possibly consuming more calcium in their diet. Further work is needed to determine if this curriculum causes children to actually increase their calcium intake.

*IMPLEMENTING NUTRITION EDUCATION INTO
THE ELEMENTARY SCHOOL CURRICULUM*

AUTHORS:

Deborah Rhoades, MA, RD, Extension Educator, Maryland Cooperative Extension, Frederick, MD
R. Rosebrough, PhD, RD, School Counselor, Baltimore County Public Schools, Baltimore, MD

LEARNING OBJECTIVE:

To describe an effective teaching model to educate elementary school teachers on implementing nutrition education into the elementary school curriculum.

ABSTRACT:

Maryland Cooperative Extension, Food Stamp Nutrition Education Program, collaborated with Baltimore County Public Schools, Health Education Office, to implement a professional development course for teachers working in low-income schools with diverse populations. Educators learned basic nutrition information in relation to the needs of the elementary school age child and developed skills to present nutrition and health education lessons in their classroom.

During Spring 2004, the 30-hour course was taught to sixteen elementary education teachers over a 14-week period. Two teacher certification credits were awarded for the course by the Maryland State Department of Education. A nutrition educator and school counselor, both Registered Dietitians, developed the course. Nine guest speakers, representing Maryland Cooperative Extension and Baltimore County Public Schools, participated in the course.

A wide variety of topics and teaching methods were incorporated into the course. Subjects covered included basic nutrition, health education, physical education, school meals, childhood obesity, commercialism, food safety, nutrition education resources, and special nutrition issues. Class format included lectures, demonstrations, hands on activities, group discussions, computer exercises, and food tasting experiences.

As part of the course requirements, teachers planned and presented a nutrition lesson to their students. Lessons included health and reading content indicators in accordance with Baltimore County Public School curriculum standards. These lessons were then shared with the teachers enrolled in the course. Subsequently, teachers received fifteen lessons for potential use in their classroom.

Pre/post tests found increased nutrition knowledge among the teachers participating in the course. Course evaluations included fourteen parameters to measure course effectiveness, content, and instruction. Overall 96.3% of class participants rated these parameters as good or excellent. Topics rated as most useful in descending order were childhood obesity, school meals, food safety, and special nutrition issues (asthma, ADD, diabetes). Instructional strategies found to be most useful were classroom cooking activities, food tasting experiences, computer lab showing nutrition websites, using pedometers, and teacher developed lessons plans.

NUTRITION ACTIVITIES SPANNING THE CURRICULUM

AUTHORS:

Sandi E. Roberts, Nutrition Educator, Maryland Cooperative Extension, Food Stamp Nutrition Education Program, Frederick, MD

Joseph Swisher, 4th grade Teacher, South Frederick Elementary School, Frederick, MD

Aaron Vetter, Physical Education Teacher, South Frederick Elementary School, Frederick, MD

LEARNING OBJECTIVE:

To show a nutrition education program that can be incorporated into a classroom setting that spans the curriculum.

ABSTRACT:

Frederick County Cooperative Extension collaborated with South Frederick Elementary School to provide nutrition education through the Food Stamp Nutrition Education Program grant. This school serves most of the public housing units and many lower-income households in Frederick City. During the school year, weekly nutrition lessons are provided to all fourth grade students. The lessons are designed to be fun, interactive and align with the students' school curriculum. During 2004, one hundred twenty-five 4th grade students were provided with hands-on food activities to encourage them to try new and different foods, especially fruits and vegetables. Activities related to nutrition and healthy eating incorporate language arts, science, math and social studies. The teachers have used the information provided for story writing, science explorations and a math focused activity night. The students have used their knowledge gained through the program to plan, prepare and serve an "Appetizer Banquet" to invited guests in the classroom. A collaboration with the physical education teacher at this school was recently initiated to incorporate four weeks of nutrition education to 463 students. The importance of good nutrition along with physical activity was the focus of this unit's lessons. The teachers have been very supportive of this program and see benefits for the youth in their everyday lives. Among many newly acquired skills, the students now compare nutrition labels on food packaging and they are more willing to incorporate new foods, especially fruits and vegetables, in their daily diets.

*AMERICORPS FOR HEALTHY KIDS***AUTHOR:**

Shelly R. Roth, MPH, RD, LD, Youth Development Director, Children's Hunger Alliance, Columbus, OH

LEARNING OBJECTIVES:

1. Enable participants to develop partnerships with USDA, local, state and federal programs to assist with local funding, volunteer resources and programming supplies.
2. Demonstrate how to reach low-income children with meals and nutrition education.
3. Show relationship between the seemingly paradox of hunger and obesity.

ABSTRACT:

Low-income children in our communities need access to nutritious meals as well as to quality nutrition and physical education to improve their future health outcomes. The AmeriCorps for Healthy Kids Program supports afterschool sites in providing both a nutritious USDA afterschool meal and enrichment programs to low-income children in Ohio. The unique aspect of this program is that it utilizes USDA meals as the access point to reach children with quality nutrition and physical activity education. Research indicates that children from low-income communities are more at risk of becoming overweight adolescents and that a hot afterschool meal will draw children to an afterschool program. Once the children are in a safe environment this is a great opportunity to provide education.

Our education program utilizes the nationally recognized CATCH physical activity curriculum and dietitian created Food Folks curriculum. To evaluate the effectiveness of the program, we have collected pre-and post-test data to measure children's increase in nutrition knowledge and cardio-vascular endurance. In 2003 we served over 140,000 meals and snacks and reached over 2,000 children with nutrition education. 75% of children increased their nutrition knowledge and 80% increased their cardiovascular endurance. This project is funded by the Corporation for National Service and many local partnerships.

CHEF CHARLES CONNECTS NUTRITION EDUCATION AND OLDER ADULTS

AUTHOR:

Carlene M. Russell, MS, RD, LD, FADA, Iowa Department of Public Health and Elder Affairs, Des Moines, IA

LEARNING OBJECTIVE:

Program participants will be able to adapt a nutrition education program promoting fruit and vegetable intake, physical activity and food safety for implementation in areas serving low-income older adults.

ABSTRACT:

Purpose:

Many older adults are not consuming a diet that reflects the Food Guide Pyramid or the Dietary Guidelines. Only 24% (BRFSS) of older lowans report eating five servings of fruits and vegetables daily. As older adults chronically consume an inadequate diet, they are more likely to experience decline in both mental and physical health. There is great opportunity to delay decline by providing nutrition education to this group.

Methods:

Iowa's "Pick a **better** snack" program was adapted to develop the Chef Charles program for congregate meal participants. A monthly newsletter and companion instructor's guide provide an interactive program. Focus groups were used during development. Pre and post evaluations demonstrated improved outcomes.

Findings:

After six monthly lessons, participants consuming five or more servings of fruits and vegetables increased from 44% to 51%; intention to increase fruit and vegetable intake increased from 39% to 46%. Those reporting 30 minutes or more of physical activity increased from 37% to 52%; intention to become more active increased from 10% to 24%. Meat thermometer use and hand washing also increased.

Conclusions:

- Older adults participating in the Chef Charles Program reported improvement in healthy behaviors after six months.
- Providing food stamp nutrition education at congregate meal sites is an effective way to reach low-income older adults.

Implications of Project:

The Chef Charles materials can be used at congregate meal sites and in other group settings. The newsletter can inform older adults about other programs such as Senior Farmers Market and Food Assistance Programs.

This project was funded by USDA Food Stamp Nutrition Education.

*SHOW-ME NUTRITION YOUTH CURRICULUM
CHANGES STUDENT AND TEACHER HEALTH BEHAVIORS*

AUTHORS:

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Candance Gabel, MS, RD, LD, FSNE, University of Missouri Extension, Columbia, MO
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Jo Britt-Rankin, MS, PhD, FSNE, University of Missouri Extension, Columbia, MO
Amy Sigman, RD, LD, FSNE, University of Missouri Extension, Columbia, MO

LEARNING OBJECTIVES:

Enhance skills in curriculum design and evaluation.

ABSTRACT:

The University of Missouri Extension's Show Me Nutrition (SMN) curricula provide research-based, comprehensive, sequential, behaviorally focused nutrition education to students pre-kindergarten through grade 8. Many activities take 30 minutes or less. A family newsletter accompanies each lesson through grade 5. This outreach component is relevant to other Food Stamp Nutrition Education Programs as educators are being asked to deliver nutrition messages to students' parents. And SMN curricula activities may be used in other programs such as WIC or Head Start.

Teachers whose classrooms received the SMN curricula during the 2004 program year responded to the program. Of 2,307 teachers who responded:

- 55% said students are making healthier meal and/or snack choices;
- 38% said students are eating breakfast more often; and
- 39% said students increased their physical activity.

These behaviors are linked to obesity prevention and reduction.

Teachers also improved their own meal and/or snack choices (76%), willingness to try new foods (57%), and offered healthier food choices to students (66%). These behaviors are important because teachers are role models for students and play a critical role in creating healthy school environments. Compared to the 2003 program year, outcomes seen in 2004 were improved as the Show Me Nutrition curriculum was more fully implemented, and as the 'Teacher Feedback' evaluation form was revised to facilitate increased collection of data.

Future work includes developing kits that provide teachers adapted versions of curricula that they can deliver to their classrooms. Family newsletters will be translated into Spanish.

READING THE WAY TO WELLNESS

AUTHORS:

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Cristy R. Sellers, MS, RD, LD, Arkansas Department of Health WIC Program, Little Rock, AK

LEARNING OBJECTIVE:

Participants will be able to adapt information obtained about the Arkansas Reading Initiative to create or enhance Subsequent Nutrition Education (SNE) Programs in other states.

ABSTRACT:

Purpose: Enhance Subsequent Nutrition Education while working to increase health literacy in Arkansas.

Methods:

Through the selection of books that met USDA-WIC initiatives and funding through the Arkansas WIC Program Grant, literacy messages were incorporated into a health or nutrition lesson presented in the book. Participants were given a copy of the book to take home and “sharing” of the book was encouraged. Participants completed surveys measuring self knowledge and importance of literacy, as well as the value of the class.

Findings: Low health literacy creates common problems including medication errors, inability to read patient materials, missed appointments, misunderstanding of diagnosis, lack of access to medical care, compliance issues, and poor health perceptions. Lower income individuals have a higher rate of low literacy. Low literacy is generational, meaning children with low literate parents are more likely to be low literate themselves. The WIC program targets lower income families, thus having the potential to improve health status as well as health literacy of future generations.

Conclusions: Participation in SNE classes has dramatically increased, thus more nutrition and health messages are reaching participants. The importance of reading is being impressed upon participants.

Implications: Through higher participation rates, more health messages and literacy messages being received by participants can influence health status and health literacy in Arkansas.

*PROCESSES TO IMPROVE THE DEVELOPMENT
OF CULTURALLY APPROPRIATE, BEHAVIORALLY-FOCUSED
NUTRITION EDUCATION MATERIALS*

AUTHORS:

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Debra Palmer Keenan, PhD, Rutgers Cooperative Research and Extension, Department of Nutritional Sciences, Food Stamp Nutrition Education Support Network, New Brunswick, NJ

LEARNING OBJECTIVE:

To identify steps necessary in material development for ensuring cultural appropriateness and the inclusion of behavioral issues pertinent to modifying nutrition behaviors among specific populations.

To define new and better ways of managing material translation for various populations.

ABSTRACT:

Many lessons have been created for providing nutrition education to limited-resource audiences, however, most focus on knowledge gain rather than on behavior change, and many fail to adequately address cultural needs specific to particular communities. To provide effective behaviorally-focused nutrition lessons, New Jersey has originated a community-centered method of lesson development that includes formative research with the target audience, expert review, piloting, and field-testing. Education directed toward impacting behavior is most likely to be effective if it focuses on behaviors themselves, rather than simply knowledge in support of behaviors. Thus, in encouraging participants to increase their fruit and vegetable consumption, participants are more likely to change their behavior if education is targeted to means by which participants maximize their preferences, while addressing and thereby minimizing personal challenges they associate with behavior adoption, than by gaining more general knowledge. The research process New Jersey's FSNE uses to ensure appropriate factors are taken into account will be outlined in detail. Examples of how consultations of the literature as well as community interactions are used to ensure appropriate lesson content; and, how community-based in-depth interviews with paraprofessional educators or key informants, focus groups, surveys, or informal class discussions, input into lesson topics, activities, language and food preferences are integrated, have uniquely effected new lesson content and process will be discussed. Also, special methods for ensuring appropriate material translation, to consider cultural preferences in language, habits and food choices, through use of a committee of paraprofessional educators, rather than professional translators, will be shared.

*COME AND GET IT: AN INTERACTIVE NUTRITION GAME
AND EVALUATION FOR YOUNG CHILDREN*

AUTHORS:

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Sondra Parmer, MS, Food and Nutrition, Alabama Cooperative Extension System, Auburn University, AL

LEARNING OBJECTIVE:

Participants will gain awareness of an interactive, learner-centered game and evaluation for young children related to farm-to-table concepts.

ABSTRACT:

Come and Get It is an integrated nutrition activity for four, five and six year olds. It can be used as a game in conjunction with an evaluation, or played solely as an activity. Come and Get It familiarizes young students with agricultural concepts and environments. It is a highly motivating educational tool, integrated with a language-rich rhyme, "An Old Farmer." While the rhyme is read, students simultaneously place 12 food stickers on the corresponding plants or animals shown on the beautifully-illustrated, colorful farm scene. It allows educators to determine if students know the origin of some commonly eaten foods. These foods include: milk, orange juice, apples, watermelon, french fries, corn on the cob, carrot sticks, eggs, ham, fish, peanut butter, and bread. It is particularly useful when used as pre- and post-assessments in conjunction with nutrition education classes. Both the game and the evaluation promote learning and are fun for educators to administer and young students to play. This project is cooperatively funded by the Alabama Cooperative Extension System and the Food Stamp Program of the Alabama Department of Human Resources.

*FEED YOUR MIND: AN INTERACTIVE NUTRITION GAME AND EVALUATION***AUTHORS:**

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Sondra M. Parmer, MS, Project Manager, Nutrition Education Program, Alabama Cooperative Extension System, Auburn University, AL

LEARNING OBJECTIVE:

Participants will gain awareness of an interactive, learner-centered game and evaluation for teenagers related to basic nutrition principles.

ABSTRACT:

A unique and interactive nutrition game, Feed Your Mind, has been developed to creatively assess nutrition knowledge and behavior changes in teenagers participating in nutrition education. While working in teams to play the Jeopardy-like nutrition game, each teenager simultaneously answers questions about personal nutrition knowledge and behavior habits. Rather than working in a typical pencil-and-paper testing environment, teenagers are evaluated in an engaging environment. Usability of the game as an evaluation tool was qualitatively reviewed. This assessment was found to be sensitive to changes in the targeted audience, to be developmentally appropriate, and to provide the educator with program impact data. Feed Your Mind fosters a healthy, competitive environment that promotes learning and teamwork. Moreover, it is beneficial to nutrition educators to detect the impact of nutrition education. Funding was provided by the Food Stamp Partnership of the Alabama Cooperative Extension System and the Alabama Department of Human Resources.

LEADERS FOR HEALTHY TOMORROWS

AUTHOR:

Kathy S. Talley, MA Education, Coordinator, Nutrition Education and Training, Office of Child Nutrition, West Virginia Department of Education, Charleston, WV

LEARNING OBJECTIVES:

This session will provide information about WV's approach to building healthy communities and schools. Participants from school and community programs will learn of strategies employed to highlight best practices, build teams and create action plans.

Participants will be able to:

1. assess components of healthy schools and communities.
2. explore efforts needed to foster and support healthy environments.
3. experience collaboration and creating synergy.
4. experience strategies to develop action steps.

ABSTRACT:

WV Action for Healthy Kids conducted a leadership conference where participants heard local, state and national experts address issues and action steps needed to build healthy schools and communities. Agenda included state and national state of our children, best practices and opportunity to develop collaboration and an action plan.

At the 2004 Nutrition and Physical Activity Symposium, teams continued collaboration efforts. Audiences were divided into regional teams and provided opportunity to assess the region's schools and communities' strengths and weaknesses. Concurrent sessions presented best practices and efforts by supporting agencies. Finally, teams compiled action plans to be implemented in the coming year. Symposium results will be compiled and used for call to action efforts, research and strategic planning.

The third phase of the action plan includes a follow-up meeting to report on successes and on-going efforts that will result in behavior changes.

The proposed session will educate the audience on the structure of the conference, the results of the regional teams and how to continue action plans. From this, participants can amend the process to fit their unique situations, benefit from WV's research and conclusions. Opportunity will be given for group work to assess the scene and develop action plans. Groups will share their plans.

*GETTING MORE DONE: USING STATE AND COMMUNITY COALITIONS***AUTHORS:**

Katherine Thomas Thomas, PhD, Department of Health and Human Performance, Iowa State University, Ames, IA

Molly Pelzer, Director of Nutrition Marketing for Midwest Dairy Council, Ankeny, IA

LEARNING OBJECTIVES:

Demonstrate the benefits of state level partnerships influencing local community coalition involvement in Team Nutrition activities.

Provide examples of statewide, school and community partnerships that have been developed to teach good nutrition and physical activity practices.

ABSTRACT:

The overarching goal of Child Nutrition Programs (CNP) is to improve child health. A challenge is to go beyond the programs to increase impact. CNP serve as the foundation for healthy children and are necessary but not sufficient to change child health. TEAM Nutrition (TN) has been a catalyst to form collaborations, partnerships and coalitions that have the same goals and messages as TN. The focus of these partnerships was identified during the TN Demonstration Project as schools struggled with the community and media channels. Appropriate partners had a vested interest in child health and brought expertise in the form of community constituents or media capability. State agencies, Public Health and Public Television, collaborated with the Department of Education who sponsored TN. The collaboration evolved into a partnership then a coalition. The partners were a working group when the Healthy Schools summit yielded Action for Healthy Kids (AFHK). The state coalition joined AFHK and served as a model and resource for coalitions members trained at regional workshops. These coalitions included school and community partners. Thus, allowing TN to impact child health in the community and extend beyond the school walls. Other work has included collaboration on a CDC Obesity Grant and a revision of the state blueprint for public health. This session will model some of the activities done in regional workshops to engage the local and state partners, demonstrate benefits in terms of outcomes and products, and highlight the benefits to the state agency managing CNP.

The Child Nutrition Program (CNP) leveraged TEAM Nutrition funding, messages and resources to form collaborations, partnerships and coalitions with the goal of improving child health beyond the scope of the CNP. Three state agencies and numerous child health non-profits worked to build local coalitions while impacting state level activities. There were challenges and barriers, but great rewards as the impact of TEAM Nutrition expanded outside of schools. Multiple agencies (education, public health, television, extension, university faculty), partnerships and coalitions shared the same goals, used the same messages and are working together sharing responsibility. The Commitment to Change Action Goals are the focus of coalition work and trainings. At the state and local level interactive sessions using scavenger hunts, action planning and consensus building have served to energize and unify the coalition.

PROMOTING HEALTHY EATING AND PHYSICAL ACTIVITY IN EARLY CHILDCARE PROGRAMS: A DISTANCE EDUCATION COURSE

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LEARNING OBJECTIVE:

Participants will be able to describe the components and evaluate the effectiveness of a distance education nutrition course for childcare staff and university students.

ABSTRACT:

Through a Connecticut Team Nutrition Training Grant (TN) from USDA, a distance education course was developed to help early childhood programs promote a healthy nutrition environment. The course consists of seven modules consistent with state nutrition standards and requirements for early childhood nutrition programs: Nutrition Basics, Identifying Children's Nutrition Needs, Promoting Healthy Eating Practices, Promoting Physical Activity, Creating Developmentally Appropriate and Safe Eating Environment, Nutrition Education and Training, and Providing Nutritious Meals and Snacks.

A total of 119 participants were recruited through the statewide needs assessment and at a TN-sponsored childcare conference: 78 early childhood staff and 41 University of Connecticut (UConn) students majoring in early childhood development. The course was solely administered through UConn's WebCT, an on-line instructional support tool allowing users to access the instructor, participate in chats and track class progress via on-line quizzes. Participants received the CD-ROM, manual and a WebCT identification.

Seventy-nine people completed all seven course modules. Evaluation data were analyzed, including pre- and post-tests, demographic data, time spent completing the modules and on-line course evaluations. The course was offered to UConn students for 1 credit. Overall, participants' pre/post scores increased by 11.9 percent. The greatest increase in knowledge (21.4 %) occurred in "Nutrition Basics", followed by "Providing Nutritious Meals and Snacks" (18.3%) and "Creating a Developmentally Appropriate and Safe Eating Environment" (13.1 %). Early childhood participants received higher pre-test scores in all areas, as compared to the UConn students. Additional statistical results are currently being analyzed. Course information can be accessed at www.team.uconn.edu.

*BOOST CALCIUM CONSUMPTION IN MIDDLE SCHOOL STUDENTS***AUTHORS:**

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LEARNING OBJECTIVE:

Participants will be able to identify nutrition education techniques used to promote calcium-rich foods among middle school students.

ABSTRACT:

In 1997, a needs assessment conducted by the Nevada Nutrition Network identified target audiences and educational priorities for food stamp recipients in Nevada. It was determined that there was a need to increase consumption of low-fat, calcium-rich foods among children (particularly females) ages 11-14 years.

The "Calcium, It's Not Just Milk" program focused on increasing awareness, knowledge, and skills related to increasing consumption of calcium-rich foods among middle school students. The program implemented social marketing techniques to convey the message to the target audience. The primary nutrition education methods included direct instruction, radio advertising, food tasting events, and poster displays.

To evaluate knowledge, attitudes, and consumption of calcium-rich foods, students (n=838) completed a 13-item instrument prior to and following the program. Results showed:

- Significant knowledge gain in six of seven questions from pre-test to post-test.
- Of the three food frequency questions asked, there was a trend toward more frequent selection of calcium-rich foods after the intervention, with a significant increase in the consumption of milk and cheese.

At the time of the post-test, students were asked five additional questions. Seventy-five percent agreed that the food tasting events encouraged them to eat more calcium-rich foods. Seventy-eight percent agreed that after learning about the importance of calcium in science class, they included more calcium-rich foods in their diets.

It is reasonable to conclude that calcium consumption can be increased in this age group.

This project was funded in part by the Food Stamp Nutrition Education Program, Food and Nutrition Service.

*THE FOOD STAMP NUTRITION CONNECTION RECIPE
FINDER: NUTRITION EDUCATION IN THE ELECTRONIC AGE*

AUTHORS:

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LEARNING OBJECTIVE:

By the end of the session, attendees will be able to identify and utilize electronic resources such as the Recipe Finder database available online by visiting the Food Stamp Nutrition Connection.

ABSTRACT:

The Food Stamp Nutrition Connection (FSNC) offers free, reliable, standardized and user-friendly online content that is accessible to nutrition educators on demand via the internet. The Resource System is a joint project between the USDA Food and Nutrition Service (FNS) and the National Agricultural Library's Food and Nutrition Information Center (FNIC). This poster session will provide an overview of the newest and most relevant online components to the FSNC with a primary focus on the Recipe Finder database. Focus groups have revealed that Food Stamp Program State and local nutrition educators have many constraints on their time. The Recipe Finder project grew out of a desire to offer nutrition educators a central location to quickly access reliable, healthy, low-cost online recipes appropriate for use with Food Stamp eligible recipients. Features include nutrient analysis, cost per recipe and per serving, print options, shopping lists, tips for use with special audiences, and tips for use in cooking demonstrations. Educational topics correspond with the Food Stamp Program Nutrition Education core elements and the 2005 U.S. Dietary Guidelines for Americans. The Recipe Finder and other FSNC features help nutrition professionals access the resources they need, when they need them.

*HEALTHY SCHOOL MEALS RESOURCE SYSTEM RECIPE
FINDER: ELECTRONIC RESOURCE FOR NUTRITION EDUCATION*

AUTHORS:

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LEARNING OBJECTIVE:

By the end of the session, attendees will be able to identify and utilize electronic resources such as the Recipe Finder database available online by visiting the Healthy School Meals Resource System.

ABSTRACT:

In 1995, the USDA established Team Nutrition, a nationwide integrated program designed to help implement the School Meals Initiative for Healthy Children. In cooperation with the Department of Nutrition and Food Science at the University of Maryland, USDA's Food and Nutrition Information Center (FNIC) developed the Healthy School Meals Resource System (HSMRS) as part of Team Nutrition. HSMRS, as USDA's Training and Technical Assistance Component, assists State and local school food service programs meet the Dietary Guidelines for Americans. HSMRS' mission is to provide access to resources and training materials for Child Nutrition personnel, to facilitate dissemination of pertinent information, provide a conduit for industry and professional groups working in the National School Lunch and Breakfast Programs and other CN Programs, and to aid in the collection and sharing of State and local resources. An overview of the newest and most relevant online components to the HSMRS will be provided with a primary focus on the Recipe Finder database. The Recipe Finder is a compilation of recipes for school food service and child nutrition personnel. Recipes in the database include quantity recipes for the child nutrition programs as well as commodity foods and recipes from other associations. This online and searchable database allows school nutrition personnel and child nutrition professionals to easily search for appropriate, useful recipes by ingredient, course, cuisine, and meal pattern and recipe source. Additional features of the database include a printer-friendly version and an email option. The Recipe Finder and other HSMRS features help Child Nutrition professionals access the resources they need.

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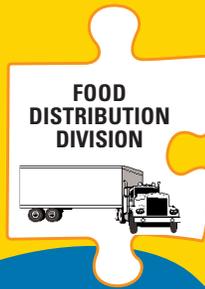
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