EFNEP’s Families Eating Smart and Moving More: Integration of Video, Social Media, and PSE in EFNEP Delivery

Policy and Environmental Change Strategies

EFNEP in NC has been providing local learning meals since 2006 for engaging our target audience since 2011. Over this period of time, we have noted strategies that encourage engagement by providing analytic results and content that address environmental and policy changes. Messaging in the curriculum has been revised to include:

- Media Moments: Before and after session social media messages targeted to the concepts in the lesson to reinforce participants’ understanding.
- Recipe Videos: Short, “teaser” videos for each lesson to provide an overview for participants prior to hands-on engagement and review for all home preparation.
- Resource Connections: Links to web-based information supporting lesson content.

Additional Revisions

Lesson formats: 30, 60, 90 minutes versions Program partners and implementers stated a need for options in program delivery length. 

Local Link Focus on local produce, SHAP and EFNEP benefits to purchase local, produce purchase.

Volunteer Assistance Suggestion for ways to utilize volunteers during program delivery.

Additional instructional strategies for engaging in-person audience since 2011. Over this period of time, we have noted strategies that encourage engagement by providing analytic results and content that address environmental and policy changes. Messaging in the curriculum has been revised to include:

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- Resource Connections: Links to web-based information supporting lesson content.

Updated Curriculum Videos: Bild educational videos making key content in a culturally sensitive family setting.

Cookbook: Fresh, new look with expanded kids and physical activity sections focusing on the balance between eating and physical activity.

Teaching Kit: Materials and directions for optional games.

Methodology

To assure that needs of implementers and partners are met, the curriculum development team seeks feedback from implementers, program partners, and volunteers for updates every three years to coincide with the release of new Dietary Guidelines for Americans. Revisions are made based on this feedback, and current evidence-based nutrition strategies. The 2013 revision included a PowerPoint presentation with speaker notes, lesson plan and participant handbook. A content analysis of the 2011 revision is published in the Journal of Nutrition and Education Behaviors: www.ncbi.nlm.nih.gov/pubmed/25653309. North Carolina impact data from the past five years demonstrates consistent results.

After distributing a high-fat soft drink—low-fat soft drink—most children chose the low-fat soft drink because they didn’t like the taste. Therefore, the food bank photograph the foods going back to the food bank sites because they didn’t know how to prepare it. Because food banks participate in the food safety courses, they have also increased their use of low-fat and vegetable options.

Nutrition Lessons

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Vegetables Intake %</th>
<th>Intake %</th>
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</thead>
<tbody>
<tr>
<td>2015</td>
<td>56</td>
<td>59</td>
</tr>
<tr>
<td>2016</td>
<td>52</td>
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<td>2017</td>
<td>56</td>
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<tr>
<td>2018</td>
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Evaluation

Curriculum effectiveness is measured using pre and post 24-hour participant recall and food frequency surveys. Nested ANOVA designs to control for program.

In addition to strategies included in each lesson, the curriculum includes tips and specific guide points. Pilot research conducted in collaboration with NC EFNEP resulted in a curriculum that focuses on connecting and engaging participants in: Healthy Market Trains, Food Safety Nutrition Clean, Family Nutrition Clean, and Grocery Store Tips.

Coneo: New, fresh look with expanded kids and physical activity sections focusing on the balance between eating and physical activity.

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Reviewing the numerous consequences of contracting foodborne illness, a landlord in Avery County became concerned about the safety of food stored and prepared in the community kitchen. A volunteer monitored the safety of the food when the community kitchen was opened for the first time. Ultimately, closed the kitchen and forbade access. Many of the residents who used this community kitchen through the EFNEP through their Head Start center. After learning the importance of food safety, residents began to encourage the community kitchen staff to develop a meal plan that incorporated all the food ingredients provided by the Food Bank. The Head Start staff encouraged the food bank to develop a system to communicate specific food distributed. She then planned her curriculum to include the food safety behaviors practiced in the community kitchen. The Head Start facilitators who had participated in EFNEP

Documented Changes in Policy and Environment from NC EFNEP Annual Reports

After listening to several lessons, the coordinator of a partner agency discovered that her agency served a lunch that consumed 15% of its calories from fat and sodium. With help from the EFNEP Program Assistant and FCS Agent, the coordinator worked with her kitchen staff to develop a meal plan that incorporated all the food ingredients into the menu, especially fruits and vegetables. In addition, to encourage her residents to increase their physical activity, she worked with her kitchen staff to develop a physical activity component into the program that included group physical activity classes scheduled three times a week and led by a fitness instructor.
Families Eating Smart and Moving More Curriculum Updates: INTEGRATING TECHNOLOGY AND PSE

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OBJECTIVE: Update the FESMM curriculum to reflect current research in nutrition, physical activity, food safety, food resource management and education, including contemporary strategies to reach low-income families with children.

BACKGROUND: The FESMM curriculum was originally developed in 2006 as a partnership between NC State University and NC Division of Public Health. It was the first curriculum to utilize a technology-based delivery strategy. Since that time, the Development Team has continued to integrate new technology through coordinated evidence-based strategies that meet our audience where they are. FESMM is currently utilized by over 30 states through EFNEP, SNAP-Ed or Public Health. It was the first curriculum was originally developed.

Recipe and Physical Activity Videos

Recipe and physical activity videos were included in the last edition, but video capability has improved and promises to enhance this experience for users. Recipe videos are conducted in a setting that better represents a participant’s home kitchen. Lighting and graphics have been greatly improved and videography provides a closer look at steps and the finished product. Physical activity videos are included in every lesson. Directions for how to utilize the videos are included in the Leader Guide.

Partner Engagement to Initiate PSE

PSE initiation is included in the current edition, but with the release of the new PSE Policy for EFNEP and the coordination of PSE between EFNEP and SNAP-Ed, this element of the curriculum is receiving added attention. Where comments were general in the past, we are adding more specific guidance for how to engage partners in PSE. Instructions for how professionals and paraprofessionals work together to initiate PSE change is outlined in the Leader Guide. An example of a PSE prompt is listed below:

Fix It Fast, Eat at Home: Invite your FCS Agent, Extension Volunteers, and Advisory Committee to engage community partners in supporting busy families with meal preparation through food preparation equipment (nick pots, cooking pans, large pots, etc.) lending programs.

Media Moments Strategy Revision

Media Moments were originally designed to be utilized as social media posts to support nutrition education messages in each lesson and encourage participant retention and behavior change. While this is still the goal of this component of the curriculum, the messages are most effective when used as between lesson texts or within closed social media groups. This adjustment to the strategy is included in the 2020 revision.

Training Module

A recorded training module is being designed to accompany the new edition. The training will provide an overview of the curriculum, its theoretical foundation, and how program goals are addressed. The instructional videos will assist staff in best practices to implement the curriculum. The training will be accessible online through eXtension Online Campus (campus.extension.org) available to all land-grant universities. In this nationwide system, coordinators can be added as instructors in order to keep track of their educator’s progress. Upon completion of the training module, a post-assessment will measure an educator’s readiness and competency to deliver the curriculum.

Hybrid and Make-up Lessons

Online lessons are being developed in order to provide an alternative for participants to access EFNEP lessons. These lessons are designed to serve as a make-up lesson for participants who have missed a lesson or to be implemented as a blended series for partner organizations and groups that are not able to meet the minimum number of face-to-face classes required. These lessons are designed to help improve retention and graduation rates among EFNEP participants. Online lessons are hosted in eXtension’s Online Campus to allow access from those all across the country. There are currently six lessons available in both English and Spanish with a goal to complete each lesson in an online format.

Recipe and Physical Activity Videos

Recipe videos are included in every lesson. Directions for how to utilize the video are included in the Leader Guide.

NEW RECIPE VIDEOS

CURRENT RECIPE VIDEOS

ENGLISH ONLINE LESSONS

SPANISH ONLINE LESSONS

Anticipated Revisions

Curriculum and Supplemental Materials

The curriculum includes resources to support nutrition educators and engage participants. Powerpoint slides and handouts include contemporary photography that is culturally relevant. Videos are embedded for smooth transitions and eliminate the need for internet access. Scripts are developed for each lesson in a conversational tone that prompts the educator to ask open dialogue questions. Supporting information is provided in anticipation of potential questions from participants.

Supplemental materials that can further enhance engagement and adoption of targeted behaviors include a teaching kit with interactive review games and cookbooks.

Consistent Impacts

WebNERTI data indicate consistent program impact over the life of the curriculum.

Summary

FESMM is one of the top three EFNEP curricula used to reach families with children. The Development Team consistently produces a quality educational tool that is based on current research and integrates contemporary strategies to engage participants in learning and encourage positive change.