

V(A). Planned Program (Summary)

Program # 1

1. Name of the Planned Program

Healthy Families and Communities

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
302	Nutrient Utilization in Animals	0%		3%	
304	Animal Genome	0%		5%	
305	Animal Physiological Processes	0%		18%	
605	Natural Resource and Environmental Economics	2%		0%	
606	International Trade and Development	0%		2%	
607	Consumer Economics	1%		0%	
608	Community Resource Planning and Development	2%		1%	
610	Domestic Policy Analysis	0%		2%	
611	Foreign Policy and Programs	0%		2%	
701	Nutrient Composition of Food	1%		2%	
702	Requirements and Function of Nutrients and Other Food Components	1%		38%	
703	Nutrition Education and Behavior	14%		12%	
724	Healthy Lifestyle	8%		1%	
801	Individual and Family Resource Management	5%		0%	
802	Human Development and Family Well-Being	6%		5%	
803	Sociological and Technological Change Affecting Individuals, Families, and Communities	2%		3%	
804	Human Environmental Issues Concerning Apparel, Textiles, and Residential and Commercial Structures	0%		1%	
805	Community Institutions, Health, and Social Services	4%		3%	
806	Youth Development	48%		2%	
903	Communication, Education, and Information Delivery	6%		0%	
	Total	100%		100%	

V(C). Planned Program (Inputs)

1. Actual amount of professional FTE/SYs expended this Program

Year: 2010	Extension		Research	
	1862	1890	1862	1890
Plan	55.8	0.0	45.2	0.0
Actual	31.2	0.0	53.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
687485	0	439122	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
687485	0	439122	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
9040617	0	31109403	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

UC ANR's integrated research and extension programs conducted research projects, workshops, education classes and demonstrations, as well as one-on-one interventions. In addition, the programs used PSAs, newsletters, mass media, web sites and collaborations with other agencies and organizations to create and deliver programs.

2. Brief description of the target audience

- Adults, children, youth and families in general
- Children in general
- Low and moderate income adults, children, youth and families
- Adults and children at risk for nutrition related health problems, including individuals living in poverty, recent immigrants, and African American, Native American and Hispanic populations
- Nutrition and healthcare professionals
- Preschool, primary, and secondary school teachers and administrators
- Professional childcare providers
- Public agencies and private organizations concerned with food, nutrition, and health
- Patients with metabolic diseases
- Biomedical researchers
- Plant biologists
- Nutraceutical industry

V(E). Planned Program (Outputs)

1. Standard output measures

2010	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Plan	109100	0	210000	0
Actual	236484	0	393603	0

2. Number of Patent Applications Submitted (Standard Research Output)

Patent Applications Submitted

Year: 2010
 Plan: 3
 Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2010	Extension	Research	Total
Plan	40	180	
Actual	93	124	217

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Classes/Short Courses Conducted

Year	Target	Actual
2010	1920	2156

Output #2

Output Measure

- Workshops Conducted

Year	Target	Actual
2010	1080	256

Output #3

Output Measure

- Demonstrations and Field Days Conducted

Year	Target	Actual
2010	220	80

Output #4

Output Measure

- Newsletters Produced

Year	Target	Actual
2010	290	13

Output #5

Output Measure

- Web Sites Created or Updated

Year	Target	Actual
2010	60	10

Output #6

Output Measure

- Research Projects Conducted

Year	Target	Actual
2010	170	86

Output #7

Output Measure

- Videos, Slide Sets, and other AV or Digital Media Educational Products Created

Year	Target	Actual
2010	90	21

Output #8

Output Measure

- Manuals and Other Printed Instructional Materials Produced

Year	Target	Actual
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2010

500

16

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Percentage of youth and adults in the general population participating in nutrition education programs gaining knowledge of nutrition
2	Percentage of individuals and families participating in healthy lifestyle education programs gaining knowledge of healthy lifestyle practices
3	Percentage of individuals participating in food safety education programs gaining knowledge of safe food handling and preparation techniques
4	Percentage of low-income individuals and families participating in nutrition and consumer education programs gaining knowledge of food resource management techniques
5	Percentage of youth participating in 4H clubs acquiring leadership and civic skills
6	Percentage of youth participating in 4H club, community, in-school and afterschool educational programs acquiring planning, problem solving, teamwork and other life skills
7	Percentage of low-income adults and families participating in nutrition education programs adopting recommended dietary practices
8	Percentage of low-income children and youth participating in nutrition education programs adopting recommended dietary practices
9	Percentage of low-moderate income individuals and families participating in nutrition and consumer education programs adopting recommended food resource management techniques
10	Percentage of individuals participating in food safety education programs adopting safe food handling and preparation techniques
11	Percentage of youth participating in 4-H clubs assuming leadership roles in organizations or taking part in community affairs
12	Percentage of children and youth participating in 4H club, community, in-school and afterschool educational programs increasing their level of science, agricultural and environmental literacy
13	Percentage of low income children and youth participating in nutrition education programs gaining knowledge of nutrition
14	Percentage of low income adults and families participating in nutrition education programs gaining knowledge of nutrition
15	Percentage of parents participating in parent education programs gaining knowledge of parenting techniques to promote child development and learning
16	Percentage of individuals and families participating in nutrition and health education programs intending to adopt healthier dietary and lifestyle practices
17	Percentage of youth educators and child resource specialists participating in youth development education programs gaining knowledge of youth development practices

18	Children and youth, participating in 4-H club, community, in-school and afterschool education programs, increased their level of science, agricultural and environmental literacy.
19	Low-income children and youth, participating in EFNEP or FSNEP programs, gained knowledge of nutrition.
20	Youth educators and child care resource specialists, participating in youth development education programs, gained knowledge of youth development practices.
21	Youth, participating in 4-H, increased readiness to pursue careers in science, engineering and/or technology.
22	Adults and families with children, participating in EFNEP or FSNEP programs, increased readiness to adopt healthier dietary and lifestyle practices.
23	Youth, participating in 4-H club, community and afterschool education programs, acquired planning, problem solving, teamwork, or other life skills.
24	Youth, participating in EFNEP programs, increased their ability to select low-cost, nutritious food and improved their food preparation and food safety skills.
25	Low-income adults, youth and families, participating in EFNEP and FSNEP programs, adopted healthier dietary practices.
26	Youth, participating in 4-H clubs and other youth development programs, assumed leadership roles in organizations or participated in community affairs.
27	Low-income adults, youth and families, participating in EFNEP and FSNEP programs, adopted safe food handling and preparation techniques.
28	Low-income youth, adults, and families, participating in nutrition and consumer education programs, adopted food resource management techniques.
29	Children and youth, participating in Youth EFNEP or FSNEP programs, adopted healthier dietary practices.
30	Children and youth, participating in 4-H programs, gained interest in science through afterschool inquiry-based lessons.
31	Children washed hands more often, helping to prevent flu and other illness, as a result of the FSNEP teacher training.
32	Children, participating in FSNEP programs, increased readiness to eat healthy foods as a result of food tasting activities.
33	Families, participating in the Making Every Dollar Count program, increased readiness to adopt money saving skills and strategies.
34	A new UC-FSNEP evaluation tool captured qualitative information on low-income adults, participating in the FSNEP program, adopting healthier dietary and lifestyle practices.
35	Youth, participating in the UC-FSNEP EatFit program, adopted better food choices and got more exercise.
36	Hmong community members, participating in a multistate EFNEP project, adopted healthy lifestyle practices.

37	Families with children, participating in the Healthy Lifestyle Fitness Camp (a UC-FSNEP collaborative project), improved their nutrition and physical activity behaviors.
38	Community benefits from the Placer Youth Commission substance use and underage drinking prevention activities.

Outcome #1

1. Outcome Measures

Percentage of youth and adults in the general population participating in nutrition education programs gaining knowledge of nutrition

Not Reporting on this Outcome Measure

Outcome #2

1. Outcome Measures

Percentage of individuals and families participating in healthy lifestyle education programs gaining knowledge of healthy lifestyle practices

Not Reporting on this Outcome Measure

Outcome #3

1. Outcome Measures

Percentage of individuals participating in food safety education programs gaining knowledge of safe food handling and preparation techniques

Not Reporting on this Outcome Measure

Outcome #4

1. Outcome Measures

Percentage of low-income individuals and families participating in nutrition and consumer education programs gaining knowledge of food resource management techniques

Not Reporting on this Outcome Measure

Outcome #5

1. Outcome Measures

Percentage of youth participating in 4H clubs acquiring leadership and civic skills

Not Reporting on this Outcome Measure

Outcome #6

1. Outcome Measures

Percentage of youth participating in 4H club, community, in-school and afterschool educational programs acquiring planning, problem solving, teamwork and other life skills

Not Reporting on this Outcome Measure

Outcome #7

1. Outcome Measures

Percentage of low-income adults and families participating in nutrition education programs adopting recommended dietary practices

Not Reporting on this Outcome Measure

Outcome #8

1. Outcome Measures

Percentage of low-income children and youth participating in nutrition education programs adopting recommended dietary practices

Not Reporting on this Outcome Measure

Outcome #9

1. Outcome Measures

Percentage of low-moderate income individuals and families participating in nutrition and consumer education programs adopting recommended food resource management techniques

Not Reporting on this Outcome Measure

Outcome #10

1. Outcome Measures

Percentage of individuals participating in food safety education programs adopting safe food handling and preparation techniques

Not Reporting on this Outcome Measure

Outcome #11

1. Outcome Measures

Percentage of youth participating in 4-H clubs assuming leadership roles in organizations or taking part in community affairs

Not Reporting on this Outcome Measure

Outcome #12

1. Outcome Measures

Percentage of children and youth participating in 4H club, community, in-school and afterschool educational programs increasing their level of science, agricultural and environmental literacy

Not Reporting on this Outcome Measure

Outcome #13

1. Outcome Measures

Percentage of low income children and youth participating in nutrition education programs gaining knowledge of nutrition

Not Reporting on this Outcome Measure

Outcome #14

1. Outcome Measures

Percentage of low income adults and families participating in nutrition education programs gaining knowledge of nutrition

Not Reporting on this Outcome Measure

Outcome #15

1. Outcome Measures

Percentage of parents participating in parent education programs gaining knowledge of parenting techniques to promote child development and learning

Not Reporting on this Outcome Measure

Outcome #16

1. Outcome Measures

Percentage of individuals and families participating in nutrition and health education programs intending to adopt healthier dietary and lifestyle practices

Not Reporting on this Outcome Measure

Outcome #17

1. Outcome Measures

Percentage of youth educators and child resource specialists participating in youth development education programs gaining knowledge of youth development practices

Not Reporting on this Outcome Measure

Outcome #18

1. Outcome Measures

Children and youth, participating in 4-H club, community, in-school and afterschool education programs, increased their level of science, agricultural and environmental literacy.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	{No Data Entered}	8549

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code **Knowledge Area**
806 Youth Development

Outcome #19

1. Outcome Measures

Low-income children and youth, participating in EFNEP or FSNEP programs, gained knowledge of nutrition.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	{No Data Entered}	12465

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code **Knowledge Area**
703 Nutrition Education and Behavior
806 Youth Development

Outcome #20

1. Outcome Measures

Youth educators and child care resource specialists, participating in youth development education programs, gained knowledge of youth development practices.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	{No Data Entered}	715

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #21

1. Outcome Measures

Youth, participating in 4-H, increased readiness to pursue careers in science, engineering and/or technology.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	{No Data Entered}	212

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #22

1. Outcome Measures

Adults and families with children, participating in EFNEP or FSNEP programs, increased readiness to adopt healthier dietary and lifestyle practices.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	{No Data Entered}	1109

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
703	Nutrition Education and Behavior
724	Healthy Lifestyle
802	Human Development and Family Well-Being

Outcome #23

1. Outcome Measures

Youth, participating in 4-H club, community and afterschool education programs, acquired planning, problem solving, teamwork, or other life skills.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	{No Data Entered}	276

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #24

1. Outcome Measures

Youth, participating in EFNEP programs, increased their ability to select low-cost, nutritious food and improved their food preparation and food safety skills.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	{No Data Entered}	259

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management
806	Youth Development

Outcome #25

1. Outcome Measures

Low-income adults, youth and families, participating in EFNEP and FSNEP programs, adopted healthier dietary practices.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	{No Data Entered}	6781

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
703	Nutrition Education and Behavior

Outcome #26

1. Outcome Measures

Youth, participating in 4-H clubs and other youth development programs, assumed leadership roles in organizations or participated in community affairs.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	{No Data Entered}	2870

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #27

1. Outcome Measures

Low-income adults, youth and families, participating in EFNEP and FSNEP programs, adopted safe food handling and preparation techniques.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	{No Data Entered}	21725

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
724	Healthy Lifestyle
802	Human Development and Family Well-Being

Outcome #28

1. Outcome Measures

Low-income youth, adults, and families, participating in nutrition and consumer education programs, adopted food resource management techniques.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	{No Data Entered}	6428

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management

Outcome #29

1. Outcome Measures

Children and youth, participating in Youth EFNEP or FSNEP programs, adopted healthier dietary practices.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	{No Data Entered}	2052

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
703	Nutrition Education and Behavior
806	Youth Development

Outcome #30

1. Outcome Measures

Children and youth, participating in 4-H programs, gained interest in science through afterschool inquiry-based lessons.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	{No Data Entered}	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Nearly half of all California 8th graders test below their grade level in science abilities. 4-H has long been recognized as a national leader in non-formal, out-of-school science activities. Many classroom teachers believe these same quality, inquiry-based experiences belong inside the classroom as well. However, the current emphasis on reading and math in classroom settings is squeezing science from the school day. As a result, students have few opportunities to enjoy the discovery, wonder and learning of inquiry-based activities.

What has been done

The after-school setting provides the ideal environment for inquiry-based science learning. 4-H is working with the Tehama County Department of Education Safe Education & Recreation for Rural

Families (SERRF) after-school program by presenting lessons and providing training and supplies for SERRF staff. Since 2004, the activities in the 4-H "Youth Experiences in Science (Y.E.S.) Project" curriculum has been offered at five sites with more than 300 elementary school students participating in six or more weeks of activities. Highlights have been snails, worms, collections, bubbles and energy.

Results

The initial program evaluated the impact of science inquiry-based learning on the youths' perception of scientists. Does the children's image of a scientist become more realistic after participating in the 4-H program? Pre/post artwork depicting children's perceptions of a 'scientist' revealed that boys tend to think of scientists as dangerous or mythical, but less so after the science learning. While 20 percent perceived the stereotypical scientist with a lab coat and glasses in their pre drawings, only 3 percent did so in the post drawings. In the post drawings, there was an 11 percent increase in identifying themselves as scientists. This study did show that children's participation in science experiments gives them a more realistic view of scientists and helps them to realize that they can be scientists, too.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #31

1. Outcome Measures

Children washed hands more often, helping to prevent flu and other illness, as a result of the FSNEP teacher training.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	{No Data Entered}	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

In the United States, on average, more than 200,000 people are hospitalized and 36,000 people die from seasonal flu complications each year. To prevent the seasonal and H1N1 flu, the Centers for Disease Control recommends getting a flu vaccine and practicing everyday preventive

actions, such as frequent handwashing. Handwashing is easy and the most important step to help prevent the spread of the flu. Yet research indicates that many adults and students do not practice frequent or proper handwashing. In fact, 1 out of 5 people do not wash their hands after using the restroom (American Society of Microbiology, 2005).

What has been done

Handwashing is part of the evidence-based nutrition education curricula that UC Food Stamp Nutrition Education Program (FSNEP) educators use to train teachers. The teachers then deliver to their students the lessons on the importance of handwashing and proper steps to wash hands. The UC FSNEP evaluation workgroup developed a retrospective survey to determine if positive changes in student and teacher health behaviors were linked to delivery of FSNEP nutrition education curriculum. The "Teacher Observation Tool" was piloted during the 2008-2009 school year. Educators sent the survey weblink to teachers in Fresno, Tulare and Santa Clara counties.

Results

Reporting for 946 students in grades 3 through 6, 34 teachers completed the confidential online survey. When asked if they agree with the statement, "Compared to the beginning of the school year, more students now wash hands more often?" 32% of teachers strongly agreed, 62% agreed, and 6% were not sure or were unable to observe. Clearly, the students were aware of the importance of handwashing and practiced this behavior more often. We expect that increased handwashing will help prevent illness, which will improve student attendance rates.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #32

1. Outcome Measures

Children, participating in FSNEP programs, increased readiness to eat healthy foods as a result of food tasting activities.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	{No Data Entered}	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Research has shown that children's diets tend to be high in sugar and fat and lack fruits and vegetables. Poor nutrition and lack of physical activity can put children at risk for obesity, hypertension, diabetes, heart disease and certain cancers. Nutrition education can increase their knowledge and provide new skills to promote good nutrition and exercise. It is also important for children to be offered a variety of foods to broaden their food choices.

What has been done

Through collaborations with classroom- and after-school programs, the UC Food Stamp Nutrition Education Program (UC-FSNEP) trains teachers to provide instruction through hands-on activities, including food preparation and tasting. Food tasting has been a major component of the curriculum, but the impacts of the taste testing had not been evaluated. The UC-FSNEP field tested and piloted a tasting evaluation tool. In the winter and summer of 2009, teachers were instructed to survey the students in class during food tasting activities. Forty-seven classroom teachers representing 585 students in pre-kindergarten through 9th grade participated.

Results

Utilizing the evaluation taste testing tool, teachers reported that 89 percent of the students tasted the food in class that day, 45 percent were tasting a food they had not tried before, and 65 percent were willing to try the food again either at home or school. The evaluation tool revealed that food tasting does have an impact on the children's attitude about new foods and their willingness to try them again.

4. Associated Knowledge Areas

KA Code	Knowledge Area
703	Nutrition Education and Behavior
806	Youth Development

Outcome #33

1. Outcome Measures

Families, participating in the Making Every Dollar Count program, increased readiness to adopt money saving skills and strategies.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
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2010 {No Data Entered} 0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Families with lower educational levels and limited resources make more money management mistakes than wealthier and better-educated families. Providing money management information in formats that appeal to limited-resource families and in a learner's native language are known to increase financial literacy of less-educated families. International studies have shown that computer-based money management programs are effective in helping less-educated families improve their financial knowledge and decisions.

What has been done

The Making Every Dollar Count program is an English/Spanish computer-based, audio-visual, interactive money management program designed to empower participants to independently learn the skills needed to make better financial choices for their families. It was developed at the sixth-grade reading level to meet the needs of people with diverse learning styles. The program consists of lessons on goal setting, making spending choices, stretching income, budgeting, paying bills on time, options for buying when cash is not available, saving money on food and the impact of food advertising. The online, self-paced tutorial can be used anytime and is available free at <http://makeeverydollarcount.ucr.edu>.

Results

Participants in five counties (Kern, Butte, San Joaquin, San Luis Obispo, and Santa Barbara) increased their financial skills and behavior by participating in the Making Every Dollar Count computer-based program. An evaluation of 140 participants (39 percent Asian/Pacific Islander, 32 percent Hispanic, and 29 percent white) showed 47 percent who had classroom and computer instruction, 56 percent with classroom instruction only, and 44 percent with computer instruction only had identified community resources to help stretch their budgets. Additionally, 50 percent of the combined, 48 percent of the classroom and 40 percent of the computer only groups had used simple ways to save money on food. Nearly all the participants believed they had learned from the program and were taking actions suggested by the programmatic content.

4. Associated Knowledge Areas

KA Code	Knowledge Area
801	Individual and Family Resource Management

Outcome #34

1. Outcome Measures

A new UC-FSNEP evaluation tool captured qualitative information on low-income adults, participating in the FSNEP program, adopting healthier dietary and lifestyle practices.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	{No Data Entered}	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Pre- and post-testing for Fresno County Food Stamp Nutrition Education Program's (FSNEP) adult training are conducted with a Food Behavior Checklist (FBC). Data analysis reveals progress in nutrition, food budgeting and food safety practices. However, the question remains: Did participants themselves recognize outcomes from attending classes?

What has been done

UC Cooperative Extension in Fresno County developed a Health Champion form to be given to participants at their last class. The purpose was to collect participants' nutrition stories in their own words. Qualitative analysis was used to determine themes. Resulting story themes were compared to FBC quantitative results.

Results

Participants' stories affirm that key food-related behavior changes are occurring. The stories also suggest that the standard checklist does not fully capture some important outcomes. Six major themes emerged from the stories.

1. Eating healthier: 33 percent said they were eating healthier foods or more balanced meals; 37 percent improvement was shown on the healthy food FBC question.

2. Parental responsibilities: 40 percent included children in their success stories: portion sizes, not forcing children to eat, decreasing sugar and fat, eating less junk food, eating breakfast. The FBC does not contain a question regarding children.

3. Plan, shop, and save: 50 percent reported success by planning meals, using the grocery list provided, comparing prices and reading labels. FBC improvements included 51 percent read food labels, 40 percent did not run out of food by the end of the month, 37 percent used grocery lists, and 31 percent compared prices.

4. Eating more fruits and vegetables: 30 percent reported increasing fruit and vegetable consumption while the FBC showed 37 percent increased fruit variety and 40 percent increased vegetable variety.

5. Make a change: Stories included reducing fat (30 percent) by using less oil, baking meats, and changing to low-fat dairy; reducing sugar (22 percent) by consuming fewer sweets and soda; and reducing salt (21 percent). FBC improvements included 42 percent ate low-fat food items, 35 percent did not add salt to food and 32 percent reduced soda consumption.

6. Increased physical activity: 20 percent noted positive changes. The FBC didn't ask about physical activity.

4. Associated Knowledge Areas

KA Code	Knowledge Area
703	Nutrition Education and Behavior

Outcome #35

1. Outcome Measures

Youth, participating in the UC-FSNEP EatFit program, adopted better food choices and got more exercise.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	{No Data Entered}	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Almost one third of youth ages 10 to 14 living in Riverside County are either overweight, obese or are at risk of being overweight. If we focus on children living in poverty, the number increases to 42 percent, according to the 2007 California Health Interview Survey. The survey also reports that 70 percent of Riverside youth ages 10 to 14 eat less than 5 servings of fruits and vegetables daily, 47 percent said they ate fast food two or more times in the past week, 19 percent drank two or more glasses of soda or other sugary drinks the previous day, and only 22 percent are active for at least one hour every day in a typical week.

What has been done

To combat these disappointing trends, Alvord Unified School District and Alvord Educational Foundation have joined with Riverside Medical Clinic Foundation and UC-Food Stamp Nutrition Education Program (UC-FSNEP) to improve the health and well being of the middle school students and their families in a project called "Kick Off Riverside." This project was piloted at one predominantly Hispanic school. Three hundred and fifty nine students enrolled in the UC-FSNEP EatFit program, which was delivered by the PE teachers during class. With the support of the principal and the PE team, the 6th grade students and their families met at the school one night every month for a health and nutrition talk and family exercise time led by local fitness businesses. The students analyzed their diets and learned to set eating and fitness goals. The PE teachers were instrumental in delivering the nutrition and fitness messages in EatFit, and in

getting the students, and through them their families, interested in healthy living.

Results

Pre/post-tests were collected from two classes with a total of 68 students. The pre/post-test results show that 85 percent of students increased in nutrition and fitness knowledge, 59 percent now make better food choices, and 51 percent are more physically active. In addition, the Kick Off Riverside participant numbers went up at the end of the school year. With the support of the Alvard School District Secondary Education Director and all partners involved in this project, Kick Off Riverside expanded to include all four middle schools during the 2009-2010 school year.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #36

1. Outcome Measures

Hmong community members, participating in a multistate EFNEP project, adopted healthy lifestyle practices.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	{No Data Entered}	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Successful promotion of healthy eating behaviors and an active lifestyle is important for the health and well-being of everyone, including low-income families from diverse backgrounds. This is especially critical for minority communities, who are increasingly at risk for obesity, being overweight, and chronic diseases like diabetes, heart disease, and cancer due to a host of social, cultural, and environmental factors. Critical barriers to nutrition education include cultural and linguistic challenges such as the lack of culturally appropriate information and materials, diverse levels of acculturation and health literacy, and limited English proficiency. Studies show that visual materials and bilingual videos that are culturally responsive and literacy appropriate help participants acquire the knowledge, skills, attitudes, and behavior necessary for nutritional well-

being.

What has been done

Our objectives were to develop videos and visual handouts that would enhance the effectiveness of nutrition education with diverse populations, including recent refugees and immigrants. UC- EFNEP collaborated on a multistate effort to examine the efficacy of visual handouts and short video clips to communicate nutrition education messages to Hmong communities in California, Minnesota, and Wisconsin. Focus groups and interviews with the participants demonstrated the need for tools that encourage food resource management skills like planning ahead and using store ads, and that address how to increase consumption of vegetables and calcium-rich foods. Three video clips were produced with Hmong community members and nutrition educators using storytelling, teaching presentations, and dramatic problem posing to promote dialogue around solutions. Visual handouts conveying the key messages of each video were also developed for educators working in situations without access to screening technology.

Results

A total of 279 participants in the EFNEP program and 8 Hmong nutrition educators viewed the materials. Evaluation data shows that the visuals and videos were positively viewed as helpful, culturally acceptable, and accessible. Among the 166 California Hmong graduates, positive behavior change was evident. Consumption of dairy products more than doubled, 44 percent of graduates improved their use of store ads or looking for sales when shopping for food, 43 percent improved their practice of planning and making a "list" of what to buy, 21 percent drank more water (rather than soda), and 37 percent increased their daily physical activity (doing 30 minutes of exercise each day). These videos and handouts not only increased access to nutrition education for traditionally underserved communities, they also helped participants build their capacity to effectively put what they learned into practice. They also provide a useful model for reaching other low-literacy communities served by the EFNEP program.

4. Associated Knowledge Areas

KA Code	Knowledge Area
724	Healthy Lifestyle

Outcome #37

1. Outcome Measures

Families with children, participating in the Healthy Lifestyle Fitness Camp (a UC-FSNEP collaborative project), improved their nutrition and physical activity behaviors.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	{No Data Entered}	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Physical education testing indicates more than a third of Fresno County 5th-, 7th-, and 9th-graders do not meet health fitness guidelines. Nutrition and physical activity are components in preventing obesity and chronic disease. During summer vacation children should consume seasonal foods and have time for physical activity. Yet, low-income children in families that depend on school lunch often miss a healthy meal and are inactive, staying indoors while their parents work.

What has been done

UC Food Stamp Nutrition Education Program (UC-FSNEP) in Fresno County was one of 14 partners to collaborate with the City of Fresno's Parks and Recreation Healthy Lifestyle Fitness Camp. This six-week summer day camp was designed to educate 50 underprivileged youth ages 10 to 18 about healthy living. Most participants were overweight and all were unfit. UC Cooperative Extension's role included:

- * Delivering eight nutrition education lessons to parents in English and Spanish. Each lesson included physical activity, food demonstrations and recipes
- * Training Parks and Recreation staff on UC EatFit curriculum and food safety
- * Collaborating with SaveMart Supermarket for nutrition education and tasting experiences
- * Evaluating camp results
- * Conducting parent focus groups six weeks after camp

Results

Evaluation of participating parents revealed 83 percent improved in reading food labels, 72 percent ate low-fat foods, 67 percent ate healthier foods, and 48.5 percent increased fruit and vegetable variety. Parent focus groups showed continued success with shopping and planning meals, reading food labels and increased physical activity. More than 70 percent of the children improved lifestyle activity behaviors, 53 percent increased lifestyle knowledge, and 47 percent improved food selection practices. Partners' data revealed kids had a cumulative weight loss of 279 pounds, a loss of 58.5 waistline inches, and improved blood pressure. The data suggest children who had the greatest camp success were also the children whose parents attended the nutrition classes.

4. Associated Knowledge Areas

KA Code	Knowledge Area
724	Healthy Lifestyle

Outcome #38

1. Outcome Measures

Community benefits from the Placer Youth Commission substance use and underage drinking prevention activities.

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	{No Data Entered}	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Communities nationwide suffer from unlawful substance use and underage drinking. There is a nationwide glut of unused or expired medications in homes, posing a threat to both the individuals of the community - especially youth - as well as the environment. Medications lingering in medicine cabinets increase easy access to drugs and contributes to the high and rising rates of prescription drug abuse. Medications and personal care products flushed down the toilet or leaching into our water streams poses danger to fish, animals, and ultimately to us. In addition, youth who drink alcohol say they get it from their own or a friend's home, or at a house where the parents are home, but unaware of the drinking, or some report they drink at a friend's house with the parents' permission.

What has been done

UC Cooperative Extension worked to establish the Placer County Youth Commission as a formal body of youth to advise elected officials and other community institutions on youth-related as well as broader community needs and issues. In 2010, the youth worked with adults to develop a comprehensive community approach to a substance use and underage drinking prevention strategy. For example, they re-established peer mentoring programs on campus, organized merchant stings, addressed changing community norms regarding youth alcohol use, educated parents on how to talk with their kids, and organized a county wide prescription drug collection event.

Results

Over 3,000 pounds of prescription drugs were collected. In addition, over 1000 parents took a pledge to help curtail underage drinking. They agreed to send a consistent message that alcohol use under age 21 is unlawful and unacceptable; they will assure parties or events held at their homes are properly supervised; and they will welcome parents of teens attending a party at their

house to call and check on party details, times, supervision, etc. Youth and adults reported that they reevaluated perceptions of one another, with youth pleased to discover prominent community leaders caring about their experiences and dedicated to making their hopes for change a reality, and adults awestruck by the youth's passion to take action to positively change their community. Adults reported that they were going to involve young people in the decision making in various settings from school planning to develop treatment plans. This type of social and community change is important in solving the problems that affect youth by seeing young people as resources rather than recipients of programs, services, etc. These types of experiences are also necessary in providing young people with opportunities and proper support to gain critical skills and become competent, caring, productive adults. The youth commissions provided a real world setting for youth leadership development.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)

Brief Explanation

The unprecedented budgetary constraints coupled with the increasingly bleak economic environment significantly affected Healthy Families and Communities and how UC ANR responded to these challenges. With some of the highest home foreclosures and unemployment in the nation, demand remained high for extension programming in money management, gardening, food budgeting, nutrition education, and youth development. Participation in FSNEP and EFNEP programs continued at high levels, though collaborations with some grass-root community partners lessen because of budgetary issues in partners' revenue streams. Obtaining sufficient cost-share in the FSNEP program was also challenging with more layoffs and closures in partnering agencies. The 4-H Youth Development Program saw a substantial increase in its enrollment in afterschool and enrichment programs, growing by over 100,000 youth. This increase is attributed to budget strapped agencies seeking low cost and high quality training and curriculum resources and several grants which provided ANR resources to focus more in this area. Restructuring the administration of the EFNEP has resulted in more resources being allocated to the counties, with expectations in 2011 to have even higher participation numbers. Significant increases in the number of retiring advisors in the Healthy Families and Communities program areas is putting our academic coverage of county advisors and specialists below a critical mass, making it difficult to meet community expectations and program oversight needs and requiring alternative programmatic and administrative structures. This is expected to continue for the next several years.

V(I). Planned Program (Evaluation Studies and Data Collection)

1. Evaluation Studies Planned

Evaluation Results

Key Items of Evaluation