

V(A). Planned Program (Summary)

Program # 5

1. Name of the Planned Program

Health and Wellbeing

Reporting on this Program

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
702	Requirements and Function of Nutrients and Other Food Components	20%		20%	
703	Nutrition Education and Behavior	25%		25%	
704	Nutrition and Hunger in the Population	5%		5%	
724	Healthy Lifestyle	25%		25%	
801	Individual and Family Resource Management	10%		10%	
802	Human Development and Family Well-Being	10%		10%	
803	Sociological and Technological Change Affecting Individuals, Families, and Communities	5%		5%	
	Total	100%		100%	

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2014	Extension		Research	
	1862	1890	1862	1890
Plan	7.0	0.0	1.1	0.0
Actual Paid	1.8	0.0	6.8	0.0
Actual Volunteer	0.0	0.0	0.0	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
0	0	104112	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
0	0	104112	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
253692	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

In an effort to fight obesity and educate children about healthy lifestyles, extension agents from Los Alamos, Rio Arriba and Santa Fe counties have developed the JBI ("Just Be It") curriculum. Part of the curriculum includes a fitness and nutrition field trip experience. Santa Fe was the only county that held this event this year. Los Alamos and Rio Arriba rolled the field trip workshops into the regular in-class sessions. The field trip begins with a JBI Trivia Game, which is a "Jeopardy-Like" game that actually has all the questions and answers for the pre-tests that the students have taken prior to the field trip and in-class sessions. The game sets the tone for the four- 45 minute workshops that students attend during the field trip. The workshop titles include: MyPlate; Vary Your Veggies Focus on Fruits; Power-up with Exercise; and Fun with Food Facts. The home economist presented the Fun with Food Facts workshop. In this workshop students learn how media affects food choices as well as impacting the amount of physical activity each day. These workshops as well as the curriculum are aligned with the New Mexico Health and Physical Activity Standards and Benchmarks. The agents from each respective county present the workshops.

Expanding the program to other youth programs in New Mexico and other states has shown progress. Expanding the program is also a long-term goal of the JBI program. Copies continue to be ordered from individuals working with youth programs throughout the United States. The curriculum is available in print and DVD/CD form, and a website is also available at www.nmcyfar.org to the public as well. Further, in September 2014, the Rio Rancho School District requested a third training once again for 12 teachers. As a result of this training, approximately 232 students benefitted and gained knowledge on healthy lifestyles through the JBI program.

In an effort to fight obesity and educate children about healthy lifestyles, Extension agents from Rio Arriba, Los Alamos, and Sante Fe Counties have developed and implemented the JBI nutrition and fitness field trip experience for fifth grade students. As usual, the 2012 field trip began with a JBI Trivia Game, which is a "Jeopardy-like" game that actually has all the questions and answers for the pre/post evaluations. This game sets the tone for the four - 45-minute workshops that students attend during the field trip. The workshop titles include: MyPlate; Vary Your Veggies Focus on Fruits, Power-up with Exercise and Fun with Food Facts. The home economist presented the Fun with Food Facts workshop. In this workshop students learn to read and understand the importance of nutrition facts food labels through a hands-on activity. Additionally, students learn how media affects food choices as well as impacting the amount of physically activity each day. These workshops are also aligned to the New Mexico Health and Physical Education Standards and Benchmarks. The agents from each respective county present in three of the

workshops, and the fourth workshop on physical activity is conducted by another individual. Field trips were conducted in Los Alamos and Santa Fe this year, as there was not a facility available in Espanola to provide this to the students. Instead, the home economist and two contracted nutrition educators hired through a small grant received by the Los Alamos and Rio Arriba home economists provided the field trip workshops to the selected Rio Arriba fifth grade classrooms. Further, at the fall 2012 field trips, approximately 410 students from seven schools participated in the field trips in Santa Fe and Los Alamos counties. In addition, students were provided with a student-parent booklet containing information and activities reinforcing the workshops. Teachers are also provided with a resource kit containing a nutrition curriculum, additional health and nutrition resources, as well as an exercise kit with a variety of fun exercise equipment. Based on the average results from the field trip pre-and post-tests from the Los Alamos site, students indicated an average knowledge gain of 46% by attending this one-day educational field trip. There was knowledge gain for these fifth grade students regarding nutrition guidelines, choosing healthy snacks, physical activity, food labels, how the media affects food choices, and goal setting after attending this field trip.

An estimated 154,800+ adults in New Mexico have diabetes. It can result in heart disease, kidney disease, blindness, stroke, amputations and death. Research shows that the risk for these complications is decreased when blood glucose levels are maintained within a range that mimics normal levels. The most effective way to achieve this level of control is through diet modifications. Individuals and families affected by diabetes regularly struggle with understanding diet recommendations and separating them from myths and outdated advice. There is a disparity of access to diabetes education across New Mexico, particularly in communities that experience the highest rates of complications and mortality from diabetes. In an effort to better serve New Mexico communities, NMSU Extension nutrition programs has collaborated with Molina Health Care and Joslin Diabetes Research Center to provide programming that would address these needs. 387 participants enrolled in either the Joslin or Molina programs. 85% of participants completed the program. 48.8% improved their A1C if their baseline reading was between 5.7-6.4. 65% improved their A1C if their baseline reading was above 65%. 53% of participants met their weight reduction goals of $\geq 7\%$ of baseline body weight. 59% of participants with a baseline blood pressure reading $\geq 140/90$ improved.

2. Brief description of the target audience

The target audience includes: teenage mothers, low-income families, families suffering social stress, mal- or undernourished families, diabetics.

3. How was eXtension used?

eXtension was not used in this program

V(E). Planned Program (Outputs)

1. Standard output measures

2014	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	0	0	0	0

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

Patent Applications Submitted

Year: 2014
Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2014	Extension	Research	Total
Actual	4	9	13

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- The specific output measures will vary according to the specific project being monitored. The development of research procedures and technology, training of students, publishing research papers, and disseminating research results via educational workshops, conferences, and Extension media are important outputs for the various projects falling under this planned program.

Year	Actual
2014	0

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	# of research papers
2	# of Extension publications
3	# of trained professionals
4	% diabetics adopting NMSU recommendations regarding nutrition

Outcome #1

1. Outcome Measures

of research papers

2. Associated Institution Types

- 1862 Research

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	9

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
702	Requirements and Function of Nutrients and Other Food Components
703	Nutrition Education and Behavior
704	Nutrition and Hunger in the Population
724	Healthy Lifestyle
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities

Outcome #2

1. Outcome Measures

of Extension publications

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	4

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
704	Nutrition and Hunger in the Population
724	Healthy Lifestyle
801	Individual and Family Resource Management
802	Human Development and Family Well-Being

Outcome #3

1. Outcome Measures

of trained professionals

2. Associated Institution Types

- 1862 Research

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2014	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

{No Data Entered}

What has been done

{No Data Entered}

Results

{No Data Entered}

4. Associated Knowledge Areas

KA Code	Knowledge Area
702	Requirements and Function of Nutrients and Other Food Components
703	Nutrition Education and Behavior
704	Nutrition and Hunger in the Population
724	Healthy Lifestyle
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities

Outcome #4

1. Outcome Measures

% diabetics adopting NMSU recommendations regarding nutrition

Not Reporting on this Outcome Measure

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy
- Appropriations changes
- Public Policy changes
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)

Brief Explanation

See above.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

The majority of adult program evaluations carried out by New Mexico Extension agents and specialists are pre-post and post-program knowledge gain instruments. The majority of youth (primarily 4-H club) program evaluations are demonstrations of knowledge gained and applied in teaching others, competitive events, and climbing 'youth career ladders'. Rarely, if at any time, does an agent or specialist report that participant knowledge attained/gained was less than satisfactory. One can only assume that knowledge gain survey questions are fairly worded, and that audience participation was not mandatory. The only exception to this is with Master Gardener and Integrated Pest Management qualification exams. But again, participation is initially by application and the desire to learn and apply what is learned.

Key Items of Evaluation

What is interesting to note is that most Extension faculty now use goal setting, program objectives, and evaluation instruments in their program plans (as opposed to 10 years ago, when there was a great degree of resistance). The next step in program evaluation is to assist Extension agents and specialists to develop precision evaluation instruments. On-going training, such as the Western Extension Cohort (Evaluation) Training (WECT), needs to be organizationally supported and participation needs to be encouraged by all Extension faculty. Also, the American Evaluation Association has an Extension group section and should become a legitimate and heavily encouraged professional Extension association. The Association does more than any other organization to encourage evaluation 'best practices.'