Iowa Nutrition Network School Grant Program
New Nutrition Educators Training
October 1, 2018
Agenda

- SNAP and SNAP-Ed
- Strategies for SNAP-Ed
- Direct education and social marketing
- Wave II evaluation
- Logic models
- Pick a better snack™ lesson format
- Program resources
SNAP

- Anti-hunger program
- Administered by USDA
- Serves low-income Americans of all ages
- Benefits for food
- [Click for more info](#)
SNAP-Ed

The goal is:

“To improve the likelihood that persons eligible for SNAP will make healthy food choices within a limited budget and choose physically active lifestyles consistent with the current Dietary Guidelines for Americans and the USDA food guidance.”
SNAP-Ed Strategies

Direct Education

Policy, System and Environmental Changes (PSE)

Social Marketing
Pick a **better snack**™

SNAP-Ed TOOLKIT

(click badge)

Direct Education

Social Marketing
Pick a better snack™ Goals

1. Increase fruit and vegetable consumption.
2. Promote daily physical activity.
3. Encourage parents to provide healthy foods and active lifestyles.
Wave II

- Control Group
  - Davenport

- BASICS
  - Waterloo
  - Council Bluffs

- BASICS PLUS
  - Des Moines

Nutrition education only

Nutrition education PLUS social marketing

Wave II Report
Journal of the Academy of Nutrition and Dietetics (August 2016)
Pick a better snack™ is an evidence-based Supplemental Nutrition Education Program (SNAPEP). The program is implemented by the Iowa Nutrition Network at the Iowa Department of Public Health. The aim of Pick a better snack™ is to increase fruit and vegetable consumption and physical activity among low-income Iowa elementary school students.

Student Assessment, 2016-2017

- 62 Iowa schools participated.
- 61% asked to eat a fruit for a snack.
- 78% asked someone in their family for fruit or vegetables as a snack.
- 19% asked to eat vegetables.
- 65% asked someone in their family if they have fruit or vegetables for dinner.

Logo Recognition
- 96% recognized logo.
- 90% recognized logo.
- 94% recognized logo.

Fruit & Vegetable
- 65% wanted to try new fruits and vegetables.
- 33% wanted to try new vegetables.
- 45% very sure they could eat vegetables.
- 70% white-based milk.

Dairy
- 52% liked drinking white milk most of the time.
- 74% white milk was healthier.

Physical Activity
- 83% liked to have fun by doing active things like biking, swimming, and playing sports.
- 72% they could play outside instead of watch TV after school.

Preferences
- Students tested 10 different fruits and vegetables during the school year and were asked if they liked each one.
- The percent responding YES increased for 8 out of 10.
- Preference for cranberry and bell pepper increased significantly.
- 70% of the students tested.

Conclusion:
The student assessment showed positive results for behaviors that led to eating more fruits and vegetables. Actual fruit and vegetable consumption was previously evaluated in the 2003-2005 USDA WAVE II study, which found that children participating in the Pick a better snack™ program ate more fruit and vegetables than the comparison group. Research data can be accessed from the Journal of the Academy of Nutrition and Dietetics (August 2021). Reference: https://www.ncbi.nlm.nih.gov/pubmed/34151534.

Updated January 2022

Click here for report.
Questions?
Agenda

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  - Logic models
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Theoretical Model for INNSGP Classroom-based Nutrition Education

Environmental Variables
- Access
- Cost
- Availability

Parental Variables
- Attitudes
- Knowledge
- Beliefs

Sociodemographic Characteristics
- Family structure
- Child age
- Number of siblings
- Race/ethnicity
- Employment
- Primary caregiver status

Lessons
- Taste Testing
- Materials sent home
- Modeling behavior
- School garden

Behavioral capability
Child has skill to ask parents for

Knowledge
Child understands importance of F&V consumption, increasing knowledge about growing and harvesting F&V

Perceived benefits
Child believes F&V consumption will have benefits like tasting good, enhanced energy, wholesomeness, and strength; healthy looking hair & skin

Subjective norm
Child believes that those important to him/her (e.g., friends, family, teachers) want him/her to eat F&V

Descriptive norm
Child believes peers like to eat F&V

Engagement
Engaging child in process of growing to get him/her excited about F&V

Retrospective Efficacy
Child believes that eating F&V will result in a favorable outcome

Self-efficacy
Child believes he/she can ask for F&V

Positive attitude toward F&V

Preference for F&V

Choosing F&V
Both at home and at school

Asking parents for F&V

Consumption of F&V

 Reviewed June, 2016
# IOWA NUTRITION NETWORK LOGIC MODEL (Iowa Nutrition Network School Grant Program)

## Inputs
- **Financial Resources**
  - Supplemental Nutrition Assistance Program (SNAP-Ed)
  - Partner resources and grants
- **Planning Processes**
  - Iowa Nutrition Network staff and SNF liaison leadership
  - Health Food Assistance staff
  - Local coordinators
  - Iowa Department of Education
- **Materials**
  - Elementary school lessons and family education materials
  - Iowa Nutrition Network social marketing campaign
- **People/Partners**
  - Executive team (IHN staff)
  - State nutrition program (WIC, School Meals, Team Nutrition, FFVP, 515)
  - SNF partners
  - Community contractors
  - School staff
  - FoodCorps staff and service members
  - Iowa Department of Agriculture and Land Stewardship

## Outputs
- **Short-term**
  - Improved sustainability of community-wide nutrition education programs targeted to low-income audiences
  - Improved nutrition and physical activity behaviors
  - Improved preference, behavioral capability and self-efficacy to prepare FFV snacks
  - Increased daily consumption of fruits and vegetables and physical activity per day
  - Increased number of SNAP-Ed settings where at least one change is adopted in writing or practice to increase access or appeal for healthy eating and physical activity
  - Increased rates of childhood obesity
  - Increased food insecurity among low-income households
  - Individuals living in poverty experience decreased incidence of health problems affected by poor diet and physical activity

## Activities
- Classroom-based education (includes food samples, encouragement of active behavior and PA demonstrations) after-school and summer nutrition education programs and gardening education
- Nutrition & PA family bags, parent newsletters
- Monthly calendar of events designed to coordinate message delivery between schools and home-school family nights or gardening events
- Outdoor educational field trip to local parks, nature walks, or other natural environments
- Family meetings
- Parent/teacher meetings
- Family-centered nutrition education
- Parent-teacher-children activities

## Policies, Systems, and Environmental (PSE) Change Approaches
- Farm to school activities and school wellness committee policy involvement
- NCHS contact with teachers, youth and their families, school staff and their partners, volunteers
- Increased family and community involvement

## Updated: May 2010
# Schedule 1 or Year 1

<table>
<thead>
<tr>
<th>Month</th>
<th>Category</th>
<th>Tasting</th>
<th>Alternate Tastings</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>Melon</td>
<td>Cantaloupe</td>
<td>Honeydew, Watermelon</td>
</tr>
<tr>
<td>October</td>
<td>Root Vegetable</td>
<td>Jicama</td>
<td>White Potato, Sweet Potato, Carrot</td>
</tr>
<tr>
<td>November</td>
<td>Berries</td>
<td>Cranberries</td>
<td>Grapes</td>
</tr>
<tr>
<td>December</td>
<td>Flower Vegetables</td>
<td>Broccoli/ Cauliflower</td>
<td>Artichoke</td>
</tr>
<tr>
<td>January</td>
<td>Tropical Fruit</td>
<td>Mango</td>
<td>Papaya</td>
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<tr>
<td>February</td>
<td>Vine Vegetable</td>
<td>Peppers</td>
<td>Tomato (including grape/cherry), Cucumber</td>
</tr>
<tr>
<td>March</td>
<td>Citrus</td>
<td>Oranges/Clementines</td>
<td>Grapefruit, Blood Orange, Lemon/lime</td>
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<tr>
<td>April</td>
<td>Stem Vegetables</td>
<td>Asparagus</td>
<td>Celery, Rhubarb</td>
</tr>
<tr>
<td>May</td>
<td>Berries</td>
<td>Strawberry</td>
<td>Blueberry, Raspberry, Blackberry</td>
</tr>
</tbody>
</table>
Lesson Components

Required

- A physical activity
- Produce tasting
- Voting
- Engaging children
- “Asking” discussion
- Knowledge (about F or V, senses, plant part, health benefits)
- Bingo card and newsletter (one grade or more)
- Incentives
- Stickers

Flexible

- Type of physical activity
- Tasting with other flavors
- Read a book
- Exact “activity”
- Worksheets
- Fun Facts section
- What You Need to Know facts
- Videos
- Coloring pages
Lesson Example

(click jicama image for lesson)
Program Materials

https://idph.iowa.gov/inn/pick-a-better-snack
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