

## Annual Report 2004

# FNP focuses on nutrition education for low-income youths in Missouri

MU Extension offers two key nutrition programs for low-income Missourians.\* This annual report highlights the successes during the past year of one of these programs, the Family Nutrition Program (FNP). FNP funds come from USDA, Food and Nutrition Services through Missouri's food stamp program to MU Extension. The main focus of FNP is youths and the adults who support them. FNP nutrition educators work primarily in schools, helping students achieve lifelong health and fitness.



*\*FNEP (Family Nutrition Education Programs) is the term used to refer to MU Extension's two key nutrition programs for low-income Missourians: The Family Nutrition Program (FNP) and the Expanded Food and Nutrition Education Program (EFNEP).*



## New and notable

**Cathy Bailey**, FNP Nutrition Program Associate, was recognized for her contributions in Henry County. Henry County University of Missouri Extension received the Friend of Education Award last spring for meritorious contributions to the Clinton School District. Programs cited for the award included nutrition classes provided by Cathy.

**Candance Gabel** served on the Cooperative State Research Education and Extension Service (CSREES), United States Department of Agriculture (USDA), Food and Nutrition Services (FNS) National Program Development Team. She also served on the National Food Stamp Nutrition Education Conference Planning Committee.

Welcome to **Ellen Schuster**, Associate State Nutrition Specialist, and Family Nutrition Education Program Curriculum and Staff Training Coordinator. Ellen brings more than 20 years of extension experience to her position, including seven years as a nutrition and food specialist with Oregon State University. Ellen is a registered dietitian who has earned her MS in nutrition from the University of Massachusetts. She has written nutrition education materials used by over 40 states.

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FNP is a vital part of University of Missouri Extension's effort — bringing nutrition and lifeskills to Missouri families

## FNP Program in the spotlight: Food Power

**F**ood Power brings good food and physical activity to life for Missouri's students. Food Power, developed by University of Missouri Nutritional Sciences Extension, is a powerful program that teaches students about nutrition, food safety and physical activity.

The program is made up of three key components: Food Power Adventure, a walk-through, interactive exhibit; Food Power Classroom Activities; and *Food Power Digest*, a newspaper for students. The program teaches healthy eating and physical activity behaviors to students in kindergarten through fifth grade. Food Power is a key part of the Family Nutrition Program, and often opens the door for further programming in participating schools.

Food Power Adventure, the walk-through, interactive exhibit features a nine-stop tour of how food is grown, packaged, and finally its trip through the body. At each station, a volunteer presenter engages the students in a 5-minute activity that teaches healthy behaviors. First, students visit a pizza farm. They

learn that food from all five food groups is grown and raised on farms. Next, as assembly line workers, they add labels to milk cartons on a conveyor belt. They learn how to use the information on food labels.

In the cafeteria, students learn about eating a variety of foods. They select a food tag that is their ticket to discover what happens to the food they eat. They make a stop at the mouth station and pass through the esophagus tunnel on their way to the stomach station. There they learn that healthy food choices give them energy to grow and play. In the small intestine area, they learn what the main nutrients are in their foods. A hands-on experiment teaches them about nutrient absorption by villi.

After learning about the digestive process, students move on to the muscles station. They test their flexibility and feel their heart rates increase after exercise. They learn that healthy foods and exercise help the heart and other muscles. At the bones station, they add calcium-rich foods to a bone model to make it

strong. They learn about the connection between exercise, calcium and healthy bones. Last, they learn about germs as they view their hands under a black light—that shows up the invisible ink germs stamped on their hands. They learn how to wash effectively to get rid of germs.

To effectively promote behaviors, nutrition education and learned healthy behaviors must be reinforced over time. Food Power Adventure prepares students for more in-depth nutrition education activities. Teachers carry out classroom activities that address each of the areas experienced in Food Power Adventure. Taste tests encourage students to try healthy foods like fruits and vegetables. To reinforce healthy behaviors, teachers work with students on setting goals for good health. Teachers have the opportunity to encourage students over time as students use calendars to keep track of their goals and behaviors.

Along with the classroom activities, students receive the *Food Power Digest*, a newspaper. It has



Above, students from Hallsville Elementary School begin their Food Power adventure on the pizza farm.



Right, students stop to feel the villi in the small intestine, as they follow the route that food takes through the digestive system

quizzes, recipes, and short, easy-to-read articles that address food, nutrition and physical activity in a fun way. Students take home the *Food Power Digest* and share what they have learned with their families.

Students also learn how to apply their newly acquired knowledge to their daily lives. Teachers and parents report great success with the program. After Food Power Adventure, a teacher in southwest Missouri said,

"You taught my students more in an hour than I could have taught them in a week and a half." One parent reported that her son now asks for milk instead of soda pop at fast food restaurants. *In the end, students understand that food is power, and that it gives them what they need for growing, playing, learning and good health.*

## Teachers tell us about FNP's value

Two thousand six hundred thirty-four (2,634) teachers gave us feedback.

- 98 percent want the program again.
- 97 percent said the program was excellent or good.
- Most enjoyable parts of the program: activities and tasting food!
- 98 percent (2,586 teachers) reported one or more changes in students after FNP.



Student changes reported by teachers	
Student changes	Percent of teachers who reported each type of student change
More aware of nutrition	94%
Makes healthier meal and/or snack choices	58%
Eats breakfast more often	41%
More willing to try new foods	64%
Improved hand washing	82%
Improved food safety other than hand washing	32%
Increased physical activity	38%

Teachers' changes (self-reported)	
Percentage of teachers who made each type of change	Of those who made the change, the percentage who model or talk about the change in front of students
83% more aware of nutrition	54%
77% make healthier meal and/or snack choices	47%
52% eat breakfast more often	26%
60% more willing to try new foods	32%
72% improved hand washing	46%
65% improved food safety other than hand washing	30%
58% increased physical activity	31%
67% make/offer healthier food choices for students	

## FNP budget: Fiscal year 2004

	Budget state	Actuals* state
<b>Personnel</b>		
Salaries & Wages	\$3,118,116	\$2,738,874
Benefits	\$865,277	\$780,017
<b>Supplies</b>		
Postage	\$10,850	\$10,178
Duplication	\$43,900	\$69,840
Office Supplies	\$156,760	\$134,127
Telephones	\$58,646	\$38,937
Advertising	\$7,000	\$6,424
<b>Nutrition educational materials</b>	\$176,500	\$147,686
<b>Travel</b>		
In-State	\$390,750	\$299,346
Out-of-State	\$10,000	\$1,930
<b>Administrative expenses</b>		
Building Lease/Rental	\$50,360	\$44,797
Maintenance	\$10,700	\$324
Other	\$6,039	\$12,348
<b>Equipment Contract/grants</b>		
<b>TOTAL OPERATING</b>	<b>\$921,505</b>	<b>\$765,937</b>
Direct Costs	\$4,904,898	\$4,284,828
Total Indirect (calculated at the 18.5% off-campus rate)	\$894,993	\$782,062
<b>TOTAL FEDERAL COSTS</b>	<b>\$5,799,891</b>	<b>\$5,066,890</b>
<b>Agency match</b>	<b>\$4,156,267</b>	<b>\$4,018,055</b>
<b>University cost share</b>		
Salary	\$1,130,629	\$1,129,959
Benefits	\$313,750	\$315,831
Indirect	\$274,432	\$267,471
<b>TOTAL COST</b>	<b>\$11,674,969</b>	<b>\$10,798,206</b>

\*Estimates to date; final figures will vary.

# FNP educators share unique success stories

## Northwest Region

A former student told an educator:

“Do you know the one thing I remember most? ...how you taught us to wash our hands. I still do it that way, keep my hands out of the water and sing the ABCs song...[for sudsing long enough].”

— Sue Robison

## West Central Region

As written by an early elementary student to an educator:

“Dear Mis. Zagar, Thank you for helping us be hulfe...I yous to not like brocle or spinig. But because of you I like them. Thak you so much. You are a angle.” — Carol Zagar

## Central Region

A first-grader’s mother told me that her daughter was with her while shopping and when looking at some fruit said, “Mom, you need to start eating more fruit because they have Vitamin C in them and that is important for our body to be healthy.” — Carol Ivy

## Northeast Region

While talking with stu-

dents at lunch, I saw a first-grade student who was drinking 100 percent grape juice, and we talked about the differences in juice. The student’s mother was there in the lunchroom because she is a teacher. She said that she learned about 100 percent juice from me when I taught FNP in her class, and now buys it. — Donna Haley

## East Central Region

From a letter in response to FNP, from Ms. Beverly G. Phillips, Principal, Scruggs Accelerated Elementary School, St. Louis, Mo.:

“To Whom It May Concern...Ms. Hall would enhance the academic achievement level of schools by being allowed to provide the quality programs that are offered by her department. Raise your students and staff’s knowledge when you create an opportunity for Ms. Hall to infuse your curriculum.” — Donna Hall

As written by an early elementary student to an educator:

“Dear Mrs. Mudd,

Thank you for teaching...I’m glad I no...the food pyrimid...I sometimes sneak candy from the candy jar. Keep that a seakrit o.k. P.S. the Pizza made of the English muffin was excellent.”

— Gidget Mudd

## Southeast Foothills Region

A speech teacher came up to me and said, “What you do makes a difference in our kids’ lives.” The teacher has two children in school who receive the FNP program. Her girls always come home, and tell her what they learned. And they make the recipes that are sent home. — Lisa Crafton

## Southeast Bootheel Region

I’ve worked with a student for five years. She used to hide candy under her pillow and eat it during the night — and ate very few fruits and veggies. This year she informed me she ate very few sweets, and more fruits and veggies. She looks better, makes better grades, and is more active. I am so proud of her. — Eva Gaskins

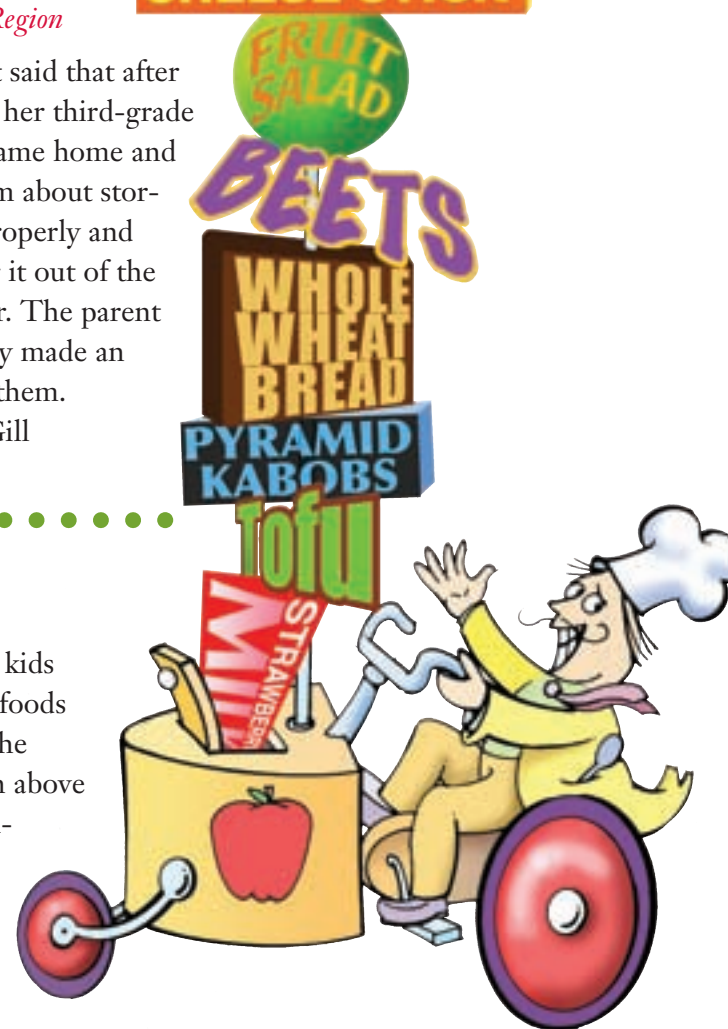
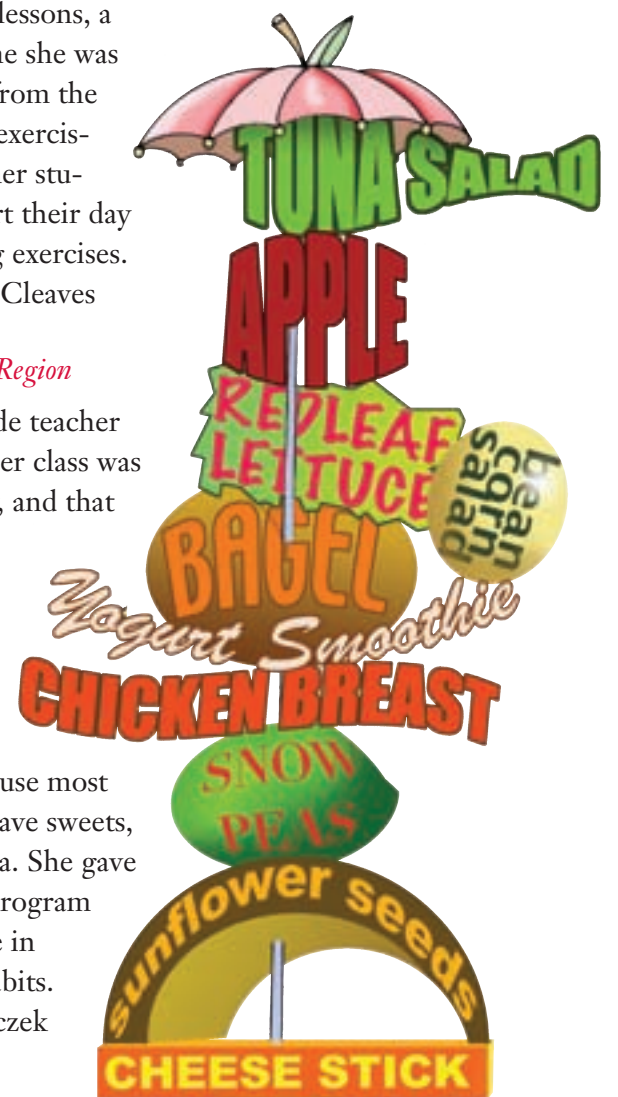
After FNP lessons, a teacher told me she was eating better from the pyramid, and exercising. She and her students now start their day with marching exercises. — Barbara A. Cleaves

## South Central Region

A sixth-grade teacher told me that her class was having a party, and that the students decided to bring fruits and vegetables. She could not believe it because most kids want to have sweets, chips, and soda. She gave credit to the program for the change in kids’ eating habits. — Valarie Kuczek

## Southwest Region

A parent said that after my lessons her third-grade daughter came home and taught them about storing food properly and not leaving it out of the refrigerator. The parent said it really made an impact on them. — Linda Gill



## FNP connects statewide

Number of participants for FY 2004:	211,048
Total direct educational contacts*:	979,045
Indirect educational contacts (parent newsletters)	393,858
Total educational contacts	1,372,903
Number of groups that participated:	6,178
143 alternative or special education groups	
296 groups outside of the school setting	
Average number of visits per group:	.6
Number of youth participants, pre-K through grade 12:	198,481 (94%)
Number of adult participants:	12,567 (6%)
Participants per race/ethnicity:**	
Caucasian	82%
African American	12%
Native American	0.5%
Hispanic	3%
Asian	0.5%
Other	2%
Participants per gender:	
Male	48%
Female	52%

\* (Number of participants in 1 group) x (number of visits for the group) = (educational contacts for 1 group).  
Sum of (educational contacts for all groups) = total direct educational contacts.  
\*\* Race/ethnicity is estimated.

## A taste of FNP

Research tells us that kids can taste foods 10 or more times before they accept them. That’s why FNP offers tasting as a key part of the nutrition education experience. Kids tasted thousands of foods across the state. On the average, 94

percent of kids tasted the foods offered. The illustration above shows samples of what they tried.

### Show-Me Nutrition curricula evaluation for grades 4-6 pre/post test

Students in grades 4 through 6 who received the Show-Me Nutrition Curricula completed a pre- and a post-test with questions about how often they ate breakfast, how often they washed their hands before they ate, and how often they played actively. The pre-test was given before receiving the curriculum, and the post-test was given after the last lesson of the curriculum. A subset of responses was analyzed including 1,978 pre-tests and 1,479 post-tests. Post-test responses showed improvement in all three areas as follows.

Question	Answers	Percent of students who gave this answer on the pre-test	Percent of students who gave this answer on the post-test
I eat breakfast.	Most days.	66%	70%
I wash my hands before I eat.	Most of the time.	60%	62%
I play actively.	Most days.	78%	82%

