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 on youths and the adults who support them. FNP nutrition educators work primarily in schools, helping students achieve life-long health and fitness. Nutrition education is also provided to adults through parent newsletters and in groups at collaborating agencies.

*FNEP (Family Nutrition Education Programs) is the term used to refer to MU Extension’s two key nutrition education programs for low-income Missourians: The Family Nutrition Education Program (FNP) and the Expanded Food and Nutrition Education Program (EFNEP).
Family Nutrition Program final report, 2007

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50,000 Food stamp recipients sent nutrition and physical activity information

In July 2007, 50,000 food stamp recipients in Missouri received nutrition education via a direct mailing. The direct mailing was sent to 100% of the adult food stamp recipients in 47 counties in Northeast, Northwest, and Southeast Missouri. The food stamp recipients received a post card containing one seasonal and tested recipe, a list of motivational and easy family activities, and a toll-free number for additional information. The focus of the July mailing was backyard activities and creating an orange smoothie. A series of 4 more postcards will be sent once each quarter of Fiscal Year 2008.
The direct mailing was sent to 100% of the adult food stamp recipients in 47 counties in Northeast, Northwest, and Southeast Missouri.
MU debuts 800 number targeted at food stamp program participants

Food stamp recipients in Missouri were encouraged to call our Nutrition and Parenting WarmLine at 1-800-522-8522; or 1-888-460-0008 for Spanish speaking individuals. A total of 226 callers received information about nutrition, as well as parenting information and referrals to additional services.

Food stamp Recipients who called the WarmLine received educational incentives, including a “More Matters” pot holder, a “Cool Fuel Cookbook,” and “101 Tips for Family Fitness Fun.”

1-800-522-8522
or
1-888-460-0008
New publication teaches Missourians how to stretch food dollars

The College of Human Environmental Sciences Extension is promoting an important message to food stamp recipients across the state: A family of six can eat two healthy meals for less money than one trip through a drive-thru.

Extension placed vivid posters and 10,000 accompanying brochures containing two recipes in 120 agencies. “I came up with this idea because the minimum amount of food stamp dollars given to an individual is $10,” says Candance Gabel, HES assistant program director and state coordinator of the Family Nutrition Education Programs. “My objective is to help food stamp recipients learn that $10 can actually purchase fruits and vegetables or feed a family of six two meals.”

“My objective is to help food stamp recipients learn that $10 can actually purchase fruits and vegetables or feed a family of six two meals.”

— Candance Gabel
Parent newsletters extend youth nutrition education beyond the classroom

Parent newsletters are an important part of FNP’s youth nutrition education program. The parent newsletters provide nutrition education to parents, which helps to reinforce the concepts the youth are taught. The parent newsletters also suggest at-home activities that focus on dietary quality, physical activity, and food safety.

Youth in preschool through fifth grade receive a parent newsletter with each lesson they are taught from the Show Me Nutrition curriculum series. In fiscal year 2007, 135,974 youth received one of these curricula. Based on an average of 6 lessons per curriculum, this means that 815,844 parent newsletters were sent home. Because we recognize that some of the newsletters may not make it home, we make a conservative estimate that 407,922 contacts are made through parent newsletters.

Based on an average of 6 lessons per curriculum, approximately 815,844 parent newsletters were sent home. If only half of them actually made it into parent’s hands, we conservatively estimate that 407,922 contacts were made.
Special projects reach new audiences

Special Projects extend food stamp nutrition education to audiences beyond those that are traditionally served by our Family Nutrition Program. Specifically, Special Projects allow faculty from University of Missouri Extension that do not usually work with FNP to work with food stamp eligible audiences at sites that are not otherwise served via FNP.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Goal</th>
<th>Projects meeting objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address the dietary quality and/or physical activity needs of food stamp eligible persons</td>
<td>33%</td>
<td>100%</td>
</tr>
<tr>
<td>Address food safety practices of food stamp eligible persons</td>
<td>25%</td>
<td>100%</td>
</tr>
<tr>
<td>Address food resource management needs of food stamp eligible persons</td>
<td>25%</td>
<td>83%</td>
</tr>
</tbody>
</table>

An example of one of the Special Projects was “For the Health of It: Eat Smart, Play Hard,” mini-camps, which were held in Lafayette and Ray counties in June 2007. A total of 35 pre-teen girls participated in the mini-camps, which included three, half-day sessions. During the mini-camps, participants reviewed basic nutrition using MyPyramid as a guide, emphasizing the “More Matters” campaign for fruits and vegetables. The girls also learned and practiced safety rules for food preparation and food handling, which they then practiced through hands-on food preparation activities.

Youth prepared three snacks and a smoothie drink at four food prep stations, followed by a discussion of the “Eat Smart. Play Hard.” message and a review of the MyPyramid food groups. The participants also created an “It’s All About Me” personal journal. Sessions included games and activities to encourage the girls to increase physical activity, and each girl received “Eat Smart. Play Hard.” incentives.

At the end of the mini-camp, each girl was encouraged to continue to track her steps at home using a pedometer, in preparation for a celebration that occurred four weeks after the mini-camp.

At the conclusion of the program, many parents and guardians commented about the benefits of the experience for their children. One mother proclaimed, “I am amazed at the number of vegetables my daughter was willing to eat, or at least try. I could never get her to eat vegetables at all at home! Now we are moving in the right direction.” Another parent commented, “Programs like this improve knowledge, but also help build self-confidence in kids.”

“I am amazed at the number of vegetables my daughter was willing to eat, or at least try. I could never get her to eat vegetables at all at home! Now we are moving in the right direction.”
**Food Power** brings together food and physical activity in a fun and exciting way. Through **Food Power Classroom Activities**, **Food Power Adventure** and **Food Power Digest**, elementary school students learn the importance of healthy food choices and regular physical activity. As students travel through the adventure, they learn about the path food takes from the farmer’s field to the sports field. They learn where the food they eat comes from and how it gives them energy to grow and play.

**Food Power** is a program offered by University of Missouri Extension in cooperation with the Department of Nutritional Sciences, College of Human Environmental Sciences. It adds unique activity-based experiences to the University of Missouri Family Nutrition Education Programs funded in part by USDA’s Food Stamp Program.

**Food Power Adventure** features a nine-stop tour of how food is grown, packaged, sold and finally its trip through the body. At each station, a volunteer presenter engages the students in a five minute activity that teaches and reinforces healthy behaviors and choices.

**Farm:** Students visit a pizza farm. They learn that food from all five food groups is grown and raised on farms.

**Food Packaging Plant:** As assembly line workers, students add labels to milk cartons on a conveyor belt. They learn how to use the information on food labels.

**Bones:** Students add calcium-rich foods to a bone model to make it strong. They learn that exercise and foods containing calcium make strong bones.

**Hands:** Students experience the invisibility of germs with invisible ink and a black light. They learn how to wash germs off their hands.

At the **Food Power Adventure Hand Washing** station students experience the invisibility of germs with invisible ink and a black light and they learn how to wash germs off their hands.
Teacher’s Comments on Food Power:

“It was a great and an excellent way to teach nutrition to the students. They loved it!”

“I thought it was a great way to teach young kids about looking for the different colors of food in making nutritional meals.”

“They are bringing healthy snacks for snack time. They evaluate them correctly or whether they are beneficial or not.”

“I believe this was an Awesome way to show children healthier habits in eating, nutrition, exercising, and taking care of themselves. I enjoyed the station that discussed farmers and the food grown on the farm.”

“After recess everyone washes their hands even if they don’t use the bathroom.”

“The students were very shocked by the germ section of the presentation. Now they know how germs can spread.”

“They learned what food does for various parts of the body.”

“Students are more aware of which foods are healthy and which ones are not.”

“Students have a better understanding of how important good nutrition is to our body.”

“Great exhibit and great learning activities.”

“In several student journal writings, I have observed letters to the school cooks encouraging them to cook healthy meals.”

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.

Mouth: Using an oversized toothbrush and floss, students learn that good dental health and nutrition are important for healthy teeth and gums.

Stomach: Following a trip through the esophagus tunnel, students enter the stomach to watch a puppet show. They learn that healthy food choices give them energy to grow and play.

Small Intestine: Students turn over their food tags to identify the main nutrient in their food. They learn through a hands-on experiment about nutrient absorption by villi.

Muscles: Students test their flexibility and feel their heart rate increase after exercise. Students learn that choosing healthy foods and exercise are important for their heart and other muscles.
The “Food Power Young Adventure” show captivates young audiences with the message of making healthy food choices and increasing physical activity in a fun way. Puppet storybook characters tell inspiring stories about eating from all food groups: milk, fruit, vegetable, grain, and meat/beans. Rhymes and rhythms encourage kids to start moving every day. After they play, they learn to wash germs away!

Teachers and early childcare providers report that students respond enthusiastically to the program. “The puppets and their message were great – simple, easy to understand, to the point. It was great how the message about the food groups was in song form – great for children’s memory/retention,” said one educator.

Another educator reported, “This is one of the neatest programs I have seen. It really kept the children’s interest and the laughter they had as reaction to the puppets was incredible. Thank you!”

“There are lots of ways to get milk. Milk helps make strong bones and teeth and milk tastes great!” – Miss Muffet

“Each day eat from all 5 groups; milk, meat, grains, veggies and fruit.” – Humpty Dumpty
“Dirty hands have germs you know, even though they do not show...
When you cough, sneeze or go achoo! It’s time to wash your hands then too...

– Mother Goose

“The puppets and their message were great – simple, easy to understand, to the point. It was great how the message about the food groups was in song form – great for children’s memory/retention.”

– early childcare provider

“This is one of the neatest programs I have seen. It really kept the children’s interest and the laughter they had as reaction to the puppets was incredible. Thank you!”

– educator
Regular physical activity is important to overall health, and school-aged children need at least 60 minutes every day, said Steve Ball, MU Extension fitness specialist.

“We really want kids to be active up to several hours a day,” Ball said. “You probably can’t be too active as a kid.”

The cartoon-like drawings and multiple activity levels in MyActivity Pyramid show, rather than tell, children what kinds and how much activity they need. “Kids are naturally drawn to things that are visual because they live in a visual world,” said Ellen Schuster, MU Extension associate state nutrition specialist. “There are pictures of things they are likely to be doing, so when they look at it, they say, ‘I see myself in there.’”

With a design similar to the U.S. Department of Agriculture’s MyPyramid food guide, MyActivity Pyramid will look familiar. Everyday activities — where children should accumulate most of the physical activity time — are at the bottom of the pyramid. These activities, which comprise the largest area of MyActivity Pyramid, can include playing four square at recess, shooting hoops or riding a bike after school, as well as helping with chores at home.

“If you look at how kids are active, they play hard and then rest and then play hard again,” Ball said. “We need to encourage intermittent bouts of activity.”

Moving up the pyramid, the next level describes more vigorous activities that a child needs at least three to five times a week, Ball said. These active aerobic and recreational
activities include sports, jogging or running, rollerblading and playground games.

Flexibility and strength activities fill the third level of MyActivity Pyramid. Two to three times a week, children should be involved in activities that promote muscle fitness and flexibility, such as stretching, push-ups, practicing martial arts or yoga, Ball said.

Many activities that young children enjoy can fit into more than one level. “Ideally, kids will accumulate their 60 minutes, and up to several hours a day, from all three levels,” Ball said.

The very top of MyActivity Pyramid, occupying the least amount of space, represents inactive time. Ball said watching TV or playing video and computer games should be limited to two hours or less each day.

“Amy chances we have to be active,” Ball said, “we should be active.”

MyActivity Pyramid has an accompanying activity log that can help children see how active
they are on a daily, weekly and monthly basis.

“By using the activity log, kids are more aware of the amount of activity they’re doing,” said Robin Gammon, assistant curriculum and staff training coordinator with MU Extension’s Family Nutrition Education Programs. “Teachers and parents can help kids in completing their activity log.”

Some 100,000 elementary-aged students have been introduced to MyActivity Pyramid and MyActivity Log at school this year through the Show Me Nutrition curriculum. MyActivity Pyramid, N386, and MyActivity Log, N864, are available from MU Extension Publications by calling 800-292-0969 or ordering online at muextension.missouri.edu/explore/.

Digital download available at: AgEbb.missouri.edu/news. Voice assistance at 573-882-4827.

Some 100,000 elementary-aged students have been introduced to MyActivity Pyramid and MyActivity Log at school this year through the Show Me Nutrition curriculum.
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.

FNP offers tasting as a key part of the nutrition education experience. Kids across the state tasted thousands of foods. On average, 94 percent of kids present for taste tests tried the food(s) offered.

They tasted foods from the 5 major food groups including nine grain bread, multi grain bagels, hominy, pumpernickel bread, apples with peanut butter dip, apricots, kiwi, pomegranates, orange and banana salad, cucumbers, grape tomatoes, radishes, spinach, peach yogurt, soy milk, skim chocolate milk, cheddar cheese, lean turkey, sunflower seeds, almonds, tortilla roll ups, and nearly-a-pyramid sundaes.
Upon returning to school in the fall, the nutrition program assistant was greeted by the “quiet, overweight” student who was now forty pounds lighter and beaming with pride...
Jump Into Foods & Fitness

New curriculum shows positive results

A total of 6,468 students benefited from the addition of a new approved curriculum to the Family Nutrition Education Program. This number includes one particular child from St Claire county who felt a huge impact from the curriculum and the nutrition program assistant instructor.

In the spring of 2007 the Jump Into Foods & Fitness (JIFF) curriculum was added to the programs offered to youth in afterschool and summer school settings.

Developed by Michigan State University, the Jump Into Foods & Fitness curriculum is designed to teach students in grades three through five healthy eating and physical activity skills and behaviors. Each lesson includes opportunities for students to learn and practice healthy eating and physical activity habits. A jump rope is provided to each child that participates in the entire Jump Into Foods & Fitness Program so that they can continue to practice the physical activity skills they learned in the lessons.

One St. Claire county student enrolled in the Jump Into Foods & Fitness summer program was described as “overweight, very quiet and not willing to participate”. When the nutrition program assistant privately inquired about the lack of participation the student responded “she couldn’t do it because she felt she was too fat”. With the nutrition programs assistant’s encouragement the student gradually began to increase her physical activity participation. At the end of the program students were encouraged to continue to use their jump ropes and eat healthy all summer.

Upon returning to elementary school in the fall, the nutrition program assistant was greeted by the “quiet, overweight” student who was now forty pounds lighter and beaming with pride. The student reported that she eats regular meals and some snacks but “stopped drinking pop and eating junk food”. She used her jump rope all summer and continues to use it every night. Perhaps most importantly, the student says that she “feels so much better and is now happy with the way she looks.”
University of Missouri Extension delighted and informed Bourbon Elementary students with a costume play performance about nutrition. The Family Nutrition Education program developed the play called the Pyramid of Power. It is based on the United States Department of Agriculture’s “My Pyramid”.

In FY 2007, 2,901 students were reached throughout the state of Missouri. The object is to teach children in a fun and exciting way about making healthy food and drink choices and the importance of exercise each and every day. Eating a good, healthy breakfast is also emphasized to jump start the day. The play is written to meet the Missouri State Grade Level Expectations and fits within the School District’s Wellness Policy.

Performing for the students were Alex Apple, Betty Broccoli, Polly Pyramid, Wanda Whole Wheat Bread, Bossy Bovine, Henrietta Hen, and Ellie Exercise. Candy Cola tells the students she represents a food “extra” that should be eaten only in moderation.

“This was wonderful – our children were captivated by the costumes and the play. This fit with our curriculum and the grade level expectations very well”, said Patricia Thompson, Bourbon Elementary Principal. “This also teaches the children what and how much to eat and that movement and exercise are important each day. It was great,” commented Thompson.

The Pyramid of Power Play is sponsored by the Crawford County Extension Council and University of Missouri Extension. The program is coordinated by Pat Snodgrass, Crawford County program director. Christa Spindler, nutrition program associate, set up the play, serving the Crawford County schools with this Extension program.
Pictured are characters of Pyramid of Power Assembly Team from University of Missouri Extension. This team provided Bourbon Elementary students an educational and fun program about healthy eating and the importance of exercise. The program was sponsored by the Crawford County Extension Council.

“This was wonderful – our children were captivated by the costumes and the play. This fit with our curriculum and the grade level expectations very well. This also teaches the children what and how much to eat and that movement and exercise are important each day. It was great.”

—Patricia Thompson, Bourbon Elementary Principal.
## State Nutrition Education Final Report Summary

### Section A. Final Report Summary for Projects and Social Marketing

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Geographic Area</th>
<th>Delivery Locations</th>
<th>Audience</th>
<th>Total Number of Participants</th>
</tr>
</thead>
</table>
| 1. Youth and the adults who support them | Statewide | 737 Schools  
24 Other Youth Education Sites  
16 Health Department offices**  
39 Public libraries**  
7 Community Centers**  
2 Churches**  
5 Public Housing** | Youth (Pre-K through 12th grade) | 198,689 |
| 2. Adults | Statewide | 48 Extension offices  
2 Shelters  
2 Adult Rehabilitation Centers  
16 Health Department offices**  
39 Public libraries**  
7 Community Centers**  
2 Churches**  
5 Public Housing** | Adults | 7,379 |
| 3. Direct mailing | Targeted 47 counties | Food Stamp Recipients | Food Stamp Recipients | 50,002 |

In our Youth project, our outcome evaluation indicated that youth FSNE participants made improvements in each of our program objectives (dietary quality and physical activity; food safety). Their teachers also reported improvements in their own behaviors regarding these objectives, and the majority of teachers (>66% on each indicator) modeled or talked about their own improved behaviors in front of students.

*For evaluation type, indicate Formative, Process, Impact, Outcome or None.

** These delivery sites are counted under both projects; they served both youth and adult audiences.
### Methods

<table>
<thead>
<tr>
<th>Frequency, Duration and Type of Educational Methods</th>
<th>Content</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average of 6, 30-minute group classes</td>
<td><strong>Key Messages</strong> Follow MyPyramid. Clean, separate, cook, chill. Be physically active.</td>
<td><strong>Key Measures</strong> Average of 27 participants per class.</td>
</tr>
<tr>
<td>Average of 6, 30-minute group classes</td>
<td>Follow MyPyramid. Clean, separate, cook, chill. Plan meals ahead/make shopping lists. Be physically active.</td>
<td>Average of 110 participants per class.</td>
</tr>
<tr>
<td>One direct mailing per targeted Food Stamp Recipient (more to follow in FY08)</td>
<td>Clean, separate, cook, chill. Be physically active.</td>
<td>Number of pieces mailed</td>
</tr>
</tbody>
</table>

In our Adult project, our outcome evaluation yielded statistically significant findings on each of our three program objectives for this audience (dietary quality and physical activity; food safety; food resource management).
Evaluation: Youth Project

Evaluation data was collected on students who participated in a variety of curricula from Pre-Kindergarten through Grade 12.

Three thousand three hundred forty-eight (3,348) teachers gave us feedback.

- 97% want the program again.
- 97% said class response was excellent or good.
- Most enjoyable parts of the program: activities, games, and tasting food!
- 99% (3,329 teachers) reported one or more changes in students after FNP.

Teachers observe improvements in student behaviors

<table>
<thead>
<tr>
<th>Student Changes</th>
<th>Percent of teachers who reported each type of student change</th>
</tr>
</thead>
<tbody>
<tr>
<td>More aware of nutrition</td>
<td>95%</td>
</tr>
<tr>
<td>Make healthier meal and/or snack choices</td>
<td>64%</td>
</tr>
<tr>
<td>Eat breakfast more often</td>
<td>43%</td>
</tr>
<tr>
<td>More willing to try new foods</td>
<td>67%</td>
</tr>
<tr>
<td>Improved hand washing</td>
<td>82%</td>
</tr>
<tr>
<td>Improved food safety other than hand washing</td>
<td>34%</td>
</tr>
<tr>
<td>Increased physical activity</td>
<td>54%</td>
</tr>
</tbody>
</table>
### Teachers’ Changes (self-reported)

<table>
<thead>
<tr>
<th>Behavioral change</th>
<th>Percent of teachers who made each type of change</th>
<th>Percent of teachers already practicing the behavior</th>
<th>Percent of teachers who model or talk about the behavior in front of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>More aware of nutrition</td>
<td>45%</td>
<td>53%</td>
<td>92%</td>
</tr>
<tr>
<td>Make healthier meal and/or snack choices</td>
<td>43%</td>
<td>53%</td>
<td>92%</td>
</tr>
<tr>
<td>Eat breakfast more often</td>
<td>26%</td>
<td>61%</td>
<td>73%</td>
</tr>
<tr>
<td>More willing to try new foods</td>
<td>33%</td>
<td>56%</td>
<td>81%</td>
</tr>
<tr>
<td>Improved hand washing</td>
<td>24%</td>
<td>74%</td>
<td>95%</td>
</tr>
<tr>
<td>Improved food safety other than hand washing</td>
<td>29%</td>
<td>67%</td>
<td>67%</td>
</tr>
<tr>
<td>Increased physical activity</td>
<td>32%</td>
<td>52%</td>
<td>81%</td>
</tr>
<tr>
<td>Make/offer healthier food choices for students</td>
<td>48%</td>
<td>46%</td>
<td>NA</td>
</tr>
</tbody>
</table>

Teachers report behavioral changes
Evaluation: Adult Project

A total of four hundred eleven (411) Adult Survey cards were completed. The adults made statistically significant improvements in each area addressed.

### Dietary Quality and Physical Activity

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Percent of respondents reporting improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think about healthy food choices when deciding what to feed your family</td>
<td>71%</td>
</tr>
<tr>
<td>Use the “Nutrition Facts” label to make food choices</td>
<td>81%</td>
</tr>
<tr>
<td>Consume something within 2 hours of waking</td>
<td>61%</td>
</tr>
<tr>
<td>Consume the equivalent of 3 cups of milk, yogurt, and cheese each day</td>
<td>75%</td>
</tr>
<tr>
<td>Eat more than one kind of vegetable each day</td>
<td>69%</td>
</tr>
<tr>
<td>Eat more than one kind of fruit each day</td>
<td>73%</td>
</tr>
<tr>
<td>Exercise for a total of 30 minutes each day</td>
<td>83%</td>
</tr>
</tbody>
</table>

### Food Safety

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Percent of respondents reporting improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let meat and dairy foods sit out for more than 2 hours</td>
<td>51%</td>
</tr>
<tr>
<td>Thaw frozen foods at room temperature</td>
<td>65%</td>
</tr>
</tbody>
</table>

### Food Resource Management

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Percent of respondents reporting improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan meals ahead of time</td>
<td>52%</td>
</tr>
<tr>
<td>Compare prices before buying food</td>
<td>65%</td>
</tr>
<tr>
<td>Shop with a grocery list</td>
<td>71%</td>
</tr>
</tbody>
</table>

Adult participants improve dietary quality, physical activity, and food resource management skills.
Participant Data
Participants per county FNP Fiscal Year 2007

Total Participants: 256,070
## Participant Data

### Participants by Age

<table>
<thead>
<tr>
<th>Age Category</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth participants (through Grade 12)</td>
<td>198,439</td>
</tr>
<tr>
<td>Adult participants (age 19+)</td>
<td>57,381</td>
</tr>
</tbody>
</table>

### Participants by Race*

<table>
<thead>
<tr>
<th>Race Category</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian</td>
<td>213,729</td>
</tr>
<tr>
<td>African American</td>
<td>38,653</td>
</tr>
<tr>
<td>Native American</td>
<td>529</td>
</tr>
<tr>
<td>Asian</td>
<td>1,118</td>
</tr>
<tr>
<td>Other</td>
<td>2,017</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>24</td>
</tr>
<tr>
<td>Participants of Hispanic ethnicity*</td>
<td>7,019</td>
</tr>
</tbody>
</table>

### Participants by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>115,037</td>
</tr>
<tr>
<td>Female</td>
<td>141,033</td>
</tr>
</tbody>
</table>

### Educational Contacts

<table>
<thead>
<tr>
<th>Contact Type</th>
<th>Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct contacts**</td>
<td>1,267,967</td>
</tr>
<tr>
<td>Indirect contacts (family newsletters)</td>
<td>407,922</td>
</tr>
<tr>
<td>Indirect contacts (health fairs)</td>
<td>36,361</td>
</tr>
<tr>
<td><strong>Total educational contacts</strong></td>
<td>1,712,250</td>
</tr>
</tbody>
</table>

### Groups

<table>
<thead>
<tr>
<th>Group Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of groups that participated</td>
<td>7,454</td>
</tr>
<tr>
<td>Alternative or special education groups</td>
<td>21</td>
</tr>
<tr>
<td>Groups outside the school setting</td>
<td>364</td>
</tr>
<tr>
<td>Average number of visits per group</td>
<td>6</td>
</tr>
</tbody>
</table>

* Race/ethnicity is estimated.
** Total face-to-face educational contacts for all groups. Educational contacts for 1 group = (number of participants in 1 group) X (number of visits for the group).
Participant Data

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Kindergarten</td>
<td>7,209</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>22,850</td>
</tr>
<tr>
<td>Combined Pre-K and K</td>
<td>1,251</td>
</tr>
<tr>
<td>Grade 1</td>
<td>23,219</td>
</tr>
<tr>
<td>Grade 2</td>
<td>22,432</td>
</tr>
<tr>
<td>Grade 3</td>
<td>17,258</td>
</tr>
<tr>
<td>Grade 4</td>
<td>17,131</td>
</tr>
<tr>
<td>Grade 5</td>
<td>13,913</td>
</tr>
<tr>
<td>Grade 6</td>
<td>7,109</td>
</tr>
<tr>
<td>Combined Grades K-6</td>
<td>49,211</td>
</tr>
<tr>
<td>Grade 7</td>
<td>2,153</td>
</tr>
<tr>
<td>Grade 8</td>
<td>1,625</td>
</tr>
<tr>
<td>Grade 9</td>
<td>489</td>
</tr>
<tr>
<td>Combined Grades 6-9</td>
<td>3,364</td>
</tr>
<tr>
<td>Grade 10</td>
<td>57</td>
</tr>
<tr>
<td>Grade 11</td>
<td>27</td>
</tr>
<tr>
<td>Grade 12</td>
<td>87</td>
</tr>
<tr>
<td>Combined Grades 6-12</td>
<td>756</td>
</tr>
<tr>
<td>Combined Grades 9-12</td>
<td>1,960</td>
</tr>
<tr>
<td>Combined Grades Pre-K-12</td>
<td>6,338</td>
</tr>
<tr>
<td>Adults Age 19-64</td>
<td>50,482</td>
</tr>
<tr>
<td>Adults Age 65+</td>
<td>6,899</td>
</tr>
<tr>
<td><strong>Total Participants</strong></td>
<td><strong>255,820</strong></td>
</tr>
<tr>
<td><strong>Total Youth Participants</strong></td>
<td><strong>198,439</strong></td>
</tr>
<tr>
<td><strong>Total Adult Participants</strong></td>
<td><strong>57,381</strong></td>
</tr>
</tbody>
</table>

FNP touches the lives of Missourians of all ages.
### FNP Budget Fiscal Year 2007

<table>
<thead>
<tr>
<th>Item</th>
<th>Budget STATE</th>
<th>Actuals* STATE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personnel</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries &amp; Wages</td>
<td>3,674,768</td>
<td>3,608,077</td>
</tr>
<tr>
<td>Benefits</td>
<td>1,108,490</td>
<td>1,008,972</td>
</tr>
<tr>
<td><strong>Supplies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postage</td>
<td>20,150</td>
<td>24,092</td>
</tr>
<tr>
<td>Office Supplies</td>
<td>143,290</td>
<td>74,794</td>
</tr>
<tr>
<td>Telephones</td>
<td>46,346</td>
<td>22,673</td>
</tr>
<tr>
<td>Advertising</td>
<td>7,000</td>
<td>6,604</td>
</tr>
<tr>
<td>Nutrition Ed. Materials w/copying</td>
<td>566,300</td>
<td>369,181</td>
</tr>
<tr>
<td><strong>Travel</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State</td>
<td>418,750</td>
<td>427,040</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>10,000</td>
<td>5,023</td>
</tr>
<tr>
<td><strong>Administrative Expenses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building Lease/Rental</td>
<td>88,600</td>
<td>101,487</td>
</tr>
<tr>
<td>Maintenance</td>
<td>16,417</td>
<td>14,678</td>
</tr>
<tr>
<td>Other</td>
<td>6,038</td>
<td></td>
</tr>
<tr>
<td><strong>Equipment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Contract/Grants</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Operating</strong></td>
<td>6,106,149</td>
<td>5,666,689</td>
</tr>
<tr>
<td>Direct Costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Indirect*</td>
<td>1,558,725</td>
<td>1,447,880</td>
</tr>
<tr>
<td><strong>Total Federal Costs</strong></td>
<td>7,664,874</td>
<td>7,114,568</td>
</tr>
<tr>
<td><strong>Agency Match</strong></td>
<td>5,412,363</td>
<td>5,101,622</td>
</tr>
<tr>
<td><strong>University Cost Share</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salary</td>
<td>1,201,677</td>
<td>1,142,445</td>
</tr>
<tr>
<td>Benefits</td>
<td>350,262</td>
<td>311,261</td>
</tr>
<tr>
<td>Indirect</td>
<td>403,504</td>
<td>377,963</td>
</tr>
<tr>
<td><strong>TOTAL COST</strong></td>
<td>15,032,680</td>
<td>14,047,859</td>
</tr>
</tbody>
</table>

* Indirect costs are calculated at the 26% off-campus rate

11/6/07
Running out of money for food?

Contact your local Food Stamp office or go to:

www.dss.mo.gov/fsd/fstamp

Funded by USDA FSP