

# *The Breadth of Life . . .*



*Enriching*



*Sustaining*



*Empowering*

## *Table of Contents*

**Heidi LeBlanc, MS, CFCS**  
**Food \$ense Director**  
**Utah SNAP-Ed Program**  
**Utah State University NDFS, Extension**  
**Heidi.leblanc@usu.edu**  
**435.797.3923**

FY 2010 Summary	Page 3
State Program Summary Chart	Page 6
County Program Summary Chart	Page 7
Appendix A: Adult Programming Report	Page 8
Adult Participant Demographic	Page 10
Adult Plans for FY 2010	Page 12
Adult Results for Food \$ense	Page 18
Adult References	Page 70
Appendix A: Youth Programming Report	Page 73
Youth Participant Demographic	Page 73
Youth Plans for FY 2010	Page 77
Youth Results for Food \$ense	Page 78
Youth References	Page 97
EARS	Page 98
Applied Research, Publications, etc. . .	Page 106
Narratives	Page 117

# Report Introduction

## FY 2010

Utah State University Food \$ense program has once again seen great success in fiscal year 2010. Food \$ense is Utah's Supplemental Nutrition Assistant Program – Education (SNAP-Ed). Food \$ense is greatly supported by Utah State University Extension and Utah State University Department of Nutrition, Dietetic, and Food Sciences.

11,398 adults taught

- 13% increase in adult education
- 5,247 unduplicated adults taught

16,386 youth taught

- 20% increase in youth education

1,554,760 Utahns reached through indirect education



# 2010



Heidi LeBlanc, MS, CFCS

Utah State University

Food \$ense Director

[heidi.leblanc@usu.edu](mailto:heidi.leblanc@usu.edu)

[www.extension.usu.edu/fsne](http://www.extension.usu.edu/fsne)

## Utah State University Food \$ense



### Utah Supplemental Nutrition Assistance Program – Ed (SNAP-Ed)

## FOOD \$ENSE



## YOUTH IMPACTS

2010 Youth programming increased by 20%. 16,386 children and youth were taught by Food \$ense, of which, 12% were of Hispanic ethnicity. Children who participated indicated (Reports are highlights from 2010 Annual Food \$ense report):



## ADULT IMPACTS

2010 Adult programming increased by 10%. 11,398 adult individuals and families were taught by Food \$ense, of which, 19% were of Hispanic ethnicity, 76% were Female, and 70% were 18-59 years old. 32% of participants were already on SNAP benefits, and 50% qualified to be on SNAP benefits. 62% of participants were also enrolled in other assistance. Adults who participated indicated (through the 2010 Behavior Change Checklist (post/pre):

Title	Before	After
Plan meals ahead of time	12% usually 6% always	40% usually 17% always
Enough food to the end of month	15% usually 15% always	31% usually 30% always
Eat as a family	10% never 22% usually 26% always	3% never 30% usually 45% always
Eat 2-3 vegetables a day	12% never 18% usually 9% always	2% never 40% usually 28% always

### 2005-2010 Food \$ense Participation and Funding Overview

	2005	2006	2007	2008	2009	2010
Adults	702	3,920	7,646	8,391	10,655	11,398
Youth	7,180	9,080	10,692	10,529	13,843	16,386
<b>TOTAL ENROLLED</b>	<b>7,882</b>	<b>13,000</b>	<b>18,338</b>	<b>18,920</b>	<b>24,498</b>	<b>27,784</b>
Funding Match						
	\$177,000	\$557,300	\$642,429	\$882,000	\$649,332	\$649,332
Funding Direct						
	\$177,000	\$557,300	\$642,429	\$882,000	\$649,332	\$649,332
<b>FUNDING</b>	<b>\$354,000</b>	<b>\$1,114,600</b>	<b>\$1,284,858</b>	<b>\$1,764,000</b>	<b>\$1,298,664</b>	<b>\$1,298,664</b>

This material was funded by USDA's Food Stamp Program. The Food Stamp Program provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, call 1-800-221-5689 or visit online at <http://www.fns.usda.gov/fsp/outreach/coalition/map.htm>. In accordance with federal law and U.S. Department of Agriculture's policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, religion, political beliefs or disability. Utah State University is an affirmative action/equal opportunity institution."

# Reporting Table

## State Program Summary

Project Time	Delivery Locations		Audiences		Methods	Content	Evaluation
	Geographic	Delivery Sites	Targeted Audience	Total No. Participants	Frequency, Duration, and Type of Educational Methods	Key Messages	Type & Status
State Adult	Utah	29 counties	SNAP families or low-income families	11,398	Group and individual classes teaching the following curriculum; Giving Your Body the Best, Loving Your Family, Feeding Their Future. Number of lessons per participants varies. 3450 lessons were taught.	Dietary Quality, Food Safety, Food Security, Shopping Resource Management	Food Frequency Questionnaire, Intent to Change (every lesson) Multiple Lesson Behavior Checklist (after 4 lessons)
State Youth	Utah	29 counties	SNAP families or schools with 50% free/reduced lunch eligibility	16,386	Classes taught at schools and at summer school lunch programs teaching the following curriculum: Professor Popcorn, WIN Kids, Food, Fun and Reading, & Food, Culture and Reading. 988 lessons were taught.	MyPyramid & Dietary Guidelines	Knowledge Assessment

# Reporting Table

## County Program Summary

County	Food \$ense Adults Reached	Food \$ense Youth Reached
Beaver	0	0
Box Elder	649	367
Cache	2179	591
Carbon	46	570
Davis	840	137
Duchesne	0	0
Emery	271	495
Garfield	67	520
Grand	3	699
Iron	43	895
Juab	468	815
Kane	10	26
Millard	408	2639
Morgan	25	17
Rich	0	0
Salt Lake	1764	996
Sanpete	34	739
San Juan	246	2998
Sevier	321	21
Summit	18	26
Tooele	267	0
Uintah/Daggett	129	446
Utah	1430	451
Wasatch	110	114
Washington	151	1051
Wayne/Piute	1068	1360
Weber	854	794



**1. Name of Project**

**Food \$ense Adult Program**

**2. Key Evaluation Impact(s)**

**a. 2010 State Level Goals**

- As a result of participating in the Food Stamp Nutrition Education program, food stamp eligibles statewide will improve their diets by making healthy and safe food choices consistent with the 2005 Dietary Guidelines and MyPyramid.
- As a result of participating in the Food Stamp Nutrition Education program, food stamp eligibles statewide will increase their physical activity to meet the goals of the 2005 Dietary Guidelines.
- As a result of participating in the Food Stamp Nutrition Education program, food stamp eligibles statewide will increase their food security so that they have enough wholesome and nutritious food to last through their budget periods.

**b. 2010 State Level Objectives**

- Based upon lesson surveys, behavior checklists, and/or Food Frequency Questionnaires (FFQ), by September 30, 2010 at least 80 percent of food stamp eligible individuals who participate in food stamp nutrition education lessons statewide will demonstrate intent to follow the 2005 Dietary Guidelines by eating more fruits and vegetables, whole grains, lean proteins, and/or low fat dairy products and by replacing more unhealthy saturated and trans fats with heart healthy mono and poly unsaturated fats.

- Based upon lesson surveys, behavior checklists, and/or FFQs, by September 30, 2010 at least 70 percent of food stamp eligible individuals who participate in food stamp nutrition education lessons statewide will demonstrate intent to follow food safety practices by properly cooking, chilling, and separating food items and properly cleaning food preparation surfaces.
- Based upon lesson surveys, behavior checklists, and/or FFQs, by September 30, 2010 at least 65 percent of food stamp eligible individuals who participate in food stamp nutrition education lessons statewide will demonstrate intent to participate in physical activity for at least 30 minutes four to five days per week.
- Based upon lesson surveys, behavior checklists, and/or FFQs, by September 30, 2010 at least 65 percent of food stamp eligible individuals who participate food stamp nutrition education lessons statewide will demonstrate intent to plan a food budget and food menu and to use food shopping behaviors that increase food purchasing power (i.e. shopping with a list, unit price comparison, label reading, using store ads and coupons, buying in bulk, growing own food) and will allow them to buy nutritious food that fits the food budget and follows the 2005 Dietary Guidelines and MyPyramid.

### **3. Participant Demographic Evaluation**

#### **Demographics for 10,655 adult participants**

- Age – 70% between 18-59
- Race – 75% white
- Ethnicity – 22% Hispanic
- Qualifications for Target Audience
  - On SNAP benefits – 33%
  - Eligible for SNAP – 52%
- Eligible for other assistance programs – 32%

# Adult Demographic Data

County Mean: -

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
Box Elder	-	646	5.67	5.67	5.67	5.67	
Cache	-	2179	19.12	24.79	19.12	24.79	
Carbon	-	46	0.40	25.19	0.40	25.19	
Davis	-	840	7.37	32.56	7.37	32.56	
Emery	-	271	2.38	34.94	2.38	34.94	
Garfield	-	67	0.59	35.52	0.59	35.52	
Grand	-	3	0.03	35.55	0.03	35.55	
Iron	-	43	0.38	35.93	0.38	35.93	
Juab	-	468	4.11	40.03	4.11	40.03	
Kane	-	10	0.09	40.12	0.09	40.12	
Millard	-	408	3.58	43.70	3.58	43.70	
Morgan	-	25	0.22	43.92	0.22	43.92	
Salt Lake	-	1764	15.48	59.40	15.48	59.40	
San Juan	-	246	2.16	61.55	2.16	61.55	
Sanpete	-	34	0.30	61.85	0.30	61.85	
Sevier	-	321	2.82	64.67	2.82	64.67	
Summit	-	18	0.16	64.83	0.16	64.83	
Tooele	-	267	2.34	67.17	2.34	67.17	
Uintah	-	129	1.13	68.30	1.13	68.30	
Utah	-	1430	12.55	80.85	12.55	80.85	
Wasatch	-	110	0.97	81.81	0.97	81.81	
Washington	-	151	1.32	83.14	1.32	83.14	
Wayne/Plute	-	1068	9.37	92.51	9.37	92.51	
Weber	-	854	7.49	100.00	7.49	100.00	
<b>Total Valid</b>		11398	100.00			100.00	

age Mean: -

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
Less than 5	1.00	16	0.14	0.14	0.14	0.14	
5- 17	2.00	1505	13.20	13.34	13.29	13.43	
18-59	3.00	7912	69.42	82.76	69.84	83.27	
60 or more	4.00	1894	16.62	99.38	16.72	99.99	
30	-	1	0.01	99.39	0.01	100.00	
<b>Total Valid</b>		11328	99.39			100.00	
<b>Missing</b>		70	0.61				
<b>Total</b>		11398	100.00				

gender Mean: 1.22

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
Female	1.00	8682	76.17	76.17	77.75	77.75	
Male	2.00	2484	21.79	97.96	22.25	100.00	
<b>Total Valid</b>		11166	97.96			100.00	
<b>Missing</b>		232	2.04				
<b>Total</b>		11398	100.00				

Hispanic Mean: 0.20

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
Yes	1.00	2103	18.45	18.45	19.94	19.94	
No	0.00	8444	74.08	92.53	80.06	100.00	
<b>Total Valid</b>		10547	92.53			100.00	
<b>Missing</b>		851	7.47				
<b>Total</b>		11398	100.00				

Race-one Mean: 4.63

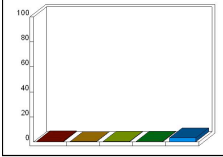
Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
American Indian/Alaskan	1.00	463	4.06	4.06	4.76	4.76	
Asian	2.00	362	3.18	7.24	3.72	8.48	
Black/Afr Amer	3.00	288	2.53	9.76	2.96	11.44	
Hawaiian/Islander	4.00	74	0.65	10.41	0.76	12.20	
White	5.00	8539	74.92	85.33	87.80	100.00	
<b>Total Valid</b>		9726	85.33			100.00	
<b>Missing</b>		1672	14.67				
<b>Total</b>		11398	100.00				



# Adult Demographic Data

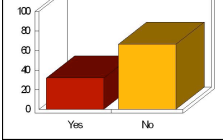
Race - multiple

Mean: 4.14

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
American Indian/Alaskan	1.00	75	0.66	0.66	14.29	14.29	
Asian	2.00	15	0.13	0.79	2.86	17.14	
Black/Afr Amer	3.00	31	0.27	1.06	5.90	23.05	
Hawaiian/Islander	4.00	46	0.40	1.47	8.76	31.81	
White	5.00	358	3.14	4.61	68.19	100.00	
<b>Total Valid</b>		525	4.61		100.00		
<b>Missing</b>		10873	95.39				
<b>Total</b>		11398	100.00				

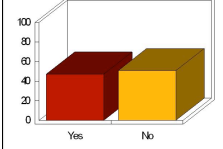
Food Stamps

Mean: 1.68

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Yes	1.00	3645	31.98	31.98	32.49	32.49	
No	2.00	7573	66.44	98.42	67.51	100.00	
<b>Total Valid</b>		11218	98.42		100.00		
<b>Missing</b>		180	1.58				
<b>Total</b>		11398	100.00				

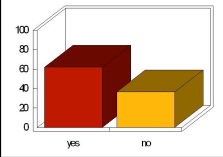
Qualify Food stamps

Mean: 1.52

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Yes	1.00	5382	47.22	47.22	48.16	48.16	
No	2.00	5794	50.83	98.05	51.84	100.00	
<b>Total Valid</b>		11176	98.05		100.00		
<b>Missing</b>		222	1.95				
<b>Total</b>		11398	100.00				

other assistance

Mean: 1.37

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
yes	1.00	7061	61.95	61.95	62.88	62.88	
no	2.00	4169	36.58	98.53	37.12	100.00	
<b>Total Valid</b>		11230	98.53		100.00		
<b>Missing</b>		168	1.47				
<b>Total</b>		11398	100.00				

#### 4. Intervention Delivery

##### a. Delivery Intervention Plan

How delivered	The program may be delivered in individual or group lesson format by NEAs through face-to-face instruction, on-line instruction, DVD self study, or PowerPoint medium in English or Spanish. Each lesson will provide interactive communication with hands-on learning objectives.
Where delivered	Location of lessons may include adult education and learning centers, rehabilitation centers, churches, community centers, elderly service sites, emergency food assistance sites, county extension offices, farmer's markets, food stamp offices, food stores, Head Start Programs, homes, libraries, public/community health centers, public housing, schools, shelters, WIC offices, worksites, and other locations where the target audience may congregate.
Duration	Participants may sign up to take between 1-17 lessons, depending on need and interest. Each lesson takes between 30 minutes to one hour to complete and includes a hands-on activity or demonstration.
Projected # of participants	8,250 unduplicated participants (150 participants per NEA).
Frequency of contact	The ideal frequency of contact is between 4-6 lessons. Research indicates this timeframe gives the participant time to concentrate on behavior change without losing interest in the message or message giver. However, contact may be quite involved if the participant chooses to receive all 17 lessons in a one-on-one teaching format or it could be minimal if the participant only chooses to come to one group lesson.
Key educational messages	Eat more whole grains, fruits, and vegetables; choose lean proteins, low-fat dairy products, and heart healthy fats; be physically active; make wise food choices with available resources.

## **b. Program and Curriculum**

### **Primary Adult Educational Curriculum – “Loving Your Family Feeding Their Future through the Food Stamp Program”**

*Loving Your Family Feeding Their Future through the Food Stamp Program:*

Nutrition Education through the Food Stamp Program is an initiative of the United States Department of Agriculture (USDA), Food and Nutrition Service (FNS). This project provides educational and promotional materials and techniques to help nutrition educators in their work with Food Stamp Program (FSP) participants and eligibles. The client materials are specifically targeted and designed for English and Spanish-speaking women with children ages 2 through 18. They are written in simple, easy to read language appropriate for a fifth grade level reader. The materials are free to food stamp nutrition educators through USDA. The curriculum supports the following behaviors: Eat fruits and vegetables, whole grains, and fat-free or low-fat milk and milk products every day; be physically active every day as part of a healthy lifestyle; Balance calorie intake with calories expended. The curriculum contains 4 lessons and 7 habits.

### **Supporting Utah Adult Educational Curriculum – “Giving Your Body the Best”**

As a supporting curriculum to *Loving Your Family Feeding Their Future*, Utah SNAP-ED uses the curriculum developed by the Utah Expanded Food and Nutrition Program (EFNEP) entitled *Giving Your Body the Best*. It was written by Kay Evans, Paula Scott, and Dr. Siew Sun Wong. The curriculum, developed in English, contains seventeen lessons based primarily on the 2005 Dietary Guidelines and MyPyramid.



## 5. Impact Measure(s)

### Adult Education Objectives

- Based upon lesson surveys, behavior checklists, and/or Food Frequency Questionnaires (FFQ), by September 30, 2010 at least 80 percent of food stamp eligible individuals who participate in food stamp nutrition education lessons statewide will demonstrate intent to follow the 2005 Dietary Guidelines by eating more fruits and vegetables, whole grains, lean proteins, and/or low fat dairy products and by replacing more unhealthy saturated and trans fats with heart healthy mono and poly unsaturated fats.
- Based upon lesson surveys, behavior checklists, and/or FFQs, by September 30, 2010 at least 70 percent of food stamp eligible individuals who participate in food stamp nutrition education lessons statewide will demonstrate intent to follow food safety practices by properly cooking, chilling, and separating food items and properly cleaning food preparation surfaces.
- Based upon lesson surveys, behavior checklists, and/or FFQs, by September 30, 2010 at least 65 percent of food stamp eligible individuals who participate in food stamp nutrition education lessons statewide will demonstrate intent to participate in physical activity for at least 30 minutes four to five days per week.
- Based upon lesson surveys, behavior checklists, and/or FFQs, by September 30, 2010 at least 65 percent of food stamp eligible individuals who participate in food stamp nutrition education lessons statewide will demonstrate intent to plan a food budget and food menu and to use food shopping behaviors that increase food purchasing power (i.e. shopping with a list, unit price comparison, label reading, using store ads and coupons, buying in bulk, growing own food) that will allow them to buy nutritious food that fits the food budget and follows the 2005 Dietary Guidelines and MyPyramid.

## a. Data Collection Measures

In 2010 Utah Food \$ense evaluated the necessary data for the SNAP-Ed Education and Administrative Reporting System (EARS) as well as an impact assessment. Both Utah Food \$ense Component 1: Adult Education and Utah Food \$ense Component 2: Youth Education will be a part of this evaluation. This information included:

- Process evaluations for EARS reporting
  - Number of food stamp recipients in SNAP-ED by age category (<5, 5-17, 18-59, 60+) and all ages combined.
  - Number of other participants in SNAP-ED by age category (<5, 5-17, 18-59, 60+) and all ages combined.
  - Total number of SNAP-ED participants by age category (<5, 5-17, 18-59, 60+) and all ages combined.
  - Unduplicated count of SNAP-ED participants by gender.
  - Unduplicated count of SNAP-ED participants by race and ethnicity.
  - Number of SNAP-ED delivery sites for direct education by type of setting.
  - Direct education programming format (total number of sessions, time range, percent delivered by interactive multimedia)
  - Primary content of direct education (may include fat free/low fat milk, fats and oils, food shopping/preparation, fruits and vegetables, lean meats and protein, limited added sugars, MyPyramid, physical activity, healthy weight, whole grains)
  - Indirect education (types of materials distributed, size of audience)
- Impact evaluations and a Food Frequency Questionnaire to determine the effectiveness of the intervention to increase awareness and intent to change behavior in the following ways:
  - Consume more fruits and vegetable
  - Consume more fat free/low fat dairy products
  - Consume more whole grains
  - Consume more lean meats and protein
  - Consume more healthy fats and consume less saturated and trans fats
  - Increase physical activity
  - Balance calories in with calories out
  - Increase practice of menu planning
  - Increase practice of shopping with list using store ads and other resources
- Formative evaluations to determine effectiveness of NEAs' teaching and demonstration skills.
  - Pre/post exams conducted in certification program lessons
  - Competency evaluation conducted at least yearly in conjunction with employee performance appraisal. NEA will be assessed on the following criteria using the state SNAP-ED competency evaluation tool:
    - Teaching and demonstration skills
    - Appropriate record keeping and paperwork
    - Ability to successfully recruit appropriate audience
    - Personal accountability and attitude

All process and impact information will be collected using the Remark OMR Software system. This software allows the program to design questionnaires specific to the needs of the program and content of each lesson. For each lesson taught by an NEA, all participants are asked to complete a class participant form and lesson survey. The process requires minimal involvement from the participants as all they are required to do is fill in the appropriate bubbles on the form, much like a Scantron® form. The class participant form collects information concerning income eligibility, age, gender, race/ethnicity, and the date range that the class was taken. The lesson survey collects information about the date the lesson was given and asks the participant to choose the one behavior they will do first as a result of taking the class (not making a change is an option). They are asked if they learned anything new and are given a chance to write comments if they desire. NEAs are required to fill out a class record for every lesson they teach that tracks the lessons taught, the site where lessons are delivered, the number of participants per lesson, and the date and amount of time the lesson takes to deliver. The software reads the completed forms and tracks all of the information needed for EARS and the impact evaluations.

The process evaluations will be used to report data back to FNS via the EARS report and the impact evaluations will be used to collect data on the effectiveness of the program to reach and teach the appropriate people. The formative evaluations will be used to determine pre/post knowledge of the NEAs as they participate in job training and to determine competency in job performance.

Food \$ense used the same process and impact evaluations to report the findings in FY 2010. The formative evaluations were implemented in FY 2010 to increase NEA performance/skill/knowledge.



## 6. Results

### Overall Program Impacts (Based upon the Post/Pre Evaluations)

After participating in 4 or more lessons participants complete the Post/Pre Evaluation. Behaviors with significant improvements are listed below.

- Planned meals ahead of time (Before and After – Plan Meals)
- Compared prices when shopping (Before and After - Compare Prices)
- Enough food until the end of the month (Before and After - Enough Food)
- Grocery shop with a list (Before and After Grocery List)
- Refrigerate meat and dairy within 2 hours of shopping (Before and - After Refrigerate Meat)
- Thaw foods properly Do not thaw frozen foods at room temperatures (Before and After - Thawing Foods)
- Make food purchases based on healthy choices (Before and After -Healthy Choices)
- Prepare foods without adding salt (Before and After Limit Salt)
- Read Nutrition Facts Labels before purchasing (Before and After – Food Labels)
- Children in household eat something within 2 hours of waking (Before and After – Eat Breakfast)
- Wash hands before food preparation or eating (Before and After – Wash Hands)
- Prepare raw foods separately from other foods (Before and After – Raw Foods)
- Choose to be physically active, at least 30 minutes 5 days a week (Before and After – Exercise)
- Choose to walk, take the stairs, or be active in other ways (Before and After – Other Activity)
- Prepare meals at home at least 3 times a week (Before and After – Supper at home)
- Eat meals together as a family at least 3 times a week (Before and After – Eat Together)
- Eat at least 3 servings vegetables a day (Before and After – Vegetables)
- Eat at least 2 servings of fruit a day (Before and After - Fruit)
- Eat at least 2 servings of dairy a day (Before and After – Dairy)
- Replace saturated and trans-fat with heart healthy fat. (Before and After – Saturated fats)

# PostHoc Behavior Checklist Data



Favorite lesson

Mean: -

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
-	-	121	66.12	66.12	66.12	66.12	
all	-	12	6.56	72.68	6.56	72.68	
Milk and Dairy	-	3	1.64	74.32	1.64	74.32	
Fruits/Vegetables	-	7	3.83	78.14	3.83	78.14	
Menu Planning/Shopping	-	4	2.19	80.33	2.19	80.33	
Grains	-	4	2.19	82.51	2.19	82.51	
cooking	-	1	0.55	83.06	0.55	83.06	
Meal Planning	-	1	0.55	83.61	0.55	83.61	
Quick Meals	-	1	0.55	84.15	0.55	84.15	
food	-	2	1.09	85.25	1.09	85.25	
Healthy Snacks	-	2	1.09	86.34	1.09	86.34	
legumes	-	2	1.09	87.43	1.09	87.43	
root veggies	-	1	0.55	87.98	0.55	87.98	
spinach	-	1	0.55	88.52	0.55	88.52	
squash	-	5	2.73	91.26	2.73	91.26	
summer squash	-	2	1.09	92.35	1.09	92.35	
sweet potatoes	-	1	0.55	92.90	0.55	92.90	
tomatoes	-	1	0.55	93.44	0.55	93.44	
Black bean salsa	-	1	0.55	93.99	0.55	93.99	
black beans and corn	-	2	1.09	95.08	1.09	95.08	
Food Safety	-	1	0.55	95.63	0.55	95.63	
meat and beans	-	2	1.09	96.72	1.09	96.72	
broccoli	-	1	0.55	97.27	0.55	97.27	
cauliflower	-	1	0.55	97.81	0.55	97.81	
corn	-	1	0.55	98.36	0.55	98.36	
Dietary Guidelines	-	1	0.55	98.91	0.55	98.91	
stir fry	-	2	1.09	100.00	1.09	100.00	
<b>Total Valid</b>		183	100.00		100.00		

target audience

Mean: 2.09

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
1	1.00	66	36.07	36.07	43.14	43.14	
2	2.00	7	3.83	39.89	4.58	47.71	
3	3.00	80	43.72	83.61	52.29	100.00	
<b>Total Valid</b>		153	83.61		100.00		
<b>Missing</b>		30	16.39				
<b>Total</b>		183	100.00				

# PostHoc Behavior Checklist Data

number of lessons

Mean: 6.53

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
1	1.00	1	0.55	0.55	0.63	0.63	
2	2.00	1	0.55	1.09	0.63	1.27	
3	3.00	3	1.64	2.73	1.90	3.16	
4	4.00	28	15.30	18.03	17.72	20.89	
5	5.00	40	21.86	39.89	25.32	46.20	
6	6.00	19	10.38	50.27	12.03	58.23	
7	7.00	8	4.37	54.64	5.06	63.29	
8	8.00	7	3.83	58.47	4.43	67.72	
9	9.00	28	15.30	73.77	17.72	85.44	
0	10.00	23	12.57	86.34	14.56	100.00	
Total Valid		158	86.34			100.00	
Missing		25	13.66				
Total		183	100.00				

Plan Meals -before

Mean: 2.52

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
never	1.00	34	18.58	18.58	20.36	20.36	
seldom	2.00	55	30.05	48.63	32.93	53.29	
sometimes	3.00	46	25.14	73.77	27.54	80.84	
usually	4.00	21	11.48	85.25	12.57	93.41	
always	5.00	11	6.01	91.26	6.59	100.00	
Total Valid		167	91.26			100.00	
Missing		16	8.74				
Total		183	100.00				

Plan Meals - after

Mean: 3.66

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
never	1.00	10	5.46	5.46	6.02	6.02	
seldom	2.00	6	3.28	8.74	3.61	9.64	
sometimes	3.00	46	25.14	33.88	27.71	37.35	
usually	4.00	73	39.89	73.77	43.98	81.33	
always	5.00	31	16.94	90.71	18.67	100.00	
Total Valid		166	90.71			100.00	
Missing		17	9.29				
Total		183	100.00				

Compare Prices - before

Mean: 3.07

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
never	1.00	25	13.66	13.66	15.72	15.72	
seldom	2.00	32	17.49	31.15	20.13	35.85	
sometimes	3.00	43	23.50	54.64	27.04	62.89	
usually	4.00	25	13.66	68.31	15.72	78.62	
always	5.00	34	18.58	86.89	21.38	100.00	
Total Valid		159	86.89			100.00	
Missing		24	13.11				
Total		183	100.00				

Compare Prices -after

Mean: 3.93

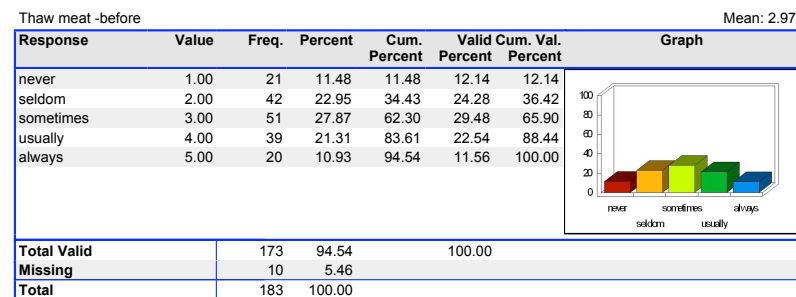
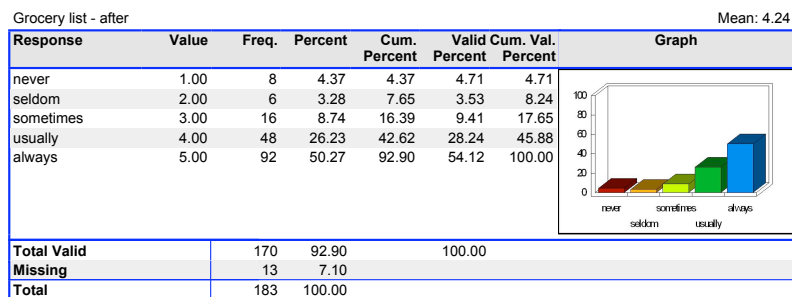
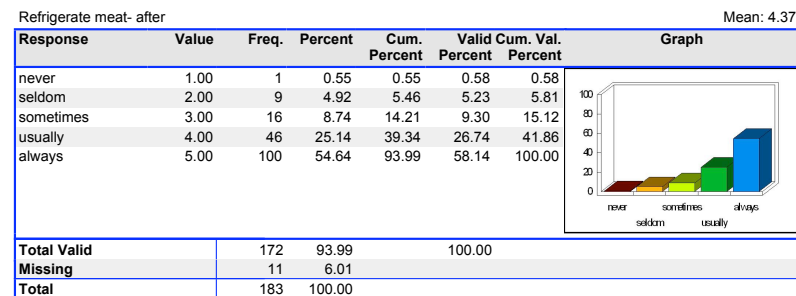
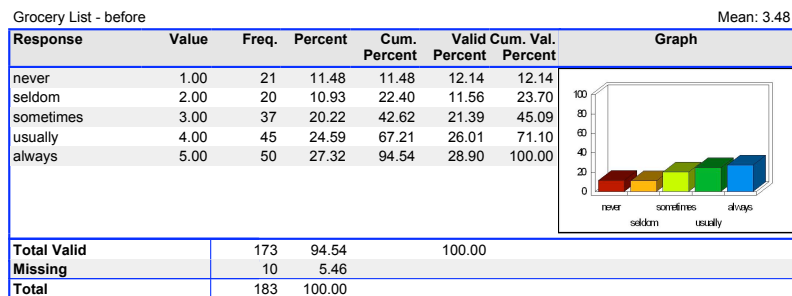
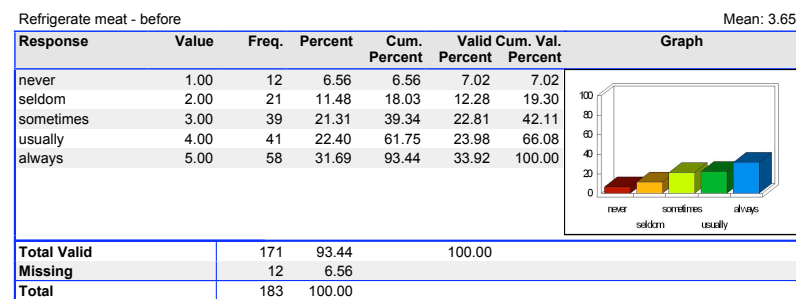
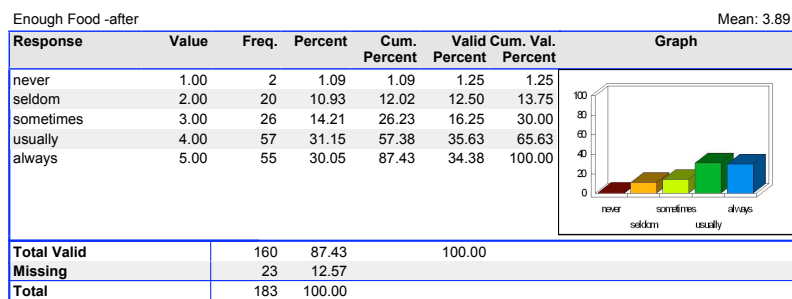
Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
never	1.00	3	1.64	1.64	1.86	1.86	
seldom	2.00	15	8.20	9.84	9.32	11.18	
sometimes	3.00	33	18.03	27.87	20.50	31.68	
usually	4.00	50	27.32	55.19	31.06	62.73	
always	5.00	60	32.79	87.98	37.27	100.00	
Total Valid		161	87.98			100.00	
Missing		22	12.02				
Total		183	100.00				

Enough food- before

Mean: 3.13

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
never	1.00	20	10.93	10.93	12.58	12.58	
seldom	2.00	22	12.02	22.95	13.84	26.42	
sometimes	3.00	62	33.88	56.83	38.99	65.41	
usually	4.00	28	15.30	72.13	17.61	83.02	
always	5.00	27	14.75	86.89	16.98	100.00	
Total Valid		159	86.89			100.00	
Missing		24	13.11				
Total		183	100.00				

# PostHire Behavior Checklist Data



# PostHire Behavior Checklist Data

Thaw Meat - after

Mean: 3.85

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
never	1.00	6	3.28	3.28	3.49	3.49	
seldom	2.00	13	7.10	10.38	7.56	11.05	
sometimes	3.00	33	18.03	28.42	19.19	30.23	
usually	4.00	68	37.16	65.57	39.53	69.77	
always	5.00	52	28.42	93.99	30.23	100.00	
<b>Total Valid</b>		172	93.99			100.00	
<b>Missing</b>		11	6.01				
<b>Total</b>		183	100.00				

Healthy choices- before

Mean: 2.62

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
never	1.00	39	21.31	21.31	22.54	22.54	
seldom	2.00	46	25.14	46.45	26.59	49.13	
sometimes	3.00	46	25.14	71.58	26.59	75.72	
usually	4.00	25	13.66	85.25	14.45	90.17	
always	5.00	17	9.29	94.54	9.83	100.00	
<b>Total Valid</b>		173	94.54			100.00	
<b>Missing</b>		10	5.46				
<b>Total</b>		183	100.00				

Healthy Choices - after

Mean: 3.83

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
never	1.00	3	1.64	1.64	1.74	1.74	
seldom	2.00	13	7.10	8.74	7.56	9.30	
sometimes	3.00	43	23.50	32.24	25.00	34.30	
usually	4.00	65	35.52	67.76	37.79	72.09	
always	5.00	48	26.23	93.99	27.91	100.00	
<b>Total Valid</b>		172	93.99			100.00	
<b>Missing</b>		11	6.01				
<b>Total</b>		183	100.00				

Limit salt -before

Mean: 2.78

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
never	1.00	28	15.30	15.30	18.54	18.54	
seldom	2.00	39	21.31	36.61	25.83	44.37	
sometimes	3.00	41	22.40	59.02	27.15	71.52	
usually	4.00	24	13.11	72.13	15.89	87.42	
always	5.00	19	10.38	82.51	12.58	100.00	
<b>Total Valid</b>		151	82.51			100.00	
<b>Missing</b>		32	17.49				
<b>Total</b>		183	100.00				

Limit salt - after

Mean: 3.73

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
never	1.00	4	2.19	2.19	2.65	2.65	
seldom	2.00	11	6.01	8.20	7.28	9.93	
sometimes	3.00	46	25.14	33.33	30.46	40.40	
usually	4.00	51	27.87	61.20	33.77	74.17	
always	5.00	39	21.31	82.51	25.83	100.00	
<b>Total Valid</b>		151	82.51			100.00	
<b>Missing</b>		32	17.49				
<b>Total</b>		183	100.00				

Nutrition labels- before

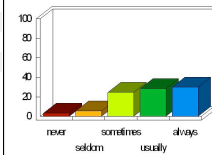
Mean: 2.66

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
never	1.00	42	22.95	22.95	24.71	24.71	
seldom	2.00	36	19.67	42.62	21.18	45.88	
sometimes	3.00	49	26.78	69.40	28.82	74.71	
usually	4.00	23	12.57	81.97	13.53	88.24	
always	5.00	20	10.93	92.90	11.76	100.00	
<b>Total Valid</b>		170	92.90			100.00	
<b>Missing</b>		13	7.10				
<b>Total</b>		183	100.00				

# PostHpre Behavior Checklist Data

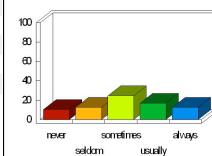
Nutrition Table - after

Mean: 3.83

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	6	3.28	3.28	3.57	3.57	
seldom	2.00	10	5.46	8.74	5.95	9.52	
sometimes	3.00	45	24.59	33.33	26.79	36.31	
usually	4.00	52	28.42	61.75	30.95	67.26	
always	5.00	55	30.05	91.80	32.74	100.00	
Total Valid		168	91.80		100.00		
Missing		15	8.20				
Total		183	100.00				

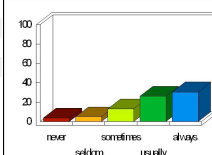
Breakfast - before

Mean: 3.11

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	19	10.38	10.38	13.48	13.48	
seldom	2.00	23	12.57	22.95	16.31	29.79	
sometimes	3.00	45	24.59	47.54	31.91	61.70	
usually	4.00	31	16.94	64.48	21.99	83.69	
always	5.00	23	12.57	77.05	16.31	100.00	
Total Valid		141	77.05		100.00		
Missing		42	22.95				
Total		183	100.00				

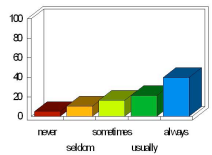
Breakfast - after

Mean: 3.95

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	7	3.83	3.83	4.86	4.86	
seldom	2.00	9	4.92	8.74	6.25	11.11	
sometimes	3.00	24	13.11	21.86	16.67	27.78	
usually	4.00	48	26.23	48.09	33.33	61.11	
always	5.00	56	30.60	78.69	38.89	100.00	
Total Valid		144	78.69		100.00		
Missing		39	21.31				
Total		183	100.00				

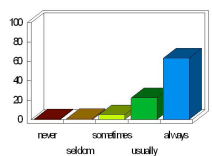
Wash hands - before

Mean: 3.87

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	9	4.92	4.92	5.29	5.29	
seldom	2.00	19	10.38	15.30	11.18	16.47	
sometimes	3.00	30	16.39	31.69	17.65	34.12	
usually	4.00	39	21.31	53.01	22.94	57.06	
always	5.00	73	39.89	92.90	42.94	100.00	
Total Valid		170	92.90		100.00		
Missing		13	7.10				
Total		183	100.00				

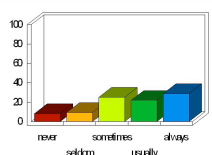
Wash hands - after

Mean: 4.59

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	1	0.55	0.55	0.59	0.59	
seldom	2.00	2	1.09	1.64	1.18	1.78	
sometimes	3.00	9	4.92	6.56	5.33	7.10	
usually	4.00	41	22.40	28.96	24.26	31.36	
always	5.00	116	63.39	92.35	68.64	100.00	
Total Valid		169	92.35		100.00		
Missing		14	7.65				
Total		183	100.00				

Separate raw foods - before

Mean: 3.58

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	15	8.20	8.20	8.77	8.77	
seldom	2.00	17	9.29	17.49	9.94	18.71	
sometimes	3.00	46	25.14	42.62	26.90	45.61	
usually	4.00	40	21.86	64.48	23.39	69.01	
always	5.00	53	28.96	93.44	30.99	100.00	
Total Valid		171	93.44		100.00		
Missing		12	6.56				
Total		183	100.00				



# PostHire Behavior Checklist Data

Separate raw foods -after Mean: 4.49

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
never	1.00	1	0.55	0.55	0.59	0.59	
seldom	2.00	1	0.55	1.09	0.59	1.18	
sometimes	3.00	13	7.10	8.20	7.69	8.88	
usually	4.00	53	28.96	37.16	31.36	40.24	
always	5.00	101	55.19	92.35	59.76	100.00	
Total Valid		169	92.35			100.00	
Missing		14	7.65				
Total		183	100.00				

Exercise - before Mean: 3.04

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
never	1.00	22	12.02	12.02	12.72	12.72	
seldom	2.00	43	23.50	35.52	24.86	37.57	
sometimes	3.00	47	25.68	61.20	27.17	64.74	
usually	4.00	28	15.30	76.50	16.18	80.92	
always	5.00	33	18.03	94.54	19.08	100.00	
Total Valid		173	94.54			100.00	
Missing		10	5.46				
Total		183	100.00				

Exercise -after Mean: 4.01

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
never	1.00	2	1.09	1.09	1.16	1.16	
seldom	2.00	10	5.46	6.56	5.78	6.94	
sometimes	3.00	40	21.86	28.42	23.12	30.06	
usually	4.00	53	28.96	57.38	30.64	60.69	
always	5.00	68	37.16	94.54	39.31	100.00	
Total Valid		173	94.54			100.00	
Missing		10	5.46				
Total		183	100.00				

walk stairs etc -before Mean: 3.02

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
never	1.00	19	10.38	10.38	10.98	10.98	
seldom	2.00	42	22.95	33.33	24.28	35.26	
sometimes	3.00	59	32.24	65.57	34.10	69.36	
usually	4.00	23	12.57	78.14	13.29	82.66	
always	5.00	30	16.39	94.54	17.34	100.00	
Total Valid		173	94.54			100.00	
Missing		10	5.46				
Total		183	100.00				

walk stairs etc - after Mean: 3.97

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
never	1.00	1	0.55	0.55	0.59	0.59	
seldom	2.00	13	7.10	7.65	7.65	8.24	
sometimes	3.00	38	20.77	28.42	22.35	30.59	
usually	4.00	56	30.60	59.02	32.94	63.53	
always	5.00	62	33.88	92.90	36.47	100.00	
Total Valid		170	92.90			100.00	
Missing		13	7.10				
Total		183	100.00				

Prepare meals - before Mean: 3.42

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
never	1.00	14	7.65	7.65	8.14	8.14	
seldom	2.00	28	15.30	22.95	16.28	24.42	
sometimes	3.00	46	25.14	48.09	26.74	51.16	
usually	4.00	39	21.31	69.40	22.67	73.84	
always	5.00	45	24.59	93.99	26.16	100.00	
Total Valid		172	93.99			100.00	
Missing		11	6.01				
Total		183	100.00				

# PostHPre Behavior Checklist Data

Prepare meals -after

Mean: 4.19

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	3	1.64	1.64	1.75	1.75	
seldom	2.00	7	3.83	5.46	4.09	5.85	
sometimes	3.00	28	15.30	20.77	16.37	22.22	
usually	4.00	50	27.32	48.09	29.24	51.46	
always	5.00	83	45.36	93.44	48.54	100.00	
<b>Total Valid</b>		171	93.44		100.00		
<b>Missing</b>		12	6.56				
<b>Total</b>		183	100.00				

eat together - before

Mean: 3.45

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	18	9.84	9.84	10.34	10.34	
seldom	2.00	20	10.93	20.77	11.49	21.84	
sometimes	3.00	49	26.78	47.54	28.16	50.00	
usually	4.00	40	21.86	69.40	22.99	72.99	
always	5.00	47	25.68	95.08	27.01	100.00	
<b>Total Valid</b>		174	95.08		100.00		
<b>Missing</b>		9	4.92				
<b>Total</b>		183	100.00				

Eat together - after

Mean: 4.15

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	6	3.28	3.28	3.51	3.51	
seldom	2.00	5	2.73	6.01	2.92	6.43	
sometimes	3.00	28	15.30	21.31	16.37	22.81	
usually	4.00	50	27.32	48.63	29.24	52.05	
always	5.00	82	44.81	93.44	47.95	100.00	
<b>Total Valid</b>		171	93.44		100.00		
<b>Missing</b>		12	6.56				
<b>Total</b>		183	100.00				

Vegetables - before

Mean: 2.83

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	22	12.02	12.02	12.64	12.64	
seldom	2.00	51	27.87	39.89	29.31	41.95	
sometimes	3.00	52	28.42	68.31	29.89	71.84	
usually	4.00	33	18.03	86.34	18.97	90.80	
always	5.00	16	8.74	95.08	9.20	100.00	
<b>Total Valid</b>		174	95.08		100.00		
<b>Missing</b>		9	4.92				
<b>Total</b>		183	100.00				

Vegetables - after

Mean: 3.88

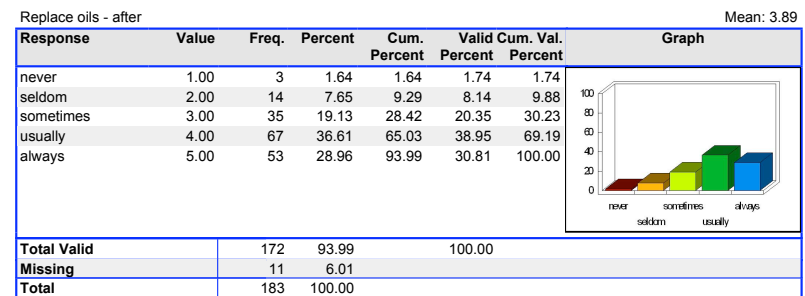
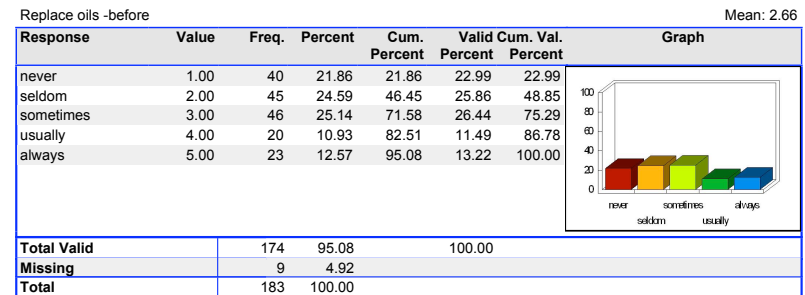
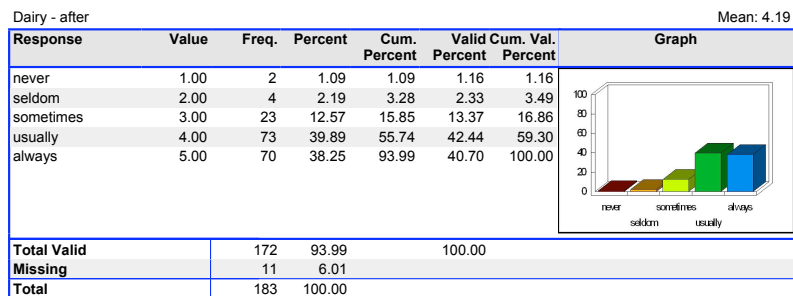
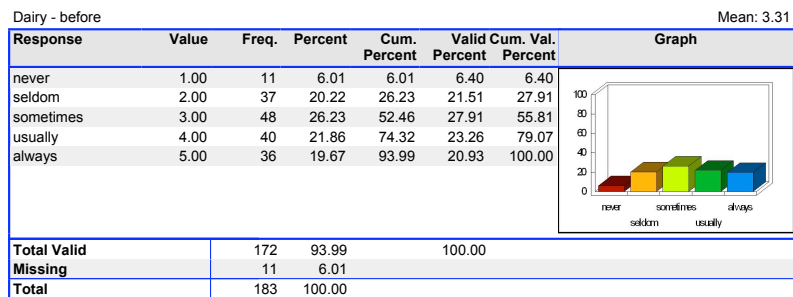
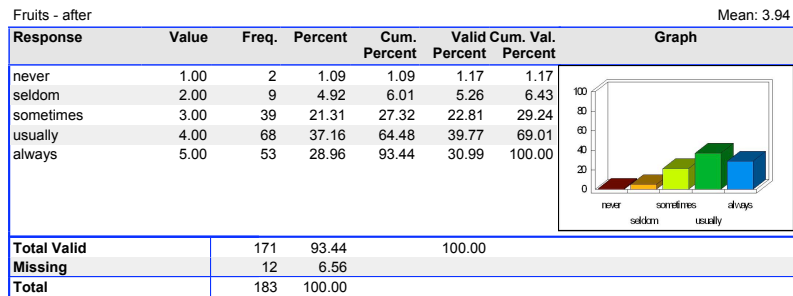
Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	4	2.19	2.19	2.34	2.34	
seldom	2.00	13	7.10	9.29	7.60	9.94	
sometimes	3.00	33	18.03	27.32	19.30	29.24	
usually	4.00	70	38.25	65.57	40.94	70.18	
always	5.00	51	27.87	93.44	29.82	100.00	
<b>Total Valid</b>		171	93.44		100.00		
<b>Missing</b>		12	6.56				
<b>Total</b>		183	100.00				

Fruits - before

Mean: 2.99

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	16	8.74	8.74	9.20	9.20	
seldom	2.00	53	28.96	37.70	30.46	39.66	
sometimes	3.00	47	25.68	63.39	27.01	66.67	
usually	4.00	32	17.49	80.87	18.39	85.06	
always	5.00	26	14.21	95.08	14.94	100.00	
<b>Total Valid</b>		174	95.08		100.00		
<b>Missing</b>		9	4.92				
<b>Total</b>		183	100.00				

# PostHPre Behavior Checklist Data



# Food Sense My Pyramid & Dietary Guidelines Curriculum Data

## Detailed Item Analysis Report

MyPyramid and 3 focuses-before

Mean: 3.39

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	23	1.84	1.84	1.86	1.86	
none	2.00	272	21.76	23.60	21.99	23.85	
little	3.00	390	31.20	54.80	31.53	55.38	
average	4.00	349	27.92	82.72	28.21	83.59	
quite a bit	5.00	152	12.16	94.88	12.29	95.88	
complete	6.00	51	4.08	98.96	4.12	100.00	
<b>Total Valid</b>		1237	98.96		100.00		
<b>Missing</b>		13	1.04				
<b>Total</b>		1250	100.00				

MyPyramid and 3 focuses-after

Mean: 4.86

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	27	2.16	2.16	2.18	2.18	
none	2.00	11	0.88	3.04	0.89	3.07	
little	3.00	103	8.24	11.28	8.31	11.38	
average	4.00	225	18.00	29.28	18.16	29.54	
quite a bit	5.00	474	37.92	67.20	38.26	67.80	
complete	6.00	399	31.92	99.12	32.20	100.00	
<b>Total Valid</b>		1239	99.12		100.00		
<b>Missing</b>		11	0.88				
<b>Total</b>		1250	100.00				

Calories I should eat each day-before

Mean: 3.50

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	89	7.12	7.12	7.16	7.16	
none	2.00	183	14.64	21.76	14.72	21.88	
little	3.00	349	27.92	49.68	28.08	49.96	
average	4.00	344	27.52	77.20	27.67	77.63	
quite a bit	5.00	197	15.76	92.96	15.85	93.48	
complete	6.00	81	6.48	99.44	6.52	100.00	
<b>Total Valid</b>		1243	99.44		100.00		
<b>Missing</b>		7	0.56				
<b>Total</b>		1250	100.00				

Calories I should eat each day-after

Mean: 4.75

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	82	6.56	6.56	6.61	6.61	
none	2.00	5	0.40	6.96	0.40	7.02	
little	3.00	51	4.08	11.04	4.11	11.13	
average	4.00	249	19.92	30.96	20.08	31.21	
quite a bit	5.00	471	37.68	68.64	37.98	69.19	
complete	6.00	382	30.56	99.20	30.81	100.00	
<b>Total Valid</b>		1240	99.20		100.00		
<b>Missing</b>		10	0.80				
<b>Total</b>		1250	100.00				

Prevent chronic disease-before

Mean: 3.19

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	72	5.76	5.76	5.82	5.82	
none	2.00	321	25.68	31.44	25.93	31.74	
little	3.00	368	29.44	60.88	29.73	61.47	
average	4.00	290	23.20	84.08	23.42	84.89	
quite a bit	5.00	148	11.84	95.92	11.95	96.85	
complete	6.00	39	3.12	99.04	3.15	100.00	
<b>Total Valid</b>		1238	99.04		100.00		
<b>Missing</b>		12	0.96				
<b>Total</b>		1250	100.00				

Prevent chronic disease-after

Mean: 4.62

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	67	5.36	5.36	5.41	5.41	
none	2.00	18	1.44	6.80	1.45	6.86	
little	3.00	91	7.28	14.08	7.34	14.21	
average	4.00	250	20.00	34.08	20.18	34.38	
quite a bit	5.00	524	41.92	76.00	42.29	76.67	
complete	6.00	289	23.12	99.12	23.33	100.00	
<b>Total Valid</b>		1239	99.12		100.00		
<b>Missing</b>		11	0.88				
<b>Total</b>		1250	100.00				

# Food Sense MyPyramid and Dietary Guidelines Curriculum Data

Maintaining/losing weight- before Mean: 3.68

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	88	7.04	7.04	7.16	7.16	
none	2.00	111	8.88	15.92	9.03	16.19	
little	3.00	313	25.04	40.96	25.47	41.66	
average	4.00	398	31.84	72.80	32.38	74.04	
quite a bit	5.00	235	18.80	91.60	19.12	93.17	
complete	6.00	84	6.72	98.32	6.83	100.00	
<b>Total Valid</b>		1229	98.32		100.00		
<b>Missing</b>		21	1.68				
<b>Total</b>		1250	100.00				

Maintaining/losing weight-after Mean: 4.72

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	91	7.28	7.28	7.36	7.36	
none	2.00	7	0.56	7.84	0.57	7.93	
little	3.00	46	3.68	11.52	3.72	11.65	
average	4.00	217	17.36	28.88	17.56	29.21	
quite a bit	5.00	531	42.48	71.36	42.96	72.17	
complete	6.00	344	27.52	98.88	27.83	100.00	
<b>Total Valid</b>		1236	98.88		100.00		
<b>Missing</b>		14	1.12				
<b>Total</b>		1250	100.00				

Difference between heart healthy and fats-before Mean: 3.50

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	94	7.52	7.52	7.59	7.59	
none	2.00	188	15.04	22.56	15.19	22.78	
little	3.00	322	25.76	48.32	26.01	48.79	
average	4.00	346	27.68	76.00	27.95	76.74	
quite a bit	5.00	213	17.04	93.04	17.21	93.94	
complete	6.00	75	6.00	99.04	6.06	100.00	
<b>Total Valid</b>		1238	99.04		100.00		
<b>Missing</b>		12	0.96				
<b>Total</b>		1250	100.00				

Difference between heart healthy and fats After Mean: 4.71

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	97	7.76	7.76	7.84	7.84	
none	2.00	16	1.28	9.04	1.29	9.13	
little	3.00	49	3.92	12.96	3.96	13.09	
average	4.00	193	15.44	28.40	15.59	28.68	
quite a bit	5.00	518	41.44	69.84	41.84	70.52	
complete	6.00	365	29.20	99.04	29.48	100.00	
<b>Total Valid</b>		1238	99.04		100.00		
<b>Missing</b>		12	0.96				
<b>Total</b>		1250	100.00				

Behavior I will do first Mean: 2.15

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Increase physical activity	1.00	555	44.40	44.40	50.55	50.55	
Consume more low-fat/non fat milk	2.00	144	11.52	55.92	13.11	63.66	
Consume more whole grain products	3.00	213	17.04	72.96	19.40	83.06	
I am already doing all the above	4.00	108	8.64	81.60	9.84	92.90	
None of the above are doable	5.00	19	1.52	83.12	1.73	94.63	
Instead of changing I will	6.00	59	4.72	87.84	5.37	100.00	
<b>Total Valid</b>		1098	87.84		100.00		
<b>Missing</b>		152	12.16				
<b>Total</b>		1250	100.00				

# Food Sense Feeding Children and Infants Curriculum Data

## Detailed Item Analysis Report

How to tell baby is ready for solids-before

Mean: 3.86

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	7	5.34	5.34	5.43	5.43	
none	2.00	15	11.45	16.79	11.63	17.05	
little	3.00	30	22.90	39.69	23.26	40.31	
average	4.00	32	24.43	64.12	24.81	65.12	
quite a bit	5.00	27	20.61	84.73	20.93	86.05	
complete	6.00	18	13.74	98.47	13.95	100.00	
<b>Total Valid</b>		129	98.47			100.00	
<b>Missing</b>		2	1.53				
<b>Total</b>		131	100.00				

How to tell baby is ready for solids- after

Mean: 4.96

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	6	4.58	4.58	4.58	4.58	
none	2.00	2	1.53	6.11	1.53	6.11	
little	3.00	5	3.82	9.92	3.82	9.92	
average	4.00	17	12.98	22.90	12.98	22.90	
quite a bit	5.00	49	37.40	60.31	37.40	60.31	
complete	6.00	52	39.69	100.00	39.69	100.00	
<b>Total Valid</b>		131	100.00			100.00	

Foods that cause the most allergies-before

Mean: 3.46

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	5	3.82	3.82	3.94	3.94	
none	2.00	31	23.66	27.48	24.41	28.35	
little	3.00	31	23.66	51.15	24.41	52.76	
average	4.00	29	22.14	73.28	22.83	75.59	
quite a bit	5.00	22	16.79	90.08	17.32	92.91	
complete	6.00	9	6.87	96.95	7.09	100.00	
<b>Total Valid</b>		127	96.95			100.00	
<b>Missing</b>		4	3.05				
<b>Total</b>		131	100.00				

Foods that cause the most allergies-after

Mean: 4.99

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	2	1.53	1.53	1.54	1.54	
none	2.00	1	0.76	2.29	0.77	2.31	
little	3.00	10	7.63	9.92	7.69	10.00	
average	4.00	20	15.27	25.19	15.38	25.38	
quite a bit	5.00	47	35.88	61.07	36.15	61.54	
complete	6.00	50	38.17	99.24	38.46	100.00	
<b>Total Valid</b>		130	99.24			100.00	
<b>Missing</b>		1	0.76				
<b>Total</b>		131	100.00				

Foods that cause choking-before

Mean: 3.91

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	3	2.29	2.29	2.34	2.34	
none	2.00	16	12.21	14.50	12.50	14.84	
little	3.00	29	22.14	36.64	22.66	37.50	
average	4.00	36	27.48	64.12	28.13	65.63	
quite a bit	5.00	29	22.14	86.26	22.66	88.28	
complete	6.00	15	11.45	97.71	11.72	100.00	
<b>Total Valid</b>		128	97.71			100.00	
<b>Missing</b>		3	2.29				
<b>Total</b>		131	100.00				

Foods that cause choking- after

Mean: 5.13

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	2	1.53	1.53	1.53	1.53	
none	2.00	1	0.76	2.29	0.76	2.29	
little	3.00	5	3.82	6.11	3.82	6.11	
average	4.00	14	10.69	16.79	10.69	16.79	
quite a bit	5.00	57	43.51	60.31	43.51	60.31	
complete	6.00	52	39.69	100.00	39.69	100.00	
<b>Total Valid</b>		131	100.00			100.00	



# Food Sense Feeding Children and Infants Curriculum Data

Why snacks are important- before

Mean: 3.97

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	1	0.76	0.76	0.78	0.78	
none	2.00	14	10.69	11.45	10.94	11.72	
little	3.00	30	22.90	34.35	23.44	35.16	
average	4.00	41	31.30	65.65	32.03	67.19	
quite a bit	5.00	27	20.61	86.26	21.09	88.28	
complete	6.00	15	11.45	97.71	11.72	100.00	
<b>Total Valid</b>		128	97.71			100.00	
<b>Missing</b>		3	2.29				
<b>Total</b>		131	100.00				

Why snacks are important- after

Mean: 5.26

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	1	0.76	0.76	0.77	0.77	
little	3.00	1	0.76	1.53	0.77	1.54	
average	4.00	19	14.50	16.03	14.62	16.15	
quite a bit	5.00	51	38.93	54.96	39.23	55.38	
complete	6.00	58	44.27	99.24	44.62	100.00	
<b>Total Valid</b>		130	99.24			100.00	
<b>Missing</b>		1	0.76				
<b>Total</b>		131	100.00				

How to deal with picky eaters- before

Mean: 3.54

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	2	1.53	1.53	1.56	1.56	
none	2.00	22	16.79	18.32	17.19	18.75	
little	3.00	42	32.06	50.38	32.81	51.56	
average	4.00	37	28.24	78.63	28.91	80.47	
quite a bit	5.00	17	12.98	91.60	13.28	93.75	
complete	6.00	8	6.11	97.71	6.25	100.00	
<b>Total Valid</b>		128	97.71			100.00	
<b>Missing</b>		3	2.29				
<b>Total</b>		131	100.00				

How to deal with picky eaters- after

Mean: 5.18

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	1	0.76	0.76	0.78	0.78	
none	2.00	0	0.00	0.76	0.00	0.78	
little	3.00	6	4.58	5.34	4.65	5.43	
average	4.00	11	8.40	13.74	8.53	13.95	
quite a bit	5.00	61	46.56	60.31	47.29	61.24	
complete	6.00	50	38.17	98.47	38.76	100.00	
<b>Total Valid</b>		129	98.47			100.00	
<b>Missing</b>		2	1.53				
<b>Total</b>		131	100.00				

Behavior I will do first

Mean: 2.85

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
Plan nutritious meals and snacks	1.00	42	32.06	32.06	34.43	34.43	
Encourage my child to try a new food	2.00	33	25.19	57.25	27.05	61.48	
Avoid finger foods that can cause choking	3.00	7	5.34	62.60	5.74	67.21	
Avoid giving cow's milk until baby is one year old	4.00	3	2.29	64.89	2.46	69.67	
I am already doing all of the above behaviors	5.00	26	19.85	84.73	21.31	90.98	
None of the above are doable for me	6.00	0	0.00	84.73	0.00	90.98	
Instead I will	7.00	11	8.40	93.13	9.02	100.00	
<b>Total Valid</b>		122	93.13			100.00	
<b>Missing</b>		9	6.87				
<b>Total</b>		131	100.00				

# Food Sense Food Safety Curriculum Data

## Detailed Item Analysis Report

Symptoms of Foodborne Illness-before1

Mean: 3.46

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	37	10.14	10.14	10.22	10.22	
none	2.00	51	13.97	24.11	14.09	24.31	
little	3.00	87	23.84	47.95	24.03	48.34	
average	4.00	95	26.03	73.97	26.24	74.59	
quite a bit	5.00	79	21.64	95.62	21.82	96.41	
complete	6.00	13	3.56	99.18	3.59	100.00	
<b>Total Valid</b>		362	99.18			100.00	
<b>Missing</b>		3	0.82				
<b>Total</b>		365	100.00				

Symptoms of Foodborne Illness-before2

Mean: 4.65

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	38	10.41	10.41	10.61	10.61	
none	2.00	2	0.55	10.96	0.56	11.17	
little	3.00	4	1.10	12.05	1.12	12.29	
average	4.00	47	12.88	24.93	13.13	25.42	
quite a bit	5.00	180	49.32	74.25	50.28	75.70	
complete	6.00	87	23.84	98.08	24.30	100.00	
<b>Total Valid</b>		358	98.08			100.00	
<b>Missing</b>		7	1.92				
<b>Total</b>		365	100.00				

Ways food becomes unsafe before

Mean: 3.72

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	33	9.04	9.04	9.04	9.04	
none	2.00	28	7.67	16.71	7.67	16.71	
little	3.00	78	21.37	38.08	21.37	38.08	
average	4.00	111	30.41	68.49	30.41	68.49	
quite a bit	5.00	98	26.85	95.34	26.85	95.34	
complete	6.00	17	4.66	100.00	4.66	100.00	
<b>Total Valid</b>		365	100.00			100.00	

Ways food becomes unsafe after

Mean: 4.79

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	32	8.77	8.77	8.89	8.89	
none	2.00	0	0.00	8.77	0.00	8.89	
little	3.00	4	1.10	9.86	1.11	10.00	
average	4.00	42	11.51	21.37	11.67	21.67	
quite a bit	5.00	179	49.04	70.41	49.72	71.39	
complete	6.00	103	28.22	98.63	28.61	100.00	
<b>Total Valid</b>		360	98.63			100.00	
<b>Missing</b>		5	1.37				
<b>Total</b>		365	100.00				

How to Fight-Bac-before

Mean: 3.71

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	4	1.10	1.10	1.10	1.10	
none	2.00	56	15.34	16.44	15.43	16.53	
little	3.00	98	26.85	43.29	27.00	43.53	
average	4.00	109	29.86	73.15	30.03	73.55	
quite a bit	5.00	76	20.82	93.97	20.94	94.49	
complete	6.00	20	5.48	99.45	5.51	100.00	
<b>Total Valid</b>		363	99.45			100.00	
<b>Missing</b>		2	0.55				
<b>Total</b>		365	100.00				

How to Fight-Bac-after

Mean: 5.04

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	2	0.55	0.55	0.56	0.56	
none	2.00	2	0.55	1.10	0.56	1.11	
little	3.00	15	4.11	5.21	4.18	5.29	
average	4.00	63	17.26	22.47	17.55	22.84	
quite a bit	5.00	155	42.47	64.93	43.18	66.02	
complete	6.00	122	33.42	98.36	33.98	100.00	
<b>Total Valid</b>		359	98.36			100.00	
<b>Missing</b>		6	1.64				
<b>Total</b>		365	100.00				

# Food Sense Food Safety Curriculum Data

How to keep food safe at the grocery store-before Mean: 3.45

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	36	9.86	9.86	9.94	9.94	
none	2.00	43	11.78	21.64	11.88	21.82	
little	3.00	109	29.86	51.51	30.11	51.93	
average	4.00	89	24.38	75.89	24.59	76.52	
quite a bit	5.00	67	18.36	94.25	18.51	95.03	
complete	6.00	18	4.93	99.18	4.97	100.00	
<b>Total Valid</b>		362	99.18		100.00		
<b>Missing</b>		3	0.82				
<b>Total</b>		365	100.00				

How to keep food safe at the grocery store-after Mean: 4.68

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	38	10.41	10.41	10.47	10.47	
none	2.00	5	1.37	11.78	1.38	11.85	
little	3.00	1	0.27	12.05	0.28	12.12	
average	4.00	51	13.97	26.03	14.05	26.17	
quite a bit	5.00	164	44.93	70.96	45.18	71.35	
complete	6.00	104	28.49	99.45	28.65	100.00	
<b>Total Valid</b>		363	99.45		100.00		
<b>Missing</b>		2	0.55				
<b>Total</b>		365	100.00				

How to keep food safe at home-before Mean: 3.98

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	4	1.10	1.10	1.10	1.10	
none	2.00	21	5.75	6.85	5.80	6.91	
little	3.00	100	27.40	34.25	27.62	34.53	
average	4.00	117	32.05	66.30	32.32	66.85	
quite a bit	5.00	93	25.48	91.78	25.69	92.54	
complete	6.00	27	7.40	99.18	7.46	100.00	
<b>Total Valid</b>		362	99.18		100.00		
<b>Missing</b>		3	0.82				
<b>Total</b>		365	100.00				

How to keep food safe at home-after Mean: 5.10

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	2	0.55	0.55	0.56	0.56	
none	2.00	2	0.55	1.10	0.56	1.11	
little	3.00	9	2.47	3.56	2.50	3.61	
average	4.00	56	15.34	18.90	15.56	19.17	
quite a bit	5.00	168	46.03	64.93	46.67	65.83	
complete	6.00	123	33.70	98.63	34.17	100.00	
<b>Total Valid</b>		360	98.63		100.00		
<b>Missing</b>		5	1.37				
<b>Total</b>		365	100.00				

Behavior I will change first Mean: 3.06

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Clean hands and surfaces more often	1.00	88	24.11	24.11	28.12	28.12	
Prevent cross-contamination	2.00	50	13.70	37.81	15.97	44.09	
Cook foods to proper temperature	3.00	52	14.25	52.05	16.61	60.70	
Refrigerate foods properly	4.00	41	11.23	63.29	13.10	73.80	
I am doing all of the above	5.00	62	16.99	80.27	19.81	93.61	
None of the above are doable for me	6.00	0	0.00	80.27	0.00	93.61	
Instead I will	7.00	20	5.48	85.75	6.39	100.00	
<b>Total Valid</b>		313	85.75		100.00		
<b>Missing</b>		52	14.25				
<b>Total</b>		365	100.00				

# Food Sense Fruits & Vegetables Curriculum Data

## Detailed Item Analysis Report

How many cups of fruits and vegetable I need-before

Mean: 3.73

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Percent	Graph
not covered	1.00	40	3.41	3.41	3.42	3.42	
none	2.00	133	11.34	14.75	11.36	14.77	
little	3.00	370	31.54	46.29	31.60	46.37	
average	4.00	319	27.20	73.49	27.24	73.61	
quite a bit	5.00	183	15.60	89.09	15.63	89.24	
complete	6.00	126	10.74	99.83	10.76	100.00	
<b>Total Valid</b>		1171	99.83		100.00		
<b>Missing</b>		2	0.17				
<b>Total</b>		1173	100.00				

How many cups of fruits and vegetable I need -after

Mean: 4.97

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Percent	Graph
not covered	1.00	38	3.24	3.24	3.32	3.32	
none	2.00	6	0.51	3.75	0.52	3.85	
little	3.00	60	5.12	8.87	5.24	9.09	
average	4.00	226	19.27	28.13	19.76	28.85	
quite a bit	5.00	332	28.30	56.44	29.02	57.87	
complete	6.00	482	41.09	97.53	42.13	100.00	
<b>Total Valid</b>		1144	97.53		100.00		
<b>Missing</b>		29	2.47				
<b>Total</b>		1173	100.00				

Fruits and vegetables now in season-before

Mean: 3.42

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Percent	Graph
not covered	1.00	99	8.44	8.44	8.45	8.45	
none	2.00	147	12.53	20.97	12.55	21.01	
little	3.00	372	31.71	52.69	31.77	52.78	
average	4.00	322	27.45	80.14	27.50	80.27	
quite a bit	5.00	184	15.69	95.82	15.71	95.99	
complete	6.00	47	4.01	99.83	4.01	100.00	
<b>Total Valid</b>		1171	99.83		100.00		
<b>Missing</b>		2	0.17				
<b>Total</b>		1173	100.00				

Fruits and vegetables now in season-after

Mean: 4.65

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Percent	Graph
not covered	1.00	95	8.10	8.10	8.30	8.30	
none	2.00	10	0.85	8.95	0.87	9.17	
little	3.00	47	4.01	12.96	4.10	13.28	
average	4.00	242	20.63	33.59	21.14	34.41	
quite a bit	5.00	403	34.36	67.95	35.20	69.61	
complete	6.00	348	29.67	97.61	30.39	100.00	
<b>Total Valid</b>		1145	97.61		100.00		
<b>Missing</b>		28	2.39				
<b>Total</b>		1173	100.00				

How to keep fruits and vegetables safe-before

Mean: 3.90

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Percent	Graph
not covered	1.00	100	8.53	8.53	8.55	8.55	
none	2.00	101	8.61	17.14	8.63	17.18	
little	3.00	336	28.64	45.78	28.72	45.90	
average	4.00	347	29.58	75.36	29.66	75.56	
quite a bit	5.00	200	17.05	92.41	17.09	92.65	
complete	6.00	86	7.33	99.74	7.35	100.00	
<b>Total Valid</b>		1170	99.74		100.00		
<b>Missing</b>		3	0.26				
<b>Total</b>		1173	100.00				

How to keep fruits and vegetables safe-after

Mean: 4.76

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Percent	Graph
not covered	1.00	101	8.61	8.61	8.86	8.86	
none	2.00	6	0.51	9.12	0.53	9.39	
little	3.00	28	2.39	11.51	2.46	11.84	
average	4.00	202	17.22	28.73	17.72	29.56	
quite a bit	5.00	402	34.27	63.00	35.26	64.82	
complete	6.00	401	34.19	97.19	35.18	100.00	
<b>Total Valid</b>		1140	97.19		100.00		
<b>Missing</b>		33	2.81				
<b>Total</b>		1173	100.00				

# Food Sense Fruits & Vegetables Curriculum Data

How to store fruits and vegetables-before

Mean: 3.65

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	95	8.10	8.10	8.13	8.13	
none	2.00	91	7.76	15.86	7.78	15.91	
little	3.00	318	27.11	42.97	27.20	43.11	
average	4.00	381	32.48	75.45	32.59	75.71	
quite a bit	5.00	196	16.71	92.16	16.77	92.47	
complete	6.00	88	7.50	99.66	7.53	100.00	
<b>Total Valid</b>		1169	99.66		100.00		
<b>Missing</b>		4	0.34				
<b>Total</b>		1173	100.00				

How to store fruits and vegetables-after

Mean: 4.75

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	97	8.27	8.27	8.49	8.49	
none	2.00	5	0.43	8.70	0.44	8.93	
little	3.00	41	3.50	12.19	3.59	12.52	
average	4.00	188	16.03	28.22	16.46	28.98	
quite a bit	5.00	424	36.15	64.36	37.13	66.11	
complete	6.00	387	32.99	97.36	33.89	100.00	
<b>Total Valid</b>		1142	97.36		100.00		
<b>Missing</b>		31	2.64				
<b>Total</b>		1173	100.00				

How to include more fruits and vegetables-before

Mean: 3.85

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	12	1.02	1.02	1.03	1.03	
none	2.00	86	7.33	8.35	7.36	8.39	
little	3.00	361	30.78	39.13	30.91	39.30	
average	4.00	404	34.44	73.57	34.59	73.89	
quite a bit	5.00	219	18.67	92.24	18.75	92.64	
complete	6.00	86	7.33	99.57	7.36	100.00	
<b>Total Valid</b>		1168	99.57		100.00		
<b>Missing</b>		5	0.43				
<b>Total</b>		1173	100.00				

How to include more fruits and vegetables-after

Mean: 5.05

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	6	0.51	0.51	0.52	0.52	
none	2.00	7	0.60	1.11	0.61	1.13	
little	3.00	38	3.24	4.35	3.31	4.44	
average	4.00	247	21.06	25.40	21.52	25.96	
quite a bit	5.00	420	35.81	61.21	36.59	62.54	
complete	6.00	430	36.66	97.87	37.46	100.00	
<b>Total Valid</b>		1148	97.87		100.00		
<b>Missing</b>		25	2.13				
<b>Total</b>		1173	100.00				

Behavior I will do first

Mean: 2.25

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
Use Fruits and vegetables as a snack	1.00	432	36.83	36.83	41.62	41.62	
Add extra vegetables to soups stews casseroles	2.00	218	18.58	55.41	21.00	62.62	
Try a new vegetable I have never tried	3.00	187	15.94	71.36	18.02	80.64	
Eat more whole or cup up fruit instead of juice	4.00	140	11.94	83.29	13.49	94.12	
None of the above are doable for me	5.00	16	1.36	84.65	1.54	95.66	
Instead of changing I will	6.00	45	3.84	88.49	4.34	100.00	
<b>Total Valid</b>		1038	88.49		100.00		
<b>Missing</b>		135	11.51				
<b>Total</b>		1173	100.00				

# Food Sense Grains Curriculum Data

## Detailed Item Analysis Report

Difference between grains-before

Mean: 3.22

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	32	3.41	3.41	3.43	3.43	
none	2.00	253	26.94	30.35	27.09	30.51	
little	3.00	302	32.16	62.51	32.33	62.85	
average	4.00	201	21.41	83.92	21.52	84.37	
quite a bit	5.00	114	12.14	96.06	12.21	96.57	
complete	6.00	32	3.41	99.47	3.43	100.00	
<b>Total Valid</b>		934	99.47			100.00	
<b>Missing</b>		5	0.53				
<b>Total</b>		939	100.00				

Difference between grains-after

Mean: 4.91

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	28	2.98	2.98	3.00	3.00	
none	2.00	5	0.53	3.51	0.54	3.54	
little	3.00	44	4.69	8.20	4.72	8.26	
average	4.00	188	20.02	28.22	20.17	28.43	
quite a bit	5.00	351	37.38	65.60	37.66	66.09	
complete	6.00	316	33.65	99.25	33.91	100.00	
<b>Total Valid</b>		932	99.25			100.00	
<b>Missing</b>		7	0.75				
<b>Total</b>		939	100.00				

Tell how product is whole grain-before

Mean: 3.46

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	28	2.98	2.98	3.01	3.01	
none	2.00	183	19.49	22.47	19.68	22.69	
little	3.00	294	31.31	53.78	31.61	54.30	
average	4.00	248	26.41	80.19	26.67	80.97	
quite a bit	5.00	111	11.82	92.01	11.94	92.90	
complete	6.00	66	7.03	99.04	7.10	100.00	
<b>Total Valid</b>		930	99.04			100.00	
<b>Missing</b>		9	0.96				
<b>Total</b>		939	100.00				

Tell how product is whole grain-after

Mean: 5.00

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	28	2.98	2.98	3.01	3.01	
none	2.00	5	0.53	3.51	0.54	3.54	
little	3.00	32	3.41	6.92	3.44	6.98	
average	4.00	172	18.32	25.24	18.47	25.46	
quite a bit	5.00	330	35.14	60.38	35.45	60.90	
complete	6.00	364	38.76	99.15	39.10	100.00	
<b>Total Valid</b>		931	99.15			100.00	
<b>Missing</b>		8	0.85				
<b>Total</b>		939	100.00				

Why fiber is important- before

Mean: 3.59

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	13	1.38	1.38	1.39	1.39	
none	2.00	163	17.36	18.74	17.41	18.80	
little	3.00	282	30.03	48.78	30.13	48.93	
average	4.00	274	29.18	77.96	29.27	78.21	
quite a bit	5.00	141	15.02	92.97	15.06	93.27	
complete	6.00	63	6.71	99.68	6.73	100.00	
<b>Total Valid</b>		936	99.68			100.00	
<b>Missing</b>		3	0.32				
<b>Total</b>		939	100.00				

Why fiber is important-after

Mean: 4.99

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	5	0.53	0.53	0.54	0.54	
none	2.00	5	0.53	1.06	0.54	1.07	
little	3.00	68	7.24	8.31	7.30	8.37	
average	4.00	171	18.21	26.52	18.35	26.72	
quite a bit	5.00	354	37.70	64.22	37.98	64.70	
complete	6.00	329	35.04	99.25	35.30	100.00	
<b>Total Valid</b>		932	99.25			100.00	
<b>Missing</b>		7	0.75				
<b>Total</b>		939	100.00				



# Food Sense Grains Curriculum Data

Number of ounces of grain per day-before Mean: 3.30

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	16	1.70	1.70	1.71	1.71	
none	2.00	244	25.99	27.69	26.15	27.87	
little	3.00	316	33.65	61.34	33.87	61.74	
average	4.00	218	23.22	84.56	23.37	85.10	
quite a bit	5.00	77	8.20	92.76	8.25	93.35	
complete	6.00	62	6.60	99.36	6.65	100.00	
<b>Total Valid</b>		933	99.36		100.00		
<b>Missing</b>		6	0.64				
<b>Total</b>		939	100.00				

Number of ounces of grain per day- after Mean: 5.02

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	11	1.17	1.17	1.18	1.18	
none	2.00	5	0.53	1.70	0.54	1.71	
little	3.00	40	4.26	5.96	4.28	6.00	
average	4.00	208	22.15	28.12	22.27	28.27	
quite a bit	5.00	301	32.06	60.17	32.23	60.49	
complete	6.00	369	39.30	99.47	39.51	100.00	
<b>Total Valid</b>		934	99.47		100.00		
<b>Missing</b>		5	0.53				
<b>Total</b>		939	100.00				

How to get more whole grains into diet before Mean: 3.45

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	36	3.83	3.83	3.85	3.85	
none	2.00	148	15.76	19.60	15.85	19.70	
little	3.00	318	33.87	53.46	34.05	53.75	
average	4.00	268	28.54	82.00	28.69	82.44	
quite a bit	5.00	116	12.35	94.36	12.42	94.86	
complete	6.00	48	5.11	99.47	5.14	100.00	
<b>Total Valid</b>		934	99.47		100.00		
<b>Missing</b>		5	0.53				
<b>Total</b>		939	100.00				

How to get more whole grains into diet -after Mean: 4.93

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	31	3.30	3.30	3.31	3.31	
none	2.00	6	0.64	3.94	0.64	3.95	
little	3.00	36	3.83	7.77	3.85	7.80	
average	4.00	162	17.25	25.03	17.31	25.11	
quite a bit	5.00	395	42.07	67.09	42.20	67.31	
complete	6.00	306	32.59	99.68	32.69	100.00	
<b>Total Valid</b>		936	99.68		100.00		
<b>Missing</b>		3	0.32				
<b>Total</b>		939	100.00				

Behavior Change Mean: 2.09

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Try to make half grains whole	1.00	363	38.66	38.66	45.21	45.21	
Substitute whole grain for refined	2.00	206	21.94	60.60	25.65	70.86	
Choose unsweetened grain cereals	3.00	109	11.61	72.20	13.57	84.43	
I am already doing all the above	4.00	83	8.84	81.04	10.34	94.77	
None of the above are doable for me	5.00	7	0.75	81.79	0.87	95.64	
Instead I will	6.00	35	3.73	85.52	4.36	100.00	
<b>Total Valid</b>		803	85.52		100.00		
<b>Missing</b>		136	14.48				
<b>Total</b>		939	100.00				

# Food Sense Meats, Beans, & Proteins Curriculum Data

## Detailed Item Analysis Report

Different plant and animal foods-before

Mean: 3.39

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	7	0.92	0.92	0.93	0.93	
none	2.00	136	17.92	18.84	18.01	18.94	
little	3.00	299	39.39	58.23	39.60	58.54	
average	4.00	207	27.27	85.51	27.42	85.96	
quite a bit	5.00	81	10.67	96.18	10.73	96.69	
complete	6.00	25	3.29	99.47	3.31	100.00	
<b>Total Valid</b>		755	99.47		100.00		
<b>Missing</b>		4	0.53				
<b>Total</b>		759	100.00				

Different plant and animal foods-after

Mean: 4.85

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	7	0.92	0.92	0.93	0.93	
none	2.00	4	0.53	1.45	0.53	1.46	
little	3.00	49	6.46	7.91	6.51	7.97	
average	4.00	196	25.82	33.73	26.03	34.00	
quite a bit	5.00	273	35.97	69.70	36.25	70.25	
complete	6.00	224	29.51	99.21	29.75	100.00	
<b>Total Valid</b>		753	99.21		100.00		
<b>Missing</b>		6	0.79				
<b>Total</b>		759	100.00				

The main nutrients in meat group-before

Mean: 3.29

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	37	4.87	4.87	4.88	4.88	
none	2.00	126	16.60	21.48	16.62	21.50	
little	3.00	305	40.18	61.66	40.24	61.74	
average	4.00	184	24.24	85.90	24.27	86.02	
quite a bit	5.00	81	10.67	96.57	10.69	96.70	
complete	6.00	25	3.29	99.87	3.30	100.00	
<b>Total Valid</b>		758	99.87		100.00		
<b>Missing</b>		1	0.13				
<b>Total</b>		759	100.00				

The main nutrients in meat group-after

Mean: 4.77

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	31	4.08	4.08	4.12	4.12	
none	2.00	3	0.40	4.48	0.40	4.52	
little	3.00	48	6.32	10.80	6.37	10.89	
average	4.00	173	22.79	33.60	22.97	33.86	
quite a bit	5.00	271	35.70	69.30	35.99	69.85	
complete	6.00	227	29.91	99.21	30.15	100.00	
<b>Total Valid</b>		753	99.21		100.00		
<b>Missing</b>		6	0.79				
<b>Total</b>		759	100.00				

Ways to go lean with protein-before

Mean: 3.22

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	65	8.56	8.56	8.58	8.58	
none	2.00	139	18.31	26.88	18.34	26.91	
little	3.00	257	33.86	60.74	33.91	60.82	
average	4.00	185	24.37	85.11	24.41	85.22	
quite a bit	5.00	88	11.59	96.71	11.61	96.83	
complete	6.00	24	3.16	99.87	3.17	100.00	
<b>Total Valid</b>		758	99.87		100.00		
<b>Missing</b>		1	0.13				
<b>Total</b>		759	100.00				

Ways to go lean with protein-after

Mean: 4.68

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	54	7.11	7.11	7.14	7.14	
none	2.00	6	0.79	7.91	0.79	7.94	
little	3.00	44	5.80	13.70	5.82	13.76	
average	4.00	153	20.16	33.86	20.24	33.99	
quite a bit	5.00	264	34.78	68.64	34.92	68.92	
complete	6.00	235	30.96	99.60	31.08	100.00	
<b>Total Valid</b>		756	99.60		100.00		
<b>Missing</b>		3	0.40				
<b>Total</b>		759	100.00				

# Food Sense Meats, Beans, & Proteins Curriculum Data

How to defrost and handle meat properly-before

Mean: 3.52

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	54	7.11	7.11	7.13	7.13	
none	2.00	100	13.18	20.29	13.21	20.34	
little	3.00	226	29.78	50.07	29.85	50.20	
average	4.00	204	26.88	76.94	26.95	77.15	
quite a bit	5.00	121	15.94	92.89	15.98	93.13	
complete	6.00	52	6.85	99.74	6.87	100.00	
<b>Total Valid</b>		757	99.74		100.00		
<b>Missing</b>		2	0.26				
<b>Total</b>		759	100.00				

How to defrost and handle meat properly-after

Mean: 4.79

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	51	6.72	6.72	6.79	6.79	
none	2.00	4	0.53	7.25	0.53	7.32	
little	3.00	39	5.14	12.38	5.19	12.52	
average	4.00	137	18.05	30.43	18.24	30.76	
quite a bit	5.00	243	32.02	62.45	32.36	63.12	
complete	6.00	277	36.50	98.95	36.88	100.00	
<b>Total Valid</b>		751	98.95		100.00		
<b>Missing</b>		8	1.05				
<b>Total</b>		759	100.00				

How to include my lean protein in my diet-before

Mean: 3.48

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	25	3.29	3.29	3.32	3.32	
none	2.00	107	14.10	17.39	14.19	17.51	
little	3.00	274	36.10	53.49	36.34	53.85	
average	4.00	217	28.59	82.08	28.78	82.63	
quite a bit	5.00	90	11.86	93.94	11.94	94.56	
complete	6.00	41	5.40	99.34	5.44	100.00	
<b>Total Valid</b>		754	99.34		100.00		
<b>Missing</b>		5	0.66				
<b>Total</b>		759	100.00				

How to include my lean protein in my diet-after

Mean: 4.86

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	22	2.90	2.90	2.92	2.92	
none	2.00	5	0.66	3.56	0.66	3.59	
little	3.00	43	5.67	9.22	5.71	9.30	
average	4.00	160	21.08	30.30	21.25	30.54	
quite a bit	5.00	280	36.89	67.19	37.18	67.73	
complete	6.00	243	32.02	99.21	32.27	100.00	
<b>Total Valid</b>		753	99.21		100.00		
<b>Missing</b>		6	0.79				
<b>Total</b>		759	100.00				

Behavior I will do first

Mean: 2.26

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Plan to serve at least one meatless dish	1.00	225	29.64	29.64	35.71	35.71	
Choose lean cuts of meat trim away fat; bake broil or grill	2.00	186	24.51	54.15	29.52	65.24	
Choose fish more often for lunch or dinner	3.00	124	16.34	70.49	19.68	84.92	
I am already doing all the above	4.00	50	6.59	77.08	7.94	92.86	
None of the above are doable	5.00	18	2.37	79.45	2.86	95.71	
Instead of changing I will	6.00	27	3.56	83.00	4.29	100.00	
<b>Total Valid</b>		630	83.00		100.00		
<b>Missing</b>		129	17.00				
<b>Total</b>		759	100.00				

# Food Sense Menu Planning & Shopping Curriculum Data

## Detailed Item Analysis Report

How to budget food money to last all month- before

Mean: 3.75

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	78	6.03	6.03	6.04	6.04	
none	2.00	83	6.41	12.44	6.43	12.47	
little	3.00	349	26.97	39.41	27.03	39.50	
average	4.00	450	34.78	74.19	34.86	74.36	
quite a bit	5.00	241	18.62	92.81	18.67	93.03	
complete	6.00	90	6.96	99.77	6.97	100.00	
<b>Total Valid</b>		1291	99.77		100.00		
<b>Missing</b>		3	0.23				
<b>Total</b>		1294	100.00				

How to budget food money to last all month- after

Mean: 4.57

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	107	8.27	8.27	8.31	8.31	
none	2.00	10	0.77	9.04	0.78	9.08	
little	3.00	50	3.86	12.91	3.88	12.97	
average	4.00	279	21.56	34.47	21.66	34.63	
quite a bit	5.00	553	42.74	77.20	42.93	77.56	
complete	6.00	289	22.33	99.54	22.44	100.00	
<b>Total Valid</b>		1288	99.54		100.00		
<b>Missing</b>		6	0.46				
<b>Total</b>		1294	100.00				

How to plan a weekly menu that includes all meals-etc-before

Mean: 3.71

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	29	2.24	2.24	2.25	2.25	
none	2.00	163	12.60	14.84	12.64	14.88	
little	3.00	357	27.59	42.43	27.67	42.56	
average	4.00	439	33.93	76.35	34.03	76.59	
quite a bit	5.00	207	16.00	92.35	16.05	92.64	
complete	6.00	95	7.34	99.69	7.36	100.00	
<b>Total Valid</b>		1290	99.69		100.00		
<b>Missing</b>		4	0.31				
<b>Total</b>		1294	100.00				

How to plan a weekly menu that includes all meals-etc-after

Mean: 4.80

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	41	3.17	3.17	3.18	3.18	
none	2.00	8	0.62	3.79	0.62	3.80	
little	3.00	51	3.94	7.73	3.95	7.75	
average	4.00	304	23.49	31.22	23.55	31.29	
quite a bit	5.00	550	42.50	73.72	42.60	73.90	
complete	6.00	337	26.04	99.77	26.10	100.00	
<b>Total Valid</b>		1291	99.77		100.00		
<b>Missing</b>		3	0.23				
<b>Total</b>		1294	100.00				

Smart food shopping tips-before

Mean: 3.73

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	40	3.09	3.09	3.11	3.11	
none	2.00	144	11.13	14.22	11.20	14.31	
little	3.00	345	26.66	40.88	26.83	41.14	
average	4.00	439	33.93	74.81	34.14	75.27	
quite a bit	5.00	236	18.24	93.04	18.35	93.62	
complete	6.00	82	6.34	99.38	6.38	100.00	
<b>Total Valid</b>		1286	99.38		100.00		
<b>Missing</b>		8	0.62				
<b>Total</b>		1294	100.00				

Smart food shopping tips-after

Mean: 4.84

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	58	4.48	4.48	4.50	4.50	
none	2.00	8	0.62	5.10	0.62	5.12	
little	3.00	38	2.94	8.04	2.95	8.07	
average	4.00	245	18.93	26.97	19.01	27.08	
quite a bit	5.00	573	44.28	71.25	44.45	71.53	
complete	6.00	367	28.36	99.61	28.47	100.00	
<b>Total Valid</b>		1289	99.61		100.00		
<b>Missing</b>		5	0.39				
<b>Total</b>		1294	100.00				

# Food Sense Menu Planning & Shopping Curriculum Data

How to use unit prices and food nutrition labels-before

Mean: 3.62

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	65	5.02	5.02	5.05	5.05	
none	2.00	205	15.84	20.87	15.94	21.00	
little	3.00	336	25.97	46.83	26.13	47.12	
average	4.00	341	26.35	73.18	26.52	73.64	
quite a bit	5.00	231	17.85	91.04	17.96	91.60	
complete	6.00	108	8.35	99.38	8.40	100.00	
<b>Total Valid</b>		1286	99.38		100.00		
<b>Missing</b>		8	0.62				
<b>Total</b>		1294	100.00				

How to use unit prices and food nutrition labels-after

Mean: 4.57

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	105	8.11	8.11	8.15	8.15	
none	2.00	15	1.16	9.27	1.16	9.31	
little	3.00	74	5.72	14.99	5.74	15.05	
average	4.00	274	21.17	36.17	21.26	36.31	
quite a bit	5.00	484	37.40	73.57	37.55	73.86	
complete	6.00	337	26.04	99.61	26.14	100.00	
<b>Total Valid</b>		1289	99.61		100.00		
<b>Missing</b>		5	0.39				
<b>Total</b>		1294	100.00				

Quick meals tips-before

Mean: 3.70

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	31	2.40	2.40	2.41	2.41	
none	2.00	123	9.51	11.90	9.55	11.96	
little	3.00	404	31.22	43.12	31.37	43.32	
average	4.00	454	35.09	78.21	35.25	78.57	
quite a bit	5.00	200	15.46	93.66	15.53	94.10	
complete	6.00	76	5.87	99.54	5.90	100.00	
<b>Total Valid</b>		1288	99.54		100.00		
<b>Missing</b>		6	0.46				
<b>Total</b>		1294	100.00				

Quick meals tips-after

Mean: 4.81

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	49	3.79	3.79	3.80	3.80	
none	2.00	17	1.31	5.10	1.32	5.11	
little	3.00	49	3.79	8.89	3.80	8.91	
average	4.00	262	20.25	29.13	20.29	29.20	
quite a bit	5.00	558	43.12	72.26	43.22	72.42	
complete	6.00	356	27.51	99.77	27.58	100.00	
<b>Total Valid</b>		1291	99.77		100.00		
<b>Missing</b>		3	0.23				
<b>Total</b>		1294	100.00				

Behavior I will change first

Mean: 2.79

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Prepare and use a food budget	1.00	313	24.19	24.19	26.53	26.53	
Plan a menu using nutritious foods	2.00	344	26.58	50.77	29.15	55.68	
Shop with a list	3.00	186	14.37	65.15	15.76	71.44	
Make wise shopping choices using unit pricing and nutrition fact labels	4.00	113	8.73	73.88	9.58	81.02	
I am already doing all of the above	5.00	131	10.12	84.00	11.10	92.12	
None of the above are doable for me	6.00	20	1.55	85.55	1.69	93.81	
Instead I will	7.00	73	5.64	91.19	6.19	100.00	
<b>Total Valid</b>		1180	91.19		100.00		
<b>Missing</b>		114	8.81				
<b>Total</b>		1294	100.00				

# Food Sense Milk & Dairy Curriculum Data

## Detailed Item Analysis Report

Different forms of milk and uses- before

Mean: 3.67

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	29	2.82	2.82	2.83	2.83	
none	2.00	102	9.91	12.73	9.96	12.79	
little	3.00	348	33.82	46.55	33.98	46.78	
average	4.00	313	30.42	76.97	30.57	77.34	
quite a bit	5.00	160	15.55	92.52	15.63	92.97	
complete	6.00	72	7.00	99.51	7.03	100.00	
<b>Total Valid</b>		1024	99.51		100.00		
<b>Missing</b>		5	0.49				
<b>Total</b>		1029	100.00				

Different forms of milk and uses-after

Mean: 4.92

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	27	2.62	2.62	2.64	2.64	
none	2.00	3	0.29	2.92	0.29	2.93	
little	3.00	37	3.60	6.51	3.61	6.54	
average	4.00	249	24.20	30.71	24.32	30.86	
quite a bit	5.00	348	33.82	64.53	33.98	64.84	
complete	6.00	360	34.99	99.51	35.16	100.00	
<b>Total Valid</b>		1024	99.51		100.00		
<b>Missing</b>		5	0.49				
<b>Total</b>		1029	100.00				

Amount of milk for adults and children- before

Mean: 3.68

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	5	0.49	0.49	0.49	0.49	
none	2.00	126	12.24	12.73	12.32	12.81	
little	3.00	351	34.11	46.84	34.31	47.12	
average	4.00	326	31.68	78.52	31.87	78.98	
quite a bit	5.00	138	13.41	91.93	13.49	92.47	
complete	6.00	77	7.48	99.42	7.53	100.00	
<b>Total Valid</b>		1023	99.42		100.00		
<b>Missing</b>		6	0.58				
<b>Total</b>		1029	100.00				

Amount of milk for adults and children- after

Mean: 5.06

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	4	0.39	0.39	0.39	0.39	
none	2.00	2	0.19	0.58	0.20	0.59	
little	3.00	35	3.40	3.98	3.42	4.00	
average	4.00	261	25.36	29.35	25.49	29.49	
quite a bit	5.00	304	29.54	58.89	29.69	59.18	
complete	6.00	418	40.62	99.51	40.82	100.00	
<b>Total Valid</b>		1024	99.51		100.00		
<b>Missing</b>		5	0.49				
<b>Total</b>		1029	100.00				

Differences between high fat and low fat milk- before

Mean: 3.56

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	86	8.36	8.36	8.39	8.39	
none	2.00	102	9.91	18.27	9.95	18.34	
little	3.00	314	30.52	48.79	30.63	48.98	
average	4.00	278	27.02	75.80	27.12	76.10	
quite a bit	5.00	166	16.13	91.93	16.20	92.29	
complete	6.00	79	7.68	99.61	7.71	100.00	
<b>Total Valid</b>		1025	99.61		100.00		
<b>Missing</b>		4	0.39				
<b>Total</b>		1029	100.00				

Differences between high fat and low fat milk- after

Mean: 4.80

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	82	7.97	7.97	8.00	8.00	
none	2.00	3	0.29	8.26	0.29	8.29	
little	3.00	23	2.24	10.50	2.24	10.54	
average	4.00	198	19.24	29.74	19.32	29.85	
quite a bit	5.00	344	33.43	63.17	33.56	63.41	
complete	6.00	375	36.44	99.61	36.59	100.00	
<b>Total Valid</b>		1025	99.61		100.00		
<b>Missing</b>		4	0.39				
<b>Total</b>		1029	100.00				



# Food Sense Milk & Dairy Curriculum Data

The health benefits of drinking milk -before

Mean: 4.08

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	7	0.68	0.68	0.68	0.68	
none	2.00	69	6.71	7.39	6.74	7.43	
little	3.00	258	25.07	32.46	25.22	32.65	
average	4.00	327	31.78	64.24	31.96	64.61	
quite a bit	5.00	227	22.06	86.30	22.19	86.80	
complete	6.00	135	13.12	99.42	13.20	100.00	
<b>Total Valid</b>		1023	99.42		100.00		
<b>Missing</b>		6	0.58				
<b>Total</b>		1029	100.00				

The health benefits of drinking milk -after

Mean: 5.13

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	8	0.78	0.78	0.78	0.78	
none	2.00	2	0.19	0.97	0.20	0.98	
little	3.00	23	2.24	3.21	2.25	3.23	
average	4.00	229	22.25	25.46	22.39	25.61	
quite a bit	5.00	311	30.22	55.69	30.40	56.01	
complete	6.00	450	43.73	99.42	43.99	100.00	
<b>Total Valid</b>		1023	99.42		100.00		
<b>Missing</b>		6	0.58				
<b>Total</b>		1029	100.00				

Ways to get more milk in my diet -before

Mean: 3.76

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	72	7.00	7.00	7.02	7.02	
none	2.00	74	7.19	14.19	7.22	14.24	
little	3.00	275	26.72	40.91	26.83	41.07	
average	4.00	316	30.71	71.62	30.83	71.90	
quite a bit	5.00	180	17.49	89.12	17.56	89.46	
complete	6.00	108	10.50	99.61	10.54	100.00	
<b>Total Valid</b>		1025	99.61		100.00		
<b>Missing</b>		4	0.39				
<b>Total</b>		1029	100.00				

Ways to get more milk in my diet -after

Mean: 4.91

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	75	7.29	7.29	7.31	7.31	
none	2.00	5	0.49	7.77	0.49	7.80	
little	3.00	10	0.97	8.75	0.97	8.77	
average	4.00	189	18.37	27.11	18.42	27.19	
quite a bit	5.00	316	30.71	57.82	30.80	57.99	
complete	6.00	431	41.89	99.71	42.01	100.00	
<b>Total Valid</b>		1026	99.71		100.00		
<b>Missing</b>		3	0.29				
<b>Total</b>		1029	100.00				

Behavior I will change first

Mean: 2.15

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
Include three cups of calcium in my diet	1.00	344	33.43	33.43	41.10	41.10	
Make lower fat choices in milk products	2.00	219	21.28	54.71	26.16	67.26	
Get regular exercise to help maintain good bone health	3.00	145	14.09	68.80	17.32	84.59	
I am already doing all the above	4.00	91	8.84	77.65	10.87	95.46	
None of the above are doable	5.00	8	0.78	78.43	0.96	96.42	
Instead of changing I will	6.00	30	2.92	81.34	3.58	100.00	
<b>Total Valid</b>		837	81.34		100.00		
<b>Missing</b>		192	18.66				
<b>Total</b>		1029	100.00				

# Loving Your Family Curriculum - Family Meals Data

## Detailed Item Analysis Report

Budget food money to last all month - before

Mean: 3.95

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	4	2.37	2.37	2.38	2.38	
none	2.00	9	5.33	7.69	5.36	7.74	
little	3.00	46	27.22	34.91	27.38	35.12	
average	4.00	53	31.36	66.27	31.55	66.67	
quite a bit	5.00	45	26.63	92.90	26.79	93.45	
complete	6.00	11	6.51	99.41	6.55	100.00	
<b>Total Valid</b>		168	99.41		100.00		
<b>Missing</b>		1	0.59				
<b>Total</b>		169	100.00				

Budget food money to last all month- after

Mean: 4.90

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	2	1.18	1.18	1.20	1.20	
none	2.00	3	1.78	2.96	1.80	2.99	
little	3.00	6	3.55	6.51	3.59	6.59	
average	4.00	34	20.12	26.63	20.36	26.95	
quite a bit	5.00	76	44.97	71.60	45.51	72.46	
complete	6.00	46	27.22	98.82	27.54	100.00	
<b>Total Valid</b>		167	98.82		100.00		
<b>Missing</b>		2	1.18				
<b>Total</b>		169	100.00				

How to plan weekly menus that includes meals/snack - before

Mean: 3.75

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	1	0.59	0.59	0.59	0.59	
none	2.00	24	14.20	14.79	14.20	14.79	
little	3.00	52	30.77	45.56	30.77	45.56	
average	4.00	45	26.63	72.19	26.63	72.19	
quite a bit	5.00	33	19.53	91.72	19.53	91.72	
complete	6.00	14	8.28	100.00	8.28	100.00	
<b>Total Valid</b>		169	100.00		100.00		

How to plan weekly menus that includes meals/snack - after

Mean: 4.96

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	3	1.78	1.78	1.78	1.78	
little	3.00	6	3.55	5.33	3.55	5.33	
average	4.00	37	21.89	27.22	21.89	27.22	
quite a bit	5.00	71	42.01	69.23	42.01	69.23	
complete	6.00	52	30.77	100.00	30.77	100.00	
<b>Total Valid</b>		169	100.00		100.00		

Smart food shopping tips - before

Mean: 3.95

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	1	0.59	0.59	0.59	0.59	
none	2.00	13	7.69	8.28	7.69	8.28	
little	3.00	43	25.44	33.73	25.44	33.73	
average	4.00	62	36.69	70.41	36.69	70.41	
quite a bit	5.00	36	21.30	91.72	21.30	91.72	
complete	6.00	14	8.28	100.00	8.28	100.00	
<b>Total Valid</b>		169	100.00		100.00		

Smart food shopping tips - after

Mean: 5.03

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	4	2.37	2.37	2.38	2.38	
little	3.00	3	1.78	4.14	1.79	4.17	
average	4.00	34	20.12	24.26	20.24	24.40	
quite a bit	5.00	70	41.42	65.68	41.67	66.07	
complete	6.00	57	33.73	99.41	33.93	100.00	
<b>Total Valid</b>		168	99.41		100.00		
<b>Missing</b>		1	0.59				
<b>Total</b>		169	100.00				

# Loving Your Family Curriculum - Family Meals Data

Use unit pricing and nutrition labels - before

Mean: 3.84

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	6	3.55	3.55	3.55	3.55	
none	2.00	23	13.61	17.16	13.61	17.16	
little	3.00	34	20.12	37.28	20.12	37.28	
average	4.00	48	28.40	65.68	28.40	65.68	
quite a bit	5.00	45	26.63	92.31	26.63	92.31	
complete	6.00	13	7.69	100.00	7.69	100.00	
<b>Total Valid</b>		169	100.00		100.00		

Use unit pricing and nutrition labels - after

Mean: 4.72

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	4	2.37	2.37	2.37	2.37	
none	2.00	5	2.96	5.33	2.96	5.33	
little	3.00	12	7.10	12.43	7.10	12.43	
average	4.00	37	21.89	34.32	21.89	34.32	
quite a bit	5.00	67	39.64	73.96	39.64	73.96	
complete	6.00	44	26.04	100.00	26.04	100.00	
<b>Total Valid</b>		169	100.00		100.00		

How to get a meal on the table fast - before

Mean: 4.04

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	1	0.59	0.59	0.59	0.59	
none	2.00	18	10.65	11.24	10.65	11.24	
little	3.00	40	23.67	34.91	23.67	34.91	
average	4.00	48	28.40	63.31	28.40	63.31	
quite a bit	5.00	39	23.08	86.39	23.08	86.39	
complete	6.00	23	13.61	100.00	13.61	100.00	
<b>Total Valid</b>		169	100.00		100.00		

Use unit pricing and nutrition labels - before

Mean: 3.84

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	6	3.55	3.55	3.55	3.55	
none	2.00	23	13.61	17.16	13.61	17.16	
little	3.00	34	20.12	37.28	20.12	37.28	
average	4.00	48	28.40	65.68	28.40	65.68	
quite a bit	5.00	45	26.63	92.31	26.63	92.31	
complete	6.00	13	7.69	100.00	7.69	100.00	
<b>Total Valid</b>		169	100.00		100.00		

Use unit pricing and nutrition labels - after

Mean: 4.72

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	4	2.37	2.37	2.37	2.37	
none	2.00	5	2.96	5.33	2.96	5.33	
little	3.00	12	7.10	12.43	7.10	12.43	
average	4.00	37	21.89	34.32	21.89	34.32	
quite a bit	5.00	67	39.64	73.96	39.64	73.96	
complete	6.00	44	26.04	100.00	26.04	100.00	
<b>Total Valid</b>		169	100.00		100.00		

How to get a meal on the table fast - before

Mean: 4.04

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	1	0.59	0.59	0.59	0.59	
none	2.00	18	10.65	11.24	10.65	11.24	
little	3.00	40	23.67	34.91	23.67	34.91	
average	4.00	48	28.40	63.31	28.40	63.31	
quite a bit	5.00	39	23.08	86.39	23.08	86.39	
complete	6.00	23	13.61	100.00	13.61	100.00	
<b>Total Valid</b>		169	100.00		100.00		

# Loving Your Family Curriculum - Family Time Data

## Detailed Item Analysis Report

My Pyramid and its three focuses- before

Mean: 4.15

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	1	7.69	7.69	7.69	7.69	
none	2.00	0	0.00	7.69	0.00	7.69	
little	3.00	5	38.46	46.15	38.46	46.15	
average	4.00	0	0.00	46.15	0.00	46.15	
quite a bit	5.00	4	30.77	76.92	30.77	76.92	
complete	6.00	3	23.08	100.00	23.08	100.00	
<b>Total Valid</b>		13	100.00		100.00		

My Pyramid and its three focuses- after

Mean: 5.54

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	1	7.69	7.69	7.69	7.69	
none	2.00	0	0.00	7.69	0.00	7.69	
little	3.00	0	0.00	7.69	0.00	7.69	
average	4.00	0	0.00	7.69	0.00	7.69	
quite a bit	5.00	1	7.69	15.38	7.69	15.38	
complete	6.00	11	84.62	100.00	84.62	100.00	
<b>Total Valid</b>		13	100.00		100.00		

How many calories I should eat each day - before

Mean: 4.23

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	2	15.38	15.38	15.38	15.38	
little	3.00	2	15.38	30.77	15.38	30.77	
average	4.00	3	23.08	53.85	23.08	53.85	
quite a bit	5.00	3	23.08	76.92	23.08	76.92	
complete	6.00	3	23.08	100.00	23.08	100.00	
<b>Total Valid</b>		13	100.00		100.00		

How many calories I should eat each day - after

Mean: 5.31

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	1	7.69	7.69	7.69	7.69	
none	2.00	0	0.00	7.69	0.00	7.69	
little	3.00	0	0.00	7.69	0.00	7.69	
average	4.00	1	7.69	15.38	7.69	15.38	
quite a bit	5.00	2	15.38	30.77	15.38	30.77	
complete	6.00	9	69.23	100.00	69.23	100.00	
<b>Total Valid</b>		13	100.00		100.00		

How to prevent chronic disease - before

Mean: 4.31

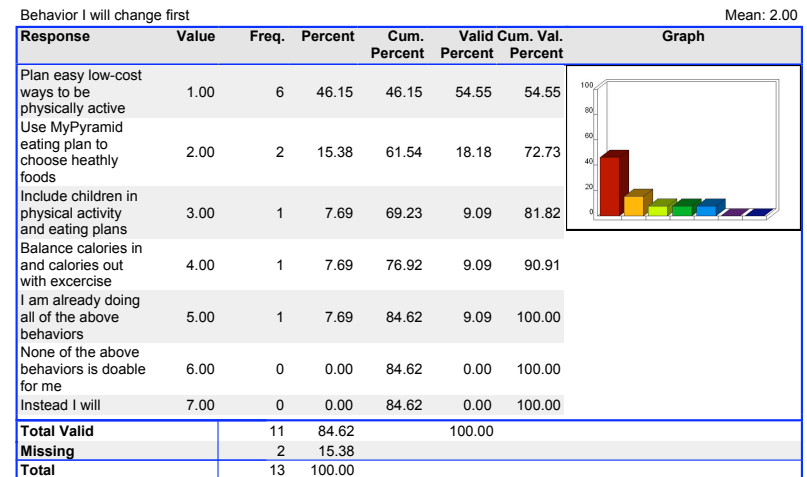
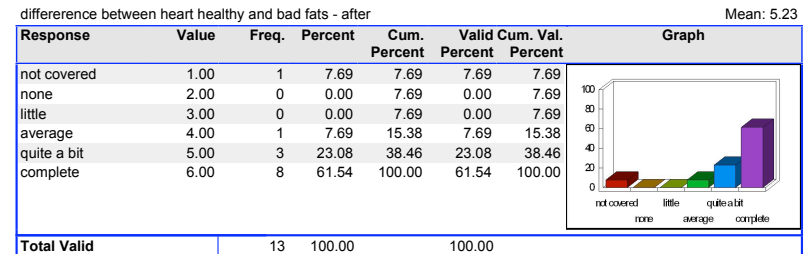
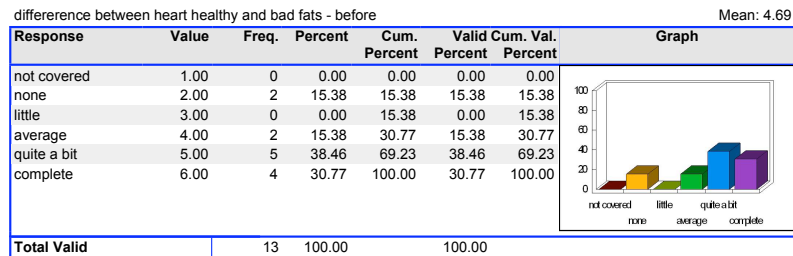
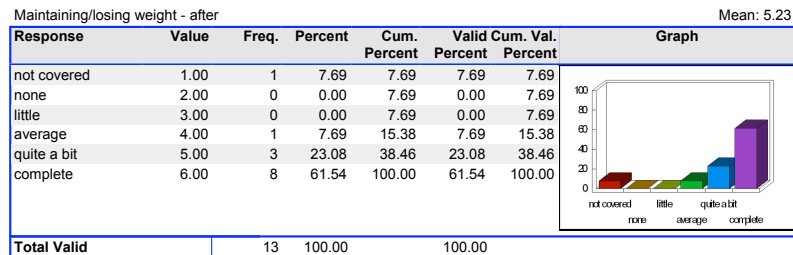
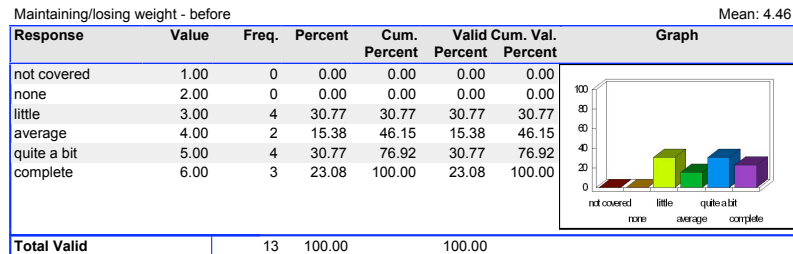
Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	0	0.00	0.00	0.00	0.00	
little	3.00	5	38.46	38.46	38.46	38.46	
average	4.00	2	15.38	53.85	15.38	53.85	
quite a bit	5.00	3	23.08	76.92	23.08	76.92	
complete	6.00	3	23.08	100.00	23.08	100.00	
<b>Total Valid</b>		13	100.00		100.00		

How to prevent chronic disease - after

Mean: 5.15

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	1	7.69	7.69	7.69	7.69	
none	2.00	0	0.00	7.69	0.00	7.69	
little	3.00	0	0.00	7.69	0.00	7.69	
average	4.00	1	7.69	15.38	7.69	15.38	
quite a bit	5.00	4	30.77	46.15	30.77	46.15	
complete	6.00	7	53.85	100.00	53.85	100.00	
<b>Total Valid</b>		13	100.00		100.00		

# Loving Your Family Curriculum - Family Meaks Data



# Loving Your Family Curriculum - How Much Data

## Detailed Item Analysis Report

Eating well balanced food including 3 food groups - before

Mean: 3.87

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	10	12.82	12.82	12.82	12.82	
none	2.00	2	2.56	15.38	2.56	15.38	
little	3.00	12	15.38	30.77	15.38	30.77	
average	4.00	24	30.77	61.54	30.77	61.54	
quite a bit	5.00	24	30.77	92.31	30.77	92.31	
complete	6.00	6	7.69	100.00	7.69	100.00	
<b>Total Valid</b>		78	100.00		100.00		

Eating well balanced food including 3 food groups - after

Mean: 4.60

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	10	12.82	12.82	12.82	12.82	
none	2.00	0	0.00	12.82	0.00	12.82	
little	3.00	1	1.28	14.10	1.28	14.10	
average	4.00	13	16.67	30.77	16.67	30.77	
quite a bit	5.00	30	38.46	69.23	38.46	69.23	
complete	6.00	24	30.77	100.00	30.77	100.00	
<b>Total Valid</b>		78	100.00		100.00		

Visualize food portions after measuring - before

Mean: 3.76

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	5	6.41	6.41	6.41	6.41	
little	3.00	32	41.03	47.44	41.03	47.44	
average	4.00	23	29.49	76.92	29.49	76.92	
quite a bit	5.00	13	16.67	93.59	16.67	93.59	
complete	6.00	5	6.41	100.00	6.41	100.00	
<b>Total Valid</b>		78	100.00		100.00		

Visualize food portions after measuring - after

Mean: 4.69

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	2	2.56	2.56	2.60	2.60	
none	2.00	0	0.00	2.56	0.00	2.60	
little	3.00	1	1.28	3.85	1.30	3.90	
average	4.00	29	37.18	41.03	37.66	41.56	
quite a bit	5.00	30	38.46	79.49	38.96	80.52	
complete	6.00	15	19.23	98.72	19.48	100.00	
<b>Total Valid</b>		77	98.72		100.00		
<b>Missing</b>		1	1.28				
<b>Total</b>		78	100.00				

How to feed child based on MyPyramid - before

Mean: 3.13

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	14	17.95	17.95	18.18	18.18	
none	2.00	8	10.26	28.21	10.39	28.57	
little	3.00	24	30.77	58.97	31.17	59.74	
average	4.00	18	23.08	82.05	23.38	83.12	
quite a bit	5.00	11	14.10	96.15	14.29	97.40	
complete	6.00	2	2.56	98.72	2.60	100.00	
<b>Total Valid</b>		77	98.72		100.00		
<b>Missing</b>		1	1.28				
<b>Total</b>		78	100.00				

How to feed child based on MyPyramid - after

Mean: 3.99

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	13	16.67	16.67	16.88	16.88	
none	2.00	1	1.28	17.95	1.30	18.18	
little	3.00	5	6.41	24.36	6.49	24.68	
average	4.00	26	33.33	57.69	33.77	58.44	
quite a bit	5.00	19	24.36	82.05	24.68	83.12	
complete	6.00	13	16.67	98.72	16.88	100.00	
<b>Total Valid</b>		77	98.72		100.00		
<b>Missing</b>		1	1.28				
<b>Total</b>		78	100.00				

# Loving Your Family Curriculum - How Much Data

Burn energy through physical activity - before

Mean: 4.22

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	3	3.85	3.85	3.85	3.85	
little	3.00	19	24.36	28.21	24.36	28.21	
average	4.00	24	30.77	58.97	30.77	58.97	
quite a bit	5.00	22	28.21	87.18	28.21	87.18	
complete	6.00	10	12.82	100.00	12.82	100.00	
<b>Total Valid</b>		78	100.00		100.00		

Burn energy through physical activity - after

Mean: 4.88

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	0	0.00	0.00	0.00	0.00	
little	3.00	3	3.85	3.85	3.85	3.85	
average	4.00	26	33.33	37.18	33.33	37.18	
quite a bit	5.00	26	33.33	70.51	33.33	70.51	
complete	6.00	23	29.49	100.00	29.49	100.00	
<b>Total Valid</b>		78	100.00		100.00		

Behavior I will change first

Mean: 2.36

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
Use MyPyramid plan to choose healthy foods	1.00	20	25.64	25.64	29.85	29.85	
Keep the right kinds of food on hand to get the amounts and kinds of food my family needs for good health	2.00	21	26.92	52.56	31.34	61.19	
Balance what I eat with how physically active I am	3.00	16	20.51	73.08	23.88	85.07	
I am already doing all the above	4.00	4	5.13	78.21	5.97	91.04	
None of the above are doable	5.00	4	5.13	83.33	5.97	97.01	
Instead of changing I will	6.00	2	2.56	85.90	2.99	100.00	
<b>Total Valid</b>		67	85.90		100.00		
<b>Missing</b>		11	14.10				
<b>Total</b>		78	100.00				

NEA

Mean: -

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
Michelle	-	7	8.97	8.97	8.97	8.97	
Mary Anna	-	32	41.03	50.00	41.03	50.00	
Penny/Julia	-	15	19.23	69.23	19.23	69.23	
Anna	-	1	1.28	70.51	1.28	70.51	
Marilyn	-	12	15.38	85.90	15.38	85.90	
Marilyn/Rachael	-	11	14.10	100.00	14.10	100.00	
<b>Total Valid</b>		78	100.00		100.00		

# Loving Your Family Curriculum - Vegetables & Fruits Data

## Detailed Item Analysis Report

Health benefits from fruits and vegetables - before

Mean: 4.30

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	0	0.00	0.00	0.00	0.00	
little	3.00	7	25.93	25.93	25.93	25.93	
average	4.00	8	29.63	55.56	29.63	55.56	
quite a bit	5.00	9	33.33	88.89	33.33	88.89	
complete	6.00	3	11.11	100.00	11.11	100.00	
<b>Total Valid</b>		27	100.00		100.00		

Health benefits from fruits and vegetables - after

Mean: 5.37

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	0	0.00	0.00	0.00	0.00	
little	3.00	0	0.00	0.00	0.00	0.00	
average	4.00	4	14.81	14.81	14.81	14.81	
quite a bit	5.00	9	33.33	48.15	33.33	48.15	
complete	6.00	14	51.85	100.00	51.85	100.00	
<b>Total Valid</b>		27	100.00		100.00		

How to select fruits and vegetables - before

Mean: 4.44

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	2	7.41	7.41	7.41	7.41	
little	3.00	2	7.41	14.81	7.41	14.81	
average	4.00	9	33.33	48.15	33.33	48.15	
quite a bit	5.00	10	37.04	85.19	37.04	85.19	
complete	6.00	4	14.81	100.00	14.81	100.00	
<b>Total Valid</b>		27	100.00		100.00		

How to select fruits and vegetables - after

Mean: 5.50

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	0	0.00	0.00	0.00	0.00	
little	3.00	0	0.00	0.00	0.00	0.00	
average	4.00	2	7.41	7.41	7.69	7.69	
quite a bit	5.00	9	33.33	40.74	34.62	42.31	
complete	6.00	15	55.56	96.30	57.69	100.00	
<b>Total Valid</b>		26	96.30		100.00		
<b>Missing</b>		1	3.70				
<b>Total</b>		27	100.00				

Cost effective ways to include fruits and veggies - before

Mean: 4.04

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	1	3.70	3.70	3.70	3.70	
none	2.00	2	7.41	11.11	7.41	11.11	
little	3.00	5	18.52	29.63	18.52	29.63	
average	4.00	9	33.33	62.96	33.33	62.96	
quite a bit	5.00	7	25.93	88.89	25.93	88.89	
complete	6.00	3	11.11	100.00	11.11	100.00	
<b>Total Valid</b>		27	100.00		100.00		

Cost effective ways to include fruits and veggies - after

Mean: 5.11

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	1	3.70	3.70	3.70	3.70	
none	2.00	0	0.00	3.70	0.00	3.70	
little	3.00	1	3.70	7.41	3.70	7.41	
average	4.00	2	7.41	14.81	7.41	14.81	
quite a bit	5.00	12	44.44	59.26	44.44	59.26	
complete	6.00	11	40.74	100.00	40.74	100.00	
<b>Total Valid</b>		27	100.00		100.00		



# Loving Your Family Curriculum - Vegetables & Fruits Data

Preparation/Storage of fruits and vegetables - before Mean: 4.00

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	1	3.70	3.70	3.70	3.70	
none	2.00	4	14.81	18.52	14.81	18.52	
little	3.00	4	14.81	33.33	14.81	33.33	
average	4.00	7	25.93	59.26	25.93	59.26	
quite a bit	5.00	7	25.93	85.19	25.93	85.19	
complete	6.00	4	14.81	100.00	14.81	100.00	
<b>Total Valid</b>		27	100.00		100.00		

Preparation/Storage of fruits and vegetables - after Mean: 5.11

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	1	3.70	3.70	3.70	3.70	
none	2.00	0	0.00	3.70	0.00	3.70	
little	3.00	0	0.00	3.70	0.00	3.70	
average	4.00	3	11.11	14.81	11.11	14.81	
quite a bit	5.00	13	48.15	62.96	48.15	62.96	
complete	6.00	10	37.04	100.00	37.04	100.00	
<b>Total Valid</b>		27	100.00		100.00		

How to make at least 1 dish including fruits/veggies -before Mean: 4.44

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	2	7.41	7.41	7.41	7.41	
little	3.00	4	14.81	22.22	14.81	22.22	
average	4.00	7	25.93	48.15	25.93	48.15	
quite a bit	5.00	8	29.63	77.78	29.63	77.78	
complete	6.00	6	22.22	100.00	22.22	100.00	
<b>Total Valid</b>		27	100.00		100.00		

How to make at least 1 dish including fruits/veggies -after Mean: 5.41

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	0	0.00	0.00	0.00	0.00	
little	3.00	0	0.00	0.00	0.00	0.00	
average	4.00	2	7.41	7.41	7.41	7.41	
quite a bit	5.00	12	44.44	51.85	44.44	51.85	
complete	6.00	13	48.15	100.00	48.15	100.00	
<b>Total Valid</b>		27	100.00		100.00		

Behavior I will change first Mean: 2.35

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
Increase fruits and vegetables in family snacks and meals	1.00	10	37.04	37.04	50.00	50.00	
Eat a variety of vegetables	2.00	2	7.41	44.44	10.00	60.00	
Try fresh frozen canned or dried fruits and vegetables	3.00	3	11.11	55.56	15.00	75.00	
Try to us the smart low-cost ways to get vegetables and fruits	4.00	1	3.70	59.26	5.00	80.00	
I am already doing all of the above behaviors	5.00	4	14.81	74.07	20.00	100.00	
None of the above behaviors is doable for me	6.00	0	0.00	74.07	0.00	100.00	
Instead I will	7.00	0	0.00	74.07	0.00	100.00	
<b>Total Valid</b>		20	74.07		100.00		
<b>Missing</b>		7	25.93				
<b>Total</b>		27	100.00				

# Loving Your Family Curriculum - Habit 1 Data

## Detailed Item Analysis Report

How many cups of vegetables-before

Mean: 3.17

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	31	29.25	29.25	29.25	29.25	
none	2.00	7	6.60	35.85	6.60	35.85	
little	3.00	24	22.64	58.49	22.64	58.49	
average	4.00	17	16.04	74.53	16.04	74.53	
quite a bit	5.00	11	10.38	84.91	10.38	84.91	
complete	6.00	16	15.09	100.00	15.09	100.00	
<b>Total Valid</b>		106	100.00		100.00		

How many cups of vegetables-after

Mean: 4.15

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	31	29.25	29.25	29.25	29.25	
none	2.00	0	0.00	29.25	0.00	29.25	
little	3.00	1	0.94	30.19	0.94	30.19	
average	4.00	10	9.43	39.62	9.43	39.62	
quite a bit	5.00	18	16.98	56.60	16.98	56.60	
complete	6.00	46	43.40	100.00	43.40	100.00	
<b>Total Valid</b>		106	100.00		100.00		

Howto save money on vegetables - before

Mean: 2.98

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	31	29.25	29.25	29.25	29.25	
none	2.00	7	6.60	35.85	6.60	35.85	
little	3.00	24	22.64	58.49	22.64	58.49	
average	4.00	22	20.75	79.25	20.75	79.25	
quite a bit	5.00	21	19.81	99.06	19.81	99.06	
complete	6.00	1	0.94	100.00	0.94	100.00	
<b>Total Valid</b>		106	100.00		100.00		

Howto save money on vegetables - after

Mean: 3.90

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	32	30.19	30.19	30.19	30.48	
none	2.00	0	0.00	30.19	0.00	30.48	
little	3.00	3	2.83	33.02	2.86	33.33	
average	4.00	10	9.43	42.45	9.52	42.86	
quite a bit	5.00	32	30.19	72.64	30.48	73.33	
complete	6.00	28	26.42	99.06	26.67	100.00	
<b>Total Valid</b>		105	99.06		100.00		
<b>Missing</b>		1	0.94				
<b>Total</b>		106	100.00				

How to get my family to eat more vegetables - before

Mean: 3.58

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	16	15.09	15.09	15.09	15.09	
little	3.00	43	40.57	55.66	40.57	55.66	
average	4.00	22	20.75	76.42	20.75	76.42	
quite a bit	5.00	19	17.92	94.34	17.92	94.34	
complete	6.00	6	5.66	100.00	5.66	100.00	
<b>Total Valid</b>		106	100.00		100.00		

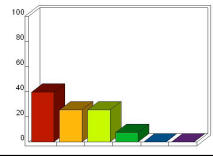
How to get my family to eat more vegetables - after

Mean: 4.84

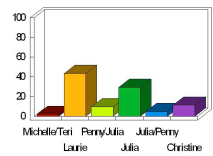
Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	0	0.00	0.00	0.00	0.00	
little	3.00	8	7.55	7.55	7.62	7.62	
average	4.00	31	29.25	36.79	29.52	37.14	
quite a bit	5.00	36	33.96	70.75	34.29	71.43	
complete	6.00	30	28.30	99.06	28.57	100.00	
<b>Total Valid</b>		105	99.06		100.00		
<b>Missing</b>		1	0.94				
<b>Total</b>		106	100.00				

# Loving Your Family Curriculum- Habit 1 Data


Behavior I will change first Mean: 2.01

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Add extra vegetables to soups stews etc	1.00	42	39.62	39.62	40.38	40.38	
Try a new vegetable I have never tried before	2.00	27	25.47	65.09	25.96	66.35	
Keep cup up vegetables in fridge for snacks	3.00	27	25.47	90.57	25.96	92.31	
I am already doing all the above	4.00	8	7.55	98.11	7.69	100.00	
None of the above are doable	5.00	0	0.00	98.11	0.00	100.00	
Instead of changing I will	6.00	0	0.00	98.11	0.00	100.00	
<b>Total Valid</b>		104	98.11		100.00		
<b>Missing</b>		2	1.89				
<b>Total</b>		106	100.00				

NEA Mean: -

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Michelle/Teri	-	2	1.89	1.89	1.89	1.89	
Laurie	-	46	43.40	45.28	43.40	45.28	
Penny/Julia	-	10	9.43	54.72	9.43	54.72	
Julia	-	31	29.25	83.96	29.25	83.96	
Julia/Penny	-	5	4.72	88.68	4.72	88.68	
Christine	-	12	11.32	100.00	11.32	100.00	
<b>Total Valid</b>		106	100.00		100.00		

COUNTY Mean: -

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Garfield	-	2	1.89	1.89	1.89	1.89	
Juab	-	46	43.40	45.28	43.40	45.28	
Salt Lake	-	46	43.40	88.68	43.40	88.68	
Washington	-	12	11.32	100.00	11.32	100.00	
<b>Total Valid</b>		106	100.00		100.00		



# Loving Your Family Curriculum- Habit 2 Data

## Detailed Item Analysis Report

How many cups of fruit my family needs- before

Mean: 3.64

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	2	8.00	8.00	8.00	8.00	
little	3.00	12	48.00	56.00	48.00	56.00	
average	4.00	6	24.00	80.00	24.00	80.00	
quite a bit	5.00	3	12.00	92.00	12.00	92.00	
complete	6.00	2	8.00	100.00	8.00	100.00	
<b>Total Valid</b>		25	100.00		100.00		

How many cups of fruit my family needs-after

Mean: 5.20

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	0	0.00	0.00	0.00	0.00	
little	3.00	0	0.00	0.00	0.00	0.00	
average	4.00	7	28.00	28.00	28.00	28.00	
quite a bit	5.00	6	24.00	52.00	24.00	52.00	
complete	6.00	12	48.00	100.00	48.00	100.00	
<b>Total Valid</b>		25	100.00		100.00		

How to save money on fruits at the store - before

Mean: 3.60

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	1	4.00	4.00	4.00	4.00	
none	2.00	3	12.00	16.00	12.00	16.00	
little	3.00	9	36.00	52.00	36.00	52.00	
average	4.00	6	24.00	76.00	24.00	76.00	
quite a bit	5.00	4	16.00	92.00	16.00	92.00	
complete	6.00	2	8.00	100.00	8.00	100.00	
<b>Total Valid</b>		25	100.00		100.00		

How to save money on fruits at the store - after

Mean: 4.92

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	0	0.00	0.00	0.00	0.00	
little	3.00	2	8.00	8.00	8.00	8.00	
average	4.00	7	28.00	36.00	28.00	36.00	
quite a bit	5.00	7	28.00	64.00	28.00	64.00	
complete	6.00	9	36.00	100.00	36.00	100.00	
<b>Total Valid</b>		25	100.00		100.00		

How to get my family to eat more fruits - before

Mean: 3.80

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	4	16.00	16.00	16.00	16.00	
little	3.00	5	20.00	36.00	20.00	36.00	
average	4.00	10	40.00	76.00	40.00	76.00	
quite a bit	5.00	4	16.00	92.00	16.00	92.00	
complete	6.00	2	8.00	100.00	8.00	100.00	
<b>Total Valid</b>		25	100.00		100.00		

How to get my family to eat more fruits - after

Mean: 5.16

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	0	0.00	0.00	0.00	0.00	
little	3.00	0	0.00	0.00	0.00	0.00	
average	4.00	7	28.00	28.00	28.00	28.00	
quite a bit	5.00	7	28.00	56.00	28.00	56.00	
complete	6.00	11	44.00	100.00	44.00	100.00	
<b>Total Valid</b>		25	100.00		100.00		

# Loving Your Family Curriculum- Habit 2 Data



Behavior I will change first

Mean: 1.96

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Use fruit as a snack or dessert for my family	1.00	10	40.00	40.00	43.48	43.48	
Eat more whole or cut-up fruit instead of fruit juice	2.00	7	28.00	68.00	30.43	73.91	
Buy 100% fruit juice instead of fruit-flavored drinks	3.00	3	12.00	80.00	13.04	86.96	
I am already doing all the above	4.00	3	12.00	92.00	13.04	100.00	
None of the above are doable	5.00	0	0.00	92.00	0.00	100.00	
Instead of changing I will	6.00	0	0.00	92.00	0.00	100.00	
<b>Total Valid</b>		23	92.00		100.00		
<b>Missing</b>		2	8.00				
<b>Total</b>		25	100.00				

NEA

Mean: -

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Teri	-	2	8.00	8.00	8.00	8.00	
Laurie	-	7	28.00	36.00	28.00	36.00	
Julia/Penny	-	5	20.00	56.00	20.00	56.00	
Christine	-	11	44.00	100.00	44.00	100.00	
<b>Total Valid</b>		25	100.00		100.00		

COUNTY

Mean: -

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Garfield	-	2	8.00	8.00	8.00	8.00	
Juab	-	7	28.00	36.00	28.00	36.00	
Salt Lake	-	5	20.00	56.00	20.00	56.00	
Washington	-	11	44.00	100.00	44.00	100.00	
<b>Total Valid</b>		25	100.00		100.00		

# Loving Your Family Curriculum- Habit 3 Data

6

## Detailed Item Analysis Report

How many cups of milk product each day- before

Mean: 4.00

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	1	4.35	4.35	4.35	4.35	
little	3.00	9	39.13	43.48	39.13	43.48	
average	4.00	5	21.74	65.22	21.74	65.22	
quite a bit	5.00	5	21.74	86.96	21.74	86.96	
complete	6.00	3	13.04	100.00	13.04	100.00	
<b>Total Valid</b>		23	100.00		100.00		

How many cups of milk product each day- after

Mean: 5.00

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	1	4.35	4.35	4.35	4.35	
little	3.00	0	0.00	4.35	0.00	4.35	
average	4.00	7	30.43	34.78	30.43	34.78	
quite a bit	5.00	5	21.74	56.52	21.74	56.52	
complete	6.00	10	43.48	100.00	43.48	100.00	
<b>Total Valid</b>		23	100.00		100.00		

How to switch from high fat to low fat products- before

Mean: 3.04

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	1	4.35	4.35	4.35	4.35	
none	2.00	5	21.74	26.09	21.74	26.09	
little	3.00	12	52.17	78.26	52.17	78.26	
average	4.00	3	13.04	91.30	13.04	91.30	
quite a bit	5.00	1	4.35	95.65	4.35	95.65	
complete	6.00	1	4.35	100.00	4.35	100.00	
<b>Total Valid</b>		23	100.00		100.00		

How to switch from high fat to low fat products- after

Mean: 5.04

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	0	0.00	0.00	0.00	0.00	
little	3.00	3	13.04	13.04	13.04	13.04	
average	4.00	4	17.39	30.43	17.39	30.43	
quite a bit	5.00	5	21.74	52.17	21.74	52.17	
complete	6.00	11	47.83	100.00	47.83	100.00	
<b>Total Valid</b>		23	100.00		100.00		

What do I do if my family is lactose intolerant-before

Mean: 2.91

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	13	56.52	56.52	56.52	56.52	
little	3.00	2	8.70	65.22	8.70	65.22	
average	4.00	5	21.74	86.96	21.74	86.96	
quite a bit	5.00	3	13.04	100.00	13.04	100.00	
complete	6.00	0	0.00	100.00	0.00	100.00	
<b>Total Valid</b>		23	100.00		100.00		

What do I do if my family is lactose intolerant-after

Mean: 4.78

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	0	0.00	0.00	0.00	0.00	
little	3.00	6	26.09	26.09	26.09	26.09	
average	4.00	3	13.04	39.13	13.04	39.13	
quite a bit	5.00	4	17.39	56.52	17.39	56.52	
complete	6.00	10	43.48	100.00	43.48	100.00	
<b>Total Valid</b>		23	100.00		100.00		

# Loving Your Family Curriculum- Habit 2 Data

Read nutrition facts labels to get calcium rich foods-before

Mean: 3.30

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	5	21.74	21.74	21.74	21.74	
little	3.00	11	47.83	69.57	47.83	69.57	
average	4.00	4	17.39	86.96	17.39	86.96	
quite a bit	5.00	1	4.35	91.30	4.35	91.30	
complete	6.00	2	8.70	100.00	8.70	100.00	
<b>Total Valid</b>		23	100.00		100.00		

Read nutrition facts labels to get calcium rich foods- after

Mean: 5.22

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	1	4.35	4.35	4.35	4.35	
little	3.00	1	4.35	8.70	4.35	8.70	
average	4.00	3	13.04	21.74	13.04	21.74	
quite a bit	5.00	5	21.74	43.48	21.74	43.48	
complete	6.00	13	56.52	100.00	56.52	100.00	
<b>Total Valid</b>		23	100.00		100.00		

Behavior I will change first

Mean: 2.36

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Include 3 cups of calcium rich foods in my diet	1.00	7	30.43	30.43	31.82	31.82	
Make lower fat choices in milk yogurt and cheese	2.00	5	21.74	52.17	22.73	54.55	
Read nutrition labels and choose calcium fortified foods	3.00	6	26.09	78.26	27.27	81.82	
I am already doing all the above	4.00	3	13.04	91.30	13.64	95.45	
None of the above are doable	5.00	1	4.35	95.65	4.55	100.00	
Instead of changing I will	6.00	0	0.00	95.65	0.00	100.00	
<b>Total Valid</b>		22	95.65		100.00		
<b>Missing</b>		1	4.35				
<b>Total</b>		23	100.00				

NEA

Mean: -

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Michelle/Teri	-	4	17.39	17.39	17.39	17.39	
Laurie	-	7	30.43	47.83	30.43	47.83	
Julia/Penny	-	4	17.39	65.22	17.39	65.22	
Christine	-	8	34.78	100.00	34.78	100.00	
<b>Total Valid</b>		23	100.00		100.00		

COUNTY

Mean: -

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Garfield	-	4	17.39	17.39	17.39	17.39	
Juab	-	7	30.43	47.83	30.43	47.83	
Salt Lake	-	4	17.39	65.22	17.39	65.22	
Washington	-	8	34.78	100.00	34.78	100.00	
<b>Total Valid</b>		23	100.00		100.00		



# Loving Your Family Curriculum- Habit 4 Data

## Detailed Item Analysis Report

How many servings from grain group- before

Mean: 3.83

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	5	10.42	10.42	10.42	10.42	
little	3.00	12	25.00	35.42	25.00	35.42	
average	4.00	19	39.58	75.00	39.58	75.00	
quite a bit	5.00	10	20.83	95.83	20.83	95.83	
complete	6.00	2	4.17	100.00	4.17	100.00	
<b>Total Valid</b>		48	100.00		100.00		

How many servings from grain group- after

Mean: 5.42

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	0	0.00	0.00	0.00	0.00	
little	3.00	0	0.00	0.00	0.00	0.00	
average	4.00	5	10.42	10.42	10.42	10.42	
quite a bit	5.00	18	37.50	47.92	37.50	47.92	
complete	6.00	25	52.08	100.00	52.08	100.00	
<b>Total Valid</b>		48	100.00		100.00		

How many ounces of whole grain my family needs- before

Mean: 3.38

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	12	25.00	25.00	25.00	25.00	
little	3.00	15	31.25	56.25	31.25	56.25	
average	4.00	14	29.17	85.42	29.17	85.42	
quite a bit	5.00	5	10.42	95.83	10.42	95.83	
complete	6.00	2	4.17	100.00	4.17	100.00	
<b>Total Valid</b>		48	100.00		100.00		

How many ounces of whole grain my family needs-after

Mean: 5.44

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	1	2.08	2.08	2.08	2.08	
little	3.00	0	0.00	2.08	0.00	2.08	
average	4.00	3	6.25	8.33	6.25	8.33	
quite a bit	5.00	17	35.42	43.75	35.42	43.75	
complete	6.00	27	56.25	100.00	56.25	100.00	
<b>Total Valid</b>		48	100.00		100.00		

How to tell if foods are whole grain -before

Mean: 3.94

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	7	14.58	14.58	14.58	14.58	
little	3.00	11	22.92	37.50	22.92	37.50	
average	4.00	14	29.17	66.67	29.17	66.67	
quite a bit	5.00	10	20.83	87.50	20.83	87.50	
complete	6.00	6	12.50	100.00	12.50	100.00	
<b>Total Valid</b>		48	100.00		100.00		

How to tell if foods are whole grain -after

Mean: 5.58

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	0	0.00	0.00	0.00	0.00	
little	3.00	0	0.00	0.00	0.00	0.00	
average	4.00	5	10.42	10.42	10.42	10.42	
quite a bit	5.00	10	20.83	31.25	20.83	31.25	
complete	6.00	33	68.75	100.00	68.75	100.00	
<b>Total Valid</b>		48	100.00		100.00		



# Food #ense Curriculum Data

How to save money on the grain group - before

Mean: 3.35

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	11	22.92	22.92	22.92	22.92	
little	3.00	16	33.33	56.25	33.33	56.25	
average	4.00	14	29.17	85.42	29.17	85.42	
quite a bit	5.00	7	14.58	100.00	14.58	100.00	
complete	6.00	0	0.00	100.00	0.00	100.00	
<b>Total Valid</b>		48	100.00		100.00		

How to save money on the grain group - after

Mean: 5.02

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	0	0.00	0.00	0.00	0.00	
little	3.00	3	6.25	6.25	6.38	6.38	
average	4.00	11	22.92	29.17	23.40	29.79	
quite a bit	5.00	15	31.25	60.42	31.91	61.70	
complete	6.00	18	37.50	97.92	38.30	100.00	
<b>Total Valid</b>		47	97.92		100.00		
<b>Missing</b>		1	2.08				
<b>Total</b>		48	100.00				

Behavior I will change first

Mean: 1.66

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Try to make at least half my grains whole grains	1.00	25	52.08	52.08	60.98	60.98	
Substitute a whole grain product for refined product	2.00	7	14.58	66.67	17.07	78.05	
Choose unsweetened whole grain cereals for me and my family	3.00	7	14.58	81.25	17.07	95.12	
I am already doing all the above	4.00	2	4.17	85.42	4.88	100.00	
None of the above are doable	5.00	0	0.00	85.42	0.00	100.00	
Instead of changing I will	6.00	0	0.00	85.42	0.00	100.00	
<b>Total Valid</b>		41	85.42		100.00		
<b>Missing</b>		7	14.58				
<b>Total</b>		48	100.00				

NEA

Mean: -

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Anny/Chris	-	4	8.33	8.33	8.33	8.33	
Laurie	-	17	35.42	43.75	35.42	43.75	
Julia/Penny	-	5	10.42	54.17	10.42	54.17	
Penny	-	13	27.08	81.25	27.08	81.25	
Anna/Lisle	-	3	6.25	87.50	6.25	87.50	
Christine	-	6	12.50	100.00	12.50	100.00	
<b>Total Valid</b>		48	100.00		100.00		

COUNTY

Mean: -

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Box Elder	-	4	8.33	8.33	8.33	8.33	
Juab	-	17	35.42	43.75	35.42	43.75	
Salt Lake	-	18	37.50	81.25	37.50	81.25	
Sanpete	-	3	6.25	87.50	6.25	87.50	
Washington	-	6	12.50	100.00	12.50	100.00	
<b>Total Valid</b>		48	100.00		100.00		

# Loving Your Family Curriculum - Habit 5 Data

## Detailed Item Analysis Report

Serving my family needs from meat group - before

Mean: 3.81

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	6	12.77	12.77	12.77	12.77	
little	3.00	10	21.28	34.04	21.28	34.04	
average	4.00	20	42.55	76.60	42.55	76.60	
quite a bit	5.00	9	19.15	95.74	19.15	95.74	
complete	6.00	2	4.26	100.00	4.26	100.00	
<b>Total Valid</b>		47	100.00		100.00		

Serving my family needs from meat group -After

Mean: 4.96

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	0	0.00	0.00	0.00	0.00	
little	3.00	1	2.13	2.13	2.13	2.13	
average	4.00	16	34.04	36.17	34.04	36.17	
quite a bit	5.00	14	29.79	65.96	29.79	65.96	
complete	6.00	16	34.04	100.00	34.04	100.00	
<b>Total Valid</b>		47	100.00		100.00		

What counts as an ounce of meat - after

Mean: 4.87

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	1	2.13	2.13	2.13	2.13	
little	3.00	4	8.51	10.64	8.51	10.64	
average	4.00	12	25.53	36.17	25.53	36.17	
quite a bit	5.00	13	27.66	63.83	27.66	63.83	
complete	6.00	17	36.17	100.00	36.17	100.00	
<b>Total Valid</b>		47	100.00		100.00		

What counts as an ounce of meat - before

Mean: 3.51

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	6	12.77	12.77	12.77	12.77	
little	3.00	21	44.68	57.45	44.68	57.45	
average	4.00	12	25.53	82.98	25.53	82.98	
quite a bit	5.00	6	12.77	95.74	12.77	95.74	
complete	6.00	2	4.26	100.00	4.26	100.00	
<b>Total Valid</b>		47	100.00		100.00		

How to choose low-fat protein- before

Mean: 3.60

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	8	17.02	17.02	17.02	17.02	
little	3.00	14	29.79	46.81	29.79	46.81	
average	4.00	15	31.91	78.72	31.91	78.72	
quite a bit	5.00	9	19.15	97.87	19.15	97.87	
complete	6.00	1	2.13	100.00	2.13	100.00	
<b>Total Valid</b>		47	100.00		100.00		

How to choose low-fat protein- after

Mean: 5.00

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	0	0.00	0.00	0.00	0.00	
little	3.00	1	2.13	2.13	2.13	2.13	
average	4.00	15	31.91	34.04	31.91	34.04	
quite a bit	5.00	14	29.79	63.83	29.79	63.83	
complete	6.00	17	36.17	100.00	36.17	100.00	
<b>Total Valid</b>		47	100.00		100.00		

# Loving Your Family Curriculum - Habit 5 Data

How to save money on the meat and beans group- before

Mean: 3.87

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	1	2.13	2.13	2.13	2.13	
little	3.00	17	36.17	38.30	36.17	38.30	
average	4.00	18	38.30	76.60	38.30	76.60	
quite a bit	5.00	9	19.15	95.74	19.15	95.74	
complete	6.00	2	4.26	100.00	4.26	100.00	
<b>Total Valid</b>		47	100.00		100.00		

How to save money on the meat and beans group- after

Mean: 4.94

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	0	0.00	0.00	0.00	0.00	
little	3.00	2	4.26	4.26	4.26	4.26	
average	4.00	15	31.91	36.17	31.91	36.17	
quite a bit	5.00	14	29.79	65.96	29.79	65.96	
complete	6.00	16	34.04	100.00	34.04	100.00	
<b>Total Valid</b>		47	100.00		100.00		

Behavior I will change first

Mean: 2.41

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Serve at least one meatless meal -dry beans peats etc- each week	1.00	15	31.91	31.91	36.59	36.59	
Choose lean cuts of meat trim away the fat bake broil or grill	2.00	7	14.89	46.81	17.07	53.66	
Choose fish more often for lunch or dinner	3.00	9	19.15	65.96	21.95	75.61	
I am already doing all the above	4.00	8	17.02	82.98	19.51	95.12	
None of the above are doable	5.00	1	2.13	85.11	2.44	97.56	
Instead of changing I will	6.00	1	2.13	87.23	2.44	100.00	
<b>Total Valid</b>		41	87.23		100.00		
<b>Missing</b>		6	12.77				
<b>Total</b>		47	100.00				

NEA

Mean: -

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Chris/Anny	-	11	23.40	23.40	23.40	23.40	
Christine	-	7	14.89	38.30	14.89	38.30	
Dannika/Rachael	-	6	12.77	51.06	12.77	51.06	
Laurie	-	5	10.64	61.70	10.64	61.70	
Marilyn	-	2	4.26	65.96	4.26	65.96	
Marilyn/Dannika	-	10	21.28	87.23	21.28	87.23	
Penny/Julia	-	6	12.77	100.00	12.77	100.00	
<b>Total Valid</b>		47	100.00		100.00		

COUNTY

Mean: -

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Box Elder	-	11	23.40	23.40	23.40	23.40	
Washington	-	7	14.89	38.30	14.89	38.30	
Weber	-	18	38.30	76.60	38.30	76.60	
Juab	-	5	10.64	87.23	10.64	87.23	
Salt Lake	-	6	12.77	100.00	12.77	100.00	
<b>Total Valid</b>		47	100.00		100.00		

# Loving Your Family Curriculum - Habit 6 Data

## Detailed Item Analysis Report

What kind of fats should I use - before

Mean: 3.76

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	1	0.36	0.36	0.37	0.37	
none	2.00	33	11.96	12.32	12.36	12.73	
little	3.00	93	33.70	46.01	34.83	47.57	
average	4.00	64	23.19	69.20	23.97	71.54	
quite a bit	5.00	55	19.93	89.13	20.60	92.13	
complete	6.00	21	7.61	96.74	7.87	100.00	
<b>Total Valid</b>		267	96.74		100.00		
<b>Missing</b>		9	3.26				
<b>Total</b>		276	100.00				

What kind of fats should I use - after

Mean: 4.96

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	3	1.09	1.09	1.09	1.09	
little	3.00	19	6.88	7.97	6.93	8.03	
average	4.00	47	17.03	25.00	17.15	25.18	
quite a bit	5.00	123	44.57	69.57	44.89	70.07	
complete	6.00	82	29.71	99.28	29.93	100.00	
<b>Total Valid</b>		274	99.28		100.00		
<b>Missing</b>		2	0.72				
<b>Total</b>		276	100.00				

What kind of fats should I limit- before

Mean: 3.78

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	47	17.03	17.03	17.09	17.09	
little	3.00	76	27.54	44.57	27.64	44.73	
average	4.00	69	25.00	69.57	25.09	69.82	
quite a bit	5.00	57	20.65	90.22	20.73	90.55	
complete	6.00	26	9.42	99.64	9.45	100.00	
<b>Total Valid</b>		275	99.64		100.00		
<b>Missing</b>		1	0.36				
<b>Total</b>		276	100.00				

What kind of fats should I limit- after

Mean: 5.04

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	3	1.09	1.09	1.09	1.09	
little	3.00	10	3.62	4.71	3.64	4.73	
average	4.00	45	16.30	21.01	16.36	21.09	
quite a bit	5.00	131	47.46	68.48	47.64	68.73	
complete	6.00	86	31.16	99.64	31.27	100.00	
<b>Total Valid</b>		275	99.64		100.00		
<b>Missing</b>		1	0.36				
<b>Total</b>		276	100.00				

Foods that are high in sugar- before

Mean: 3.93

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	2	0.72	0.72	0.73	0.73	
none	2.00	24	8.70	9.42	8.73	9.45	
little	3.00	81	29.35	38.77	29.45	38.91	
average	4.00	81	29.35	68.12	29.45	68.36	
quite a bit	5.00	59	21.38	89.49	21.45	89.82	
complete	6.00	28	10.14	99.64	10.18	100.00	
<b>Total Valid</b>		275	99.64		100.00		
<b>Missing</b>		1	0.36				
<b>Total</b>		276	100.00				

Foods that are high in sugar- after

Mean: 5.03

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	2	0.72	0.72	0.73	0.73	
none	2.00	5	1.81	2.54	1.82	2.55	
little	3.00	12	4.35	6.88	4.36	6.91	
average	4.00	43	15.58	22.46	15.64	22.55	
quite a bit	5.00	115	41.67	64.13	41.82	64.36	
complete	6.00	98	35.51	99.64	35.64	100.00	
<b>Total Valid</b>		275	99.64		100.00		
<b>Missing</b>		1	0.36				
<b>Total</b>		276	100.00				

# Loving Your Family Curriculum - Habit 7 Data

## Detailed Item Analysis Report

How much physical activity I should get - before

Mean: 3.91

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	2	0.90	0.90	0.90	0.90	
none	2.00	16	7.21	8.11	7.21	8.11	
little	3.00	65	29.28	37.39	29.28	37.39	
average	4.00	76	34.23	71.62	34.23	71.62	
quite a bit	5.00	44	19.82	91.44	19.82	91.44	
complete	6.00	19	8.56	100.00	8.56	100.00	
<b>Total Valid</b>		222	100.00		100.00		

How much physical activity I should get - after

Mean: 5.14

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	1	0.45	0.45	0.45	0.45	
little	3.00	2	0.90	1.35	0.90	1.35	
average	4.00	47	21.17	22.52	21.17	22.52	
quite a bit	5.00	87	39.19	61.71	39.19	61.71	
complete	6.00	85	38.29	100.00	38.29	100.00	
<b>Total Valid</b>		222	100.00		100.00		

What moderate intensity activities are - before

Mean: 3.57

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	3	1.35	1.35	1.35	1.35	
none	2.00	44	19.82	21.17	19.82	21.17	
little	3.00	56	25.23	46.40	25.23	46.40	
average	4.00	75	33.78	80.18	33.78	80.18	
quite a bit	5.00	31	13.96	94.14	13.96	94.14	
complete	6.00	13	5.86	100.00	5.86	100.00	
<b>Total Valid</b>		222	100.00		100.00		

What moderate intensity activities are - after

Mean: 5.01

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	0	0.00	0.00	0.00	0.00	
none	2.00	1	0.45	0.45	0.45	0.45	
little	3.00	4	1.80	2.25	1.81	2.26	
average	4.00	60	27.03	29.28	27.15	29.41	
quite a bit	5.00	82	36.94	66.22	37.10	66.52	
complete	6.00	74	33.33	99.55	33.48	100.00	
<b>Total Valid</b>		221	99.55		100.00		
<b>Missing</b>		1	0.45				
<b>Total</b>		222	100.00				

How to get my family to be more physically active - before

Mean: 3.66

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	4	1.80	1.80	1.80	1.80	
none	2.00	27	12.16	13.96	12.16	13.96	
little	3.00	72	32.43	46.40	32.43	46.40	
average	4.00	74	33.33	79.73	33.33	79.73	
quite a bit	5.00	27	12.16	91.89	12.16	91.89	
complete	6.00	18	8.11	100.00	8.11	100.00	
<b>Total Valid</b>		222	100.00		100.00		

How to get my family to be more physically active - after

Mean: 5.05

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
not covered	1.00	1	0.45	0.45	0.45	0.45	
none	2.00	3	1.35	1.80	1.35	1.80	
little	3.00	6	2.70	4.50	2.70	4.50	
average	4.00	50	22.52	27.03	22.52	27.03	
quite a bit	5.00	77	34.68	61.71	34.68	61.71	
complete	6.00	85	38.29	100.00	38.29	100.00	
<b>Total Valid</b>		222	100.00		100.00		

# Loving Your Family Curriculum - Habit 7 Data

Behavior I will change

Mean: 3.56

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
0-10 minutes of physical activity a day	1.00	16	7.21	7.21	7.37	7.37	
10-15 minutes of physical activity a day	2.00	31	13.96	21.17	14.29	21.66	
15 - 30 minutes of physical activity a day	3.00	65	29.28	50.45	29.95	51.61	
30 - 45 minutes of physical activity a day	4.00	47	21.17	71.62	21.66	73.27	
60 or more minutes of physical activity a day	5.00	47	21.17	92.79	21.66	94.93	
None of the above behaviors are doable for me	6.00	0	0.00	92.79	0.00	94.93	
Instead of changing the above behaviors first I will	7.00	11	4.95	97.75	5.07	100.00	
<b>Total Valid</b>		217	97.75		100.00		
<b>Missing</b>		5	2.25				
<b>Total</b>		222	100.00				

NEA

Mean: -

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Anny	-	15	6.76	6.76	6.76	6.76	
Chris	-	5	2.25	9.01	2.25	9.01	
Debora	-	11	4.95	13.96	4.95	13.96	
Penny/Julia	-	5	2.25	16.22	2.25	16.22	
Anna	-	2	0.90	17.12	0.90	17.12	
Anna/Lisle	-	19	8.56	25.68	8.56	25.68	
Donna	-	34	15.32	40.99	15.32	40.99	
Michelle	-	9	4.05	45.05	4.05	45.05	
Angela	-	5	2.25	47.30	2.25	47.30	
Patricia	-	28	12.61	59.91	12.61	59.91	
Marilyn	-	35	15.77	75.68	15.77	75.68	
Marilyn/Dannika	-	11	4.95	80.63	4.95	80.63	
Rachael	-	24	10.81	91.44	10.81	91.44	
Rachael/Dannika	-	16	7.21	98.65	7.21	98.65	
Dannika	-	3	1.35	100.00	1.35	100.00	
<b>Total Valid</b>		222	100.00		100.00		

COUNTY

Mean: -

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Box Elder	-	20	9.01	9.01	9.01	9.01	
Iron	-	11	4.95	13.96	4.95	13.96	
Salt Lake	-	5	2.25	16.22	2.25	16.22	
Sanpete	-	21	9.46	25.68	9.46	25.68	
Sevier	-	34	15.32	40.99	15.32	40.99	
Tooele	-	9	4.05	45.05	4.05	45.05	
Utah	-	33	14.86	59.91	14.86	59.91	
Weber	-	89	40.09	100.00	40.09	100.00	
<b>Total Valid</b>		222	100.00		100.00		

# Eat Smart Live Strong Curriculum - Challenges Data

## Detailed Item Analysis Report

Challenges for eating fruits and vegetables - before

Mean: 2.62

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
none	1.00	4	11.76	11.76	11.76	11.76	
little	2.00	13	38.24	50.00	38.24	50.00	
average	3.00	11	32.35	82.35	32.35	82.35	
quite a bit	4.00	4	11.76	94.12	11.76	94.12	
complete	5.00	2	5.88	100.00	5.88	100.00	
<b>Total Valid</b>		34	100.00		100.00		

Challenges for eating fruits and vegetables - after

Mean: 4.15

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
none	1.00	0	0.00	0.00	0.00	0.00	
little	2.00	1	2.94	2.94	2.94	2.94	
average	3.00	2	5.88	8.82	5.88	8.82	
quite a bit	4.00	22	64.71	73.53	64.71	73.53	
complete	5.00	9	26.47	100.00	26.47	100.00	
<b>Total Valid</b>		34	100.00		100.00		

Challenges for being more physically active - before

Mean: 2.78

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
none	1.00	5	14.71	14.71	15.63	15.63	
little	2.00	8	23.53	38.24	25.00	40.63	
average	3.00	10	29.41	67.65	31.25	71.88	
quite a bit	4.00	7	20.59	88.24	21.88	93.75	
complete	5.00	2	5.88	94.12	6.25	100.00	
<b>Total Valid</b>		32	94.12		100.00		
<b>Missing</b>		2	5.88				
<b>Total</b>		34	100.00				

Challenges for being more physically active - after

Mean: 4.19

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
none	1.00	0	0.00	0.00	0.00	0.00	
little	2.00	1	2.94	2.94	3.13	3.13	
average	3.00	4	11.76	14.71	12.50	15.63	
quite a bit	4.00	15	44.12	58.82	46.88	62.50	
complete	5.00	12	35.29	94.12	37.50	100.00	
<b>Total Valid</b>		32	94.12		100.00		
<b>Missing</b>		2	5.88				
<b>Total</b>		34	100.00				

Behavior I will change first

Mean: 1.77

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Commit to eat more fruits and vegetables	1.00	14	41.18	41.18	45.16	45.16	
Commit to get more physical activity	2.00	10	29.41	70.59	32.26	77.42	
I am already doing both of the above	3.00	7	20.59	91.18	22.58	100.00	
None of the above behaviors are doable for me	4.00	0	0.00	91.18	0.00	100.00	
Instead of changing the above behaviors first I will	5.00	0	0.00	91.18	0.00	100.00	
<b>Total Valid</b>		31	91.18		100.00		
<b>Missing</b>		3	8.82				
<b>Total</b>		34	100.00				

NEA

Mean: -

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Michelle	-	8	23.53	23.53	23.53	23.53	
Laurie	-	6	17.65	41.18	17.65	41.18	
Angela	-	20	58.82	100.00	58.82	100.00	
<b>Total Valid</b>		34	100.00		100.00		

# Eat Smart Live Strong Curriculum - Colorful Data

## Detailed Item Analysis Report

How to add fruits and vegetables to the food I eat - before

Mean: 3.08

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
none	1.00	4	6.45	6.45	6.45	6.45	
little	2.00	11	17.74	24.19	17.74	24.19	
average	3.00	23	37.10	61.29	37.10	61.29	
quite a bit	4.00	24	38.71	100.00	38.71	100.00	
complete	5.00	0	0.00	100.00	0.00	100.00	
<b>Total Valid</b>		62	100.00		100.00		

How to add fruits and vegetables to the food I eat -after

Mean: 4.24

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
none	1.00	0	0.00	0.00	0.00	0.00	
little	2.00	1	1.61	1.61	1.61	1.61	
average	3.00	6	9.68	11.29	9.68	11.29	
quite a bit	4.00	32	51.61	62.90	51.61	62.90	
complete	5.00	23	37.10	100.00	37.10	100.00	
<b>Total Valid</b>		62	100.00		100.00		

Behavior I will change first

Mean: 1.82

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Add fruits and vegetables to my favorite dish	1.00	21	33.87	33.87	37.50	37.50	
Try a new recipe that has fruits or vegetables	2.00	26	41.94	75.81	46.43	83.93	
I am already doing both of the above	3.00	7	11.29	87.10	12.50	96.43	
None of the above are doable for me	4.00	2	3.23	90.32	3.57	100.00	
Instead of changing the above I will	5.00	0	0.00	90.32	0.00	100.00	
<b>Total Valid</b>		56	90.32		100.00		
<b>Missing</b>		6	9.68				
<b>Total</b>		62	100.00				



# Eat Smart Live Strong Curriculum - Spend Less Data

## Detailed Item Analysis Report

Saving money on fruits - before

Mean: 3.11

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
none	1.00	0	0.00	0.00	0.00	0.00	
little	2.00	2	22.22	22.22	22.22	22.22	
average	3.00	5	55.56	77.78	55.56	77.78	
quite a bit	4.00	1	11.11	88.89	11.11	88.89	
complete	5.00	1	11.11	100.00	11.11	100.00	
<b>Total Valid</b>		9	100.00		100.00		

Saving money on fruits - after

Mean: 4.22

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
none	1.00	0	0.00	0.00	0.00	0.00	
little	2.00	0	0.00	0.00	0.00	0.00	
average	3.00	1	11.11	11.11	11.11	11.11	
quite a bit	4.00	5	55.56	66.67	55.56	66.67	
complete	5.00	3	33.33	100.00	33.33	100.00	
<b>Total Valid</b>		9	100.00		100.00		

Saving money on vegetables - before

Mean: 3.00

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
none	1.00	0	0.00	0.00	0.00	0.00	
little	2.00	3	33.33	33.33	33.33	33.33	
average	3.00	4	44.44	77.78	44.44	77.78	
quite a bit	4.00	1	11.11	88.89	11.11	88.89	
complete	5.00	1	11.11	100.00	11.11	100.00	
<b>Total Valid</b>		9	100.00		100.00		

Saving money on vegetables - after

Mean: 4.22

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
none	1.00	0	0.00	0.00	0.00	0.00	
little	2.00	0	0.00	0.00	0.00	0.00	
average	3.00	1	11.11	11.11	11.11	11.11	
quite a bit	4.00	5	55.56	66.67	55.56	66.67	
complete	5.00	3	33.33	100.00	33.33	100.00	
<b>Total Valid</b>		9	100.00		100.00		

Available nutrition resources in my area - before

Mean: 3.00

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
none	1.00	0	0.00	0.00	0.00	0.00	
little	2.00	3	33.33	33.33	33.33	33.33	
average	3.00	4	44.44	77.78	44.44	77.78	
quite a bit	4.00	1	11.11	88.89	11.11	88.89	
complete	5.00	1	11.11	100.00	11.11	100.00	
<b>Total Valid</b>		9	100.00		100.00		

Available nutrition resources in my area - after

Mean: 4.22

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
none	1.00	0	0.00	0.00	0.00	0.00	
little	2.00	0	0.00	0.00	0.00	0.00	
average	3.00	1	11.11	11.11	11.11	11.11	
quite a bit	4.00	5	55.56	66.67	55.56	66.67	
complete	5.00	3	33.33	100.00	33.33	100.00	
<b>Total Valid</b>		9	100.00		100.00		

# Eat Smart Live Strong Curriculum - Reach Steps Data

## Detailed Item Analysis Report

Benefits of eating fruits and vegetables -before

Mean: 3.78

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
none	1.00	1	1.69	1.69	1.69	1.69	
little	2.00	6	10.17	11.86	10.17	11.86	
average	3.00	12	20.34	32.20	20.34	32.20	
quite a bit	4.00	26	44.07	76.27	44.07	76.27	
complete	5.00	14	23.73	100.00	23.73	100.00	
<b>Total Valid</b>		59	100.00			100.00	

Benefits of eating fruits and vegetables - after

Mean: 4.39

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
none	1.00	0	0.00	0.00	0.00	0.00	
little	2.00	2	3.39	3.39	3.39	3.39	
average	3.00	2	3.39	6.78	3.39	6.78	
quite a bit	4.00	26	44.07	50.85	44.07	50.85	
complete	5.00	29	49.15	100.00	49.15	100.00	
<b>Total Valid</b>		59	100.00			100.00	

Benefits of being physically active - before

Mean: 4.02

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
none	1.00	0	0.00	0.00	0.00	0.00	
little	2.00	2	3.39	3.39	3.45	3.45	
average	3.00	15	25.42	28.81	25.86	29.31	
quite a bit	4.00	21	35.59	64.41	36.21	65.52	
complete	5.00	20	33.90	98.31	34.48	100.00	
<b>Total Valid</b>		58	98.31			100.00	
<b>Missing</b>		1	1.69				
<b>Total</b>		59	100.00				

Benefits of being physically active - after

Mean: 4.41

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
none	1.00	0	0.00	0.00	0.00	0.00	
little	2.00	3	5.08	5.08	5.08	5.08	
average	3.00	1	1.69	6.78	1.69	6.78	
quite a bit	4.00	24	40.68	47.46	40.68	47.46	
complete	5.00	31	52.54	100.00	52.54	100.00	
<b>Total Valid</b>		59	100.00			100.00	

Behavior I will change first

Mean: 2.02

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
Eat more fruits and vegetables	1.00	19	32.20	32.20	37.25	37.25	
Be more physically active	2.00	16	27.12	59.32	31.37	68.63	
I am already doing both of the above behaviors	3.00	14	23.73	83.05	27.45	96.08	
None of the above behaviors are doable for me	4.00	0	0.00	83.05	0.00	96.08	
Instead of changing the above I will	5.00	2	3.39	86.44	3.92	100.00	
<b>Total Valid</b>		51	86.44			100.00	
<b>Missing</b>		8	13.56				
<b>Total</b>		59	100.00				

NEA

Mean: -

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
Michelle	-	9	15.25	15.25	15.25	15.25	
Debora	-	37	62.71	77.97	62.71	77.97	
Mary Anna	-	13	22.03	100.00	22.03	100.00	
<b>Total Valid</b>		59	100.00			100.00	

# Viva Vegetables Curriculum Data

## Detailed Item Analysis Report

Vegetable of Month

Mean: -

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Asparagus	-	168	9.23	9.23	9.23	9.23	
Beets	-	1	0.05	9.29	0.05	9.29	
bell peppers	-	36	1.98	11.26	1.98	11.26	
Broccoli	-	129	7.09	18.35	7.09	18.35	
Cabbage	-	23	1.26	19.62	1.26	19.62	
Cauliflower	-	28	1.54	21.15	1.54	21.15	
corn	-	65	3.57	24.73	3.57	24.73	
cucumbers	-	2	0.11	24.84	0.11	24.84	
Green Beans	-	125	6.87	31.70	6.87	31.70	
Legumes	-	109	5.99	37.69	5.99	37.69	
Onions	-	5	0.27	37.97	0.27	37.97	
Peas	-	98	5.38	43.35	5.38	43.35	
Peppers	-	96	5.27	48.63	5.27	48.63	
Potatoes	-	100	5.49	54.12	5.49	54.12	
Root Vegetables	-	26	1.43	55.55	1.43	55.55	
Salad Greens	-	76	4.18	59.73	4.18	59.73	
Spinach	-	139	7.64	67.36	7.64	67.36	
Summer Squash	-	219	12.03	79.40	12.03	79.40	
Sweet Potatoes	-	156	8.57	87.97	8.57	87.97	
Tomato	-	89	4.89	92.86	4.89	92.86	
Winter Greens	-	20	1.10	93.96	1.10	93.96	
Winter Squash	-	75	4.12	98.08	4.12	98.08	
Zucchini	-	35	1.92	100.00	1.92	100.00	
<b>Total Valid</b>		1820	100.00		100.00		

Health benefits - before

Mean: 3.65

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	125	6.87	6.87	6.89	6.89	
none	2.00	122	6.70	13.57	6.73	13.62	
little	3.00	526	28.90	42.47	29.00	42.61	
average	4.00	604	33.19	75.66	33.30	75.91	
quite a bit	5.00	368	20.22	95.88	20.29	96.20	
complete	6.00	69	3.79	99.67	3.80	100.00	
<b>Total Valid</b>		1814	99.67		100.00		
<b>Missing</b>		6	0.33				
<b>Total</b>		1820	100.00				

Health benefits - after

Mean: 4.93

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	124	6.81	6.81	6.82	6.82	
none	2.00	4	0.22	7.03	0.22	7.04	
little	3.00	18	0.99	8.02	0.99	8.03	
average	4.00	199	10.93	18.96	10.95	18.98	
quite a bit	5.00	851	46.76	65.71	46.81	65.79	
complete	6.00	622	34.18	99.89	34.21	100.00	
<b>Total Valid</b>		1818	99.89		100.00		
<b>Missing</b>		2	0.11				
<b>Total</b>		1820	100.00				

How to Select - before

Mean: 3.69

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	6	0.33	0.33	0.33	0.33	
none	2.00	248	13.63	13.96	13.69	14.02	
little	3.00	541	29.73	43.68	29.86	43.87	
average	4.00	617	33.90	77.58	34.05	77.92	
quite a bit	5.00	302	16.59	94.18	16.67	94.59	
complete	6.00	98	5.38	99.56	5.41	100.00	
<b>Total Valid</b>		1812	99.56		100.00		
<b>Missing</b>		8	0.44				
<b>Total</b>		1820	100.00				

How to Select - after

Mean: 5.14

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
not covered	1.00	6	0.33	0.33	0.33	0.33	
none	2.00	3	0.16	0.49	0.17	0.50	
little	3.00	55	3.02	3.52	3.03	3.52	
average	4.00	282	15.49	19.01	15.53	19.05	
quite a bit	5.00	794	43.63	62.64	43.72	62.78	
complete	6.00	676	37.14	99.78	37.22	100.00	
<b>Total Valid</b>		1816	99.78		100.00		
<b>Missing</b>		4	0.22				
<b>Total</b>		1820	100.00				

# Viva Vegetables Curriculum Data

Cost effective way to use - before

Mean: 3.55

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	63	3.46	3.46	3.47	3.47	
none	2.00	210	11.54	15.00	11.57	15.04	
little	3.00	581	31.92	46.92	32.01	47.05	
average	4.00	648	35.60	82.53	35.70	82.75	
quite a bit	5.00	248	13.63	96.15	13.66	96.42	
complete	6.00	65	3.57	99.73	3.58	100.00	
<b>Total Valid</b>		1815	99.73			100.00	
<b>Missing</b>		5	0.27				
<b>Total</b>		1820	100.00				

Cost effective way to use - after

Mean: 4.96

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	61	3.35	3.35	3.37	3.37	
none	2.00	4	0.22	3.57	0.22	3.59	
little	3.00	54	2.97	6.54	2.98	6.57	
average	4.00	288	15.82	22.36	15.89	22.46	
quite a bit	5.00	817	44.89	67.25	45.09	67.55	
complete	6.00	588	32.31	99.56	32.45	100.00	
<b>Total Valid</b>		1812	99.56			100.00	
<b>Missing</b>		8	0.44				
<b>Total</b>		1820	100.00				

Preparation and storage techniques - before

Mean: 3.53

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	60	3.30	3.30	3.31	3.31	
none	2.00	242	13.30	16.59	13.37	16.69	
little	3.00	567	31.15	47.75	31.33	48.01	
average	4.00	627	34.45	82.20	34.64	82.65	
quite a bit	5.00	244	13.41	95.60	13.48	96.13	
complete	6.00	70	3.85	99.45	3.87	100.00	
<b>Total Valid</b>		1810	99.45			100.00	
<b>Missing</b>		10	0.55				
<b>Total</b>		1820	100.00				

Preparation and storage techniques - after

Mean: 5.03

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	58	3.19	3.19	3.20	3.20	
none	2.00	7	0.38	3.57	0.39	3.59	
little	3.00	47	2.58	6.15	2.59	6.18	
average	4.00	274	15.05	21.21	15.12	21.30	
quite a bit	5.00	754	41.43	62.64	41.61	62.91	
complete	6.00	672	36.92	99.56	37.09	100.00	
<b>Total Valid</b>		1812	99.56			100.00	
<b>Missing</b>		8	0.44				
<b>Total</b>		1820	100.00				

How to make at least one dish with this vegetable - before

Mean: 3.95

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	3	0.16	0.16	0.17	0.17	
none	2.00	210	11.54	11.70	11.56	11.73	
little	3.00	432	23.74	35.44	23.79	35.52	
average	4.00	596	32.75	68.19	32.82	68.34	
quite a bit	5.00	379	20.82	89.01	20.87	89.21	
complete	6.00	196	10.77	99.78	10.79	100.00	
<b>Total Valid</b>		1816	99.78			100.00	
<b>Missing</b>		4	0.22				
<b>Total</b>		1820	100.00				

How to make at least one dish with this vegetable - after

Mean: 5.27

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
not covered	1.00	2	0.11	0.11	0.11	0.11	
none	2.00	3	0.16	0.27	0.17	0.28	
little	3.00	51	2.80	3.08	2.81	3.08	
average	4.00	244	13.41	16.48	13.44	16.52	
quite a bit	5.00	671	36.87	53.35	36.95	53.47	
complete	6.00	845	46.43	99.78	46.53	100.00	
<b>Total Valid</b>		1816	99.78			100.00	
<b>Missing</b>		4	0.22				
<b>Total</b>		1820	100.00				

# Viva Vegetables Curriculum Data

Behavior I will change first1 Mean: 2.31

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Use this vegetable as a snack for me and my family	1.00	487	26.76	26.76	28.78	28.78	
Add extra vegetables to soups stews and casseroles	2.00	674	37.03	63.79	39.83	68.62	
Try this vegetable-if I haven't tried it before	3.00	199	10.93	74.73	11.76	80.38	
I am already doing all the above	4.00	249	13.68	88.41	14.72	95.09	
None of the above are doable	5.00	20	1.10	89.51	1.18	96.28	
Instead of changing I will	6.00	63	3.46	92.97	3.72	100.00	
<b>Total Valid</b>		1692	92.97		100.00		
<b>Missing</b>		128	7.03				
<b>Total</b>		1820	100.00				

NEA Mean: -

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Candi	-	85	4.67	4.67	4.67	4.67	
Sara/Ashley	-	67	3.68	8.35	3.68	8.35	
Candi/Sara/Ashley	-	141	7.75	16.10	7.75	16.10	
Laurie	-	58	3.19	19.29	3.19	19.29	
Mary Anna	-	249	13.68	32.97	13.68	32.97	
Penny/Julia	-	87	4.78	37.75	4.78	37.75	
Anna/Lisle	-	17	0.93	38.68	0.93	38.68	
Angela	-	9	0.49	39.18	0.49	39.18	
Lisa	-	342	18.79	57.97	18.79	57.97	
Sharmi	-	26	1.43	59.40	1.43	59.40	
Anny/Chris	-	27	1.48	60.88	1.48	60.88	
Rachael/Dannika	-	23	1.26	62.14	1.26	62.14	
Lisa/Julia	-	20	1.10	63.24	1.10	63.24	
Ashley/Sara	-	115	6.32	69.56	6.32	69.56	
Chris/Anny	-	44	2.42	71.98	2.42	71.98	
Sara	-	12	0.66	72.64	0.66	72.64	
Candi/Ashley/Sara	-	125	6.87	79.51	6.87	79.51	
Candi/Stacey	-	224	12.31	91.81	12.31	91.81	
Raven	-	5	0.27	92.09	0.27	92.09	
Marilyn/Dannika	-	13	0.71	92.80	0.71	92.80	
Lyndi	-	16	0.88	93.68	0.88	93.68	
Julia	-	43	2.36	96.04	2.36	96.04	
Julia/Penny	-	37	2.03	98.08	2.03	98.08	
Penny/Jessi	-	35	1.92	100.00	1.92	100.00	
<b>Total Valid</b>		1820	100.00		100.00		

COUNTY Mean: -

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Cache	-	769	42.25	42.25	42.25	42.25	
Juab	-	58	3.19	45.44	3.19	45.44	
Millard	-	249	13.68	59.12	13.68	59.12	
Salt Lake	-	159	8.74	67.86	8.74	67.86	
Sanpete	-	17	0.93	68.79	0.93	68.79	
Utah	-	419	23.02	91.81	23.02	91.81	
Wayne/Piute	-	26	1.43	93.24	1.43	93.24	
Box Elder	-	71	3.90	97.14	3.90	97.14	
Weber	-	36	1.98	99.12	1.98	99.12	
Uintah	-	16	0.88	100.00	0.88	100.00	
<b>Total Valid</b>		1820	100.00		100.00		

## 7. Reference

Contact information:  
Heidi LeBlanc, Food \$ense Director  
Utah State University  
Old Main Hill 8749  
Logan, UT 84324  
435.797.3923  
435.797.0897 (fax)  
heidi.leblanc@usu.edu

Nutrition intervention programs can help families and individuals improve overall health and reduce the risk of chronic disease and illness, thus improving quality of life. Successful programs include multimodal interventions that increase self-efficacy and foster self-sufficiency. This may be accomplished by providing a hands-on, learn-by-doing teaching environment (1). Because of their life experiences, low-income audiences have some special educational needs. Before any nutrition education can be delivered, low-income individuals need to feel emotionally comfortable. They need to have individualized education even within a group and need to be actively engaged in learning. An educator will be most successful if learning strengths are identified, if new material is linked with familiar patterns or situations, and if self-motivators are identified (1, 2). Many low-income learners are visual learners and respond well to media such as video lessons where they can be shown how to accomplish a task (3).

When considering the educational needs of low-income verses higher-income individuals there are both similarities and differences. Similarities include knowledge, attitudes, and preferred nutritional practices. The differences are that low-income individuals may experience stress related to poverty that affects the ability to learn, to filter information, to make complex decisions and to process new facts (2). Fifty-five percent of low-income people (185% of poverty or less) have experienced at least one of the following in the last year: eviction from home, utilities disconnected, phone disconnected, serious maintenance problem with home or car, not enough food, more than one person per room in the home, no refrigerator, no stove, and no phone (2). Nutrition education is often not the first priority of low-income eligibles. One of the hardest things an NEA has to accomplish is to convince a person who is on food stamps or who is eligible for food

stamps that it is worth his/her time to learn about nutrition, meal planning, and cooking. The best way to convince a food stamp recipient that spending time on nutrition education is in his/her best interest is to involve him/her in the learning process (2,4). One-on-one instruction and small group education is often preferred so that learning can be individualized and everyone can “learn by doing”(1,4). Not all learning styles benefit all participants. If literacy is an issue, a participant can gain the knowledge and skills through personal conversation, low-literacy adapted visuals, and example rather than the written word. In cases where distance, travel, and time are an issue, DVD self study or video instruction is an option with the NEA being available by telephone or email (3).

Group discussions provide an alternative method to one-on-one approaches for conducting educational classes. They are an interactive form of education wherein learners generate specific topics to be addressed and share their knowledge and experience with other group members through discussion. In brief, the educator becomes a facilitator, who is prepared and knowledgeable about basic nutrition (4). Rather than lecturing, the NEA encourages food stamp eligibles to discuss freely among themselves their own approach to the nutrition problems posed during the session. Many people in-group lessons learn how to make ends meet by listening to how others do it and find that information sharing is central to their learning to improve food sufficiency skills (5). As a facilitator, the NEA strives to create a comfortable atmosphere for discussion, encourages participation, and interjects only to correct misinformation and manage the group dynamics (4,5). Facilitated group discussions allow NEAs to deliver meaningful nutrition education in a manner that helps empower food stamp eligibles to improve their dietary habits and increase self-efficacy. Possible benefits of group lessons to food stamp eligibles include increased confidence, better communication skills, improved thinking skills, and increased motivation and commitment to improving nutrition behavior (4). Many minority groups prefer using group-facilitated classes over one-on-one traditional methods. This type of education requires extra training on the part of NEAs. The NEAs must understand their audiences and learn what they know, what they value, what their experiences have been, and what their problems are. NEAs also need to know the content of the nutrition program so well that they are confident in redirecting food stamp eligibles’ discussions as they wander from topic to topic. They must be able to address any false information presented by participants.

NEAs have varying degrees of knowledge and skill. Utah SNAP-ED provides education for the NEAs to gain additional knowledge, teaching techniques, and methods. Educating the NEA provides a higher quality program overall.

References:

1. Rainey CJ, Cason KL. Nutrition interventions for the low-income, elderly women. *Am J Health Behavior* 2001;25(3):245-252.
2. Ruptured M, Payne D. Understanding limited resource audiences: Content or process? Proceedings of Association for Financial Counseling and Planning Education (AFCPE). 1993.
3. Cox RH, White A, Gaylord CK. A video lesson series is effective in changing the dietary intakes and food-related behaviors of low-income homemakers. *J Am Diet Assoc* 2003;103(11):1488-1495.
4. Position of the American Dietetic Association: Nutrition education for the public. *J Am Diet Assoc* 1996;96(11):1183-1187.
5. Kempson K, Keenan DP, Sadani PS, Adler A. Maintaining Food Sufficiency: Coping strategies identified by limited-resource individuals versus nutrition educators. *J Nut Educ and Behavior* 2003;35(4):179-189.



## Appendix A

### Section B: State Nutrition Ed Final Report Youth Summary 2010

#### 1. Name of Project

### Food \$ense Youth Program

#### 2. Key Evaluation Impact(s)

##### a. 2010 State Level Goals

##### a. Related State Objectives.

*Specify the objectives that the project/intervention supports.*

- By the end of FY 2010 at least 80 percent of food stamp eligible children and youth who participate in food stamp nutrition education lessons will demonstrate intent to eat more fruits and vegetables, whole grains, lean proteins, and low fat dairy products.
- By the end of FY 2010 at least 70 percent of food stamp eligible children and youth who participate in food stamp nutrition education lessons will demonstrate intent to reduce total dietary fat and to replace more unhealthy saturated and *trans* fats with heart healthy mono and poly unsaturated fats.

- By the end of FY 2010 at least 70 percent of food stamp eligible children and youth who participate in food stamp nutrition education lessons will demonstrate intent to follow food safety practices by properly cooking, chilling, and separating food items and properly cleaning food preparation surfaces.
- By the end of FY 2010 at least 60 percent of food stamp eligible children and youth who participate in food stamp nutrition education lessons will demonstrate intent to participate in physical activity for at least 30 minutes four to five days per week.

### 3. Participant Demographic Evaluation

2010 Demographics	YOUTH
Female	7175
Male	6668

Hispanic Female	1087
Hispanic Male	903
Amer. Indian female	529
Amer. Indian male	501
Asian Female	168



Asian Male	139
Black Female	204
Black Male	169
Hawaiian Female	89
Hawaiian male	118
White Female	5227
White Male	4841
Other female	157
Other male	134

#### 4. Intervention Delivery

##### a. Delivery Intervention Plan

Implementation of the project for youth eligibles will include the following:

How delivered	Instruction and activities provided in the classroom, at assemblies, for small groups, and at after school activities. Instruction provided by NEA at the request of school administrator or teacher.
Where delivered	Elementary and middle/junior high schools where at least 50 percent of students qualify for free or reduced price lunches; After School Programs and Special Enrichment programs where income guidelines are met by at least 50 percent of the

	participants.
Duration	Each lesson and learning activity takes approximately 30 – 60 minutes to complete.
Projected # of participants	16,500 (300 per NEA)
Frequency of contact	From one to eight sessions, depending on needs and preferences of teacher.
Key educational messages	Eat more whole grains, fruits, and vegetables; choose lean proteins, low-fat dairy products, and heart healthy fats; be physically active; make wise food choices with the resources one has. Take home messages for parents in the form of lesson handouts or worksheets will be provided with each lesson.

## **b. Program and Curriculum**

Utah teaches youth that range in age from preschool through senior high school. In some settings the youth only get a one-time lesson while others receive more extensive nutrition education. Having a variety of curriculum is desirable to meet the needs of all of these age groups and circumstances. Utah NEAs have the following existing youth educational materials available to use as needed as well as resources available from USDA including Team Nutrition, Eat Smart, Play Hard, and MyPyramid for Kids. The USDA curriculum is offered in both English and Spanish. Other curriculums include: Professor Popcorn, Food, Fun and Reading, Food Fun and Culture, and WIN Kids. Utah also has 'Viva Vegetable' curriculum developed by Utah State University faculty members in the Nutrition and Food Sciences Department.

## 6. Results

### Youth Curriculum

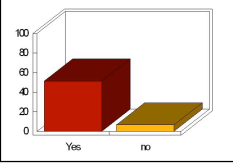
Title	<b><i>Food, Fun, and Reading</i></b>
Author	University of Vermont Extension
Description	Pre K- 2 <sup>nd</sup> grade program with 5 lessons that include a food related story, hands-on nutrition activities, preparing and eating a snack, take-home activities and recipes.
Language	English
Purchase/Cost Justification	This is available in every county. It is not anticipated that additional copies will be purchased in 2010.

\*\*\*Evaluations consist of if the students identified the correct food for the food group. Evaluations based upon pictures and children identified which foods belong in the food group.

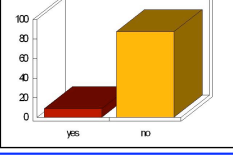
# Youth - Food, Fun, & Reading Curriculum Vegetable Knowledge

## Detailed Item Analysis Report

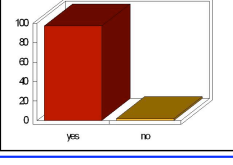
corn Mean: 1.11

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
yes	1.00	313	51.31	51.31	88.67	88.67	
no	2.00	40	6.56	57.87	11.33	100.00	
Total Valid		353	57.87		100.00		
Missing		257	42.13				
Total		610	100.00				

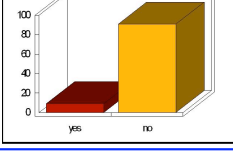
Apple Mean: 1.91

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
yes	1.00	55	9.02	9.02	9.34	9.34	
no	2.00	534	87.54	96.56	90.66	100.00	
Total Valid		589	96.56		100.00		
Missing		21	3.44				
Total		610	100.00				

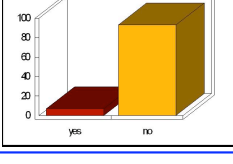
broccoli Mean: 1.02

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
yes	1.00	593	97.21	97.21	98.02	98.02	
no	2.00	12	1.97	99.18	1.98	100.00	
Total Valid		605	99.18		100.00		
Missing		5	0.82				
Total		610	100.00				

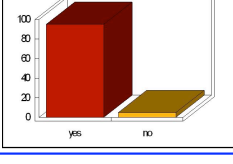
watermelon Mean: 1.91

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
yes	1.00	56	9.18	9.18	9.18	9.18	
no	2.00	554	90.82	100.00	90.82	100.00	
Total Valid		610	100.00		100.00		

bananas Mean: 1.93

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
yes	1.00	43	7.05	7.05	7.05	7.05	
no	2.00	567	92.95	100.00	92.95	100.00	
Total Valid		610	100.00		100.00		

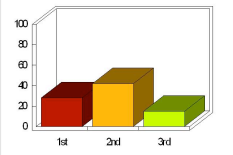
potatoes Mean: 1.05

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
yes	1.00	580	95.08	95.08	95.08	95.08	
no	2.00	30	4.92	100.00	4.92	100.00	
Total Valid		610	100.00		100.00		

# Youth - Food, Fun, & Reading Curriculum Vegetable Knowledge

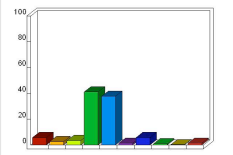
grade

Mean: 1.84

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Percent	Graph
1st	1.00	172	28.20	28.20	33.14	33.14	
2nd	2.00	256	41.97	70.16	49.33	49.33	
3rd	3.00	91	14.92	85.08	17.53	100.00	
<b>Total Valid</b>		519	85.08		100.00		
<b>Missing</b>		91	14.92				
<b>Total</b>		610	100.00				

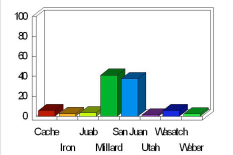
NEA

Mean: -

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Percent	Graph
Candi/Sara/Ashley	-	35	5.74	5.74	5.74	5.74	
Debora	-	16	2.62	8.36	2.62	8.36	
Laurie	-	21	3.44	11.80	3.44	11.80	
Mary Anna	-	251	41.15	52.95	41.15	52.95	
Gloria	-	230	37.70	90.66	37.70	90.66	
Lisa	-	8	1.31	91.97	1.31	91.97	
Shirley	-	35	5.74	97.70	5.74	97.70	
Dannika/Rachael	-	5	0.82	98.52	0.82	98.52	
Rachael	-	1	0.16	98.69	0.16	98.69	
Rachael/Dannika	-	8	1.31	100.00	1.31	100.00	
<b>Total Valid</b>		610	100.00		100.00		

County

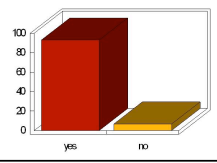
Mean: -

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Percent	Graph
Cache	-	35	5.74	5.74	5.74	5.74	
Iron	-	16	2.62	8.36	2.62	8.36	
Juab	-	21	3.44	11.80	3.44	11.80	
Millard	-	251	41.15	52.95	41.15	52.95	
San Juan	-	230	37.70	90.66	37.70	90.66	
Utah	-	8	1.31	91.97	1.31	91.97	
Wasatch	-	35	5.74	97.70	5.74	97.70	
Weber	-	14	2.30	100.00	2.30	100.00	
<b>Total Valid</b>		610	100.00		100.00		

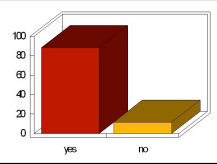
# Youth - Food, Fun, & Reading Curriculum Brains Knowledge

## Detailed Item Analysis Report

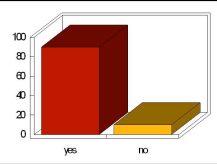
bread Mean: 1.07

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
yes	1.00	640	93.02	93.02	93.29	93.29	
no	2.00	46	6.69	99.71	6.71	100.00	
Total Valid		686	99.71		100.00		
Missing		2	0.29				
Total		688	100.00				

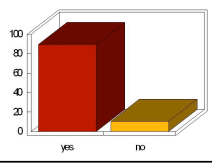
macaroni Mean: 1.12

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
yes	1.00	607	88.23	88.23	88.36	88.36	
no	2.00	80	11.63	99.85	11.64	100.00	
Total Valid		687	99.85		100.00		
Missing		1	0.15				
Total		688	100.00				

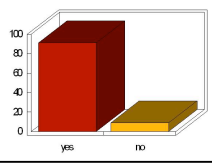
rice Mean: 1.10

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
yes	1.00	618	89.83	89.83	89.83	89.83	
no	2.00	70	10.17	100.00	10.17	100.00	
Total Valid		688	100.00		100.00		

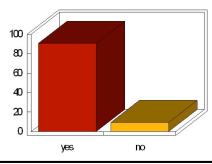
breadsticks Mean: 1.11

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
yes	1.00	615	89.39	89.39	89.39	89.39	
no	2.00	73	10.61	100.00	10.61	100.00	
Total Valid		688	100.00		100.00		

muffin Mean: 1.09

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
yes	1.00	626	90.99	90.99	90.99	90.99	
no	2.00	62	9.01	100.00	9.01	100.00	
Total Valid		688	100.00		100.00		

Crackers Mean: 1.09

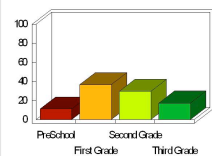
Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
yes	1.00	624	90.70	90.70	90.70	90.70	
no	2.00	64	9.30	100.00	9.30	100.00	
Total Valid		688	100.00		100.00		



# Youth - Food, Fun, & Reading Curriculum Brains Knowledge

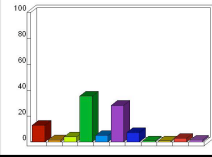
grade

Mean: 2.56

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
PreSchool	1.00	76	11.05	11.05	11.69	11.69	
First Grade	2.00	252	36.63	47.67	38.77	50.46	
Second Grade	3.00	203	29.51	77.18	31.23	81.69	
Third Grade	4.00	119	17.30	94.48	18.31	100.00	
Total Valid		650	94.48		100.00		
Missing		38	5.52				
Total		688	100.00				

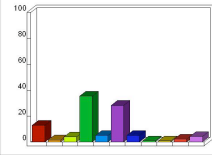
NEA

Mean: -

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
Candi/Stacey	-	89	12.94	12.94	12.94	12.94	
Debora	-	10	1.45	14.39	1.45	14.39	
Laurie	-	27	3.92	18.31	3.92	18.31	
Mary Anna	-	243	35.32	53.63	35.32	53.63	
Penny/Julia	-	34	4.94	58.58	4.94	58.58	
Gloria	-	194	28.20	86.77	28.20	86.77	
Shirley	-	50	7.27	94.04	7.27	94.04	
Michelle	-	6	0.87	94.91	0.87	94.91	
Lisa	-	6	0.87	95.78	0.87	95.78	
Rachael	-	20	2.91	98.69	2.91	98.69	
Dannika	-	9	1.31	100.00	1.31	100.00	
Total Valid		688	100.00		100.00		

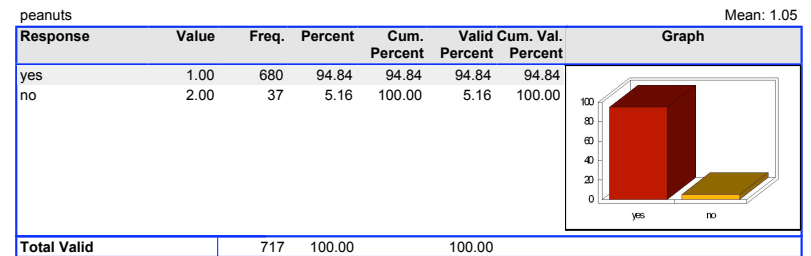
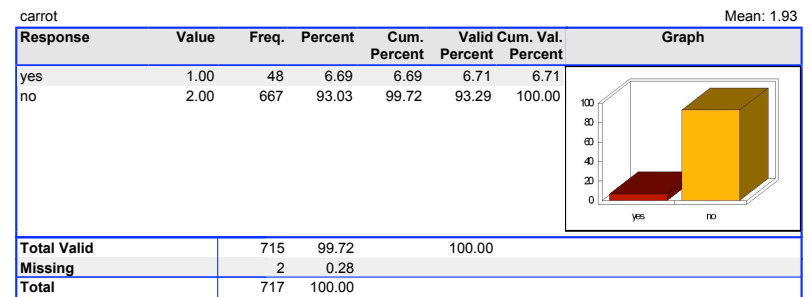
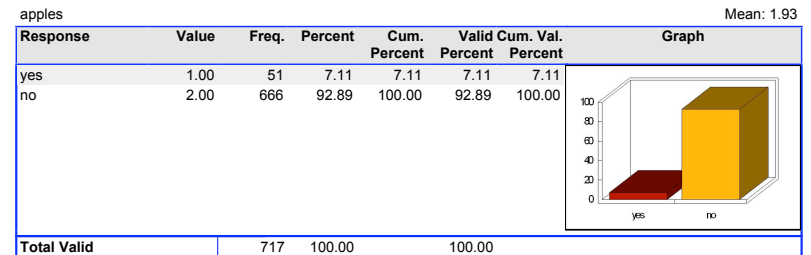
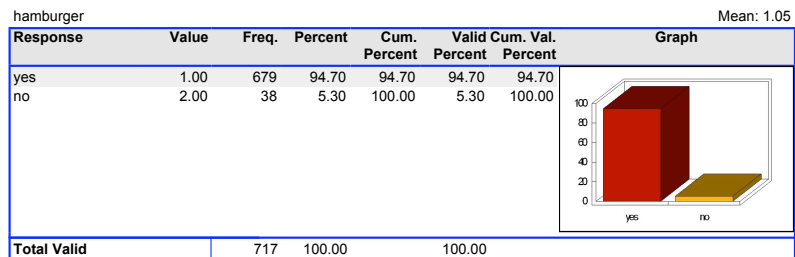
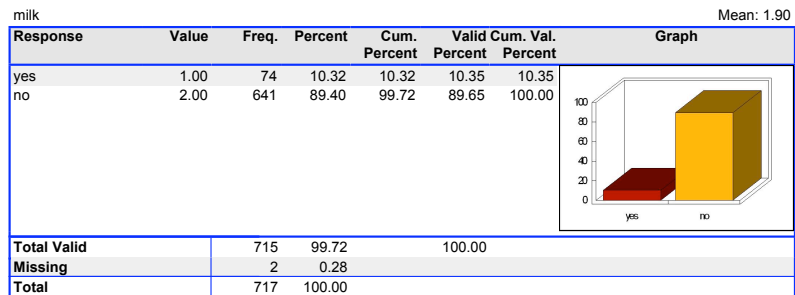
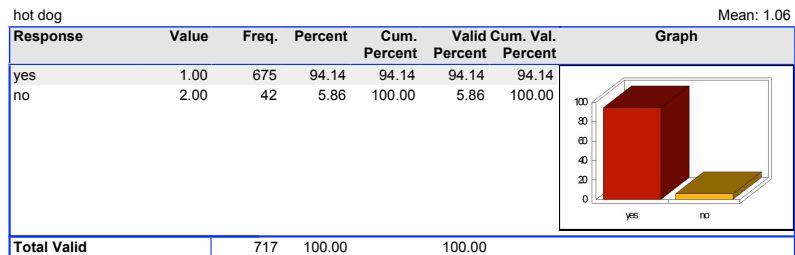
COUNTY

Mean: -

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val.	Graph
Cache	-	89	12.94	12.94	12.94	12.94	
Iron	-	10	1.45	14.39	1.45	14.39	
Juab	-	27	3.92	18.31	3.92	18.31	
Millard	-	243	35.32	53.63	35.32	53.63	
Salt Lake	-	34	4.94	58.58	4.94	58.58	
San Juan	-	194	28.20	86.77	28.20	86.77	
Summit	-	35	5.09	91.86	5.09	91.86	
Tooele	-	6	0.87	92.73	0.87	92.73	
Utah	-	6	0.87	93.60	0.87	93.60	
Wasatch	-	15	2.18	95.78	2.18	95.78	
Weber	-	29	4.22	100.00	4.22	100.00	
Total Valid		688	100.00		100.00		

# Youth - Food, Fun, & Reading Curriculum Meat & Beans Knowledge

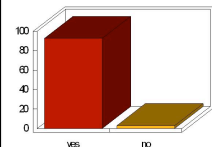
## Detailed Item Analysis Report



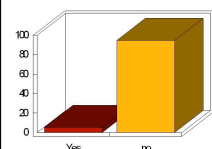
# Youth - Food, Fun, & Reading Curriculum Dairy Knowledge

## Detailed Item Analysis Report

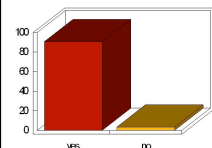
milk Mean: 1.03

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
yes	1.00	878	92.71	92.71	96.80	96.80	
no	2.00	29	3.06	95.78	3.20	100.00	
Total Valid		907	95.78		100.00		
Missing		40	4.22				
Total		947	100.00				

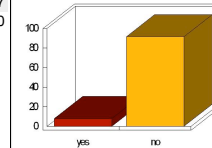
fish Mean: 1.95

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Yes	1.00	50	5.28	5.28	5.28	5.28	
no	2.00	897	94.72	100.00	94.72	100.00	
Total Valid		947	100.00		100.00		

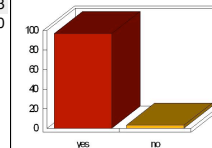
cheese Mean: 1.04

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
yes	1.00	859	90.71	90.71	96.41	96.41	
no	2.00	32	3.38	94.09	3.59	100.00	
Total Valid		891	94.09		100.00		
Missing		56	5.91				
Total		947	100.00				

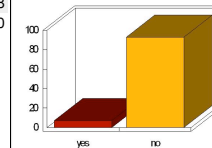
muffin Mean: 1.92

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
yes	1.00	76	8.03	8.03	8.07	8.07	
no	2.00	866	91.45	99.47	91.93	100.00	
Total Valid		942	99.47		100.00		
Missing		5	0.53				
Total		947	100.00				

yogurt Mean: 1.03

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
yes	1.00	916	96.73	96.73	96.73	96.73	
no	2.00	31	3.27	100.00	3.27	100.00	
Total Valid		947	100.00		100.00		

carrot Mean: 1.93

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
yes	1.00	67	7.07	7.07	7.08	7.08	
no	2.00	879	92.82	99.89	92.92	100.00	
Total Valid		946	99.89		100.00		
Missing		1	0.11				
Total		947	100.00				

# Youth - Food, Fun, & Reading Curriculum Dairy Knowledge

grade Mean: 2.89

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Graph
Preschool	1.00	72	7.60	7.60	8.31	
1st	2.00	216	22.81	30.41	24.94	
2nd	3.00	317	33.47	63.89	36.61	
3rd	4.00	261	27.56	91.45	30.14	
<b>Total Valid</b>		866	91.45		100.00	
<b>Missing</b>		81	8.55			
<b>Total</b>		947	100.00			

NEA Mean: -

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Graph
Candi/Stacey	-	100	10.56	10.56	10.56	
Debora	-	10	1.06	11.62	1.06	
Laurie	-	38	4.01	15.63	4.01	
Mary Anna	-	269	28.41	44.03	28.41	
Julia/Penny	-	40	4.22	48.26	4.22	
Penny/Julia	-	77	8.13	56.39	8.13	
Gloria	-	260	27.46	83.84	27.46	
Michelle	-	8	0.84	84.69	0.84	
Lisa	-	8	0.84	85.53	0.84	
Shirley	-	29	3.06	88.60	3.06	
Jessica	-	10	1.06	89.65	1.06	
Marilyn	-	60	6.34	95.99	6.34	
Rachael/Dannika	-	14	1.48	97.47	1.48	
Rachael/Jessie	-	24	2.53	100.00	2.53	
<b>Total Valid</b>		947	100.00		100.00	

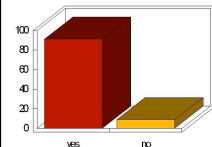
COUNTY Mean: -

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Graph
Cache	-	100	10.56	10.56	10.56	
Iron	-	10	1.06	11.62	1.06	
Juab	-	38	4.01	15.63	4.01	
Millard	-	269	28.41	44.03	28.41	
Salt Lake	-	117	12.35	56.39	12.35	
San Juan	-	260	27.46	83.84	27.46	
Tooele	-	8	0.84	84.69	0.84	
Utah	-	8	0.84	85.53	0.84	
Wasatch	-	29	3.06	88.60	3.06	
Weber	-	108	11.40	100.00	11.40	
<b>Total Valid</b>		947	100.00		100.00	

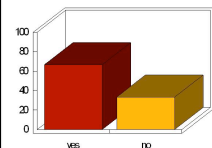
# Youth - Food Culture & Reading - Vegetable Curriculum Data

## Detailed Item Analysis Report

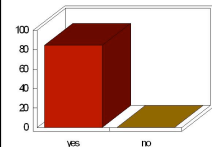
corn Mean: 1.09

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
yes	1.00	41	91.11	91.11	91.11	91.11	
no	2.00	4	8.89	100.00	8.89	100.00	
<b>Total Valid</b>		45	100.00		100.00		

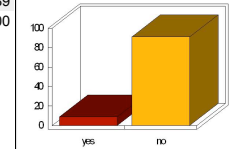
tomato Mean: 1.33

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
yes	1.00	30	66.67	66.67	66.67	66.67	
no	2.00	15	33.33	100.00	33.33	100.00	
<b>Total Valid</b>		45	100.00		100.00		

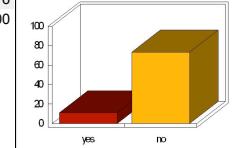
broccoli Mean: 1.00

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
yes	1.00	38	84.44	84.44	100.00	100.00	
no	2.00	0	0.00	84.44	0.00	100.00	
<b>Total Valid</b>		38	84.44		100.00		
<b>Missing</b>		7	15.56				
<b>Total</b>		45	100.00				

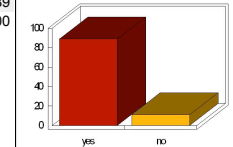
watermelon Mean: 1.91

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
yes	1.00	4	8.89	8.89	8.89	8.89	
no	2.00	41	91.11	100.00	91.11	100.00	
<b>Total Valid</b>		45	100.00		100.00		

bananas Mean: 1.87

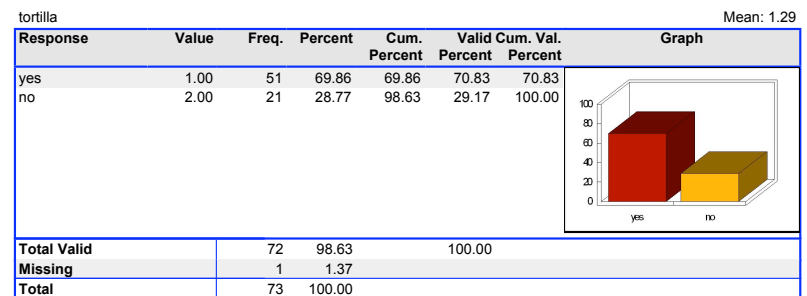
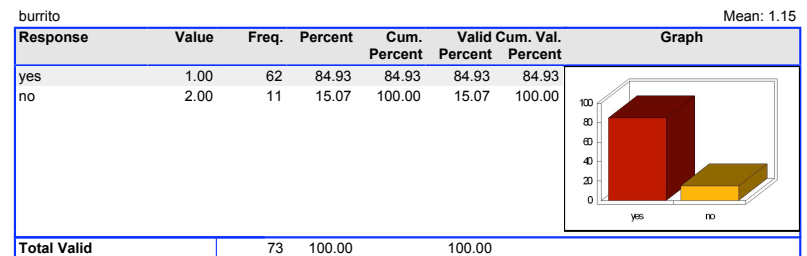
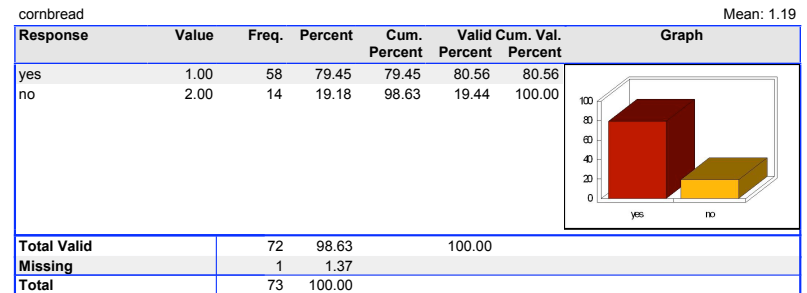
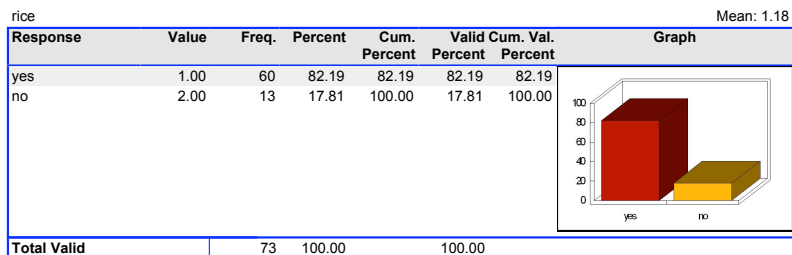
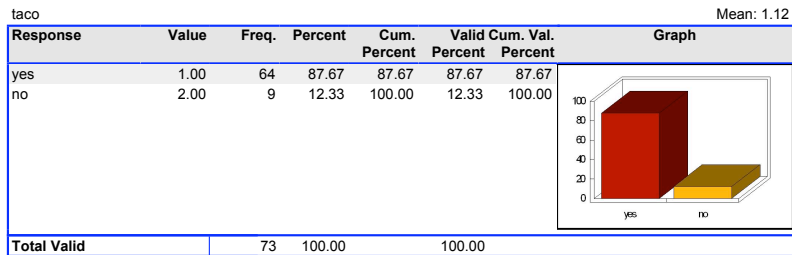
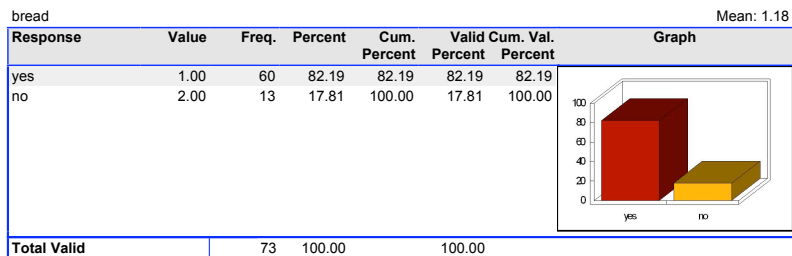
Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
yes	1.00	5	11.11	11.11	13.16	13.16	
no	2.00	33	73.33	84.44	86.84	100.00	
<b>Total Valid</b>		38	84.44		100.00		
<b>Missing</b>		7	15.56				
<b>Total</b>		45	100.00				

potatoes Mean: 1.11

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
yes	1.00	40	88.89	88.89	88.89	88.89	
no	2.00	5	11.11	100.00	11.11	100.00	
<b>Total Valid</b>		45	100.00		100.00		

# Youth - Food Culture & Reading - Grain Curriculum Data

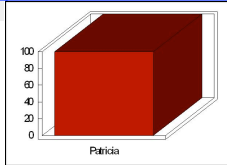
## Detailed Item Analysis Report



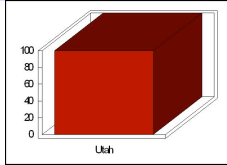
# Youth - Food Culture & Reading - Dairy Curriculum Data

## Detailed Item Analysis Report

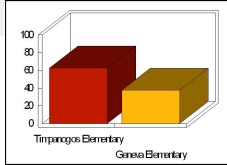
NEA Mean: -

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Patricia	-	16	100.00	100.00	100.00	100.00	
<b>Total Valid</b>		16	100.00		100.00		

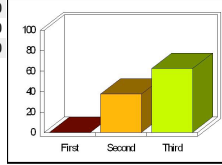
County Mean: -

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Utah	-	16	100.00	100.00	100.00	100.00	
<b>Total Valid</b>		16	100.00		100.00		

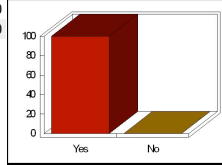
School Mean: -

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Timpanogos Elementary	-	10	62.50	62.50	62.50	62.50	
Geneva Elementary	-	6	37.50	100.00	37.50	100.00	
<b>Total Valid</b>		16	100.00		100.00		

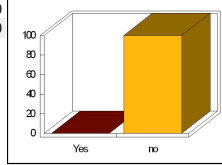
Grade Mean: 2.63

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
First	1.00	0	0.00	0.00	0.00	0.00	
Second	2.00	6	37.50	37.50	37.50	37.50	
Third	3.00	10	62.50	100.00	62.50	100.00	
<b>Total Valid</b>		16	100.00		100.00		

Milk Mean: 1.00

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Yes	1.00	16	100.00	100.00	100.00	100.00	
No	2.00	0	0.00	100.00	0.00	100.00	
<b>Total Valid</b>		16	100.00		100.00		

watermelon Mean: 2.00

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Yes	1.00	0	0.00	0.00	0.00	0.00	
no	2.00	16	100.00	100.00	100.00	100.00	
<b>Total Valid</b>		16	100.00		100.00		

# Youth - Professor Popcorn grades 3 & 4 Data

## Detailed Item Analysis Report

Vegetables Mean: 1.76

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Every Day	1.00	208	47.71	47.71	48.15	48.15	
Most Days	2.00	143	32.80	80.50	33.10	81.25	
1-2 days	3.00	59	13.53	94.04	13.66	94.91	
never	4.00	22	5.05	99.08	5.09	100.00	
Total Valid		432	99.08		100.00		
Missing		4	0.92				
Total		436	100.00				

fruits Mean: 1.68

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Every Day	1.00	211	48.39	48.39	48.96	48.96	
Most Days	2.00	158	36.24	84.63	36.66	85.61	
1-2 days	3.00	53	12.16	96.79	12.30	97.91	
never	4.00	9	2.06	98.85	2.09	100.00	
Total Valid		431	98.85		100.00		
Missing		5	1.15				
Total		436	100.00				

whole grains Mean: 1.83

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Every Day	1.00	205	47.02	47.02	47.45	47.45	
Most Days	2.00	128	29.36	76.38	29.63	77.08	
1-2 days	3.00	67	15.37	91.74	15.51	92.59	
never	4.00	32	7.34	99.08	7.41	100.00	
Total Valid		432	99.08		100.00		
Missing		4	0.92				
Total		436	100.00				

Wash hands Mean: 1.35

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Every Day	1.00	334	76.61	76.61	78.04	78.04	
Most Days	2.00	56	12.84	89.45	13.08	91.12	
1-2 days	3.00	20	4.59	94.04	4.67	95.79	
never	4.00	18	4.13	98.17	4.21	100.00	
Total Valid		428	98.17		100.00		
Missing		8	1.83				
Total		436	100.00				

Physically active1 Mean: 1.47

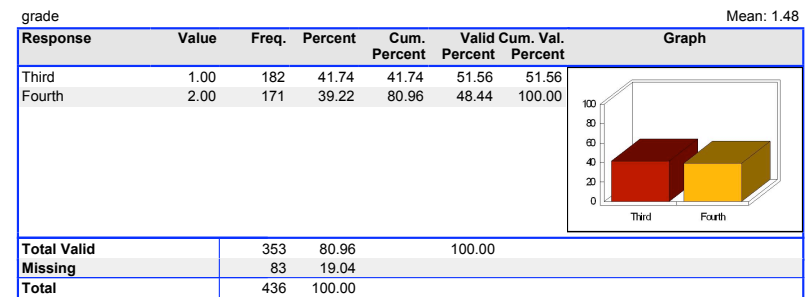
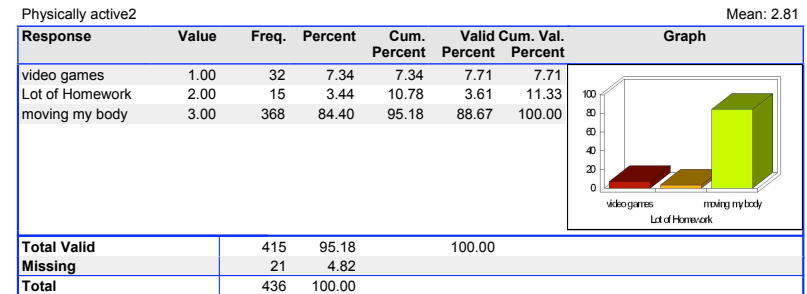
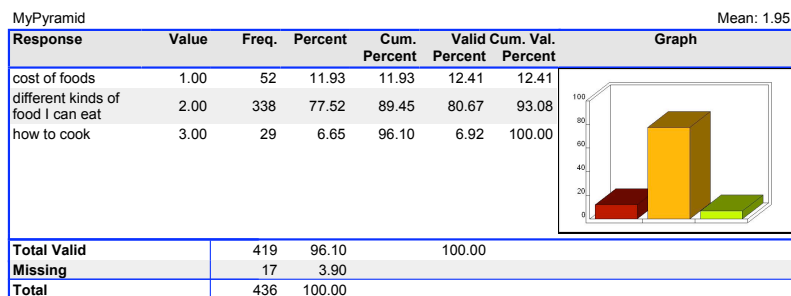
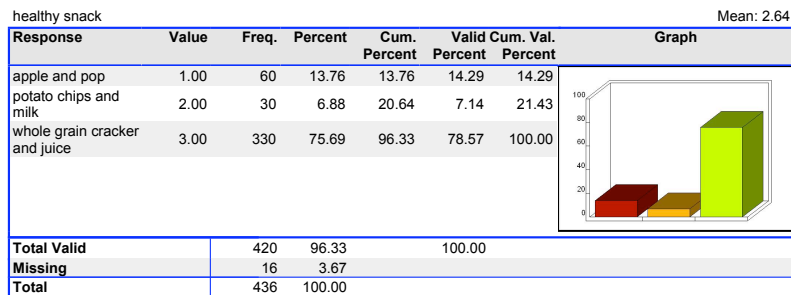
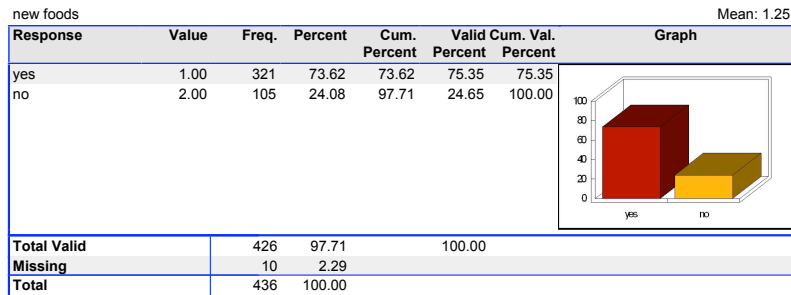
Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Every Day	1.00	285	65.37	65.37	67.22	67.22	
Most Days	2.00	95	21.79	87.16	22.41	89.62	
1-2 days	3.00	28	6.42	93.58	6.60	96.23	
never	4.00	16	3.67	97.25	3.77	100.00	
Total Valid		424	97.25		100.00		
Missing		12	2.75				
Total		436	100.00				

eat breakfast Mean: 1.27

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Every Day	1.00	345	79.13	79.13	79.86	79.86	
Most Days	2.00	67	15.37	94.50	15.51	95.37	
1-2 days	3.00	11	2.52	97.02	2.55	97.92	
never	4.00	9	2.06	99.08	2.08	100.00	
Total Valid		432	99.08		100.00		
Missing		4	0.92				
Total		436	100.00				



# Youth - Professor Popcorn grades 3 & 4 Data



# Youth - Professor Popcorn grades 5 & 6 Data

## Detailed Item Analysis Report

different kinds of veggies

Mean: 1.91

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Every Day	1.00	71	37.37	37.37	37.37	37.37	
Most Days of the Week	2.00	78	41.05	78.42	41.05	78.42	
1-2 Days a week	3.00	29	15.26	93.68	15.26	93.68	
Never	4.00	12	6.32	100.00	6.32	100.00	
<b>Total Valid</b>		190	100.00		100.00		

different kinds of fruits

Mean: 1.76

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Every Day	1.00	84	44.21	44.21	44.68	44.68	
Most Days of the Week	2.00	70	36.84	81.05	37.23	81.91	
1-2 Days a week	3.00	29	15.26	96.32	15.43	97.34	
Never	4.00	5	2.63	98.95	2.66	100.00	
<b>Total Valid</b>		188	98.95		100.00		
<b>Missing</b>		2	1.05				
<b>Total</b>		190	100.00				

whole grains

Mean: 1.80

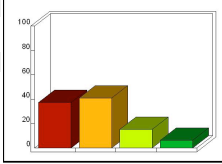
Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Every Day	1.00	87	45.79	45.79	45.79	45.79	
Most Days of the Week	2.00	62	32.63	78.42	32.63	78.42	
1-2 Days a week	3.00	33	17.37	95.79	17.37	95.79	
Never	4.00	8	4.21	100.00	4.21	100.00	
<b>Total Valid</b>		190	100.00		100.00		

# Youth - Professor Popcorn grades 5 & 6 Data

## Detailed Item Analysis Report

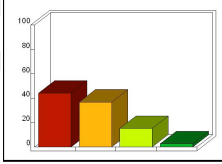
different kinds of veggies

Mean: 1.91

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Every Day	1.00	71	37.37	37.37	37.37	37.37	
Most Days of the Week	2.00	78	41.05	78.42	41.05	78.42	
1-2 Days a week	3.00	29	15.26	93.68	15.26	93.68	
Never	4.00	12	6.32	100.00	6.32	100.00	
Total Valid		190	100.00		100.00		

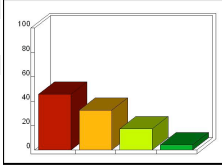
different kinds of fruits

Mean: 1.76

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Every Day	1.00	84	44.21	44.21	44.68	44.68	
Most Days of the Week	2.00	70	36.84	81.05	37.23	81.91	
1-2 Days a week	3.00	29	15.26	96.32	15.43	97.34	
Never	4.00	5	2.63	98.95	2.66	100.00	
Total Valid		188	98.95		100.00		
Missing		2	1.05				
Total		190	100.00				

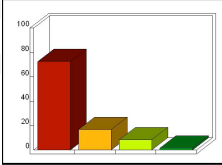
whole grains

Mean: 1.80

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Every Day	1.00	87	45.79	45.79	45.79	45.79	
Most Days of the Week	2.00	62	32.63	78.42	32.63	78.42	
1-2 Days a week	3.00	33	17.37	95.79	17.37	95.79	
Never	4.00	8	4.21	100.00	4.21	100.00	
Total Valid		190	100.00		100.00		

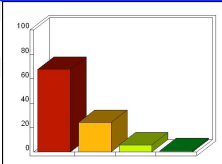
Wash my hands

Mean: 1.39

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Every Day	1.00	138	72.63	72.63	73.02	73.02	
Most Days of the Week	2.00	32	16.84	89.47	16.93	89.95	
1-2 Days a week	3.00	16	8.42	97.89	8.47	98.41	
Never	4.00	3	1.58	99.47	1.59	100.00	
Total Valid		189	99.47		100.00		
Missing		1	0.53				
Total		190	100.00				

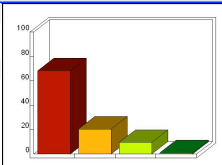
Physically active

Mean: 1.39

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Every Day	1.00	129	67.89	67.89	68.62	68.62	
Most Days of the Week	2.00	46	24.21	92.11	24.47	93.09	
1-2 Days a week	3.00	11	5.79	97.89	5.85	98.94	
Never	4.00	2	1.05	98.95	1.06	100.00	
Total Valid		188	98.95		100.00		
Missing		2	1.05				
Total		190	100.00				

breakfast

Mean: 1.43

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Every Day	1.00	130	68.42	68.42	68.78	68.78	
Most Days of the Week	2.00	39	20.53	88.95	20.63	89.42	
1-2 Days a week	3.00	18	9.47	98.42	9.52	98.94	
Never	4.00	2	1.05	99.47	1.06	100.00	
Total Valid		189	99.47		100.00		
Missing		1	0.53				
Total		190	100.00				

# Youth - WFN Kids Data

## Detailed Item Analysis Report

SCHOOL/GRADE

Mean: -

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
HMK	-	11	28.95	28.95	28.95	28.95	
Catholic Community Services	-	4	10.53	39.47	10.53	39.47	
Washington Terrace	-	23	60.53	100.00	60.53	100.00	
Total Valid		38	100.00		100.00		

Physical activity

Mean: 3.57

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
biking	1.00	5	13.16	13.16	13.51	13.51	
roller skating	2.00	0	0.00	13.16	0.00	13.51	
skiing	3.00	1	2.63	15.79	2.70	16.22	
walking	4.00	31	81.58	97.37	83.78	100.00	
Total Valid		37	97.37		100.00		
Missing		1	2.63				
Total		38	100.00				

taking a walk

Mean: 1.08

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
true	1.00	33	86.84	86.84	91.67	91.67	
false	2.00	3	7.89	94.74	8.33	100.00	
Total Valid		36	94.74		100.00		
Missing		2	5.26				
Total		38	100.00				

not healthy plan

Mean: 2.92

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
choosing variety of different foods	1.00	2	5.26	5.26	5.41	5.41	
eating when hungry and shopping when full	2.00	2	5.26	10.53	5.41	10.81	
skipping a lot of meals	3.00	30	78.95	89.47	81.08	91.89	
eating about 3 meals and 2 snacks	4.00	3	7.89	97.37	8.11	100.00	
Total Valid		37	97.37		100.00		
Missing		1	2.63				
Total		38	100.00				

super sized servings

Mean: 1.33

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
True	1.00	24	63.16	63.16	66.67	66.67	
False	2.00	12	31.58	94.74	33.33	100.00	
Total Valid		36	94.74		100.00		
Missing		2	5.26				
Total		38	100.00				

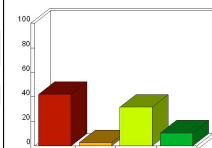
serving sizes are smaller

Mean: 1.78

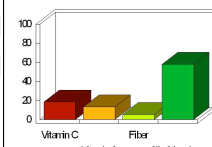
Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
true	1.00	8	21.05	21.05	21.62	21.62	
false	2.00	29	76.32	97.37	78.38	100.00	
Total Valid		37	97.37		100.00		
Missing		1	2.63				
Total		38	100.00				

# Youth - WFN Kids Data

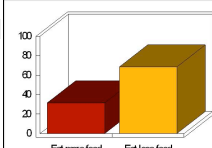
original fast foods Mean: 2.12

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
big mac and cheese	1.00	16	42.11	42.11	48.48	48.48	
fish swimming in a stream	2.00	1	2.63	44.74	3.03	51.52	
fruit and vegetables	3.00	12	31.58	76.32	36.36	87.88	
pizza and pop	4.00	4	10.53	86.84	12.12	100.00	
<b>Total Valid</b>		33	86.84		100.00		
<b>Missing</b>		5	13.16				
<b>Total</b>		38	100.00				

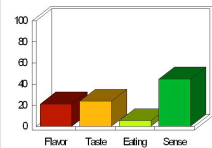
what nutrients in fruits and veggies Mean: 3.08

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Vitamin C	1.00	7	18.42	18.42	19.44	19.44	
Vitamin A	2.00	5	13.16	31.58	13.89	33.33	
Fiber	3.00	2	5.26	36.84	5.56	38.89	
All of the above	4.00	22	57.89	94.74	61.11	100.00	
<b>Total Valid</b>		36	94.74		100.00		
<b>Missing</b>		2	5.26				
<b>Total</b>		38	100.00				

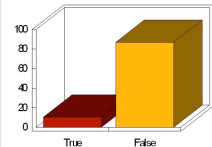
when we slow down and use all our sense to enjoy food Mean: 1.68

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Eat more food	1.00	12	31.58	31.58	31.58	31.58	
Eat less food	2.00	26	68.42	100.00	68.42	100.00	
<b>Total Valid</b>		38	100.00		100.00		

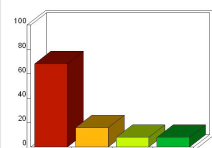
combined effects of taste and smell Mean: 2.78

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Flavor	1.00	8	21.05	21.05	22.22	22.22	
Taste	2.00	9	23.68	44.74	25.00	47.22	
Eating	3.00	2	5.26	50.00	5.56	52.78	
Sense	4.00	17	44.74	94.74	47.22	100.00	
<b>Total Valid</b>		36	94.74		100.00		
<b>Missing</b>		2	5.26				
<b>Total</b>		38	100.00				

foods taste the same to everyone Mean: 1.89

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
True	1.00	4	10.53	10.53	10.81	10.81	
False	2.00	33	86.84	97.37	89.19	100.00	
<b>Total Valid</b>		37	97.37		100.00		
<b>Missing</b>		1	2.63				
<b>Total</b>		38	100.00				

what are the primary tastes we sense Mean: 1.55

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Salty sweet sour bitter	1.00	26	68.42	68.42	68.42	68.42	
yuck yum ok not bad	2.00	6	15.79	84.21	15.79	84.21	
salty sweet sugary sour	3.00	3	7.89	92.11	7.89	92.11	
Salty sugary thick thin	4.00	3	7.89	100.00	7.89	100.00	
<b>Total Valid</b>		38	100.00		100.00		

# Youth - WFN Kids Data

sugar in 12 ounce can of soda

Mean: 2.68

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
2-4 sugar cubes	1.00	10	26.32	26.32	27.03	27.03	
5 sugar cubes	2.00	5	13.16	39.47	13.51	40.54	
10 to 12 sugar cubes	3.00	9	23.68	63.16	24.32	64.86	
more than 20 sugar cubes	4.00	13	34.21	97.37	35.14	100.00	
<b>Total Valid</b>		37	97.37		100.00		
<b>Missing</b>		1	2.63				
<b>Total</b>		38	100.00				

soda health concern

Mean: 3.00

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
often drink them instead of healthy drinks	1.00	10	26.32	26.32	27.78	27.78	
Its easy to drink too much	2.00	1	2.63	28.95	2.78	30.56	
The sugars in them can cause tooth decay	3.00	4	10.53	39.47	11.11	41.67	
all of the above	4.00	21	55.26	94.74	58.33	100.00	
<b>Total Valid</b>		36	94.74		100.00		
<b>Missing</b>		2	5.26				
<b>Total</b>		38	100.00				

what food is not a good source of calcium

Mean: 3.18

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
yogurt	1.00	3	7.89	7.89	7.89	7.89	
cheddar cheese	2.00	2	5.26	13.16	5.26	13.16	
canned sardines with bones	3.00	18	47.37	60.53	47.37	60.53	
margarine	4.00	15	39.47	100.00	39.47	100.00	
<b>Total Valid</b>		38	100.00		100.00		

calcium helps you have

Mean: 1.42

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
strong bones and teeth	1.00	29	76.32	76.32	76.32	76.32	
good eye sight	2.00	5	13.16	89.47	13.16	89.47	
healthy skin	3.00	1	2.63	92.11	2.63	92.11	
good hearing	4.00	3	7.89	100.00	7.89	100.00	
<b>Total Valid</b>		38	100.00		100.00		

most Americans get plenty of fiber

Mean: 1.55

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
True	1.00	17	44.74	44.74	44.74	44.74	
False	2.00	21	55.26	100.00	55.26	100.00	
<b>Total Valid</b>		38	100.00		100.00		

which food is not a good source of fiber

Mean: 2.65

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
orange	1.00	5	13.16	13.16	13.51	13.51	
chilli with beans	2.00	12	31.58	44.74	32.43	45.95	
apple juice	3.00	11	28.95	73.68	29.73	75.68	
bran flake cereal	4.00	9	23.68	97.37	24.32	100.00	
<b>Total Valid</b>		37	97.37		100.00		
<b>Missing</b>		1	2.63				
<b>Total</b>		38	100.00				

# Youth - WFN Kids Data

everyone needs some fat in their diet

Mean: 1.19

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Percent	Graph
true	1.00	30	78.95	78.95	81.08	81.08	
false	2.00	7	18.42	97.37	18.92	100.00	
Total Valid		37	97.37		100.00		
Missing		1	2.63				
Total		38	100.00				

which item is a low fat choice

Mean: 2.84

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Percent	Graph
potato chips	1.00	3	7.89	7.89	8.11	8.11	
french fries	2.00	0	0.00	7.89	0.00	8.11	
fresh apple	3.00	34	89.47	97.37	91.89	100.00	
candy bar	4.00	0	0.00	97.37	0.00	100.00	
Total Valid		37	97.37		100.00		
Missing		1	2.63				
Total		38	100.00				

certain products can make you look good instantly

Mean: 1.69

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Percent	Graph
true	1.00	11	28.95	28.95	31.43	31.43	
false	2.00	24	63.16	92.11	68.57	100.00	
Total Valid		35	92.11		100.00		
Missing		3	7.89				
Total		38	100.00				

advertisers want you to believe that if you buy their product

Mean: 1.35

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Percent	Graph
true	1.00	24	63.16	63.16	64.86	64.86	
false	2.00	13	34.21	97.37	35.14	100.00	
Total Valid		37	97.37		100.00		
Missing		1	2.63				
Total		38	100.00				

where do we get our attitudes about body and shape

Mean: 1.36

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Percent	Graph
television	1.00	6	15.79	15.79	16.22	16.22	
friends	2.00	6	15.79	31.58	16.22	32.43	
toys	3.00	1	2.63	34.21	2.70	35.14	
all of the above	4.00	24	63.16	97.37	64.86	100.00	
Total Valid		37	97.37		100.00		
Missing		1	2.63				
Total		38	100.00				

one way that tv magazines make models look better is to elec

Mean: 1.37

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Percent	Graph
true	1.00	24	63.16	63.16	63.16	63.16	
false	2.00	14	36.84	100.00	36.84	100.00	
Total Valid		38	100.00		100.00		

# Youth - WFN Kids Data

how does physical activity help your body

Mean: 3.41

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
better balance	1.00	3	7.89	7.89	8.11	8.11	
more strength	2.00	5	13.16	21.05	13.51	21.62	
more flexibility	3.00	3	7.89	28.95	8.11	29.73	
all of the above	4.00	26	68.42	97.37	70.27	100.00	
Total Valid		37	97.37		100.00		
Missing		1	2.63				
Total		38	100.00				

clearing barns and sledding are physical activity

Mean: 1.25

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
true	1.00	27	71.05	71.05	75.00	75.00	
false	2.00	9	23.68	94.74	25.00	100.00	
Total Valid		36	94.74		100.00		
Missing		2	5.26				
Total		38	100.00				

nea

Mean: -

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Vanessa	-	11	28.95	28.95	28.95	28.95	
Marilyn/Rachael	-	4	10.53	39.47	10.53	39.47	
Dannika/Jessica	-	23	60.53	100.00	60.53	100.00	
Total Valid		38	100.00		100.00		



### Contact information:

Heidi LeBlanc, Food \$ense Director  
Utah State University  
Old Main Hill 8749  
Logan, UT 84324  
435.797.3923  
435.797.0897 (fax)  
heidi.leblanc@usu.edu

Research shows that school based nutrition education can improve dietary practices that improve the growth and development, both physically and mentally, of school-aged children (1). When healthy eating patterns are well established in childhood and adolescence the risks of long term health problems such as coronary heart disease, diabetes, cancer, and stroke are significantly reduced later in life. These children are also less likely to experience short-term health effects of an inadequate or inappropriate diet such as iron deficiency anemia, overweight, and obesity (2). Children who are chronically undernourished and/or hungry achieve lower exam scores, miss more days due to illness, are more irritable, and fall behind in class (1,2).

On average, children consume too much fat, saturated fat, and sodium and too little of fruits, vegetables, and dairy products. The general population can achieve good health by following the most current Dietary Guidelines for Americans. For this reason, school based nutrition education should focus on these principles (1). Children are bombarded by TV commercials and other media to choose foods with little nutritional value. To combat these negative nutritional messages, they need to hear as many positive nutrition messages as possible. Nutrition education should be an integral part of the school curriculum as students who receive more lessons on nutrition have more positive behavioral changes than those receiving fewer lessons (1). The lessons should be behaviorally based and should be developmentally appropriate, relevant, participatory, and fun. Teachers often feel overwhelmed or inadequate in teaching nutrition concepts. SNAP-ED NEAs can and should fill the gap and bring quality nutrition education to schoolchildren.

### References:

1. CDC. Guidelines for school health programs to promote lifelong healthy eating. MMWR 1996;45(RR-9);1-33.
2. Food and Nutrition Information Center. Nutrition, learning and behavior in children: a resource list for professionals. National Agricultural Library/USDA 2004

# EARS Reporting FY 2010

## Supplemental Nutrition Assistance Program Education (SNAP-Ed)

Form Approved OMB No. 0584-0542  
Expiration Date: 08/31/2013

Form Approved OMB No. 0584-0542

### Supplemental Nutrition Assistance Program Education (SNAP-Ed) EARS Reporting Form

OMB BURDEN STATEMENT: According to the Paperwork Reduction Act of 1995, an agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0584-0542. The time to complete this information collection is estimated to average 54 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. OMB #0584-0542 expires 08/31/2013.

State: Utah Federal Fiscal Year: 2010

Number of Implementing Agencies\*: 1

Name of Each Implementing Agency\*

Utah State University

\* An implementing agency is defined as an organization that has a contract/formal agreement with the State Supplemental Nutrition Assistance Program (SNAP) to develop and deliver nutrition education activities in the state. Attach additional pages if necessary.

#### DIRECT EDUCATION:

Items #1-6 ask for information about participants and activities associated with direct SNAP Education (SNAP-Ed). **Direct Education** is defined as interventions where a participant is actively engaged in the learning process with an educator and/or interactive media. Direct education provides an opportunity to obtain information about individual participants. For an activity to qualify as direct education, information on the number of individuals, SNAP participation status, age, gender, and race/ethnicity must be collected.

**Example 1:** An implementing agency conducts a series of nutrition sessions designed to increase fruit and vegetable intake. The educators collect enrollment data including name, age, race, ethnic group, SNAP participation and gender.

**Example 2:** The implementing agency provides nutrition education via kiosks at several locations. Participant using the kiosks provides identifying information including their SNAP status, ethnicity, age and gender by entering this data or by using codes that can be linked to this information by the implementing agency.

Situations that would not count as "direct education" include cases where an individual obtains nutrition education or materials or listens to a session but no demographic information is captured about the individual. This would count as indirect education.

#### Direct Education: SNAP-Ed Participants and Contacts

**1a. Direct Education: SNAP-Ed PARTICIPANTS by Age and SNAP Status** - Reporting an unduplicated count of direct education participants means providing the number of different individuals who receive any SNAP-Ed direct education. Each individual counts as one participant, regardless of the number of times he or she has participated in direct education activities. You are encouraged to provide actual unduplicated counts but if you are unable, you should estimate the number of individuals served.

- For Question 1a, indicate below if you are providing actual unduplicated counts or an estimate of SNAP-Ed direct education participants.

- ☒ Actual Counts of Participants (unduplicated)  
☐ Estimated Counts of Participants

		A	B	C	D	E
		Less than 5 Years	5-17 Years Grades K-12	18-59 Years	60 Years or More	All Ages Combined
1	Number of SNAP Recipients in SNAP-Ed	5	138	1,251	229	1,623
2	Number of All Other Participants in SNAP-Ed	9	369	2,413	833	3,624
3	Total Number of SNAP-Ed Participants	14	507	3,664	1,062	5,247

If you reported an estimate in Question 1a, please describe in 100 words or less the methods used to estimate the number of participants.

Data from Class Participant Annual report

#### 1b. Direct Education: SNAP-Ed CONTACTS by Age and SNAP Status

A "SNAP-Ed contact" is defined as an interaction in which a SNAP-Ed participant participates in a direct education activity. Each SNAP-Ed participant may have one or more SNAP-Ed contacts.

- For Question 1b, indicate below if you are providing actual counts or an estimate of SNAP-Ed direct education contacts.

- ☐ Actual Counts of Contacts  
☒ Estimated Counts of Contacts

# EARS Reporting FY 2010

## Supplemental Nutrition Assistance Program Education (SNAP-Ed)

Form Approved OMB No. 0584-0542

Form Approved OMB No. 0584-0542

		A Less than 5 Years	B 5-17 Years Grades K-12	C 18-59 Years	D 60 Years or More	E All Ages Combined
1	Contacts with SNAP Recipients in SNAP-Ed	143	16,243			16,386
2	Contacts with All Other Persons in SNAP-Ed					
3	Total Contacts of SNAP-Ed Participants	143	16,243			16,386

If you reported an estimate in Question 1b, please describe in 100 words or less the methods used to estimate the number of contacts.

Information from Youth Class Enrollment - does not unduplicate numbers

### Instructions for Question 1a and 1b

- Row 1: Enter the total number of participants (1a) and contacts (1b) who are SNAP recipients by each age range and for all ages combined (Row 1; Columns A-E).
- Row 2: Enter the total participants (1a) and contacts (1b) for all other (non-SNAP) persons by each age range and for all ages combined (Row 2; Columns A-E). This includes persons who are eligible non-participants with respect to the SNAP combined with persons who are not eligible for the SNAP.
- Row 3: Enter the total participants (1a) and contacts (1b) for SNAP-Ed by age category (Row 3; Columns A-E). Each number in Row 3 should equal the sum of Rows 1 and 2 in that column.

### Special Circumstances

- If necessary, determine SNAP status among children (columns A and B) who receive SNAP-Ed services in school and child care settings by multiplying the number of children participating in SNAP-Ed at each school or child care facility by the percent of students enrolled in the FREE school lunch program.

**Example:** An elementary school program has 100 children participating in SNAP-Ed and the school's free lunch participation rate is 60%. In the "5-17 Years (grade K-12)" column, report 60 students under "Number of SNAP Participants in SNAP-Ed" and 40 students under "Number of All Other Participants in SNAP-Ed" for a total of 100 students.

- Teen-age SNAP-Ed participants should be counted by their age for Question 1 even if they are parents.

**Example:** If the teen parent is 16 years old, they should be counted under Column B, 5-17 Years (Grades K-12). If the teen is 19 years old, they should be counted under Column C 18-59 Years.

### 2a. Direct Education: SNAP-Ed PARTICIPANTS by Gender

- For Question 2a, indicate below if you are providing an unduplicated count or an estimate of SNAP-Ed direct education participants.

- ☒ Actual Counts of Participants (unduplicated)  
☐ Estimated Counts of Participants

#### Adult Participants

		A Female	B Male
1	Number of SNAP-Ed Participants	4,162	1,148

If you reported an estimate in Question 2a, please describe in 25 words or less the methods used to estimate the number of participants.

Data from the Class Participant Form

### 2b. Direct Education: SNAP-Ed CONTACTS by Gender

- For Question 2b, indicate below if you are providing actual counts or an estimate of SNAP-Ed direct education contacts.

- ☐ Actual Counts of Contacts  
☒ Estimated Counts of Contacts

		A Female	B Male
1	Number of SNAP-Ed Contacts	8,955	8,278

If you reported an estimate in Question 2b, please describe in 25 words or less the methods used to estimate the number of contacts.

Youth Enrollment form - cannot unduplicate

### Instructions for Question 2a and b

Enter the DIRECT EDUCATION participants (2a) and contacts (2b) by gender in Row 1; Columns A and B of Table 2a and 2b. The total of A and B in Table 2a should equal the total number of SNAP-Ed participants in Question 1a, Row 3, Column E. The total of A and B in Table 2b should equal the total number of SNAP-Ed contacts in Question 1b, Row 3, Column E.

# EARS Reporting FY 2010

## Supplemental Nutrition Assistance Program Education (SNAP-Ed)

Form Approved OMB No. 0584-054

### 3. Direct Education: Race and Ethnicity

Form Approved OMB No. 0584-0542

- For Question 3, indicate below if you are providing actual unduplicated counts or an estimate of SNAP-Ed direct education participants.

- ☒ Actual Counts of Participants (unduplicated)  
☐ Estimated Counts of Participants

		A Number of Hispanic or Latino SNAP-Ed Participants by Race	B Number of Non-Hispanic/Latino SNAP-Ed Participants by Race	C Total by Race
Individuals Reporting ONLY ONE RACE	1. American Indian or Alaska Native	132	43	175
	2. Asian	3	4	7
	3. Black or African American	8	8	16
	4. Native Hawaiian or Other Pacific Islander	14	4,089	4,103
	5. White	347	4,097	4,444
Individuals Reporting MULTIPLE RACES	6. American Indian or Alaska Native and White	7	41	48
	7. Asian and White		5	5
	8. Black or African American and White	5	17	22
	9. American Indian or Alaska Native and Black or African American		3	3
	10. All Others Reporting More than One Race	4	27	31
	11. TOTAL by ethnicity	520	8,334	8,854

Instructions for Question 3 Reported Hispanic with no Race 454

- For purposes of this form, "Hispanic or Latino" is an ethnic group, not a race.
- Column A: Report the number of Hispanic or Latino SNAP-Ed participants for each racial category listed in Rows 1-11. Specifically, in Rows 1-5, report the number of SNAP-Ed participants who are of Hispanic or Latino ethnicity and report only one race. In Rows 6-10, report the number of SNAP-Ed participants who are of Hispanic or Latino ethnicity and report two or more races. Use Row 10 for all SNAP-Ed participants who are of Hispanic or Latino ethnicity and describe themselves with a racial combination not included in Rows 6-9. For Row 11, enter the sum of Rows 1-10 under Column A.
- Column B: Report the number of SNAP-Ed participants who are not of Hispanic or Latino ethnicity for each racial category listed in Rows 1-10. Specifically, in Rows 1-5, report the number of SNAP-Ed participants who are not of Hispanic or Latino ethnicity and report only one race. In Rows 6-10, report the number of SNAP-Ed participants who are not of Hispanic or Latino ethnicity and report two or more races. Use Row 10 for all SNAP-Ed participants who are not Hispanic or Latino ethnicity and describe themselves with a racial combination not included in Rows 6-9. In Row 11, enter the sum of Rows 1-10 under Column B.

FNS-759 (12-08) Previous Editions Obsolete.

5

Electronic Form Version Designed In Adobe 8.1 version

- Column C: Add the number of SNAP-Ed participants reported in Column A and Column B for each row. For Column C, Row 11, add the numbers reported in Column C.

*Example 1:* A SNAP-Ed participant who reports they are Hispanic and Black is counted in Column A, Row 3.

*Example 2:* A SNAP-Ed participant who reports being White, Asian, and Black but not Hispanic is counted in Column B, Row 10.

### 4. Direct Education: Number of SNAP-Ed Delivery Sites by Type of Setting

Type of Setting	Number of Different Sites/ Locations	Type of Setting	Number of Different Sites/ Locations
Adult Education & Job Training Sites	20	Libraries	3
Adult Rehabilitation Centers	23	Churches	35
Worksites	5	Public/Community Health Centers	13
Community Centers	25	Public Schools	59
Elderly Service Centers	25	Head Start Programs	21
Emergency Food Assistance Sites	9	Other Youth Education Sites (includes Parks and Recreation)	23
Extension Offices	17	Shelters	6
Farmers Markets	4	WIC Programs	5
SNAP Offices	6	Other (please specify):	
Food Stores	5	Other (please specify):	
Public Housing	25	Other (please specify):	
Individual Homes	2,018	Other (please specify):	

### Instructions for Question 4

For each type of DIRECT EDUCATION setting used, enter the number of different sites/locations used within the State. Record each site only ONCE on this form.

FNS-759 (12-08) Previous Editions Obsolete.

6

Electronic Form Version Designed In Adobe 8.1 version

# EARS Reporting FY 2010

## Supplemental Nutrition Assistance Program Education (SNAP-Ed)

Form Approved OMB No. 0584-0542

**Example 1:** SNAP-Ed is provided to residents of a shelter that is located in a local church. Record this site under "Church".

**Example 2:** SNAP-Ed is provided to participants in Head Start which is operating in the local elementary school which also has SNAP-Ed activities with the elementary school students. Record this site only once under "Public School".

- If you provide interactive multimedia education, please report locations where kiosks/computers are available.

**Example 3:** SNAP-Ed is provided through interactive multimedia via kiosks in 15 food stores and 10 worksites that have no other SNAP-Ed activities. These kiosks should be added to the numbers of sites reported under the food stores and worksite categories in Question 4.

### 5. Direct Education Programming Format See Attached Chart

		A	B	C
	Format	Number delivered	Time range per session (in minutes)	% delivered by interactive multimedia
1	Single session			
2	Series - 2 to 4 sessions			
3	Series - 5 to 9 sessions			
4	Series - 10 or more sessions			

#### Instructions for Question 5

- For Rows 1-4, Column A, enter the number of single sessions, the number of 2-4 session series, the number of 5-9 session series, and the number of series with 10 or more sessions delivered.
- For Rows 1-4, Column B, enter the time range per session in minutes.
- For Rows 1-4, Column C, enter the percent of Column A delivered by interactive multimedia lessons/modules.

**Example 1:** A state reports that 40 single sessions were delivered ranging in time from 45-60 minutes and that 10% were delivered by interactive multimedia. Row 1 of the form would show:

	Format	A	B	C
		Number delivered	Time range per session (in minutes)	% delivered by interactive multimedia
1	Single session	40	45-60 minutes	10%

### Direct Education Programming Format

Format	Number of Lessons	Time Range per Session (in minutes)	% delivered by interactive multimedia
Single Session	648	30 to 60 minutes	<.01%
Single Session	193	61 to 90 minutes	
Single session	69	91 to 120 minutes	
Series 2 to 4	252	30 to 60 minutes	<.03%
Series 2 to 4	130	61 to 90 minutes	
Series 2 to 4	38	91 to 120 minutes	
Series 5 to 9	903	30 to 60 minutes	1%
Series 5 to 9	202	61 to 90 minutes	<.04%
Series 5 to 9	30	91 to 120 minutes	47%
Series 10 or more sessions	688	30 to 60 minutes	
Series 10 or more sessions	289	61 to 90 minutes	
Series 10 or more sessions	24	91 to 120 minutes	

No data on youth

# EARS Reporting FY 2010

## Supplemental Nutrition Assistance Program Education (SNAP-Ed)

Form Approved OMB No. 0584-0542

### 6. Primary Content of Direct Education

CODE: H	CODE: E	CODE: D	CODE: J
------------	------------	------------	------------

#### INSTRUCTIONS for Question 6

- Identify up to four educational topic areas of emphasis from the list below. These four topic areas should reflect those areas given most emphasis (e.g. taught most frequently) in your State. Record only one code per box. **DO NOT REPORT SNAP OUTREACH IN THIS TABLE.**

- A. FAT FREE & LOW FAT MILK OR EQUIV (& ALTERNATE CALCIUM SOURCES)
- B. FATS AND OILS
- C. FIBER-RICH FOODS
- D. FOOD SHOPPING/PREPARATION
- E. FRUITS & VEGETABLES
- F. LEAN MEAT AND BEANS
- G. LIMIT ADDED SUGARS OR CALORIC SWEETENERS
- H. MYPYRAMID - HEALTHY EATING PLAN
- I. PHYSICAL ACTIVITY
- J. PROMOTE HEALTHY WEIGHT
- K. SODIUM & POTASSIUM
- L. WHOLE GRAINS
- M. FOOD SAFETY
- N. OTHER (specify): \_\_\_\_\_ (possible for electronic form)
- O. OTHER (specify): \_\_\_\_\_
- P. OTHER (specify): \_\_\_\_\_
- Q. OTHER (specify): \_\_\_\_\_

# EARS Reporting FY 2010

## Supplemental Nutrition Assistance Program Education (SNAP-Ed)

Form Approved OMB No. 0584-0542

### INDIRECT EDUCATION:

Item #8 asks for information about SNAP indirect education. **Indirect Education** is defined as the distribution of information and resources, including any mass communications, public events and materials distribution that DO NOT meet the definitions of Direct Education or Social Marketing Campaigns. Mass communication, public events and material distribution efforts that don't meet the definition of social marketing should be reported here.

#### 8a. Types of Materials Distributed

	Check if applicable
Fact sheets/ pamphlets/newsletters	<input checked="" type="checkbox"/>
Posters	<input checked="" type="checkbox"/>
Calendars	<input checked="" type="checkbox"/>
Promotional Materials w/nutrition messages (pens/pencils/wallet reference cards/magnets/cups/etc)	<input checked="" type="checkbox"/>
Website	<input checked="" type="checkbox"/>
Electronic (Email) materials/info distribution	<input checked="" type="checkbox"/>
Videos/CD Rom	<input checked="" type="checkbox"/>
Other	<input checked="" type="checkbox"/>

#### Instructions for Question 8a

Check all methods/materials used for indirect education.

#### 8b. Estimated Size of Audiences Reached through Communication and Events

	Estimated No. of target population reached	Source of Data
Nutrition Education Radio PSAs	1,407,800	
Nutrition Education TV PSAs	113,100	
Nutrition Education Articles	11,341	
Billboard, Bus or Van Wraps, or Other Signage		
Community Events/Fairs -- in which Participated	21,107	
Community Events/Fairs -- Only Sponsored	932	
Other	480	

#### Instructions for Question 8b

For each type of communication channel and event enter the estimated number of individuals in the target population(s) reached and the code of the source of the data used to tabulate the estimate.

- 1 = commercial market data on audience size
- 2 = survey of target audience
- 3 = visual estimate
- 4 = other

### Youth Enrolled SNAP Participants

		Number of Hispanic or Latino SNAP-Ed		Number of Non-Hispanic or Latino SNAP-Ed Participants by Race		TOTAL YOUTH
		Female	Male	Female	Male	
		1826	1672			
	American Indian or Alaska Native			808	828	
	Asian			109	82	
	Black or African American			140	154	
	Native Hawaiian or other Pacific Islander			139	105	
	White			5933	5436	
	TOTALS	1826	1672	7129	6606	17,233



## FOOD \$ENSE



## Nutrition and Health Paraprofessional Certification

Christofferson DC, Christensen NK, LeBlanc H, Anderson, J, Bunch, M

### Abstract

**Objective:** An online nutrition certification program based on national paraprofessional core competencies was designed and developed to:

- Increase paraprofessional nutrition educators' knowledge and confidence.
- Overcome training barriers of programming time and travel expenses.

**Use of theory or research:** Traditional vs. online training was compared. Course content validity was attained through expert review by registered dietitians and revised upon their suggestions. Parameters studied included an increase of nutrition knowledge and teaching technique/ability, educator satisfaction, and programming costs related to training. Knowledge and skills were measured using pre/post test statistics. Participant satisfaction was measured using a survey.

**Target Audience:** Programs utilizing nutrition and health paraprofessionals, such as SNAP-Ed, EFNEP, and WIC.

**Description:** This online program is designed to provide paraprofessionals with an in-depth knowledge of basic nutrition. The standardized, web-based program lessens the burden on paraprofessionals as it decreases time away from home and family for training. It requires minimal staff involvement compared to face-to-face trainings.

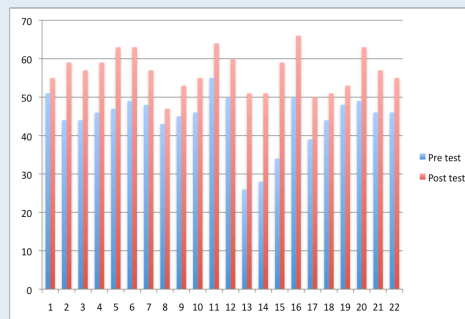
**Evaluation:** 22 SNAP-Ed and EFNEP paraprofessionals completed this study. Before the interactive training, they took a pre assessment to determine current level of knowledge related to the program material. Upon completion they took a post assessment and satisfaction survey.

**Conclusions and Implications:** Paraprofessional knowledge of subject material showed statistical significance ( $p < 0.001$ ) with an average increase in assessment scores from 63.5 percent to 81 percent. Forty percent of paraprofessionals strongly agreed and 60 percent agreed they were better prepared as nutrition educators because of the training. An estimated \$16,000 was saved by providing the training online as compared to a face-to-face training.

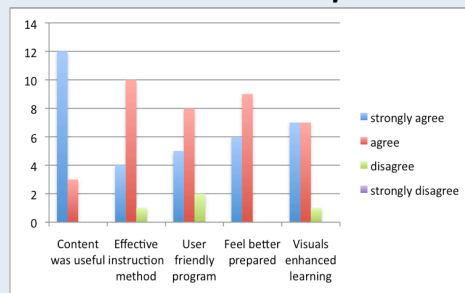
### Objective

Organizations that utilize the services of paraprofessionals must provide sufficient training and guidance that allows for the paraprofessionals' development of expertise so as to give them the knowledge, skills, and confidence needed for success and to avoid placing them in a position of providing services for which they are not prepared. According to SNE, a credentialing program based on core competencies is essential for paraprofessional nutrition educators, however there is no credentialing program in place at this time. The Nutrition and Health Certification Program was developed to address the need of expanding the nutrition education that paraprofessional nutrition educators receive. A web-based program was used to lessen the burden of participation since most paraprofessional educators are mothers with families who often live long distances from state offices, making travel difficult for participants and expensive for programs.

**Table 1**  
**Pre/Post Test Data**



**Table 2**  
**Satisfaction Survey**



**Table 3**

Cost Analysis of Certification Program			
Expenditures	Software		\$800.00
	Reviewer's Salary		\$1,400.00*
	Raises for NEAs	~\$260.00 x 22 NEAs =	\$5,720.00*
<b>Total</b>			<b>\$7,920</b>
Savings	NEA face-to-face training	\$575/hotel, food, mileage x 22 NEAs =	\$12,650
	Unproductive travel time for NEAs	\$12/hr x 16 hours travel x 22 NEAs =	\$4,224
<b>Total</b>			<b>\$16,874</b>

\* This cost would also be incurred in face-to-face training

### Methods

Subjects included 22 nutrition education assistants (NEA) from SNAP-Ed and EFNEP in the State of Utah. Curriculum containing 14 interactive, web-based lessons was written based on basic nutrition concepts taught in the freshman level nutrition class at Utah State University and on national core competencies for SNAP-Ed and EFNEP NEAs. NEAs were required to take a comprehensive, closed book pre-assessment covering all material covered in the course before beginning the training. They took small open-book assessments after completing each lesson and had to pass with 80% proficiency in order to advance to the next lesson. After completing all 14 lessons, NEAs were giving a comprehensive, post-assessment comprised of the same questions used in the pre-assessment. They also completed a satisfaction survey upon completion of the course. A cost analysis was done comparing the online training to previous face-to-face trainings.

### Results

All NEAs showed an increase in knowledge as a result of completing the certification course. A paired t-test comparing pre and post assessment scores showed improvement with a statistical significance of  $p < 0.001$  (table 1). Results of the satisfaction survey show that participants thought the course content was useful and that they feel better prepared as nutrition educators (table 2). The program proved to be cost effective saving over \$16,000 as compared to teaching the material face-to-face and NEAs expressed satisfaction with their ability to stay home to receive the training and to be able to access it at any time.

### Conclusion

Paraprofessional nutrition educators need a broader nutrition education base than what they are teaching to their clients. This online certification program is an effective and efficient way to provide the needed standardized training to all paraprofessional nutrition educators as requested by SNE.

### References:

- Keune C, Gelauff-Hanzon CW. Paraprofessionals: Partners for employment counselors. *J Employ Couns.* 2001;38(2):91-101.
- Wood A, Luiselli J, Harchik A. Training instructional skills with paraprofessional service providers at a community-based habilitation setting. *Behavior Modification.* 2007;31(6):847-855.
- Serrano E, Taylor T, Kendal P, Anderson J. Training program preparing abuelas as nutrition educators. *J Nutr Edu.* 2000;32(4):225-232.
- Forman D, Lovemore N, Rich T. E-learning and educational diversity. *Nurse Educ Today.* 2002;22(1):76-82.
- Kendall P. SNE to explore credentialing programs for nutrition education professionals and paraprofessionals. *J Nutr Edu.* 2006;38(2):71.
- Atack L. Becoming a web-based learner: registered nurses' experiences. *J Adv Nurs.* 2003;44(3):289-297.



## DVD Multimedia Nutrition Education Curriculum for Self-Study

Jennie Murri, MDA, RD; Nedra Christensen, PhD, MS, RD; Heidi LeBlanc, MS;  
Janet Anderson, MS, RD; Janette Smith, MS, RD  
Department of Nutrition, Dietetics, and Food Sciences, Utah State University

### Introduction

**What is Food Sense:** A federal nutrition education program funded by Food and Nutrition Services of the USDA with matching funds from the State of Utah, administered through the extension services at Utah State University.

**Objective:** A DVD self-study multimedia nutrition education curriculum was developed as another delivery method for nutrition education.

Research questions:

- 1) Can participants receive the same education through DVD delivery as through traditional sessions with a nutrition education assistant?
- 2) Is there a difference in reported behavior change or intent to change behavior between the two delivery methods?
- 3) Can the DVD delivery method produce a cost savings?

### Materials and Methods

**Design:** Quasi-experimental design with a convenience sample. Subjects were assigned to either the traditional or the DVD lessons.

**Subjects:** 30 subjects (response rate= 100%). Subjects were current Food \$ense participants with ability to view DVDs who also had a telephone.

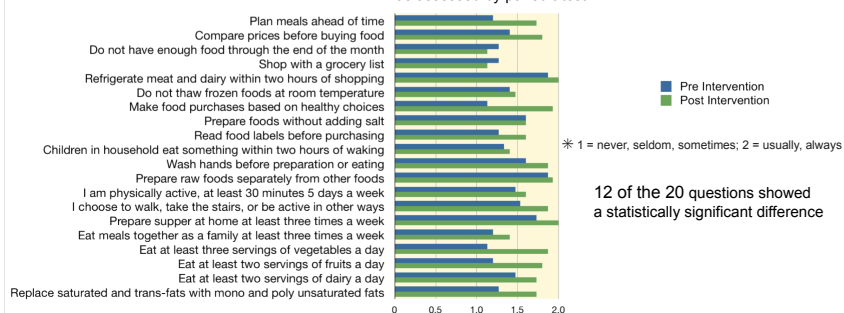
**Intervention:** Both groups received four lessons from the Giving your Body the Best Series, with the Traditional Group being taught in one-on-one sessions and the DVD Group receiving self-administered DVD lessons with follow-up phone calls from their nutrition education assistant.

**Data Collection:** Individual lesson evaluations, multiple lesson behavior checklist, and satisfaction surveys.

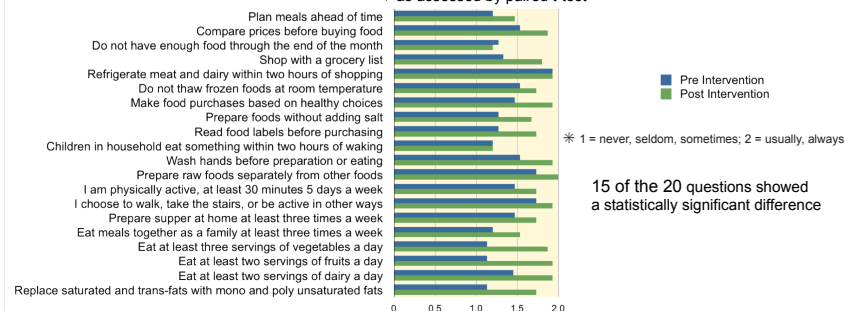
**Statistical Analysis:** Paired T-tests for individual participants comparisons and group T-tests to evaluate the differences in groups.

### Results

Effect of Traditional Lessons on Intent to Change Behavior for the Behavior Checklist Scores  
\* as assessed by paired t-test



Effect of DVD Lessons on Intent to Change Behavior for the Behavior Checklist Scores  
\* as assessed by paired t-test



Comparison of Costs of the Traditional Lessons to the DVD Lessons

Cost	Traditional Lessons	DVD Lessons
Nutrition Education Assistant Time	\$527	\$99
Phone discussions, travel time, and/or home visits		
Mileage	\$146	\$73
Lesson Materials		
Handouts	\$30	\$30
DVD cost	NA	\$15
Telephone service	NA	\$12
TOTAL	\$703	\$229

### Discussion

• Significant intent to change behavior was found in both groups after receiving the nutrition education.

• Both groups were similar in demographics and intent to change behavior pre and post-intervention.

• The overall data shows that participants can achieve similar results from education provided by either DVD or traditional formats.

• The DVD series cost **32%** of the traditional lesson cost. Cost savings due to less mileage and less nutrition education assistant time.

### Conclusion

**Expected impact to the Food \$ense program:**

- 1) Increase in the number of participants who will receive nutrition education.
- 2) Increase in healthy behaviors among low-income participants.
- 3) A significant cost savings to the program.

### Anecdotal Data

"I could watch the DVDs whenever I wanted."

"It was convenient."

"The DVDs made it easier to visualize how to do the things that were taught."

"It's good to know that little things can make a difference."

### Contact Information

Jennie Murri, MDA, RD  
Logan, Utah



Home and Family Perspective:  
Journal of the Utah Association of Family and Consumer Sciences

U A F C S



... at the heart of the home & beyond

This journal serves as a voice for members of the UAFCS organization;  
relating research and innovative practices in the field.

Published on-line at [www.uafcs.org](http://www.uafcs.org)

Fall 2010

Volume 11, Number 1

## Journal Contents

**Wellness Works Utah™: A nutrition and physical activity program for K-12 schools, worksites, and communities**

*Lisa Lewis, Utah State University*

**Giving Foster Youth a Chance: Independent Life Skill Education**

*Christine E. Jensen & Ellen Serfustini, Utah State University*

**Immediate Annuities: A Behavioral Finance Approach to Address Longevity Risk**

*Jean M. Lown, Utah State University*

**DVD Multimedia Nutrition Education Curriculum for Self-Study**

*Janet Smith, Heidi LeBlanc, Nedra Christensen, Janet Anderson, Utah University University;  
Jennie Murri*

**What Attracts Teens in A Computerized Food Frequency Questionnaire?**

*Siew Sun Wong, Utah State University*

**Measuring the Impact of a Savings Campaign on Enrollees**

*Ann House, Utah State University*

**Utah Individual Development Account Financial Education for Low Income Populations**

*Ann House & Darlene Christensen, Utah State University*

**Understanding Elder Abuse and How Extension Can Help Raise Awareness**

*Mary Lou Mueller & Naomi W. Brower, Utah State University*

## DVD Multimedia Nutrition Education Curriculum for Self-Study

Janette Smith, MS RD  
Clinical Assistant Professor  
Utah State University  
750 N 1200 E, Logan UT 84322-8700  
Email: [janette.smith@usu.edu](mailto:janette.smith@usu.edu)  
Phone: 435 797 2135  
Fax: 435-797-2379

Heidi LeBlanc  
Extension Associate Professor  
Utah State University  
750 N 1200 E, Logan UT 84322-8700  
Email: [heidi.leblanc@usu.edu](mailto:heidi.leblanc@usu.edu)  
Phone: 435-797-3923  
Fax: 435-797-2379

Nedra Christensen  
Professor, Extension Specialist  
Utah State University  
750 N 1200 E, Logan, UT 84322-8700  
Email: [nedra.christensen@usu.edu](mailto:nedra.christensen@usu.edu)  
Phone: 801-484-9374  
Fax: 801-487-6975

Janet Anderson, MS, RD  
Clinical Professor  
Utah State University  
750 N 1200 E, Logan UT 84322-8700  
Email: [janet.anderson@usu.edu](mailto:janet.anderson@usu.edu)  
Phone: 435-797-2104  
Fax: 435-797-2379

Jennie Murri, MDA, RD  
2178 N 750 E No Logan, UT 84341  
Phone: 435 881 7232  
Email: [jenniemurri@msn.com](mailto:jenniemurri@msn.com)

## Introduction

The State of Utah has one of the highest food insecurity rates in the nation. It is ranked in the top 4% in the nation of being food insecure and 34% of the state is considered low-income, defined as at or below 185% of poverty level (LeBlanc, Christofferson, & Christensen, 2008). These trends place Utah's low-income population at increased risk of obesity and chronic disease. The Center of Hunger and Poverty reported a high rate of obesity among low-income individuals, with hunger, poverty, and obesity frequently occurring at the same time (USDA, 2009). With limited income, quantity is often more important than quality of food. Lower cost coupled with increased quantity foods usually equals foods that are higher in calories, fats, and sugars (Food Research and Action Center, 2006).

The National Supplemental Nutrition Assistance Program (SNAP) provides food assistance. The program formerly known as The Food Stamp program provides benefits to low income individuals and has been described as "the cornerstone of the nation's nutrition safety net" (Landers, 2007). The acronym of SNAP-Ed refers to the nutrition education component of the program. Its purpose is to teach youth and adults to make healthy food choices and to maximize their food dollar. The SNAP-Ed program in Utah is called the Food Sense Nutrition Education program.

Research indicates that participants in the SNAP program have minimal nutrition knowledge (Cason, Cox, Burney, Poole, & Wenrich, 2002) and participation in the SNAP program alone does not appear to change dietary behaviors (Fey-Yensan, English, Pacheco, Belyea, & Schuler, 2003). In 2004, Cason, Cox, Wenrich, Poole and Barney compared dietary changes after Expanded Food and Nutrition Program training in 2,182 SNAP participants and 1,939 non-SNAP participants. Results showed increased intakes of key components to a healthy

diet as well as improved desirable responses on the food behavior checklist in both groups, strengthening the position that nutrition education is an important factor in changing dietary intake and behaviors regardless of the participants' monetary resources.

Participants in the SNAP-Ed or Utah Food Sense Nutrition program have limited income, however, the skills the participants learn from Food Sense can help them create nutritious, low-cost, and safe meals. This education has traditionally been taught through one-on-one counseling, which has been shown to be an effective method in previous studies (Arnold & Sobal, 2000; Burney & Haughton, 2002; Emmons, Macario, Sorensen, Hunt, & Rudd, 1999; Rajgopal, Cox, Lambur & Lewis, 2002) however, it has a limited ability to impact large numbers of participants due to distance, time and financial constraints.

To increase participation in the Food Sense program while respecting the constraints of limited resources, multimedia education methods have been found to be effective (Bouman, Maas, & Kok, 1998; Cox, White, & Gaylord, 2003; Lewis, Pantell, & Sharp, 1991; Meade, McKinney, & Barnas, 1994). Distance learning relies heavily on multimedia education methods and it is growing in popularity, especially among adult learners (Harper, Chen & Yen 2004). Distance multimedia students noted the access to formerly unavailable courses, greater control over schedule and learning, and more personal responsibility as some of the advantages to distance learning (Webster & Hackley, 1999; Schum, 2002). The pedagogy of distance learning is different than traditional, face-to-face learning as students must be independent learners who are motivated to learn, are able progress through the lessons quickly, and feel comfortable with the technology used (Schum, 2002). As such, distance multimedia courses should ensure that learning goals are clear, create continuous evaluation methods for student learning, and provide opportunities for interactive learning (Schum, 2002). Attention to the quality of the media is also

vital as a study by Webster and Hackley, 1999 discovered that the richness or quality of the media was the most significant factor in successful distance multimedia learning.

This study reports on the development and implementation of a DVD self study curriculum for use as a distance education alternative to traditional face-to-face learning. In addition to the DVD instructional videos, participants had contact from nutrition education assistants (NEAs) individually in their homes at the beginning and end of the study, and by telephone throughout the duration of the study. The multimedia curriculum allowed the Food Sense program to provide education even when distance, travel, and time were an issue for either the participants or the NEA.

## Research Questions

The primary objective of developing and implementing a technology supported self-study component to the Food Sense program was to reach as many qualified participants as possible and to enable them to make permanent, healthy lifestyle changes in the most cost effective manner possible. A secondary objective was to provide NEAs with additional curriculum resources. A pilot study was developed to investigate the following research questions:

1. Can participants receive the same level of education through a self study program supported by DVD instructional videos as through personal training visits from an NEA?
2. Is there a difference in the participants' reported behavior change between the DVD self study program and the traditional one-on-one instruction?
3. Can the DVD self study delivery method produce a cost-savings to the program?

## Method

The Utah Food Sense Nutrition program conducted a pilot study in Cache County, Utah, over a six month period from July 2008-January 2009. A convenience sample was selected by an NEA, who used flyers to recruit 30 current Food Sense participants willing to take part in the study. All who were recruited accepted participation in the study and completion rate for the study was 100%. Using a quasi-experimental design, the 30 participants were assigned to receive the same education through either the traditional, one-on-one counseling method (n= 15) or the new DVD self study curriculum (n=15). The final sample (n=30) consisted of 73% female, 27% male and 93% white and 6% Hispanic. . All participants lived within five minutes of the Food Sense office.

### Traditional Group Methods

The 15 participants in the traditional, one-on-one group received one lesson at a time from the same NEA in a planned, in-home visit. The NEA spent a total of four hours (approximately one hour each lesson) with each traditional participant. Included in the four hours was travel time to and from their home, teaching the four lessons, questions, and paperwork.

### DVD Self-Study Group Methods

Four lessons were scripted, filmed and produced onto a DVD which was distributed to the self-study group to watch at their convenience. The NEAs visited each participant in this group individually in their home to deliver the DVDs and collect baseline data. After their four DVD lessons, the NEA met individually for post data collection. No education was provided at the home visits. The NEAs made follow-up phone calls to the DVD self-study participants between the first and last contact to ask and answer questions. The NEA spent an average of 45

minutes total time with each DVD participant including the initial and exit meeting in the home, paperwork, and phone calls.

### Both Groups Methods:

Participants in both groups completed the same pre and post- intervention knowledge tests and a satisfaction survey, both validated by 12 nutrition faculty or Extension Agents with nutrition background. Along with this, a multiple lesson behavior checklist adapted by FSNE for physical activity from the national Expanded Food and Nutrition Behavioral Checklist, was completed by each participant. Data were analyzed in Excel 2007 using paired and group T-tests with statistical significance set at a p value of <0.05.

## Findings

There were no statistical differences between the DVD self-study and Traditional groups pre-intervention. In Table 1 the percentage of desirable responses to the behavior questionnaire are compared between the DVD self-study and Traditional groups. Results indicate that before intervention, 70% or more of participants demonstrated desirable behavior in 11 of 20 behaviors measured for the DVD self-study group and 10 of 20 for the Traditional group. Post-intervention test scores showed that 70% or more of all participants in both groups had adopted desirable behaviors in all but one of the behaviors measured (19 of 20), indicating that both delivery methods resulted in similar intent to change behavior.

While nearly all reported behaviors showed improvement, some reflected higher percentage increases than others. This likely reflects the fact that the behavior checklist asked more questions than were taught in the four lessons. The one behavior that didn't increase in the traditional teaching method group was "eating as a family", which showed no change (85% for both pre-test and post-test scores). The traditional teaching group had a higher rate than the DVD group that started at 57% and increased positive behavior to 71%. Despite the small sample size, the data in Table 1 is encouraging in that most

behaviors increased. These findings resonate with those of Cason and colleagues (2004) who found 70% or more of both study groups had developed desirable behavior in all but two behaviors (Cason et al., 2004).

Table 2 is a comparison of DVD self-study and traditional lesson groups at post intervention on the satisfaction survey questionnaire. Seven out of the eight questions (88%) were statistically significant that the traditional method was preferred. These results were surprising as it was assumed that the DVD self-study group participants might have a higher satisfaction rate based on the convenience of the program.

Cost analysis data reveal that the increased time spent in delivering traditional lessons resulted in dramatically higher costs (see Table 3). The overall cost of the DVD self-study method was only 32% of the cost of traditional lessons. Table 3 also lists the relative costs of delivering a 4-lesson DVD series and a 4-lesson traditional lesson series. All resources are outlined, including: travel time, mileage, phone discussion time, handouts and DVD replication. The DVD production cost was not calculated into the costs after the \$2,500 initial investment. Only duplication costs were calculated as this is a sustainable program.

## Summary and Discussion

This pilot study provided valuable insight for future program planning. First, it indicated that the reported change in behavior was similar for the DVD self-study group and the traditional group. Similar results were found in a study by Cox et al. (2003) who established that both traditional and video lessons were effective in promoting dietary and other behavior change, with the video lessons positively affecting more dietary factors than the traditional lessons. As these studies seem to indicate, participants may be able to receive similar motivation to change

through the DVD self-study curriculum as through a traditional method of education, making the DVD self-study curriculum a cost-effective and feasible means of delivering nutrition education.

There was also a cost savings to the program resulting from less mileage and less NEA time (25% of the traditional method). The DVD self-study lessons were 32% the cost of the traditional lessons, echoing the cost savings found by Cox et al (2003) who found similar cost savings to their program the Expanded Food and Nutrition Education Program (EFNEP), when using the self-administered video lessons versus the traditional one-on-one lessons. These data suggest that larger caseloads for the same cost may be possible with the DVD self-study method. This pilot study was completed on a small scale and all the participants lived within five minutes of the Food Sense office. It is anticipated that a larger scale or even a statewide study might reaffirm the cost savings nature of the DVD self-study mode of delivery from reduced travel time and mileage costs. The expected impact to the Food Sense program would be an increase in the number of low-income participants who would receive nutrition education at a reduced cost and an increase in reported healthy behaviors.

The pilot study also provided insights for future research and program implementation. Anecdotal reports indicated that DVD quality was a concern to many participants and the lack of human contact in DVD lesson method was a concern to some. To address these issues, efforts are being made to improve the quality of the DVDs and it is recommended that participants should be allowed to choose which method they would prefer, where distance or travel time is not a limiting factor. With these improvements in design, it is expected that satisfaction will improve for the DVD self-study method and that intent to change behavior will more likely translate to actual behavior modification.

Some possible limitations of this pilot study warrant mention. The NEA who taught all the one-on-one lessons administered the satisfaction surveys leading to potential bias in the survey results. Another possible limitation was that the NEA recruited the participants for the study from participants whom she already knew. This study was conducted during the day from Monday-Friday; thus the populations of full-time working adults were excluded from this study. This aspect of program delivery should be modified in future studies to assess the impact of work status on intent to change behavior.

After reviewing the data, the authors felt that if this study were to be repeated the following recommendations should be considered:

- 1) Allow participants to choose which type of education fits their needs; either the DVD self-study curriculum or the one-on-one classes. This choice may complicate the process of recruiting participants. However, if they are put into the group that better fits their perceived needs, the participants may be more satisfied. This proposed change may complicate the research process as well. Thus it is recommended that future researchers attempt to randomly assign the participants to either the DVD self-study group or the traditional group. However, researcher should make adjustments when strong delivery preferences are given.
- 2) All participants in the study need to be new Food Sense participants to limit bias towards the delivery method. Thus, recruitment for any further studies should occur during the enrollment process for the Food Sense program.
- 3) Employ one NEA to administer all of the education but have a different NEA administer the study evaluations to limit potential bias.
- 4) Re-evaluate the participants one month, three months, and six months after the education intervention in order to better evaluate the long term intent to change behavior.
- 5) Obtain a more diverse sample for the study to better represent the general population.

- 6) Increase sample size in order to obtain more accurate cost savings on program delivery.

With mounting evidence that nutrition education can promote positive dietary behavior changes and in the face of rising obesity among an increasing population of low-income individuals, it is essential to find cost effective methods for nutrition education delivery. Multimedia education methods are improving and have been shown to equal the effectiveness of more traditional, one-on-one methods. They may provide a cost effective solution to the problem of providing education to more Food Sense participants despite limited NEA resources.

# Applied Research, Publications, Presentations 2010

Home and Family Perspective: Journal of Utah Association of Family & Consumer Sciences, Vo. 11, No. 1

## References

- Arnold, C.G., Sobal, J. (2000). Food practices and nutrition knowledge after graduation from the Expanded Food and Nutrition Education Program (EFNEP). *J Nutr Educ*, 32, 130-139.
- Bouman, M., Maas, L., Kok, G. (1998). Health education in television entertainment- Medisch Centrum West: a Dutch drama serial. *Health Educ Research*, 13, 503-518.
- Burney, J., Houghton, B. (2002). EFNEP: A nutrition education program that demonstrates cost-benefit. *J Am Diet Assoc*, 102, 39-46.
- Cason, K.L., Cox, R.H., Burney, J.L., Poole, K., Wenrich, T.R., (2002). Do food stamps without nutrition education improve the nutrient intake of recipients? *Top Clin Nutr*, 17, 74-82.
- Cason, K.L., Cox, R.H., Wenrich, T.R., Poole, K., Burney, J.L. (2004). Food stamp and non-food stamp program participants show similarly positive change with nutrition education. *Top Clin Nutr*, 19, 136-147.
- Cox, R.H., White, A.H., Gaylord, C.K. (2003). A video lesson series is effective in changing the dietary intakes and food-related behaviors of low-income homemakers. *J Am Diet Assoc*, 103, 1488-1493.
- Emmons, K.M., Macario, E., Sorensen, G., Hunt, M.K., Rudd, R.E. (1999). Nutrition education for cancer prevention among low-income populations: an extension of the EFNEP model. *J Nutr Educ*, 31, 47-54.
- Fey-Yensan, N., English, C., Pacheco, H.E., Belyea, M., Schuler, D. (2003). Elderly food stamp participants are different from eligible nonparticipants by level of nutrition risk but not nutrient intake. *J Am Diet Assoc*, 103, 103-107.

Home and Family Perspective: Journal of Utah Association of Family & Consumer Sciences, Vo. 11, No. 1

- Food Research and Action Center: Center on Hunger and Poverty. (2006). *The paradox of hunger and obesity in America*. Retrieved February 4, 2010, from <http://www.frac.org/pdf/hungerandobesity.pdf>
- Harper, K.C., Kuanchin, C., Yen, D.C. (2004). Distance learning, virtual classrooms, and teaching pedagogy in the Internet environment. *Technology in Society*, 26, 585-598.
- Landers, P.S. (2007). The Food Stamp Program: History, nutrition, education, and impact. *J Am Diet Assoc*, 107, 1945-1951.
- LeBlanc, H., Christofferson, D., Christensen, N. Food Stamp Nutrition Education Plan. Food Sense Fiscal Year 2008.
- Lewis, C.C., Pantell, R.H., Sharp, L. (1991). Increasing patient knowledge, satisfaction, and involvement: randomized trial of a communication intervention. *Pediatrics*, 88, 351-358.
- Meade, C.D., McKinney, P., Barnas, G.P., (1994). Educating patients with limited literacy skills: the effectiveness of printed and videotaped materials about colon cancer. *Amer J Public Health*, 84, 119-121.
- Rajgopal, R., Cox, R.H., Lambur, M., Lewis, E.C. (2002). Cost-benefit analysis indicates the positive economic benefits of the Expanded Food and Nutrition Education related to chronic disease prevention. *J Nutr Educ Behav*, 34, 26-37.
- Schum, L. (1998). On-line education: A study of emerging pedagogy. *New Directions for Adult and Continuing Education*, 78, 53-61.



# Applied Research, Publications, Presentations 2010

Home and Family Perspective: Journal of Utah Association of Family & Consumer Sciences, Vo. 11, No. 1

USDA. (2009). *Dietary intake and dietary attitudes among food stamp participants and other low-income individuals*. Retrieved February 4, 2010, from

<http://www.fns.usda.gov/ora/MENU/Published/NutritionEducation/Files/FSPDietSum.htm>

Webster, J., Hackley, P. (1997). Teaching Effectiveness in Technology-Mediated Distance Learning. *The Academy of Management Journal*, 40, 1282-1309.

Home and Family Perspective: Journal of Utah Association of Family & Consumer Sciences, Vo. 11, No. 1

## Tables

Table 1 Comparison of change in the percentage of desirable response on the behavior checklist

Behavior Checklist Questions	DVD Group (n = 15)			Traditional Group (n = 15)		
	pre %	post %	change %	pre %	post %	change %
Plan meals ahead of time	47	100	+53	40	93	+53
Compare prices before buying food	87	100	+13	73	100	+27
Do not have enough food through the end of the month	53	60	+7	60	73	+13
Shop with a grocery list	80	100	+20	67	100	+33
Refrigerate meat and dairy within two hours of shopping	93	100	+7	93	100	+7
Do not thaw frozen foods at room temperature	67	80	+13	93	73	-20
Make food purchases based on healthy choices	93	100	+7	73	100	+27
Prepare foods without adding salt	67	100	+33	73	93	+20
Read food labels before purchasing	53	100	+47	53	80	+27
Children in household eat something within two hours of waking	62	77	+15	62	69	+7
Wash hands before preparation or eating	93	100	+7	80	93	+13
Prepare raw foods separately from other foods	93	100	+7	87	93	+6
I am physically active, at least 30 minutes 5 days a week	73	87	+14	53	80	+27
I choose to walk, take the stairs, or be active in other ways	93	100	+7	80	87	+7
Prepare supper at home at least three times a week	80	100	+20	87	100	+13
Eat meals together as a family at least three times a week	57	71	+14	85	85	no change
Eat at least three servings of vegetables a day	73	100	+27	67	87	+20
Eat at least two servings of fruits a day	67	100	+33	67	100	+33
Eat at least two servings of dairy a day	87	100	+13	60	87	+27
Replace saturated and trans-fats with mono and poly unsaturated fats	67	93	+26	47	87	+40

# Applied Research, Publications, Presentations 2010

*Note:* Desirable responses included scoring 3 or more on positive practices and 2 or less on negative practices on the behavior checklist.

Table 2

*Comparison of study groups at post-intervention on satisfaction survey questionnaire*

Satisfaction Survey Questions	DVD group (mean $\pm$ SD)	traditional group (mean $\pm$ SD)	p value
The content was useful	3.67 $\pm$ 0.24	3.53 $\pm$ 1.12	0.3314
The instructional method was effective	3.13 $\pm$ 0.98	3.53 $\pm$ 1.12	0.1474
Lesson 1: Fruits and Vegetables Presented material clearly	3.67 $\pm$ 0.24	3.93 $\pm$ 0.07	0.0377
Lesson 1: Fruits and Vegetables Presented material concisely	3.33 $\pm$ 1.1	3.87 $\pm$ 0.27	0.046
Lesson 2: Menu Planning Presented material clearly	3.67 $\pm$ 0.24	3.8 $\pm$ 0.17	0.2134
Lesson 2: Menu Planning Presented material concisely	3.4 $\pm$ 1.11	3.93 $\pm$ 0.07	0.0378
Lesson 3: Quick Meals Presented material clearly	3.2 $\pm$ 0.74	3.8 $\pm$ 0.17	0.0123
Lesson 3: Quick Meals Presented material concisely	3.13 $\pm$ 1.12	3.87 $\pm$ 0.12	0.0105
Lesson 4: Dietary Guidelines Presented material clearly	3.2 $\pm$ 0.74	3.93 $\pm$ 0.07	0.0031
Lesson 4: Dietary Guidelines Presented material concisely	2.93 $\pm$ 1.35	3.93 $\pm$ 0.07	0.0027

*Note:* 1 = strongly disagree; 2 = disagree; 3 = agree; 4 = strongly agree; p value < 0.05

Table 3

*Comparison of costs of the traditional lessons to the DVD lessons*

Cost	Traditional Lessons	DVD Lessons
<b>Nutrition Education Assistant Time</b> Phone discussions, travel time, and/or home visits	\$527	\$99
<b>Mileage</b>	\$146	\$73
<b>Lesson Materials</b>		
Handouts/ DVD cost/ Telephone service	\$30/ NA/ NA	\$30/ \$0.50/ \$12
<b>TOTAL</b>	<b>\$703</b>	<b>\$214.50</b>



*Comments made by supervisor on performance appraisal:* One NEA is doing an excellent job of finding new people to teach and is spending the majority of her time teaching. The H family she has been working with now has more food in the home and the house is cleaner. The children are better behaved and more willing to participate in the lessons. The children appear also to be gaining weight.

---

Today was my class, we did the same lesson as the others and had the ladies prepare the stir fry recipe. This was a different class, in the sense that the class had very little cooking skills and had to really walk some ladies through things like how to cut an onion. I could tell they were embarrassed because they didn't know basics, but I tried to assure them that it was fine and this is was the best time to learn and I would walk through it with them. No one wanted to cut the cabbage, and I couldn't talk anyone into it, so I did it, but it was just interesting because they were so sure they would mess up. We had read the recipe together and I had assigned everyone a part like I do, but they were the most hesitant group so far. But they were very pleased when they were done and tasted the stir-fry. I asked them if they thought they could do this at home and there wasn't quite the excitement as my other groups, but I encouraged them and told them that they could do it.

---

Someone by the name of Betty contacted the office, as she was struggling to get the food that she needed by receiving only \$16 a month on Food Stamps. I was able to meet with her and we had a good discussion. She said she's only been eating once a day at lunch, when she'd eat yogurt. She cried and said how hungry she always was. Although I certainly wasn't able to solve all her problems, we were able to come up with ideas of cheap meals and what she might be able to do to continue on. I was also able to give her the information for food banks in the area, which she was not aware of, and I think she felt some of her burden lifted as she left. It was a good experience. 115

---

I worked with Mimi today on potato bar toppings. She is having a family Christmas party and needed a quick and fairly inexpensive idea for the meal. She had bought a 50 lb. bag of potatoes from her sister in Idaho. Let's use those taters up! She had gotten some frozen broccoli from the Food Bank and has some dry cheese sauce mix and will make another topping out of the canned chili she has and will make one from hamburger, canned mushrooms and brown gravy mix. I told her to assign her kids to bring a salad, the dressings, rolls and desserts so everyone can contribute. This is her first Christmas being divorced.

---

One lady said to me "Pam, I want you to know that what you teach is really starting to seep in, slowly, but it is coming. I am paying attention when I go to the grocery store, how much things cost, reading labels and trying to balance my meals and watch portion sizes." I was so excited, especially after that lesson, but I didn't over react, I complimented her and asked how she felt about it and it was real good. Those moments are few and far between, so I guess enjoy hearing them and seeing that I can make a small difference.

---

I ran into Heidi, she attends classes in Valley and she said she was on her way to buy fresh fruit and veggies. I love it when I inspire someone to think about eating better!

---

Since this summer, I had an experience with someone who had nothing in her cupboard, I asked this group if they had enough food staples to make a baking powder biscuit. The response was that they did not understand what a staple was, and with the exception of one family, no one could have gone home and made a biscuit. I am changing the way I teach. I am going to some basics. Forget the pretty dishes, and lets boil an egg, and learn about washing the starch off of the spaghetti, and the importance of having the ingredients for baking powder biscuits on hand.

---

Sammy was so pleased and excited to show us the menu she planned and the shopping list she put together from the menu. Sammy said that she worked on it right after our lesson on Monday.

---

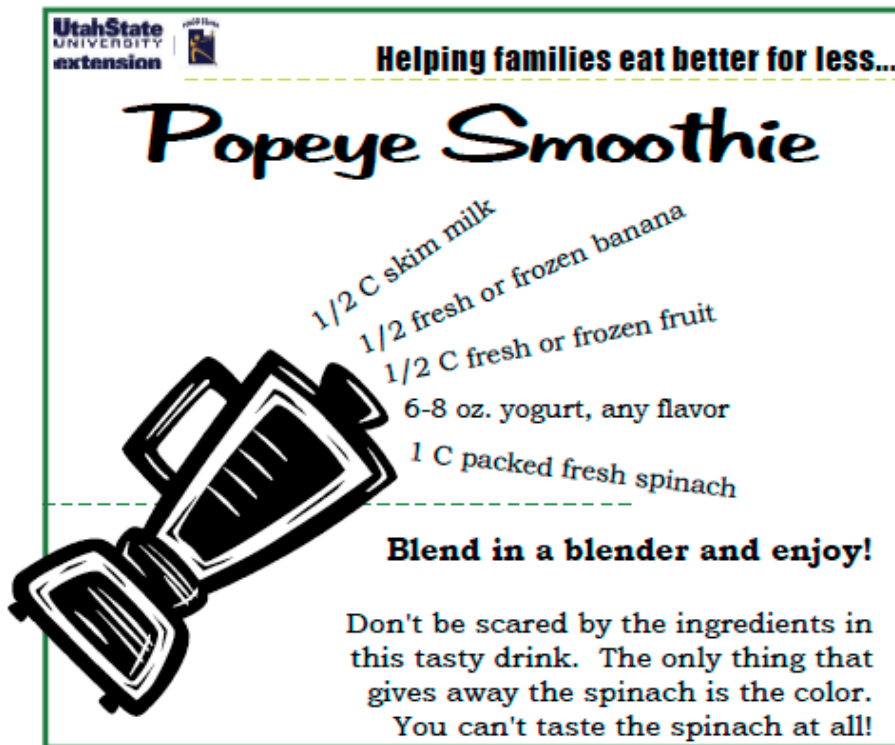
One little boy reported that he took the recipes home and showed his mom the Trail mix recipe that we had made in class last week and he told her how good it was and asked if they could make it. He said his mom looked at the recipe and said it didn't look good show she would not let him make it. I didn't quite know how to reply to him. The teacher replied to me that the youth are so willing to eat healthy at this age and sometimes their parents are the ones who teach them the unhealthy habits.

---

I taught the Viva Vegetable-Spinach lesson. When Cameron he came in he said, "I hate spinach". I told him to wait until he tasted the recipes that we would be making and he would probably be saying that he loves spinach. I showed them how to wash spinach and how to use a salad spinner. I had them help make the Spinach Chicken Tortellini Soup and Popeye Smoothie. At the

end of the class, Cameron held up the Popeye Smoothie and said, "I love this. This is good."

**Popeye Smoothie Recipe (Food \$ense Favorite)**



Julia and I went to a food pantry and gave a menu planning lesson based on what was in their food boxes today. Julia made a minestrone type soup and I did a potato and sausage skillet. The food boxes had large packages of shredded potatoes and sausage and pancake sandwiches. I pulled the pancakes apart and removed the sausage. I explained that now they could save the pancakes for another time and just use a few sausage patties to make a full meal for the entire family. Removing a large amount of fat is a benefit of heating the sausage separately. I used the SOS mix and that seemed to be a revelation to a few people. One man came up after class and said that his wife uses a lot of cream soup and he was excited to take the instructions home for her.

I went to the Community Center @ the technical center and taught the Viva Vegetable - A Tasty Little Vegetable Spinach lesson. When I first walked and the youth found out our lesson was to be on spinach, I heard a lot yuck and I don't like spinach. But when I asked how many of you have eaten spinach before only two youth of the 9 said they had eaten spinach. I only had one youth who would not taste the plain spinach leaf. Most of the youth were surprised at how mild the spinach tasted. We then made the Popeye Smoothie. I had several complaints about the color of the smoothie, but they all enjoyed the smoothie.

Today I met with Amy for the Breakfast lesson. We went over the Oatmeal Mix-Ins handout, she loves oatmeal and is excited to be able to custom make her own. She told me how much she had been enjoying the lessons and that she really feels like she has learned a lot. It makes me feel really good to know I am making a difference for people!

---

I met with Cami this afternoon. We did the fruits and vegetables lesson. I think Cami is the most motivated person I have worked with yet. Every week she tells us the things she is changing and doing because of the things we taught her the week before. This time she told me about buying whole wheat pasta and using it to make mac & cheese for her children. She said they loved it. She also made the oatmeal cookies using beans. Not only did her children like them but she brought some to her mother and she also said they were good.

Cami told me that she now has small packages of cut up vegetables in the fridge for her kids to snack on. She bought a jicama to try and they really liked it.

She asked about some articles and advertisements that she has seen about “super” vegetables and fruits that claim to cure or reverse disease. Tricky question, I said yes and no. Yes fruits and vegetables are very good for you and have lots of the nutrients that you need to stay healthy. But no - there is no one fruit or vegetable that by itself will cure what ails you. The key is balance and variety.

---

First, like always I see what the ladies remembered what we discussed when I was there last and they remembered and several of the ladies shared their experiences of cooking asparagus for their families. One young lady told me that she lives with her father and decided to roast the asparagus for him, her father did not even know what asparagus was and was hesitant at first but then loved it. Another lady told me that she had her kids snap the asparagus with her, roasted it and the kids love it. I was just thrilled!

---

I taught “A Tasty Little Vegetable-Asparagus” lesson. There was one boy who had not been to very many of the classes during the school year, but he was quite excited to come back. He told me how much he likes to cook. When I asked them to describe the taste of Asparagus but to use positive words, He said well I better not say anything. He then told me how he does not like it. As a group we made the confetti Asparagus. When it came time for everyone to eat it, that same boy asked if he had to eat it. I said, “You may not like it in one recipe, but you might be surprised to find that you like it in another. Try it and see.” I looked over to see what he thought when he was eating it. I was surprised that he was picking out the asparagus and eating it first. I asked him so how do you like this recipe. He said it was really great. I then taught the class, that you may never know what foods you like unless you are willing to try them in different recipes.

---



I also showed Shawn how to chop celery in a timely manner and Shawn how to slice green onions quickly as we made the recipe. At first Shawn was chopping the celery one stock at a time. I showed him how to hold all the celery together and slice it all at the same time. (I sometimes forget that not everyone has the same knowledge and skill level that I sometimes think is basic and watching Shawn slice the celery one at a time was a good reminder to keep the lesson simple). I changed the way I normally have taught this lesson in the past. I started by sharing with them my time schedule to get dinner on yesterday and of the things that came up to interfere and still have dinner on the table before 7:00 pm as my husband had a meeting he had to be to. I shared with them that I made the same pasta salad for dinner last night that we had just made at group. As I did I suggested ways to save time. I went over the 10 ways to eat healthy on a budget. Shawn was very happy to report that he has lost 27 pounds in one month. I asked how he had done it. He said he is counting the calories that he eats in a day. He said that normally he used to eat 5000-6000 calories in a day. But he is trying to limit his calories to 2000. He said that sometimes he goes over but only by 100-200 calories. It was neat to see how happy he was at meeting his goals. When the salad and hamburger was served, he wrote down that he ate 1 cup of pasta salad that added up to 280 calories on a notebook where he records everything he eats. He then put down how many calories were in the hamburger and he decided to drink water instead of the 100% grape juice just to not get the extra calories. When they were grilling up the hamburgers, Shawn was asked how many he wanted to eat and he replied only one. This was neat to see the changes Shawn was making for the better. The group loved the pasta salad. I pointed out that this was healthier than most pasta salads because plain yogurt was used instead of mayo and that there's no salt in the salad.

This is the first time I have met the seniors. I love them already! There are a couple of ladies that work there and I challenged them to eat breakfast. One of them is heavy and I told the class that I have lost 30 pounds, and one of the habits I changed was to simply eat breakfast. It has taken me one year, but I know the weight will say off! I am proud of myself. I feel better and I know I can do it, I like to tell the participates in my classes my story. I think they can connect with me if they know me more personally. I love to challenge them too. The two ladies are going to call each other and ask if the other has eaten breakfast. I can't wait until next month to see if they do it. I think they will! And maybe because of my story the heavy lady will see that it can be done. Don't get me wrong I am still heavy and work on it everyday. I personally have learned so much from Food Sense, and I know from trying things that we teach that they work! I love sharing the knowledge that I have learned. I really love my job.

---

Then I did a class on Quick meals. It was great too. We talked about kitchen basics and getting help from our kids. I have two ladies over there that have three kids each and one is accepting the four one. This class I decided that they would benefit from this information, and they are younger and didn't know how to prepare beans and rice. I took them the versatile bean handout and the pantry pile-ups. It was exactly what they wanted and some others on crock-pot cooking- we had a great visit on crock pot cooking. They agreed it's nice to throw it in and forget it. We had a great class.

---

I received a call from my daughter, who qualifies for the program. She was happy and excited. She informed me that she had written up her menu for the whole month and that she went shopping for all month's food. She said that she still had \$70.00 left so that she could get the items like milk that don't store long.

---

Spoke with Food Bank and discussed what I should do a demo on. They received tons of frozen chicken to make fajitas with, so I decided to do the demo on Chicken Fajitas. Made copies of two recipes out of the Utah Quick mix booklet. The quick mix itself and the tortilla recipe. Packed the things I needed for the demo and went to the food bank. The chicken fajitas were really good- I just went really simple and used onion and canned tomatoes, everything they needed was right there at the food bank, then they had the recipes to make the mix and the flour tortillas. We had fun.

---

### **Food \$ense Recipes, Curriculum and Handouts**

**[www.extension.usu.edu/fsne](http://www.extension.usu.edu/fsne)**

**[www.foodsensefoodies.blogspot.com](http://www.foodsensefoodies.blogspot.com)**

Today I met with Sally for the Meat and Beans lesson. We talked a lot about portion sizes, she was really surprised about how little we need for a day! She has been having a lot more than necessary, she hopes it might help her with her weight loss goal. She was very happy to learn how to make the dried beans in the crock-pot, she has received them from the food bank and didn't know what to do with them. She is going to borrow her mom's crock-pot and make them this week. I suggested the "Is it done yet" chart be hung on her fridge so she can see it easily. She has made the oatmeal and is excited about how inexpensive it is to make herself and she has had salads for dinner several times lately!

I met with Sally today for the Milk and Dairy lesson. About the only dairy she likes is cheese, so we talked about trying some product that maybe she hasn't tried since she was a kid to see if she might like them now, she seemed open to it and is willing to try. She is doing really well with everything else I have taught her and seems to trust my judgment so I hope she finds something! She made the crock-pot beans last week and absolutely loved them! She put the extra in the freezer like I showed her and has still had a lot to eat!

Sally decided to venture out and try some yogurt.....and she liked it! She almost couldn't believe it, it wasn't anything like she remembered it and she plans on getting more! I'm really proud of the progress she has made in trying some new foods, I think it has been a really brave thing for her-it really doesn't seem like it's an easy thing for her to do.



## **Special Thanks**

Department of Workforce Services

Paul Birkbeck

Kathy Link

Scott Anderson

Loggins Merrill

Utah State University

USU Department of Nutrition, Dietetics and Food Science

USU Extension Service

Eileen Miligan

Debbie Christofferson

Shawn Hansen

Steve Smith

Gayla Johnson

Marie Stosich

Meagan Latimer

Irene Jorgenson

Corey Burger

County Extension Faculty and Staff

Dr. Nedra Christensen

Dr. Noelle Cockett

Dr. Charles Gay

Dr. Charles Carpenter

Volunteers and Teachers in Utah

DWS & SNAP offices in Utah