Policy, System and Environmental Work

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A SEVEN STATE RESEARCH AND EXTENSION PROJECT
Project Overview

Multi-state
- IN, KS, MI, ND, OH, SD, WI

Multi-disciplinary team
- Nutrition
- Physical activity
- Community development
- Family and youth development

Funding
- USDA Agriculture and Food Initiative (AFRI) Grant #2011-68001-30100
Innovative Aspects

7 states collaborating

Socio-Ecological Model of Childhood Overweight

- Rural communities
- Low-income families
- Preschool aged children

Community capacity development approach (PSE)
COMMUNITY, DEMOGRAPHIC, & SOCIETAL CHARACTERISTICS

PARENTING STYLES, FAMILY CHARACTERISTICS, & in utero INFLUENCES

CHILD CHARACTERISTICS & CHILD RISK FACTORS

CHILD WEIGHT STATUS

- Ethnicity
- Socioeconomic status
- Child Abuse
- Peer and sibling interactions
- Monitoring TV hours
- Parent’s activity patterns
- School PE programs
- Crime rates and neighborhood safety
- School lunch programs
- Work hours
- Leisure time
- Nutritional knowledge
- Parent’s dietary intake
- Parent food preferences
- Parent’s weight status
- Parent’s activity
- Parent encouragement of child activity
- Family leisure time activities
- Accessibility of recreational facilities
- Rurality
- Accessibility of convenience foods and restaurants
- Types of foods available in the home
- Child feeding practices, including breastfeeding
- Physical Activity
- Parent preference for activity
- Pregnancy
- Excessive weight gain during pregnancy
- Smoking during pregnancy
- Familial susceptibility to weight gain
- Gender
- Age
- Sedentary behavior
- Teen pregnancy

Davison and Birch, 2001 - Obesity Reviews 2, 159-171.
Individual

Child’s Weight

Gender
Age
Dietary intake
Physical activity
Sedentary behavior
Familial susceptibility to weight gain
Family Characteristics

- Types of foods available in home
- Child feeding practices, including breastfeeding
  - Nutritional knowledge
  - Parent’s dietary intake
  - Parent food preferences
  - Parent’s weight status
- Excessive weight gain during pregnancy
  - Teen pregnancy
  - Smoking during pregnancy
- Parent encouragement of child activity
  - Parent preference for activity
  - Parent’s activity patterns
  - Monitoring TV hours
- Peer and sibling interactions
  - Child abuse
Policy, Systems and Environment Influences

- Ethnicity
- School lunch programs
- Work hours
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- Accessibility of recreational facilities
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- Family leisure time activities
- School PE programs
- Crime rates and neighborhood safety
- Socioeconomic status
Situation

Childhood obesity
- Greater risk in rural areas
- Greater risk in low income

Obese by age 4
- Increased risk of being overweight or obese as an adult
Why Focus on Environment?

Growing evidence shows that environment is related to the incidence of obesity

Healthy choices need to be easy choices

- Environmental changes can improve the health of the whole community, not just individuals
One community per state assigned a “Community Coach”

“A Community Coach: a guide who supports communities and organizations in identifying and achieving their goals.”

(Emery, Hubbell, & Miles-Polka, 2011)
1. To empower rural communities to create and sustain environments that support healthy lifestyles for young children, with emphasis on good nutrition and physical activity.

2. Test a community coaching model.
Approach – Methods

1 intervention, 1 comparison community per state

Community coach hired and placed with intervention coalition

Each community received funding
  ◦ Nutrition
  ◦ Physical activity
Community Assessments

- Parent survey
- Coalition assessed the community resources that might affect a young child’s weight
- Coalition self assessments
Kansas Counties Involved

Cowley County
- Community coach

Cherokee County
- No community coach
Insights

Community Coaching is being “refined”
  ◦ No “right” way

Relationships and partnerships are essential
  ◦ Coalition members
  ◦ Coaches, staff, students

Reflection is critical

Sustaining community involvement over an extended time is challenging
Research Team

Program Director:
Paula Peters, PhD

Kansas Co-Director:
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Community Partners:
Becky Reid, Cowley County
Christina Holmes, Cherokee County

Modules:  http://media.cph.ohio-state.edu/articulate/CPCOToolkit/story.html
PDF version:  http://media.cph.ohio-state.edu/articulate/CPCOToolkit/story.html
Communities Preventing Childhood Obesity

BECKY REID, EXTENSION AGENT
CHRISTINA HOLMES, EXTENSION AGENT
who gets to participate?
Cowley County youth, ages 10-18
what do we do?
Design a bike rack for your community. If your design is selected, we’ll pay to have it built and installed! We suggest it be 6-8 feet long and suitable to secure at least 4-6 bikes when is my design due?
January 29, 2016
how do I submit it?
Cowley County Extension Office,
PO Box 538, Winfield; deliver to
311 E 9th, Winfield OR e-mail
cowleyhealthycommunities@gmail.com

A BIT MORE INFO:
Did there be a prize? YES! A grand prize will be awarded!
Even if you do not win the design contest how does the winner get选出?
A panel of judges made up of students, artists, and bike riders.
What communities in Cowley get bike racks?
We are working to select locations in Arkansas City, Winfield, Udall and Eudora Cowley County.
How exactly do I present my design?
When you submit your entry, please include:
- A title for your design
- A brief description of your design
- A list of materials needed for your design
- A set of instructions on how to assemble and use your design

Get your kids and friends involved!
CHECK THESE OUT!
Community Gardens and Local Food Councils

LISA MARTIN, EFNEP EXTENSION AGENT
Evaluation for PSE intervention

SUE SING LIM, SNAP-ED EVALUATION SPECIALIST
There is no PSE intervention yet.
Have you looked at data online to get a whole picture of problems in your counties/districts?

- **Yes**
  - Communitycommons.org, kic.kdheks, datacenter.kidscount.org

Have the Advocacy Committee survey been conducted?

- **Yes**
- **No**

Is there any coalition, organization or others to work with you?

- **Yes**
- **No**

Talk to your community members.
There is planning for PSE intervention.
Have you and your coalition/organization discuss how to collect baseline data **before** implementation of programs?

Yes

Have you and your coalition/organization discuss if you want to know how well the programs run?

Yes

Have you and your coalition/organization discuss the method to identify if your program is effective or not?

Yes

This is different than the advisory committee survey. This focus on the specific issue you and your partners want to tackle.
PSE intervention is up and running.
Is there a particular site for PSE intervention?

Have you entered PSE information into PEARS?

yes
Activity time!
Scenario #1

You have been doing SNAP-Ed nutrition education for young children especially in childcare centers. Now, you are unable to do only nutrition education directly with Pre-K students. You still have a deep connection with the kids, parents, and childcare providers and you believe there are needs to be addressed.

What may be the problems in terms of PSE?
Who are the stakeholders (people will be affected)?
What are some barriers?
Who or what can you ask for help?
What are some evaluation questions?
Scenario #2

You have joined a coalition that is concerned with the health of Hispanics/Latinos. You and your coalition have done your part to determine problems at your communities pertaining to the goals of SNAP-Ed, such as improving identification of healthy foods, improving overall dietary quality and increasing participation in physical activity.

In terms of PSE, what can you and your coalition tackle?

What are some special needs in this demographic?

What can you do to guide your coalition when planning PSE interventions?

What are some evaluation questions?
Scenario #3

You are in the rural part of Kansas. Food access is definitely the most critical problem based on data and your own experiences. However, you and your coalition/organization/partners are unsure what to do as food access is such a broad issue.

What can you and your partner do to narrow down the problem?

How would you and your partners plan PSE intervention?

How do you and your partners determine priorities of the problem?

What are some evaluation questions?
Services Sue Sing can provide for SNAP-Ed agents and educators:

Make sense of PEARS data

Identify validated surveys
  ◦ Analyze data

Provide insights on method of collecting data

Site visits
Questions