Memorandum

TO: WIC Regional Directors
WIC Local Agency Directors

#08-091

FROM: Linda Brumble, Unit Manager **(Original Signed)**
Nutrition Education/Clinic Services Unit
Nutrition Services Section

DATE: July 18, 2008

SUBJECT: Funding for *Obesity Prevention Mini – Grants for FY 2009*

Funds are available from the State Agency for *Obesity Prevention Mini-Projects for FY 2009*. Local agencies will be awarded grants of up to **$20,000** per project**.** The funding must be spent by **September 30, 2009.** If you would like to apply for the available funds please go to the following link and complete the ***Web-based Form*** at:
http://www.surveymonkey.com/s.aspx?sm=HK_2bprLnRvKvWb6qNmyFY3g_3d_3d.

Application Deadline:
Local agencies that are continuing from FY 2008 and any other local agencies that would like to apply should complete the application form by **5:00 p.m**., **Friday, August 29, 2008**. These projects will be notified of approval by **September 29, 2008. Please note that application process is a fixed deadline and not a rolling deadline this year.**

Resources for planning your project:
To help you plan your project and complete the application we have attached some information, allowable expenditures and the revised Nutrition Education Liaison list (NE). Examples of Projects:

- Implement a class or series of classes for overweight kids and their parents. Funding may be used for inexpensive incentive items that are used in the classes such as water bottles or balls and/or staff time to teach the classes and conduct activities.
- Implement a series of cooking classes. Use the funding to purchase for demonstrations, a food demonstration table and/or staff to teach the classes.
- Start or continue a reading initiative program that gives books to kids at WIC certification.
- Start a gardening class and use the funding to develop a demonstration garden and/or staff to teach the classes.
- Contract a personal trainer or fitness professional to provide brief exercise demonstrations to participants or staff. (Please note that you cannot contract a person to provide regular exercise classes for participants or staff.)

Please note that all funded projects are required to attend a project *Planning and Evaluation Workshop* in Austin, Texas on October 16 and 17, 2008.

Funding will be awarded based on:

- The objectives and timeline for the project.
- Whether the project includes an evaluation component.
- Whether the funds requested for the project are likely to be spent by **September 30, 2009.**

If you have questions or require additional information, please contact your Nutrition Education Liaison or Ponna Sambasivan, Nutrition Education Consultant, at (512) 458-7111 extension 2957 or ponna.sambasivan@dshs.state.tx.us.

FY 2009 Nutrition Education and Breastfeeding Promotion Liaisons

Your liaison is listed next to your local agency name. Your liaison will:

- Answer your questions about the *FY 2009 Nutrition Education and Breastfeeding Plan*.
- Offer technical assistance in completing your plan.
- Review and approve your completed plan.
- Answer your nutrition education and breastfeeding questions throughout the year.

The list of liaisons may be found online at: http://www.dshs.state.tx.us/wichd/nut/neplan.shtm

If you have a question or require additional information, please contact your liaison:

Amanda Hovis, Nutrition Education Consultant
(512) 458-7111, ext. 3411 e-mail: amanda.hovis@dshs.state.tx.us

Carlos Galvan, Nutrition Education Consultant
(512) 458-7111, ext. 3573 e-mail: carlos.galvan@dshs.state.tx.us

Cristina Garcia, Nutrition Education Consultant
(512) 341-4400, ext. 2303 e-mail: cristina.garcia@dshs.state.tx.us

Erica Harris, Nutrition Education Consultant
(512) 341-4400, ext. 2348 e-mail: erica.harris@dshs.state.tx.us

Lauren Christian, Nutrition Education Consultant
(512) 341-4400, ext 2253 e-mail: lauren.christian@dshs.state.tx.us

Matt Harrington, Nutrition Education Consultant
(512) 458-7111, ext. 3528 e-mail: matt.harrington@dshs.state.tx.us

Ponna Sambasivan, Nutrition Education Consultant
(512) 458-7111, ext. 2957 e-mail: ponna.sambasivan@dshs.state.tx.us

Shellie Shores, Nutrition Education Coordinator
(512) 458-7111, ext 3463 e-mail: shellie.shores@dshs.state.tx.us

Tracy Erickson, Breastfeeding Coordinator
(512) 458-7111, ext. 3409 e-mail: tracy.erickson@dshs.state.tx.us

LA	Local Agency Name	WIC Director	Your Liaison
01	City of Austin/Travis County WIC Program	Donna Sundstrom	Ponna Sambasivan
03	Cameron County WIC Program	Lety Montiel	Erica Harris
04	Su Clinica Familiar WIC Program	Rosa Linda Saenz	Erica Harris
05	Driscoll Childrens Hospital WIC Program	Cindy Salinas	Erica Harris
07	City of Dallas WIC Program	F. Darlene Irwin	Amanda Hovis
10	Grayson County WIC Program	Terry Reese	Amanda Hovis
11	Galveston County WIC Program	Tiffany Rice	Tracy Erickson
12	Hidalgo County WIC Program	Norma Longoria	Carlos Galvan
13	City of Laredo WIC Program	Nora Martinez	Carlos Galvan
15	UTMB Montgomery County WIC Program	Kathy Moss	Tracy Erickson
17	UT Health Science Center-Houston WIC Program	Karen Gibson	Tracy Erickson
19	Vida y Salud Health Systems WIC Program	Ofelia Juarez	Carlos Galvan
20	Regence Health Network WIC Program	Barbara Khaleeq	Lauren Christian
21	City of Wichita Falls/Wichita County WIC Program	Janna Kaelin	Cristina Garcia
22	City of Waco/McLennan County WIC Program	Carolyn Scott	Cristina Garcia
24	United Medical Center WIC Program	Guadalupe Fuentes	Carlos Galvan
26	City of Houston WIC Program	Risha Jones	Tracy Erickson
27	South Plains Community Action Association WIC Program	Sandra Hill	Lauren Christian
28	Centro de Salud Familiar La Fe WIC Program	Bethany Romero	Lauren Christian
29	Ft Bend Family Health Center WIC Program	Betty Hill	Matt Harrington
30	City of Port Arthur WIC Program	Yosi Alexander	Shellie Shores
31	Bell County WIC Program	Loretta Grisham	Cristina Garcia
32	Brazos Valley Community Action Agency WIC Program	Kay Jarrett	Ponna Sambasivan
33	City of El Paso WIC Program	Bertha Amaya	Lauren Christian
34	City of Abilene/Taylor County WIC Program	Lois Woods	Cristina Garcia
35	Denton County WIC Program	Bryanne Jones	Amanda Hovis
36	City of San Marcos WIC Program	DerryAnn Gonzales	Ponna Sambasivan
37	Victoria City-County WIC Program	Kimberly Pagel	Matt Harrington
38	City of Corpus Christi/Nueces County WIC Program	Monica Wysong	Erica Harris
39	Northeast Texas Public Health District WIC Program	Lauree Solberg	Shellie Shores
40	City of Beaumont WIC Program	Jammie Harris	Shellie Shores
41	City of San Antonio WIC Program	Norma Zuniga	Matt Harrington
42	Williamson County-Cities WIC Program	Tina Horkey	Ponna Sambasivan

LA	Local Agency Name	WIC Director	Your Liaison
43	Community Health Centers of South Central Texas WIC Prog	Emma Garza	Matt Harrington
44	City of Del Rio WIC Program	Eva Kirtley	Lauren Christian
45	Cross Timbers Health Clinics WIC Program	Margaret Cuellar	Cristina Garcia
46	Brazoria County WIC Program	Lee Ann McDaniel	Tracy Erickson
48	Harris County WIC Program	Christie Kennedy	Tracy Erickson
49	Frio County WIC Program	Janet Muňoz	Carlos Galvan
51	San Patricio County WIC Program	Virginia Rietmann	Erica Harris
53	Atascosa Health Center WIC Program	Rachel Sanchez	Erica Harris
54	Tarrant County WIC Program	Ann Salyer-Caldwell	Amanda Hovis
56	City of San Angelo/Tom Green County WIC Program	Gloria Hale	Lauren Christian
58	Angelina County-Cities WIC Program	Angela Quillin	Shellie Shores
59	Communicare Health Centers WIC Program	Susan Peace	Matt Harrington
60	Matagorda County WIC Program	Carol Bleau	Matt Harrington
61	Jasper-Newton Counties WIC Program	Mary Wall	Shellie Shores
62	City of Paris/Lamar County WIC Program	Carla Rhodes	Amanda Hovis
63	Hardin County WIC Program	Mary Adams	Shellie Shores
64	Medina County WIC Program	Linda Fillinger	Carlos Galvan
65	City of Texarkana/Bowie County WIC Program	Jane Boothman	Amanda Hovis
67	City of Corsicana/Navarro County WIC Program	Cindy Griggs	Ponna Sambasivan
69	Community Council of South Central Texas WIC Program	Kathy Majefski	Matt Harrington
70	Chambers County WIC Program	Sharon Burgess	Tracy Erickson
71	Collin County WIC Program	Michelle Patrick	Amanda Hovis
73	El Centro del Barrio WIC Program	Karen Finstuen	Matt Harrington
74	City of Brownwood/Brown County WIC Program	Brandy Mobley	Cristina Garcia
76	Outreach Health Services WIC Program	Jeff Humber	Cristina Garcia
77	UTMB Regional WIC Program	Merry Jo Hopkins	Tracy Erickson
83	DSHS Regions 9/10 WIC Program	Tonja Winn	Lauren Christian
84	DSHS Regions 6/5S WIC Program	Veronica Brown	Tracy Erickson
87	DSHS Regions 4/5N WIC Program	Beth Lloyd	Shellie Shores
88	DSHS Region 11 WIC Program	Linda Buck	Erica Harris
89	CHRISTUS Santa Rosa WIC Program	Carol J. Silvas	Matt Harrington
90	Los Barrios Unidos Community Clinic WIC Program	Sylvia Gonzales	Amanda Hovis
94	Texas Tech University WIC Program	Judith Harden	Lauren Christian
95	Hill Country Memorial Community Health Center WIC Program	Nicole Spenrath	Carlos Galvan

LA	Local Agency Name	WIC Director	Your Liaison
100	City of Amarillo WIC Program	Margaret Payton	Cristina Garcia
102	East Texas Medical Center WIC Program	Delilah Adams-Larsen	Amanda Hovis
105	Milam County WIC Program	Debbie Olbrich	Ponna Sambasivan
106	St Joseph Regional Health Center WIC Program	Karen Sanders	Ponna Sambasivan
107	Community Care Foundation WIC Program	Paula Snokhous	Ponna Sambasivan
108	Longview Wellness Center WIC Program	Brenda Bolton	Shellie Shores
109	Saint Mark’s Medical Center	Krystal Seger	Ponna Sambasivan

RESOURCES FOR PLANNING NUTRITION EDUCATION PROJECTS

The information in this section is provided as things to think about when developing a nutrition education/obesity prevention project.
Topics in this section include:

1. A Checklist of Planning Questions
2. Getting Started
3. How People Learn
4. The Adult Learner
5. Beyond Knowledge in Nutrition Education
6. Self-efficacy
7. Tips for Incorporating Self-efficacy in WIC Programs
8. Focus on the Client
9. Evaluating Your Efforts
10. Guidance on Allowable Costs for Obesity Prevention Projects
11. Obesity Prevention Project Application – Due September 14, 2007

A CHECKLIST OF PLANNING QUESTIONS

1. Purpose: What are the ultimate goals of your project?

Related questions:

- ☐ What behaviors or practices will it influence?
- ☐ Why do you want to do it?
- ☐ Why is it worth doing?

2. Context: What theories, findings and frameworks will guide your project?

Related questions:

- ☐ What do you think is going on with the behaviors you are trying to influence?
- ☐ What literature, preliminary research or personal experience will you draw on?

3. Defining objectives: What specifically do you want to accomplish by the end of the project?

Related questions:

- ☐ What outcomes do you expect?
- ☐ What questions will your project try to answer?
- ☐ How are the outcomes and questions related to each other?

4. Methods: What will you actually do in implementing this project?

Related questions:

- ☐ What kinds of activities will help you meet your objectives?
- ☐ Who is your target audience?
- ☐ How will you recruit participants?
- ☐ How will you keep the participants involved throughout the program?
- ☐ How many sessions will you have?
- ☐ Do your activities form a coherent program?

5. Evaluation plan: How will you determine success?

Related questions:

- ☐ What kinds of data will help you learn if you have met your objectives?
- ☐ What kind of data is feasible to collect?
- ☐ What are the best methods to collect data?
- ☐ How will you analyze data?
- ☐ When are measurements taken?
- ☐ Is there a natural comparison group?
- ☐ Is there a process evaluation?

Adapted from the Design of a Qualitative Study by Joseph Maxwell in Bickman and Rog, Handbook of Applied Social Research Methods, Thousand Oaks CA: Sage Publications, 1998.

GETTING STARTED

Keep in mind:

- What people know, think and feel affects how they act
- Knowledge is important, but not enough for most behavior changes
- Perceptions, emotions, motivations, skills, and the social environment are key influences on behavior

(*Source: Theory at a Glance: A Guide for Health Promotion Practice, U.S. Department of Health and Services, National Institutes of Health)*

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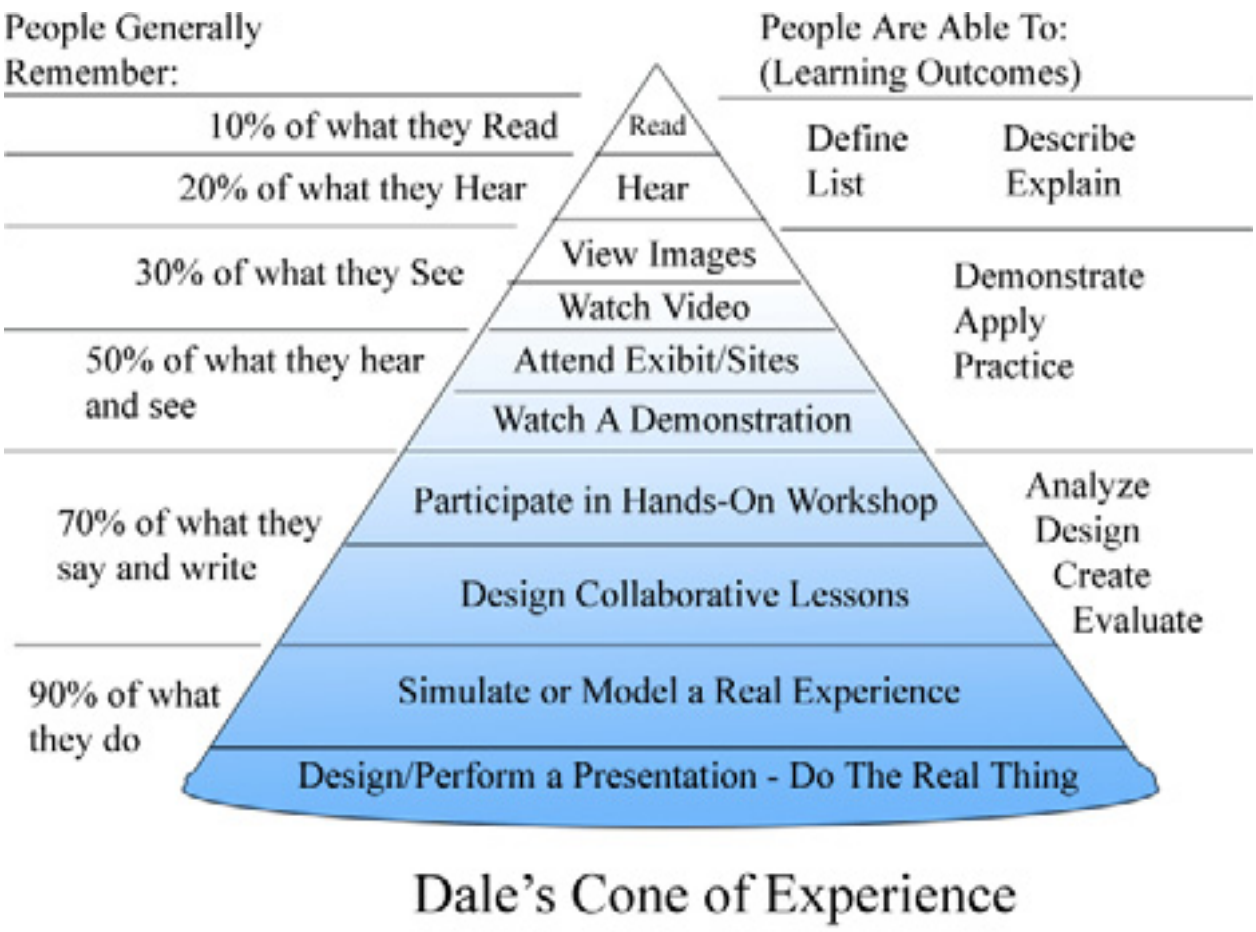
HOW PEOPLE LEARN



Source: Edgar Dale, Audio-Visual Methods in Teaching (3rd Edition). Holt, Rinehart and Winston (1969).

confirm reference:

THE ADULT LEARNER

Never do for the learner what they can do for themselves- David Miere

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BEYOND KNOWLEDGE IN NUTRITION EDUCATION

How do Texas WIC families feed their children?
How can WIC Nutrition Education most effectively promote healthy child feeding?

These are some of the questions addressed by the Texas WIC Child Feeding Study. One of the main findings was that **parents' nutrition knowledge was not related to what their children were eating.**

Keep up the good work! WIC clients:

- Feed their children more fruits and vegetables than non-WIC clients.
- Eat fast food less often & home cooked meals more often than other children.
- Are more likely to look at Nutrition Facts than other low-income parents.
- Are less likely to perceive their children to be picky eaters.
- Are more likely to initiate breastfeeding than other low-income women.

Keep in mind:

❖ Nutrition knowledge is not associated with healthy eating.	→	❖ Move past knowledge to promote healthy behaviors. ❖ Use adult learner strategies to determine what information will be relevant.
❖ Parents with higher self-efficacy (confidence) report that their children ate more fruits & vegetables & fewer sweets.	→	❖ Use activities that build self-efficacy (e.g., hands-on experiences, role playing, peer modeling, goal setting) to promote healthy eating.
❖ WIC parents are concerned about their children's weight.	→	❖ Parents who are concerned about their children's weight may be ready to make healthful changes.
❖ WIC clients are more food insecure than other low-income parents. ❖ Parents are more concerned with cost than nutritional content. ❖ WIC households spend the least amount of money per week on food (not counting WIC vouchers and other food assistance).	→	❖ Providing enough food for the family may be your clients' biggest concern. ❖ Be sensitive to clients' hunger issues. ❖ Work with clients to make nutritious food choices on a budget.
❖ Parents choose what to feed their children based on child preference, not nutritional content.	→	❖ Work with clients to create healthy menus and recipes with child appeal. ❖ Get the kids involved to increase desire for healthy foods.

SELF-EFFICACY

Behavior change requires both skills and the confidence to use them effectively.

The Texas WIC Child Feeding Study found that parents' confidence in their ability to buy, prepare, and serve fruits and vegetables for their children was strongly linked with actual fruit and vegetable intake. This confidence is also referred to as *self-efficacy*.

What is self-efficacy?

- Confidence in one's ability perform specific behaviors in specific situations
- Includes confidence to overcome barriers
- A thought that influences action
- Not focused on reaching a goal, but the specific actions necessary to reach goal

People with high self-efficacy:

- Are motivated
- Persevere in the face of barriers
- Persist over time
- Are more likely to take action

What builds self-efficacy?	
Learning through personal experience	• Be specific about the desired behavior • Approach behavior change in small, manageable steps to build confidence • Give participants a chance to practice each step along the way • Set goals
Learning through observation	• Role-play, use peer models or demonstrate desired behaviors
Positive feedback, encouragement, and reinforcement	• Help clients identify barriers and strategies to overcome them • Encourage clients in their efforts
Understanding body signs and signals related to the behavior and creating strategies to cope with them	• Talk about soreness of fatigue clients might feel when starting a new physical activity program • Work with clients to recognize their own internal hunger and satiety cues • Develop coping strategies for dealing with feelings of stress

BUILDING SELF-EFFICACY IN WIC NE PROGRAMS

Example 1: Building self-efficacy through cooking classes

1) Class members talk about experiences they have had with substituting low-fat ingredients for higher fat ingredients.

2) Instructor demonstrates how to chop ingredients and asks class members to help.

3) Class members practice preparing a recipe.

4) Class members sample the foods they have prepared.

Example 2: Building self-efficacy through physical activity classes

1) Clients share ways that they are physically active and address solutions to common barriers

2) Instructor demonstrates stretches and strength-building activities that can be done while sitting in a chair or working in the kitchen

3) Clients try out exercises, walk around the block

4) Clients share how they felt during and after the walk.

5) Clients set a small goal that they can accomplish for the next week/month - For example: add 10 minutes of light to moderate activity on most days

6) Instructor tells clients that some feelings of discomfort (soreness) are normal when starting an exercise program. Instructor provides ways to decrease discomfort (rest days between exercise, etc.) and addresses what are signs of injury and what are signs that body is getting stronger

What are some other ways you can build self-efficacy in WIC clients?

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FOCUS ON THE CLIENT

What is client-centered nutrition education?

- Focuses on clients' concerns & interests
- Uses discussion & hands-on learning instead of detailed lesson plans
- Encourages client participation
- Moves the instructor role from "teacher" to "guide" in helping WIC clients make healthy choices
- Can take many forms: from facilitated discussion to "action-oriented" classes that involve clients directly in the learning experience

Benefits of client-centered nutrition education:

- Keeps staff and clients engaged
- Well suited for adult learners
- More interesting and relevant for clients
- Can be tailored to agency staff and client backgrounds and experiences
- Increases clients' sense of **social support** in WIC

What is social support and how can client-centered NE provide it?

- Social support is help that is exchanged through social relationships and interactions
- Here are different types of social support and some examples of how social support can be incorporated into WIC nutrition education. Can you think of others?

Type of Social Support	Examples
Expressions of empathy, love, trust, and caring	• Class leader establishes ground rules for fair, safe discussions • Class leader and members express empathy with parents' concerns about their children
Tangible aid and service	• Recipes and cooking classes for items in WIC food package, in addition to vouchers • Nutrition education activities for children while parents attend class
Advice, suggestions, and information	• Recommendations for portion sizes, cost savings in the supermarket, and physical activities
Information that is useful for self-evaluation	• Parents' and children's BMI information provided to clients • Clients share how they approach feeding issues

Sources:
- Evaluation of Client-Centered NE Pilots in 8 Local Agencies, UT Austin NE Team, 2007.
- Contento, Isobel R. Nutrition Education: Linking Research, Theory, and Practice, 2007. Jones and Bartlett Publishers, Sudberry, Massachusetts.
- Glanz, Rimer, and Lewis, Editors. Health Behavior and Health Education: Theory, Research, and Practice, 3rd Edition. 2002,Jossey-Bass, San Francisco.

EVALUATING YOUR EFFORTS

Why evaluate?

- Find out if you met your objectives
- Judge whether the program had an impact
- Provide information about whether the activities were appropriate
- Determine if the program was implemented as planned, and if not, why not
- Determine how to allocate scarce resources
- Provide feedback to the sponsor

Types of evaluation:

	When?	Why?	How?
Formative	Before program starts	· Find out what clients' needs and wants are · Make sure materials and activities are appropriate	· Look at existing information about your clientele · Clients review materials · Staff gives input on logistics
Outcome	End of program efforts	· Did change happen? · Was the change positive? ·	· Analyze pre-post surveys or measurements · Conduct follow-up interviews · Compare participants with non-participants
Process	During program	· Track whether program is being carried out the way you planned it · Make changes if needed · Explain outcome results	· Observe group sessions · Identify and document approaches used · Allow opportunities for feedback from clients and staff · Keep a log of number of participants, materials distributed

Keep it simple! With limited time and resources, evaluation can sometimes seem like an added burden. You can get useful evaluation information by:

- Asking clients to review materials at the end of their group class time
- Talking to clients in the waiting room
- Having a group class discussion to field test materials
- Using information that you are already collecting
- Using Foxfire to collect information
- Creating simple checklists to document activities done and materials distributed.

DRAFT GUIDANCE ON ALLOWABLE COSTS FOR OBESITY PREVENTION PROJECTS

Examples of Allowable Costs for Obesity Prevention Projects

1. Staff costs for developing and providing nutrition education classes that contain both a nutrition and physical activity message.

2. Informational materials and resources such as brochures, newsletters, posters and audio and video presentations. (Not take home videos)

3. Brief exercise demonstrations (as opposed to exercise classes) to illustrate proper exercise techniques or training program staff on how to promote the health benefits of physical activity to participants.

4. Inexpensive program incentive items that promote physical activity and nutrition to participants such as, but not limited to:
   - Water bottles imprinted with a healthy message
   - Soft round balls appropriate for a 1-3 year old
   - Beach balls
   - Frisbees
   - Jump ropes
   - Low cost cookbooks
   - Low cost cutting boards
   - Measuring spoons or measuring cups
   - Seeds and potting soil for herb plants, or small herb plants
   - Low Cost Pedometers
   - As a general rule of thumb we expect that most items you give to participants are **under** $5 each. Some items may be higher depending on the project.

Example of Unallowable Costs

- Fitness center dues or memberships
- Exercise equipment such as treadmills, stationary bicycles, hand weights, mats, steppers, resistance bands, etc...
- Facility rental or medications for physical activity purposes
- Exercise classes (one-time or ongoing) and instructors for such classes

We have asked for clarification on the following items. Until we get clarification these are not allowable

1. Giving participants "food bags" that contain all the ingredients used to prepare a meal in a food demonstration to participants to take home

2. Large items used in a raffle at the end of a presentation or series of classes (examples: basketball hoop, bike, crock-pot, gift card to a grocery store or Wal-Mart or sporting good store)