2014 SNAP-Ed Needs Assessment and Nutrition Education in Alaska

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Objectives

Formative Research → Nutrition Education
Objectives

Formative Research

1. SNAP-ed Needs Assessment
   • Methods
   • Key Results
2. Vege and Fruit Focus Groups
   • Methods
   • Key Results
3. Technology Survey
   • Methods
   • Key Results

Nutrition Education

Examples
• Traditional food pamphlets
• Text messages
• Online cooking demos
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Examples

• Traditional food pamphlets
• Text messages
• Cooking demos
Needs Assessment: Objectives

• understand which geographic regions and populations in Alaska have the greatest need for SNAP-Ed services
Needs Assessment: Methods

• Existing Data
  – Data abstraction

• New Data
  – Nutrition educators
    – Web-based survey (n= 53)
    – Telephone interviews (n= 53)
  – Low-income adults
    – Paper survey (n= 518)

Sources of Data:
• The U.S. Census Bureau’s American Community Survey
• The Alaska Behavioral Risk Factor Surveillance System (BRFSS)
• The Alaska Youth Behavioral Risk Factor Surveillance System (YRBSS)
• The Alaska Food Cost Survey
• Department of Public Assistance
Needs Assessment: Results

Alaska Native people should be prioritized

- 2nd largest group in Alaska (14.8%)
- Constitute 39.3% of pop receiving SNAP benefits
- Substantial socio-economic and health disparities
### Table 18
#### Ranking of Census and Borough Areas**

<table>
<thead>
<tr>
<th>Public Health Region</th>
<th>Food Insecurity Rank</th>
<th>Census and Borough Area</th>
<th>Pop. Rank</th>
<th>Poverty Rank</th>
<th>&lt; 5 Fruit &amp; Veg Rank</th>
<th>Overweight &amp; Obesity Rank</th>
<th>Overall Rank**</th>
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</table>

** Overall rank is based on the sum of the census and borough regions: [poverty ranking + vegetable and fruit intake ranking + obesity prevalence ranking + (population size*5)].
Needs Assessment Results

• SNAP-Ed services should prioritize Alaskan youth
  – childhood and adolescence represent critical life stages for developing healthy habits.
Needs Assessment Results

- Pop estimates ranges: 300,950 (Anchorage) to 642 (Yakutat)
- Pop density ranges: 171.2 p/sq mile (Anchorage) to <0.1 p/sq mile (Yukon- Koyukuk)
- State-wide average pop density is 1.2.
- Nationally, the pop density is 87.4
- The vast distances, low population density and lack of affordable travel highlight the importance of community-based and public health approaches.
  - Impact
  - Reach
  - Sustainability
Needs Assessment Results

• Financial and intellectual resources are limited
• Consider a workgroup composed of key stakeholders that addresses
  – shared messaging
  – training opportunities
  – evaluation efforts
Needs Assessment Results

• Most prevalent dietary shortfalls:
  – inadequate vegetable and fruit intake
  – high sugar sweetened beverage intake.

SNAP-Ed messages should consider focusing on these two prevalent behaviors.
Client challenges to improving diet quality

**Access:** Market foods, subsistence foods

*Obviously food access. The villages don’t even have a village store and the things that are available in the store are just all poor choices. I was in a village last week and we went to the store and there was maybe two nutritious things and that was just a box of pears, fresh pears that were rotting*

*Subsistence used to be you’d walk outside your village a hundred yards and you could shoot a moose and you can’t do that anymore. I mean the subsistence foods are still there, but it’s not like it was.*
Client challenges to improving diet quality

**Time:** Shopping, Subsistence harvest and processing, Young women’s family responsibilities

*Harvesting and preparing. Preparing it for storage or for the future is very time consuming.*

*If you want to eat healthy here, you have to spend a lot of time shopping, thinking about the foods that you’re eating and going to eat.*

*Time, what’s hard is in the villages ... a lot of the women hold the jobs in the family and also they’re the ones who prepare the food*
Client challenges to improving diet quality

Knowledge: General nutrition, lack of knowledge and misperceptions about subsistence foods

Like I’ve had hunters tell me that they’ve offered food to families that were needy but then the families turned it down because they didn’t know how to either put it up or didn’t know how to prepare it. So there were resources there, but they needed more education about how to utilize it.

... realizing that the traditional foods do indeed play a huge role and they count towards these things and oftentimes people want to stop when you talk about vegetables, well the words get in the way. Now those beach greens count.”

A lot of people just won’t make the leap between okay fruits are healthy, salmon berries, huckleberries and blueberries are a fruit.
Client challenges to improving diet quality

**Generational differences:** Access, subsistence knowledge

...the younger people lack the knowledge of knowing what those subsistence foods are, like using fireweed for asparagus, those kinds of things.

...but I found that the elders knew a lot more about food preparation than the younger community. ... I thought there was a big difference in knowledge base between the older population and the younger population.
Challenges faced by educators

• Communication, cultural sensitivity, knowledge of subsistence foods
Needs Assessment: key findings

• importance of working within the subsistence food/lifestyle context
• need for cultural competence and sensitivity
• benefit of local mentors
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Examples

- Traditional food pamphlets
- Text messages
- Online cooking demos
Focus group: Methods

21 women
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Technology Survey

- Understand media technology use among Alaska Native WIC recipients in Southwest Alaska
- Understand the feasibility of technology-based nutrition education
Dillman’s Method of Survey Design

Announcement Postcard

Survey

Reminder/thank-you Postcard
3300 Authorized Representatives

975 Authorized Representatives Randomly Selected and Mailed Survey

362 Surveys Returned 37.4% response rate

8 Surveys Undeliverable 605 non-response
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**Nutrition Education**

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**Quagqal: Feast Freely on Organic Greens from the Tundra!**

Get the facts to make healthy choices for your family.

Quagqal has tasteful blueberries from the tundra, brown rice, and quagqal. Antioxidants in blueberries help prevent aging, cancer, and heart disease. Your family will benefit from eating these foods.

**Curaq: Feast Freely on Organic Greens from the Tundra!**

Get the facts to make healthy choices for your family.

Wild Alaskan blueberries are a superfood. They are rich in antioxidants and help prevent aging, cancer, and heart disease. Kids are never too young to learn about tundra foods.

**Angukaq: Wild Rhubarb**

Get the facts to make healthy choices for your family.

Angukaq has tasty green leaves. Eating greens from the tundra, such as Angukaq, may protect you and your family from cancer, heart disease, and diabetes. Kids are never too young to learn about tundra foods!

**TIP!**

The tall dead stalks of last year’s angukaq show where new shoots can be found!

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**Nutrition Facts**

<table>
<thead>
<tr>
<th>Nutrient</th>
<th>Amount per 1 cup</th>
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<td>% Daily</td>
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<tr>
<td>Total Fat</td>
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<tr>
<td>Saturated Fat</td>
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<tr>
<td>Trans Fat</td>
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<tr>
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<td>Sodium</td>
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<td>Total Carbs</td>
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<tr>
<td>Sugars</td>
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<td>Dietary Fiber</td>
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<td>Added Sugars</td>
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<td>Vitamin D</td>
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<td>Calcium</td>
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<td>Vitamin A</td>
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<td>Potassium</td>
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Online Cooking Demonstrations
Online Cooking Demonstrations

Skillet

Cabbage with Julie Cascio

with Apples and Kolton

Skillet

Cabbage with Julie Cascio

with Apples and Kolton
Txt4happykids is a text messaging program that promotes vegetable and fruit intake among families with young children.

- Addresses barriers to eating vegetables and fruit in Alaska
- Potential for large reach
- Cost effective
- Sustainable
Txt4HappyKids

• Based on Social Cognitive Theory (SCT)

**Cost:** Announce sales at grocery stores so more F&V are available at home

**Preference:** Portray eating F&V as tasting good and something children enjoy

**Role models:** Motivate parents to be positive role models for their children by eating F&V

**Knowledge:** Provide information about the health benefits of eating F&V

**Self-efficacy:** Improve skills related to preparing F&V by providing recipes and other tips

**Time:** Portray shopping and cooking with children as a great way to spend quality time together

Apples are on sale for 1.49/lb @ Fred Meyer! Peel, core & chop. Add water & ground cinnamon. Cook for 30 min until soft, then mash. Kids love warm applesauce!

Frozen broccoli has as much fiber as fresh broccoli! Microwave until tender & toss with some olive oil, lemon juice, garlic powder, salt & pepper!
Thank You!

Questions?