

## Issue Canvas

<b>Issue:</b> Food insecurity in low-income families	<b>Problem statement:</b>	<b>Brief description of planned activities (outputs):</b>	<b>Key Indicators:</b>	<b>How will data be collected and reported for each indicator?</b>
<p><b>Do you plan to integrate Extension work on this issue with CSU research? If so, how?</b></p> <p>This Extension Programming is not currently integrated with CSU research.</p>	<ul style="list-style-type: none"> <li>• One in seven Coloradans struggle with hunger, facing times when there is not enough money to buy food.</li> <li>• One in five Colorado kids may not always know when or where they will get their next meal.</li> <li>• 21.3% of adults are obese. 1</li> <li>• 14.6% of youth are obese, which is the second fastest growing child obesity rate in the nation</li> </ul>	<p>Activities, workshops and lesson series for low-income adults addressing knowledge and skills associated with stretching food resources (food resource management), food access, food preparation and improved health and food security.</p> <p><b>Theory of change:</b>            Adult Learning Principles state that: 1) adults come to a learning situation with a wealth of previous knowledge; 2) adults learn best when new information is interesting and/or useful to them; 3) adults are situation or task oriented; and, 4) adults learn best when they can apply new information</p>	<ol style="list-style-type: none"> <li>1) Number of low-income adult participants who gain skills in food resource management (stretching food resources).</li> <li>2) Number of low income adult participants who gain knowledge of and access to food resources available to them.</li> <li>3) Number of low-income adult participants who demonstrate basic cooking skills which can help stretch food resources.</li> </ol>	<p>1-3) The participants involved in a lesson series will receive pre and post evaluation in person or electronically designed to collect self-reported changes in knowledge and skills in nutrition, food safety, food security and food resource management.</p> <p>1-3) The participants who attend single events will complete posttests designed to collect self-reported changes in knowledge and/or skills in nutrition, food safety, food security or food resource management. Single events will likely address 1-2 of these topics whereas</p>

		<p>and skills and set goals.</p> <p>The Social Cognitive Theory suggests that both environment and cognitive factors influence a person's ability to learn and change behavior.</p>		<p>the lesson series addresses all of these topics and includes knowledge and skill development.</p>
	<p><b>Goal/intended outcome:</b></p> <p>Improved food security, food resource management, and nutrition related skills.</p>	<p>Activities will be designed around Adult Learning Principles and the Social Cognitive Theory tenets to help low-income families overcome challenges they may face related to food insecurity.</p> <p>References:</p> <ol style="list-style-type: none"> <li>1) Instructional Design. (2011). Adult Learning Theory (K.P. Cross). Retrieved from <a href="http://tip.psychology.org/cross.html">http://tip.psychology.org/cross.html</a>.</li> <li>2) Instructional Design. (2011). Social Learning</li> </ol>		

		<p>Theory (A. Bandura). Retrieved from <a href="https://www.simplypsychology.org/bandura.html">https://www.simplypsychology.org/bandura.html</a></p>		
<p><b>Do you plan to collaborate with other states on this issue? If so, how?</b></p> <p>There are not plans to collaborate with other states at this time.</p>	<p><b>Target audience:</b> Low-income (&lt;185% of poverty) families living in Colorado at risk for food insecurity.</p>			<p><b>Evaluation plan:</b> The number of activities/workshops/lesson series will be reported as well as the number of low-income adults who attended. In addition, the changes in knowledge and skills of those who attend lesson series will be evaluated through pre/post test and reported through Digital Measures as Extension Impacts.</p>