

Issue Canvas

Issue: Food insecurity in low-income families	Problem statement:	Brief description of planned activities (outputs):	Key Indicators:	How will data be collected and reported for each indicator?
<p> Do you plan to integrate Extension work on this issue with CSU research? If so, how? This Extension Programming is not currently integrated with CSU research. </p>	<ul style="list-style-type: none"> • One in seven Coloradans struggle with hunger, facing times when there is not enough money to buy food. • One in five Colorado kids may not always know when or where they will get their next meal. • 21.3% of adults are obese. 1 • 14.6% of youth are obese, which is the second fastest growing child obesity rate in the nation 	<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> Theory of change: 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"> 1) Number of low-income adult participants who gain skills in food resource management (stretching food resources). 2) Number of low income adult participants who gain knowledge of and access to food resources available to them. 3) Number of low-income adult participants who demonstrate basic cooking skills which can help stretch food resources. 	<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>Goal/intended outcome:</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"> 1) Instructional Design. (2011). Adult Learning Theory (K.P. Cross). Retrieved from http://tip.psychology.org/cross.html. 2) Instructional Design. (2011). Social Learning 		

		<p>Theory (A. Bandura). Retrieved from https://www.simplypsychology.org/bandura.html</p>		
<p>Do you plan to collaborate with other states on this issue? If so, how?</p> <p>There are not plans to collaborate with other states at this time.</p>	<p>Target audience: Low-income (<185% of poverty) families living in Colorado at risk for food insecurity.</p>		<p>Evaluation plan: 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>	