

FFY 23 Evaluation Report



Durham's Innovative Nutrition Education

Table of Contents

1

Introduction and Program Overview

Who we are & what we do	3
SNAP-Ed approach	4
DINE depth & reach	5

2

Direct Education

DINE in Schools	6
DINE in Community	11
DINE in Childcare	12

3

Policy, Systems, & Environmental Changes

Gardens	14
Outdoor physical activity	14
School meals	15
Childcare programs	15
Double Bucks	17
A snapshot of PSE in Durham	18

4

Social Marketing

SAY YES TO WATER	19
-----------------------------------	----

5

Survey data and tools

Knowledge change survey responses	20
Behavior change	23
Say YES to Water campaign posters	26
DINE Guidelines	27



Who we are

Durham's Innovative Nutrition Education (DINE) program is a dynamic nutrition and physical activity program, led by a team of registered dietitians (RD), that focuses on education, system changes, and social marketing.

DINE is funded by USDA's SNAP-Ed (Supplemental Nutrition Assistance Program-Education) Program and Durham County Government. DINE is housed in Durham County's Department of Public Health. DINE serves groups where at least 50% of participants are eligible for SNAP or at least 50% of the student population is eligible for free and reduced price meals through the National School Lunch Program.

What we do

Registered dietitians teach interactive lessons about healthy eating and physical activity throughout Durham County. In FFY23, **DINE** served 15 elementary schools, 5 middle schools, 17 early care and education programs, and multiple community sites. The **DINE in Schools** team reached students inside the classroom, at school-wide events, afterschool and gardening programs, and other wellness initiatives. Adults were mostly reached at community organizations, early care and education programs, and public housing sites, through our **DINE in Community** program. Our third and last program, **DINE in Childcare**, reached preschool-aged children mostly in various preschools all over Durham.

Our environment influences how we eat. DINE partnered with organizations to make the healthy choice the easy choice for Durham residents through facilitating policy, systems and environmental (PSE) changes.

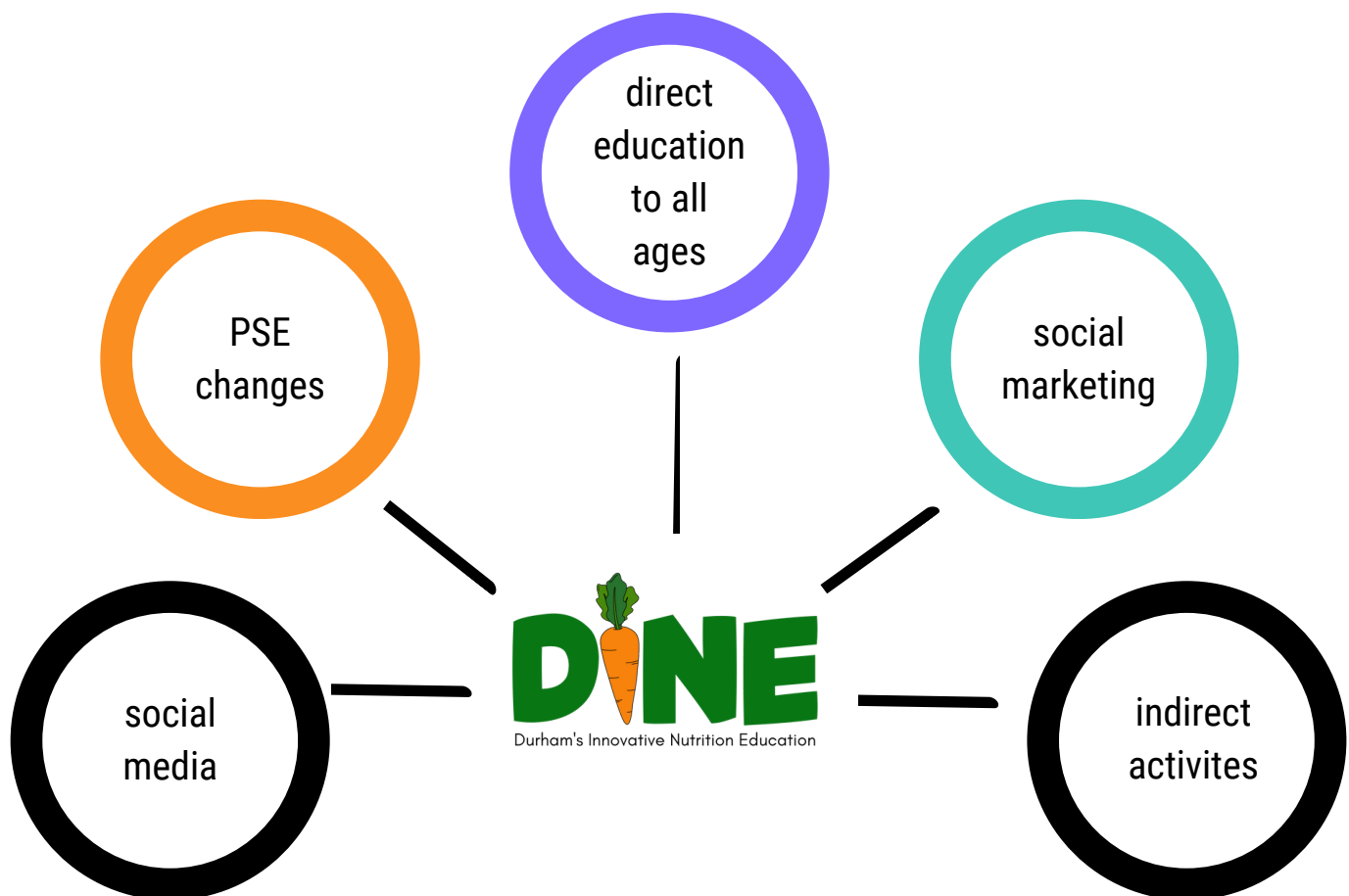
DINE's social marketing campaign, **Say Yes to Water**, encouraged Durham residents to drink more water through social media, an e-newsletter, workshops, health fairs, posters, and educational reinforcements such as free water bottles.



DINE's SNAP-Ed Approach

The below chart shows DINE's comprehensive approach to enhancing nutrition-related outcomes in the community. By using a variety of methods, DINE is able to reach more individuals, groups, and communities.

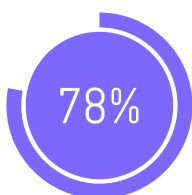
- **Social media** - Facebook and Instagram posts, videos, and reels sharing health tips, recipes, and nutrition-related information
- **Policy, Systems, and Environmental changes (PSE)** - Facilitating changes that promote better nutrition and physical activity policies, that improve environments, break down barriers and build up systems
- **Direct education** - Nutrition and cooking education, coupled with physical activity promotion
- **Social marketing** - Promoting healthful messaging to make positive change in individuals and communities
- **Indirect activities** - Education that is provided through handouts, posters, and reinforcements



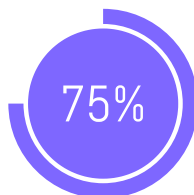
Depth & Reach

FFY23 (October 1, 2022 - September 30, 2023)

Social Media	1,103 followers	23,171 contacts	606 posts on Facebook and Instagram in both English and Spanish
PSE Changes	23,572 individuals reached	67 PSE changes adopted	36 sites
Direct Education	9,937 individuals reached	26,155 contacts	1,268 hours of education provided in 1,680 sessions
Social Marketing	18,938 individuals reached	19,325 contacts	44 sites
Indirect Activites	16,537 individuals reached	69,147 contacts	39 sites



of participants increased their nutrition-related knowledge after DINE classes



of participants in DINE classes made improvements in food choices



of individuals exposed to Say Yes to Water messaging reported drinking more water



of Double Bucks customers ate more fruits and vegetables



of DPS students were exposed to PSE changes



of DINE early care and education students were exposed to PSE changes

Direct Education

DINE in Schools

Ten registered dietitians partnered with **22** Durham Public Schools (DPS) elementary and middle schools, reaching **8,576 school-aged children with nutrition education**. A total of **415** classes received at least one nutrition lesson. Of those, **258** classes received a series of **3 or more** nutrition lessons. A total of **1,439** lessons were taught comprising **1,108 hours** of teaching. In addition to lessons taught in the classroom, lessons were taught at afterschool sites, in gardens, at family cooking events, community events, and outdoors in locations like the DPS Hub Farm and campsites. DINE in Schools created a set of guidelines reflecting the values and aims of the curriculum, which were shared with schools (see page 27).

Data collection methods

Pre/post-survey data was collected to assess for nutrition-related knowledge and behavior change in grades second through eighth. Knowledge change assessment started in 2nd grade and behavior change assessment started in 4th grade. Pre-surveys were given prior to nutrition classes and then post-surveys after the nutrition class series. Only classes that received the entire series were surveyed.

A total of **830** students with an identified pre- and post-survey from **70** classrooms were analyzed and considered “matched”.

An increase in knowledge was reported when a student scored higher on their post-survey than their pre-survey. Similarly, students who consumed more fruits, vegetables and water, and fewer sugar sweetened beverages, on their post-survey than they did on their pre-survey were said to have had a positive behavior change. School team data in this report includes information from matched surveys only.

Grade	Approximate students taught	Matched surveys	Percent of students reflected in data
2nd	1074	261	24%
3rd	591	109	18%
4th	501	137	27%
5th	300	69	23%
6th	506	111	22%
7th	236	62	26%
8th	1269	81	6%

415

Classrooms

22

Afterschool sites

27

Garden classes

6

Family cooking events

21

Community events

60

Outdoor classes

Knowledge change: student survey results

Students in 2nd-8th grade who received the DINE series of classes were surveyed to determine nutrition-related knowledge change. Out of 830 students screened, **555 students (67%) increased their nutrition-related knowledge** by performing better on the post-survey than the pre-survey.

- 362 elementary school students (**63%**)
- 193 middle school students (**76%**)

Overall, students performed better on the post-survey than the pre-survey in all grades and across all questions. Sixth and 8th grade had the most students show improvement (**78%**) from pre-survey to post-survey. Additionally, 2nd grade outcomes were noteworthy with the largest number of students taught (1074) and largest number of matched surveys (261) with 65% improvement overall. See figure 1.0. Pre/post-survey results for each question in every grade can be found in the [Survey Data & Tools](#) section.

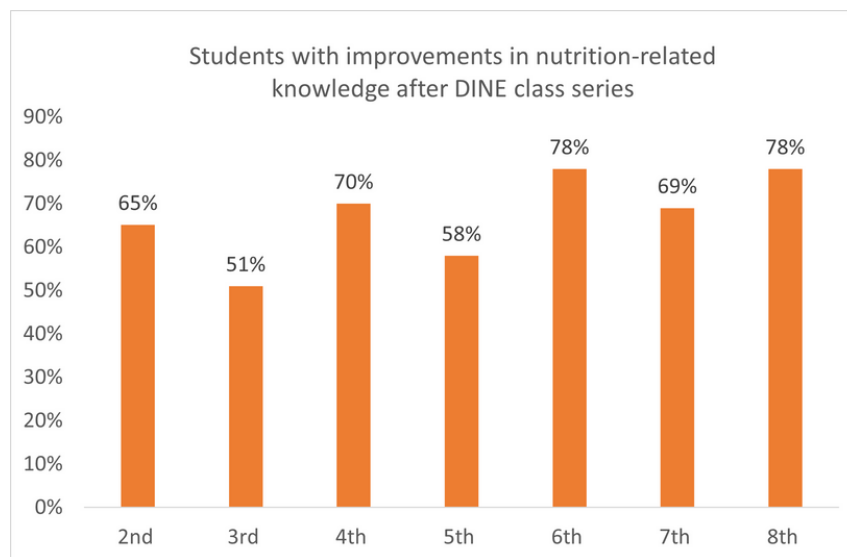


Figure 1.0 Percentage of students who showed improvement in nutrition-related knowledge from pre-survey to post-survey in grades second through eighth.

After the DINE class series, elementary school students were more likely to know:

- how to identify whole foods, balanced meals, and meals with a rainbow of fruits and vegetables
- foods that belong in the dairy, protein, and grains food groups
- that being healthy is about how one feels and what they do and not about how they look
- foods that grow on plants and which parts of the plant we eat
- MyPlate concepts and nutrients
- nutrient-rich drinks and the importance of drinking water
- principles of mindful eating



After the DINE class series, middle school students were more likely to know:

- recommended amounts of added sugar
- definitions of a balanced meal, a food swamp, a calorie, a fad diet
- lean proteins can be found in plant-based foods
- how to identify nutrient-dense foods, processed foods, whole grains
- macronutrients our bodies need
- how food plays a role in chronic diseases



I learned that you can't tell how healthy someone is by looking at them. I also learned that everybody's body is different so we all have different calorie intakes.”

-8th grade student

Behavior change: student survey results

Students in 4th-8th grades who received the DINE series of classes were asked about their nutrition behaviors related to consumption of fruits, vegetables, water, and sugar sweetened beverages. A student was counted as showing improvement if they had an overall net improvement in nutrition behaviors.

Out of 460 students screened, **203 students (44%) reported improved nutrition-related behaviors** on their post-survey compared to pre-survey.

- **89** elementary school students (**43%**)
- **114** middle school students (**45%**)

Behavior change between grade levels is mostly consistent, ranging from **42%-47% of students screened reporting nutrition-related behavior change**. See Figure 1.1.



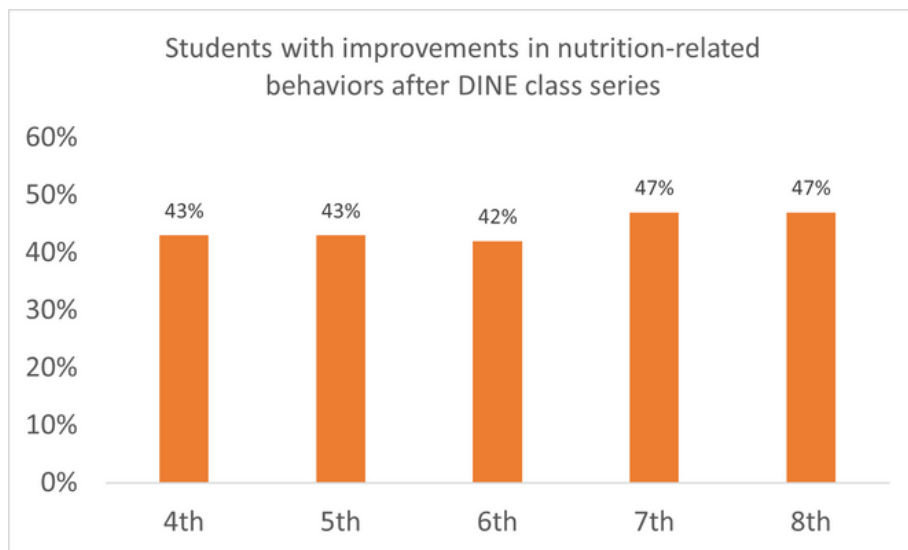


Figure 1.1 Percentage of students who showed improvement in nutrition-related behaviors from pre-survey to post-survey in grades fourth through eighth.

Around a quarter of elementary and middle school students who received the DINE class series were screened. After the DINE class series, elementary & middle school students:

- **ate more fruits and vegetables each day**
- **drank more water and fewer sugar sweetened beverages each day**
- **ate more of a variety of fruits and vegetables each day (5th and 8th grade screened only)**

Pre/post-survey results for each question in every grade can be found in the [Survey Data & Tools](#) section.



30%

overall ate more fruit

31%

overall ate more vegetables

19%

overall drank more water

31%

overall drank fewer sugar sweetened beverages

22%

increased how often they ate more than one type of fruit*

25%

increased how often they ate more than one type of vegetable*

*Only 5th and 8th grade students were assessed

Parent survey results

Families of elementary school-aged students were asked about behavior changes they noticed because of their child's participation in DINE. An estimated 3,670 parent surveys were sent home and **307 responses** were received from **14 elementary schools (8% return rate)**. See Figure 1.2. **Eighty-nine percent** of parents stated that DINE is a valuable part of their students' school.

“

He (student) is more willing to try new foods and more interested in the ingredients that go into the foods that he eats.”

-parent

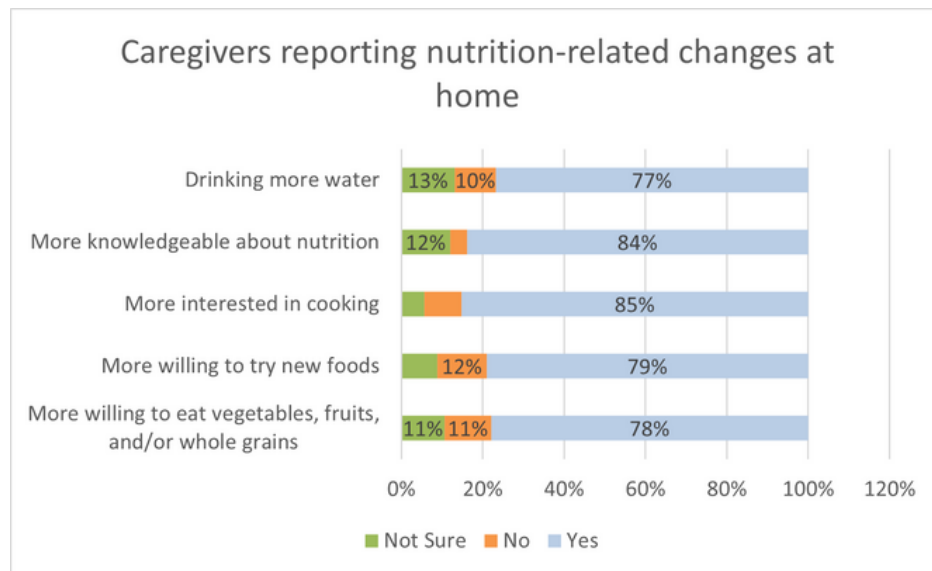


Figure 1.2 Percentage of parents who reported positive nutrition-related changes in their students at home in grades K-5. (Data less than 10% will have no data label.)

Teacher survey results

Teachers in grades K-8 were asked about students' nutrition-related behavior changes they noticed after DINE classes. An estimated 222 teachers were asked to complete a survey and **66 responses** were received from 18 elementary and middle schools (**30% return rate**). See Figure 1.3. **Forty-four** teachers stated DINE reinforced other subject areas such as math, science, reading, and social studies. An additional benefit of DINE nutrition classes is the impact it has on teachers' nutrition-related behaviors. **Thirty-one** teachers reported health changes such as:

- eating more fruit and vegetables
- consuming healthier drink choices
- being more conscious of food choices

“

I see more of my students bringing their water bottles to class. I have also noticed that my students are willing to try the nutritious snacks that the school provides in the afternoon.”

-teacher

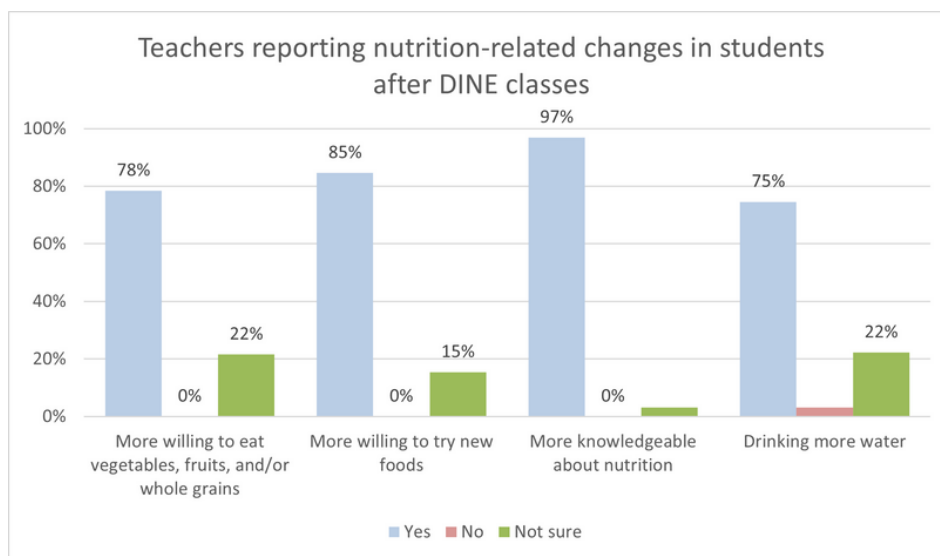


Figure 1.3 Percentage of teachers who reported positive nutrition-related changes in their students in grades K-8th. (Data less than 10% will have no data label.)

DINE in Community

Three registered dietitians partnered with **23** organizations reaching **870** adults with nutrition education. The majority of classes occurred in **community and recreation centers**. DINE in Community dietitians also provided nutrition education at congregate meal sites, family resource centers, food retailers, and libraries. Three schools hosted the online DINE Well Durham series. In total, registered dietitians provided 79 tailored nutrition lessons and interactive cooking demonstrations.

Data collection methods

Post-surveys were conducted after the nutrition classes to assess for nutrition-related knowledge and behavior change. For knowledge change assessment, participants were asked, "Did you learn anything new in class today?" A response of "yes" indicated an increase in knowledge. For behavior change assessment, participants were asked, "Will you do anything different because of what you learned in class today?" A response of "yes" indicated a positive behavior change. Sixty-one percent of virtual and in-person classes were surveyed and a total of 538 adults (**62%**) completed a post-survey.



Knowledge and behavior change results

When participants were asked if they learned anything new from their nutrition class, 511 (**94%**) responded “yes” and two participants responded “no”. When asked if they would do anything differently in their lives because of what they learned during class, 468 (**87%**) responded “yes” and 14 (**3%**) answered “no”. Not all participants who were given the survey answered all the questions.

After DINE in Community classes, participants were more likely to know how to:

- identify foods from MyPlate and create balanced meals
- use food pantry items in recipes and meals
- cook with different fruits and vegetables, frozen and canned foods
- safely store, prepare and cook foods
- drink more water with meals and during the day
- be a positive role model when choosing and eating foods
- provide kid-friendly snacks
- navigate the grocery store and shop on a budget
- enjoy holiday foods
- use produce in season

“

“I didn’t know apples went with Brussel sprouts...”

“Avoid badly dented cans”

“Cook more at home”

“Try bananas in my pancakes”

“I think I might get tofu every now and then to change it up.”

“I needed recipes like this!”

-adult participants

DINE in Childcare

One registered dietitian partnered with **16** early care and education (ECE) programs, reaching **491** preschoolers with nutrition education. **Fifty classes** received at least one nutrition lesson and 25 classes (50%) received a series of 3 or more nutrition lessons for a total of **162 lessons**. In addition to lessons taught in the classroom, lessons were taught outdoors, in the gardens, at elementary schools, and family resource centers.

870

Adults

79

Lessons

23

Sites

44

Cooking demos

27

Recipes

23

Topics

Data collection methods

Program directors and/or teachers were asked to complete a post-program survey and/or interview to assess for nutrition-related knowledge and behavior change. Ten programs (71%) provided feedback, representing 262 preschoolers (53%) who were reached by DINE.

Nutrition-related change was assessed by asking, “*Since DINE in Childcare, do children talk more about healthy foods?*” and “*Since DINE in Childcare, do you notice a difference in your students’ eating?*” Program feedback and quotes were reviewed for reported nutrition-related changes.

Children have increased their willingness to try healthy foods. Before if you'd give them something different they'd just look at it.”

-program director

Post-program behavior change results

The Childcare program encompasses direct education and PSE, both of which have an impact on nutrition-related changes. Out of 10 programs that completed the survey:

- 9 (90%) reported students were talking more about healthy foods
- 8 (80%) reported students had increased consumption and/or willingness to try healthy foods.

Participants were exposed to the following concepts during DINE in Childcare classes:

- what plants need to grow, how to grow fruits and vegetables, and the different plant parts that we can eat
- the importance of drinking water and eating a rainbow of fruits and vegetables
- trying new foods can be fun and adventurous
- going outside, gardening, and movement help us feel good
- eating mindfully



491

Preschoolers

16

ECE programs

50

Classrooms

162

Lessons

Policy, Systems, & Environmental Changes

DINE supported over **45** community partners with efforts that resulted in **67** policy, systems, and environmental changes. DINE helped to facilitate nutrition and physical activity changes by providing technical assistance, connections to resources, and evaluation support where people learn, shop, eat, and play.

Learn

Schools
Food map
School website
Early care and education programs

Shop

Farmers' markets
Vending machines

Play

Gardens
Playgrounds
Bike paths

Eat

Schools
Food assistance sites
Gardens
Early care and education programs

The gift of gardening skills

Classroom garden kits were distributed to **93 classrooms** reaching **1,712 students**. Kits gave teachers supplies for an indoor garden that would allow **students to grow and eat microgreens**. Teachers were provided with instructions, lesson plans, and technical support to make it simple. Thirty-two teachers took a post-survey.

- **84%** reported students were more confident growing food
- **84%** felt they were more equipped to lead garden education with students

DINE worked with schools to start garden committees, provide more opportunities for education in the garden, and create systems for students to take home extra garden produce.

Increased physical activity and opportunities to cook

DINE expanded students' exposure to the outdoors by partnering with the DPS Outdoor Education Program at two schools, reaching 627 students. Merrick-Moore Elementary School led an overnight trip that included outdoor education, hiking, and camp cooking. Merrick-Moore plans to continue this trip with the same components next year. Glenn Elementary School wanted to expand their gardens to allow for more student-grown produce. DINE arranged for a land assessment with a Cooperative Extension agent. The agent provided guidance for how to best place new garden beds to ensure student/teacher engagement and garden productivity.



“Thank you so much for bringing learning to life.”

-DPS teacher”

Support for school meals and higher quality food

DINE worked with DPS School Nutrition Services to update their district-wide website. The goal was to bring more parent traffic to the website and encourage participation in school meals. A “Frequently Asked Questions” page was added to the website so **families could better understand school meal programs**. Also, a “Food Assistance Programs” page was added so **families could find additional information about federal nutrition programs, local food pantries, and more**. This change potentially reached **19,777 students and their families** at the **36 SNAP-Ed eligible DPS schools**.

DINE also partnered with PORCH, a local food relief organization, and together established a **nutrition policy**. The policy set standards for the **quality of food** that PORCH will purchase to be distributed to families with children in childcare programs and schools. PORCH initially reached out to DINE in Childcare to help facilitate this change (see below). However, this policy impacted both childcare programs serving school-aged children. Thus far the policy has impacted food distributed at Lakewood Elementary School but as food distributions continue at other SNAP-Ed eligible schools its reach will grow.



Childcare-age children given access to more physical activity, the outdoors, and gardening

DINE in Childcare facilitated **35 PSE changes in 14 programs reaching 346 childcare-aged children**. Childcare programs implemented PSE changes that enhanced the environment in which children spend many hours of their day playing, learning, and eating. With the support of DINE, directors and teachers completed an assessment of program components such as physical activity, outdoor play, nutrition, farm-to-ECE, screen time, oral health and breastfeeding. The online GO NAPSACC program was used, to provide evidenced-based assessments designed for childcare programs to rate program components based on best-practices. Directors and teachers set individual goals for their programs to make policy, system and environmental transformation with DINE.

With award money received from the North Carolina Public Health Association (NCPHA) Ann Wolfe grant, DINE was able to fulfill childcare programs’ wish lists. Thirteen programs received equipment that would encourage **more time outdoors with increased physical activity and play** such as wheelbarrows, tires, basketball hoops, balls, and mud kitchens. In addition, four of those programs received tricycles and one installed a bike path to accommodate the tricycles.



Eight programs installed or reinvigorated garden beds and increased the opportunities for students to have gardening education. This provided an outdoor extension to learning and the opportunity to have on-site grown produce for meals. In addition, garden kits and seedlings were provided to 64 families to extend learning and local food availability at home.

Additional program enhancements facilitated by DINE:

- menu changes, including decreased amounts of sugar sweetened beverages and increased amounts of protein and vegetables
- more hands-on cooking during classroom education
- a nutrition policy with a local food relief organization that set standards for the quality of food to be purchased for students.



“ I think it's (DINE) outstanding. It does help some things that we can't do. Having a special guest makes the kids feel important and special. It helps with our license and our community partnership. I also appreciate you are good at class management. Because of DINE we started to add healthy activity into our lesson plans.”

-childcare director

Twice as many dollars for customers at farmers' markets

DINE helped to facilitate the expansion of Durham Double Bucks from **four markets in one county to seven markets**, reaching **three counties** this year. The newly named Triangle Double Bucks program now reaches Durham, Orange and Wake counties. The Durham Farmers' Market, the Carrboro Farmers' Market and the Raleigh Black Farmers' Market each implemented one PSE change, reaching at least **561** Double Bucks Customers.

The Triangle Double Bucks program doubles the benefits of SNAP, WIC Farmers' Market Nutrition Program (FMNP) vouchers, Senior FMNP vouchers, and cash for people receiving SNAP, WIC, and housing vouchers.



In fall 2022, previous funding for Double Bucks from Blue Cross Blue Shield NC ended. DINE, along with other partners, secured funding for the 2023 market season from Duke Office of Community Health. Additional funds were provided by Durham County for the three markets within Durham County lines. Durham County also agreed to fund the Durham County markets through 2025 with American Rescue Plan Act (ARPA) funds. DINE continues to solicit funds for Orange and Wake County markets for the 2024 season.

“
Very grateful double bucks makes shopping for higher quality, local food accessible for me.”
- Double Bucks customer

4,186 total transactions from eligible Double Bucks benefit programs

747 customers* shopped with EBT benefits

\$122,961 in Double Bucks provided to customers

\$194,821 in local foods purchased with Double Bucks, EBT, and WIC & Senior FMNP

Four markets surveyed 135 Double Bucks customers. Customers were given statements about Double Bucks and asked how much they agreed with the statement. The scale included strongly disagree through strongly agree.

- Double Bucks makes food more affordable: **94%** agreed
- I prefer to spend my benefits at the market instead of the grocery: **91%** agreed
- I shop at the market because of Double Bucks: **70%** agreed
- I eat more fruits and vegetables because of Double Bucks than I would otherwise: **84% agreed**

DINE worked alongside markets to coordinate and promote special events for both WIC families and seniors in our community. The events, hosted by Carrboro Farmers' Market and Durham Farmers' Market, included an additional \$10 Double Bucks incentive for these groups, as well as taste tests, recipes, and resources provided by DINE. This season was particularly challenging for WIC FMNP participation. The program moving to an electronic system created many barriers for customers and vendors. Having a special day for WIC customers helped improve participation throughout the season.

*DINE tracks unique customers using the last four digits of the EBT card. This does not track customers with WIC & Senior FMNP, cash, or special projects.

Vending:

- Provided snacks and drinks that met American Heart Association standards.
- The goal was no sugar sweetened beverages, candy, cookies, pastries, and fried chips.

Schools: 20 changes

- Updated district-wide website to increase access to food and support school meals.
- Created Classroom Garden Kits and assisted incorporating these into multiple classrooms and schools.
- Assisted in the expansion of the DPS Outdoor Education programs.
- Implemented a nutrition policy impacting the types of food allowed to be distributed for out-of-school meals.

School gardens: 7 changes

- Facilitated the start of school garden committees.
- Helped start or expand school gardens with increased student participation. This led to some students being able to take home garden produce.

A SNAPshot of PSE in Durham

Double Bucks: 3 changes

- Expanded from 4 markets in one county to 7 markets in three counties.
- Provided education to help successfully secure funding to keep program going longer.
- Helped markets with planning, preparation, implementation, and evaluation of the program.

Food Resources Map:

- Maintained an interactive digital map for Durham residents to locate food.
- Promoted on various platforms to increase accessibility.

Childcare: 35 changes

- Facilitated changes to allow for more outdoor activity by providing outdoor equipment.
- Increased gardening exposure and food grown onsite.
- Assisted with the development of a food assistance distribution policy.



Say YES to Water Campaign

A county-wide campaign encouraging people to drink more water reached **18,938 individuals**. **Say YES to Water** messaging was incorporated into most of DINE's programming during FFY23 including:

- **Workshops and health fairs** where DINE provided **Say YES to Water** magnets, water bottles, infused water samples, and recipes **reached 1,484 individuals**.
- Social media posts, created in both English and Spanish, on **Facebook** and **Instagram** together **reached 6,301 individuals** (post with the highest reach on each platform was used to count reach to ensure no duplication).
- Posters displayed in the health department's **dental clinic** **reached 2,486 individuals** (see figure 3.0).
- **Nutrition lessons, handouts, posters and water bottles** that included **Say YES to Water** messaging **reached 7,626 students** in elementary and middle schools. Pictures of posters used can be found in the [Survey Data & Tools](#) section.
- An **e-newsletter** was sent monthly to **1,041 individuals**. Each issue contained water tips and recipes.



Figure 3.0 Say YES to Water dental clinic poster

SAY YES TO WATER



“Our child loves their water bottle from this program. Every evening it is their goal to drink water.”

-elementary school parent

Evaluation data showed **21%** of individuals surveyed reported **drinking more water** because of the campaign. This outcome includes the following individuals that participated in a survey:

- **22%** of 206 elementary school students
- **16%** of 253 middle school students
- **20%** of 15 Dental Clinic patients
- **61%** of 33 e-newsletter respondents

“Because of the DINE e-newsletter, I eat healthier and use more fresh herbs. Also drinking more water less sugary drinks.”

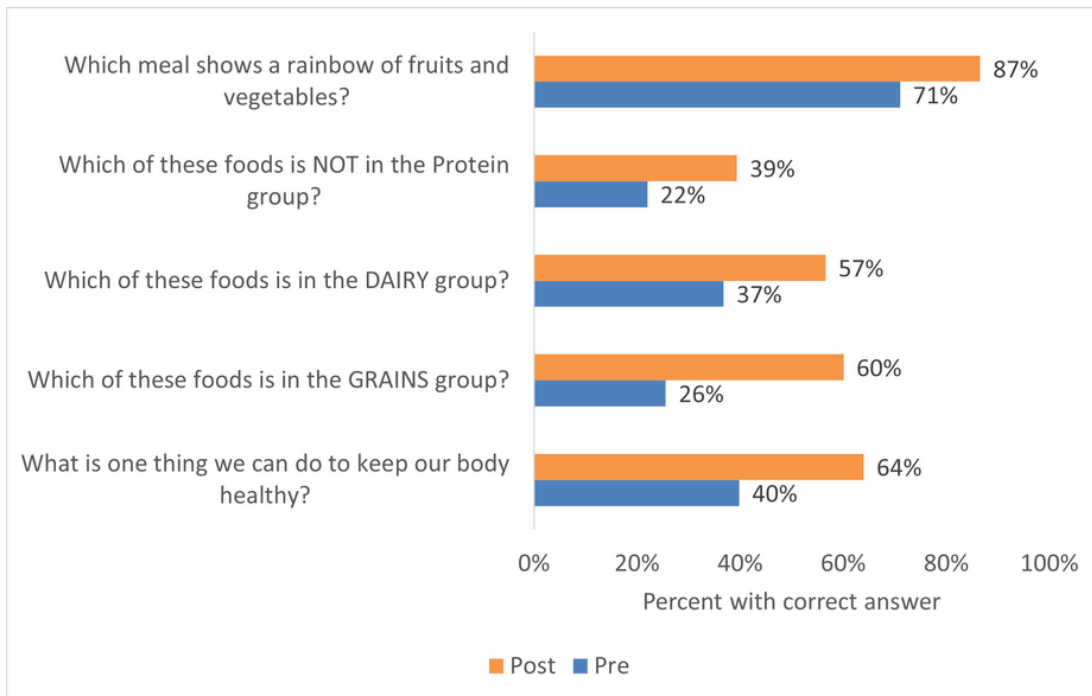
-e-newsletter respondent

Survey Data & Tools

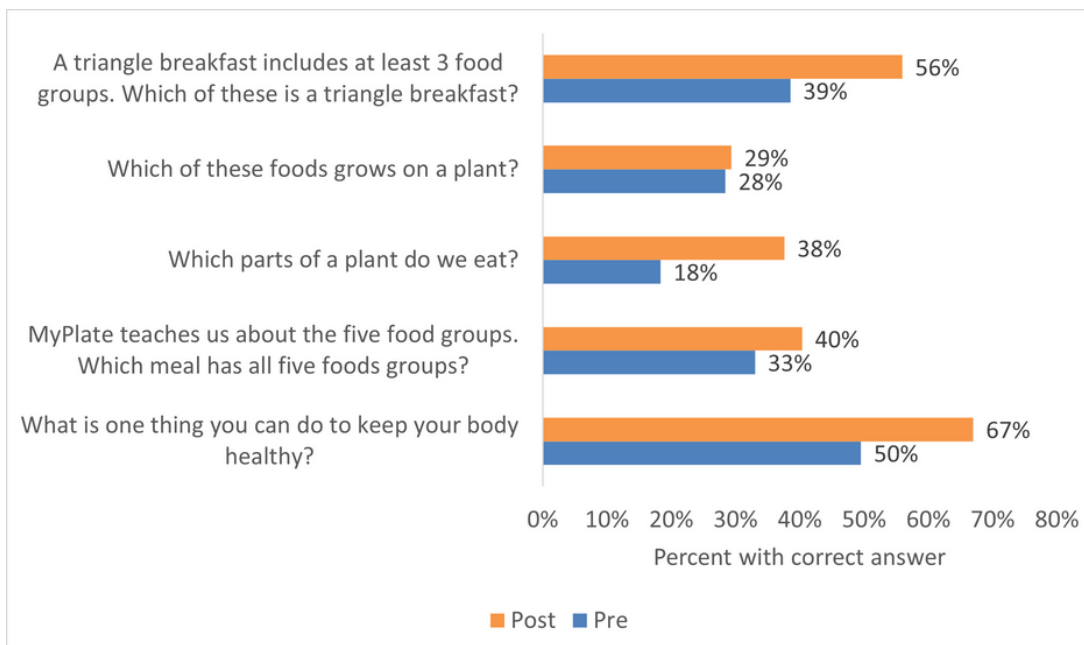
DINE in Schools

Charts A - G below show the questions that were asked in the pre/post-survey to test nutrition-related knowledge in all grades. Questions were designed to test the objectives of all lessons in each grade's curriculum. All grades improved their post screening score in all questions indicating improved nutrition-related knowledge for subjects covered.

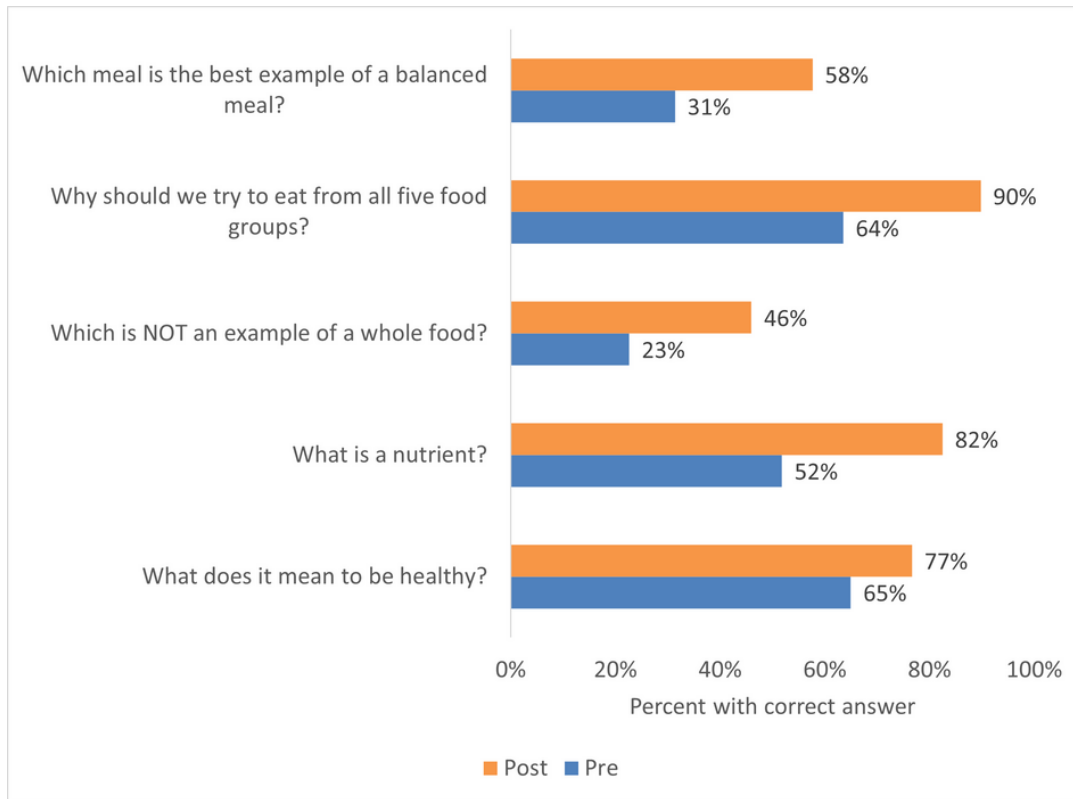
A. Percentage of 2nd grade students who correctly answered pre/post-survey questions



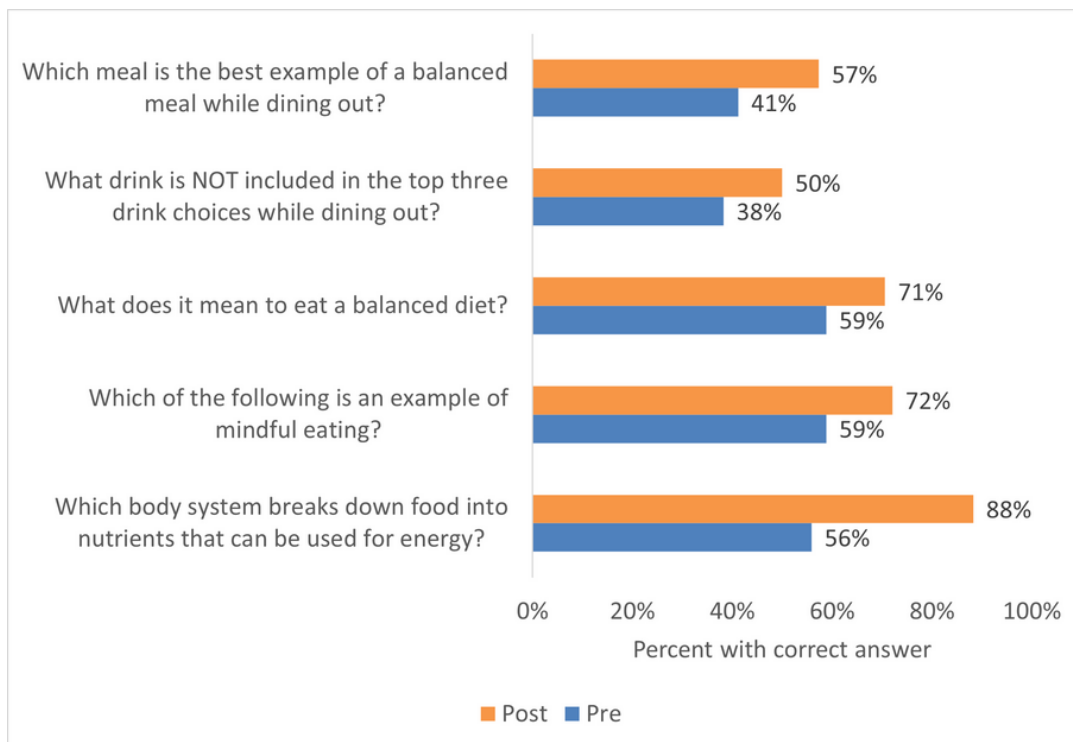
B. Percentage of 3rd grade students who correctly answered pre/post-survey questions



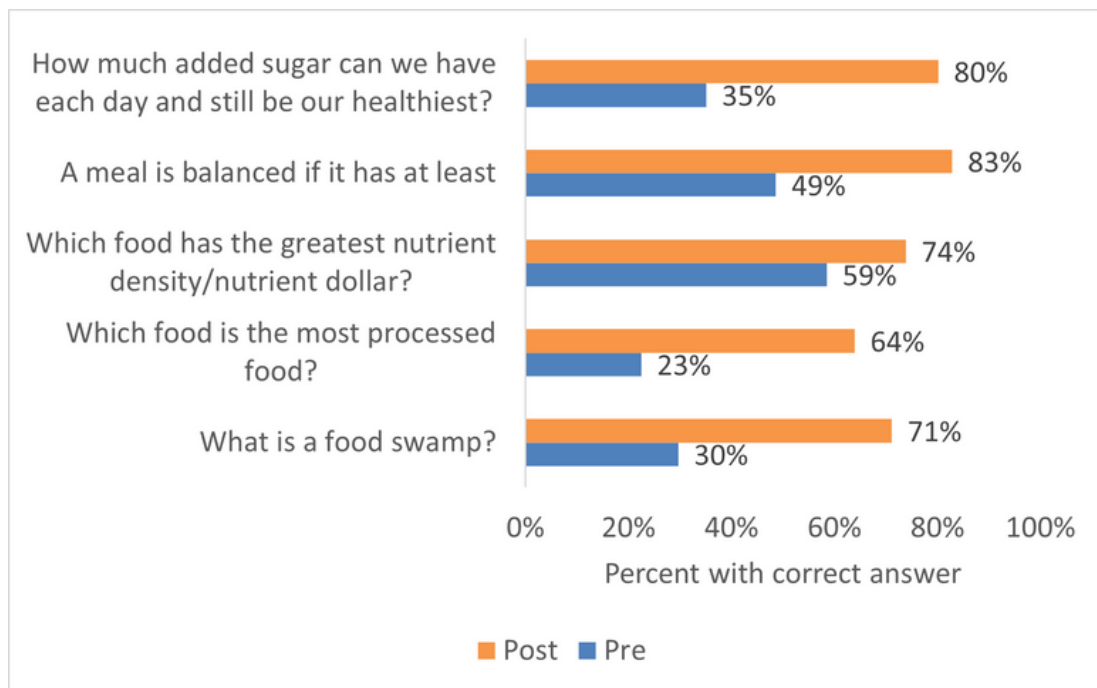
C. Percentage of 4th grade students who correctly answered pre/post-survey questions



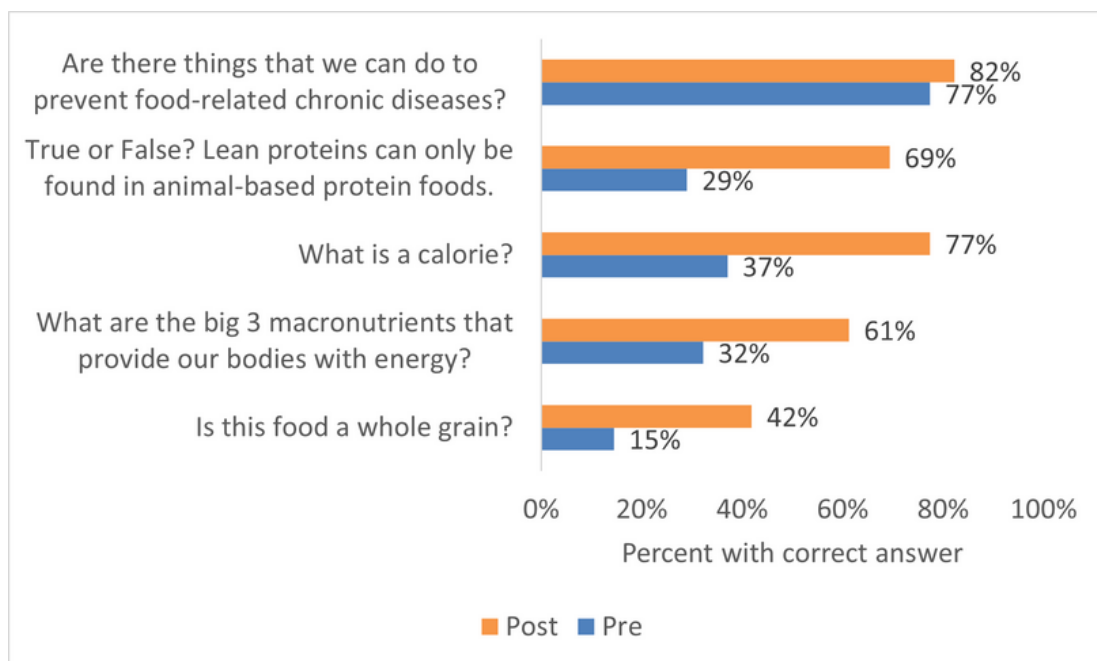
D. Percentage of 5th grade students who correctly answered pre/post-survey questions



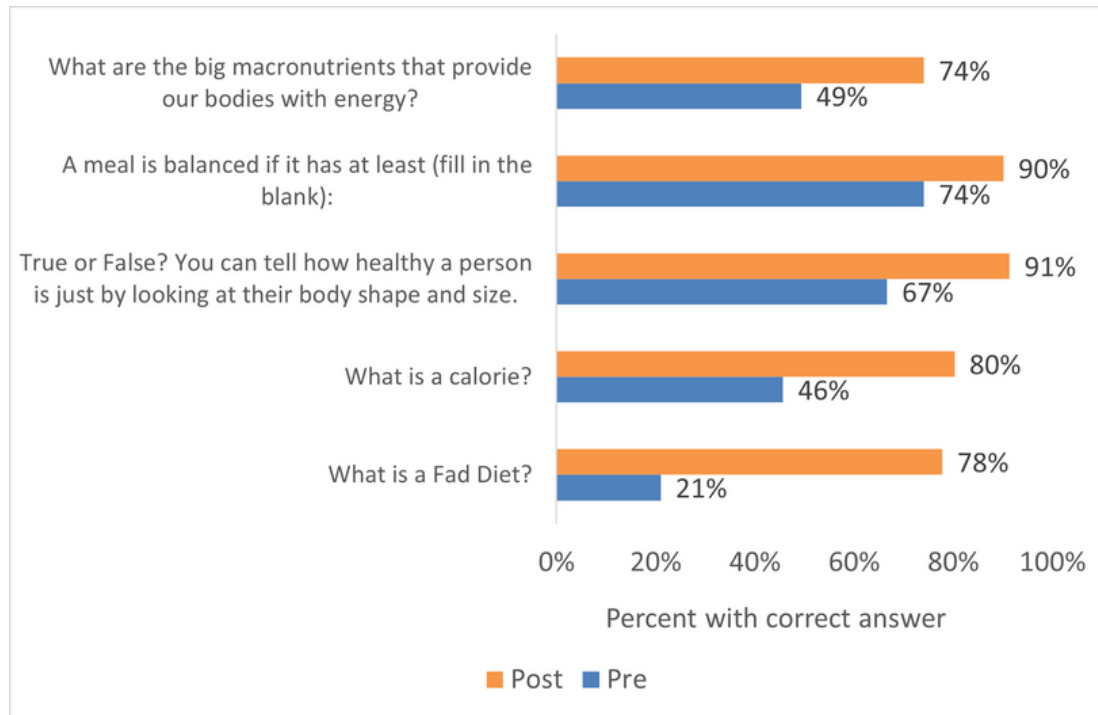
E. Percentage of 6th grade students who correctly answered pre/post-survey questions



F. Percentage of 7th grade students who correctly answered pre/post-survey questions



G. Percentage of 8th grade students who correctly answered pre/post-survey questions



Tables H-M below show the questions that were asked in the pre/post-survey for all grades. Questions and answers used were SNAP-Ed approved.

H. Percentage of students screened who increased the number of times fruit was consumed. The question was, “Yesterday, did you eat any fruit?”

Grade	Improved
4th grade	34%
5th grade	26%
6th grade	26%
7th grade	35%
8th grade	28%

I. Percentage of students screened who increased the number of times vegetables were consumed. The question was, *"Yesterday, did you eat any vegetables?"*

Grade	Improved
4th grade	31%
5th grade	30%
6th grade	33%
7th grade	24%
8th grade	33%

J. Percentage of students screened who increased the number of times water was consumed. The question was, *"Yesterday did you drink any water, such as from a glass, a bottle, or a water fountain?"*

Grade	Improved
4th grade	25%
5th grade	17%
6th grade	15%
7th grade	15%
8th grade	17%

K. Percentage of students screened who decreased the number of times sugar sweetened beverages were consumed. The question was, *"Yesterday, did you drink any sweetened drinks like regular (not diet) soda, fruit-flavored drinks, sports drinks, energy drinks, or vitamin water? Do not count 100% fruit juice or diet drinks."*

Grade	Improved
4th grade	31%
5th grade	22%
6th grade	37%
7th grade	26%
8th grade	33%

L. Percentage of students screened who increased the variety of fruits consumed each day. Only 5th and 8th grade students were asked this question. The question was, *"Do you eat more than one kind of fruit each day?"*

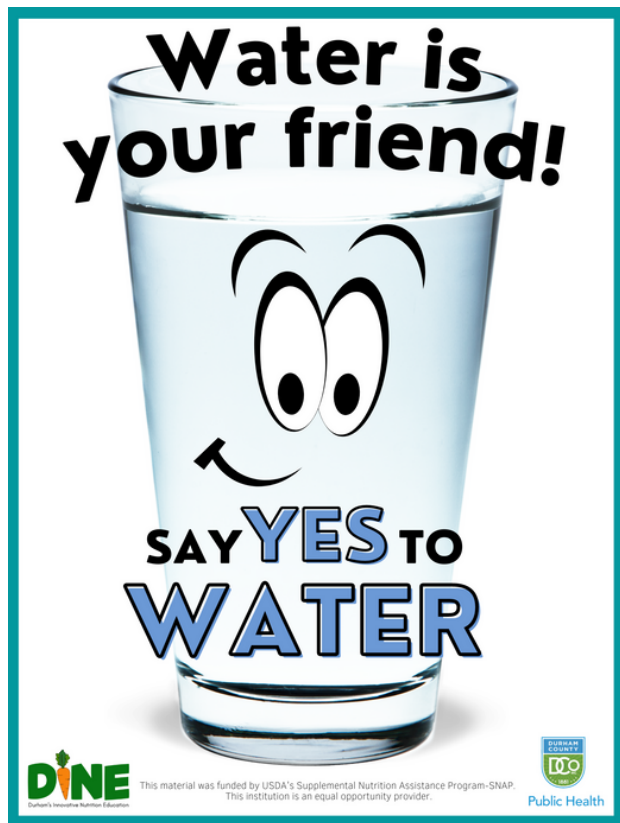
Grade	Improved
5th grade	25%
8th grade	20%

M. Percentage of students screened who increased the variety of vegetables consumed each day. Only 5th and 8th grade students were asked this question. The question was, *"Do you eat more than one kind of vegetable each day?"*

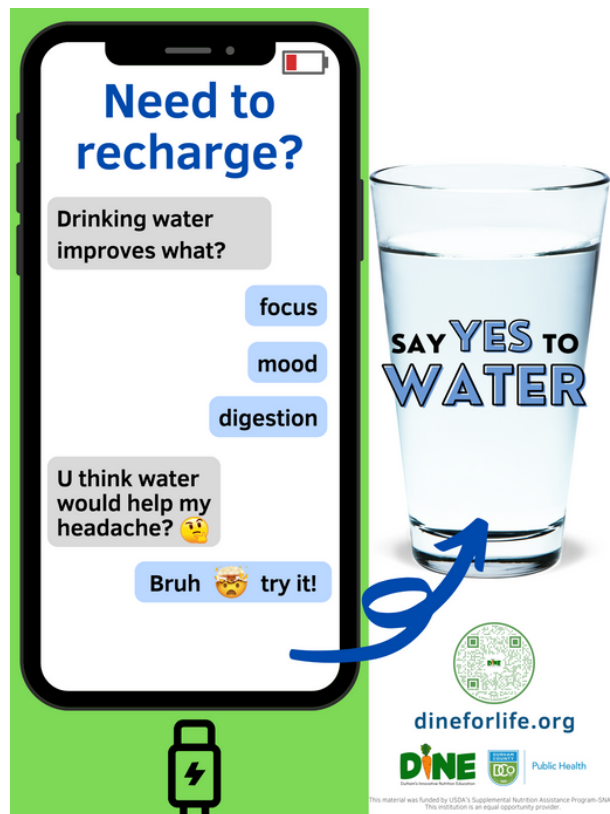
Grade	Improved
5th grade	33%
8th grade	19%

Pictures N-P below are the elementary and middle school and Dental Clinic Say YES to Water campaign posters.

N. Elementary school poster



O. Middle school poster



P. Dental clinic poster



DINE in Schools



Classroom Guidelines



1. We teach that being healthy is about what we do and how we feel and not about the size and shape of our body.
2. We don't label any food as good or bad. All foods can be a part of a healthy, happy life.
3. We encourage students to taste new foods, but never force them.
4. We support and promote school meals. Many students rely on these nutritious meals as an important part of their diet.
5. We focus on eating a variety of foods from the five food groups on MyPlate.
6. We acknowledge that people have different access to food and exercise.
7. We respect different taste preferences. We use the phrase "Don't Yuck My Yum" to explain this concept to students.
8. We do not use food or exercise as rewards or punishment.
9. Our school community consists of people from different communities and cultures. We value and celebrate their perspectives and gifts.

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WE THANK YOU

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These individuals contributed in a variety of ways to achieve the outcomes and outputs listed within this report.

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