

FFY 2024 DINE Evaluation Report



Durham's Innovative Nutrition Education

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This institution is an equal opportunity provider.





Picture 1. DINE team at 2024 retreat at Sarah P. Duke Gardens.

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 (RDs), 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 the Durham County Department of Public Health (DCoDPH). 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 FFY24, DINE served 21 elementary schools, 5 middle schools, 19 preschool programs, and multiple community sites. The **DINE in Schools** team reached students inside the classroom, at school-wide events, in afterschool and gardening programs, and through other wellness initiatives. Adults were mostly reached at congregate meal sites, family resource centers, and public housing sites through the **DINE in Community** program. Our third program, **DINE in Childcare**, reached preschool-aged children mostly in preschools throughout Durham.

DINE partnered with organizations to facilitate policy, systems, and environmental (PSE) changes. These changes help our community make healthier choices in places they eat, live, play, shop, and learn.

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 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.

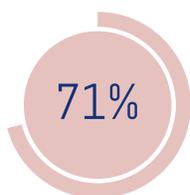
- **Social media** - Facebook and Instagram posts, videos, and reels sharing health tips, recipes, and nutrition-related information
- **Policy, Systems, and Environmental changes (PSE)** - Facilitating changes that promote better nutrition and physical activity policies, that improve environments, break 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 health changes in individuals and communities
- **Indirect activities** - Education that is provided through handouts, posters, and reinforcements



Depth & Reach

FFY24 (October 1, 2023 - September 30, 2024)

Social Media (Facebook & Instagram)	913 interactions	1,210 followers	790 posts and stories in both English and Spanish
PSE Changes	16,399 individuals reached	78 PSE changes adopted or maintained	42 sites
Direct Education	10,536 individuals reached	27,901 duplicated contacts	1,278 hours of education provided in 1,784 sessions
Social Marketing	20,479 individuals reached	Through take-home materials, events, classes and posters	41 sites
Additional Programming (Indirect Activities)	38,180 individuals reached	105 activities	37 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 DINE elementary and middle school students were exposed to PSE changes



of DINE preschool students were exposed to PSE changes

Direct Education

DINE in Schools

Ten registered dietitians partnered with **26** Durham Public Schools (DPS) elementary and middle schools, reaching **8,865** individuals with nutrition education.



Of the 8,865 individuals reached, **8,738 were youth** and **127 were adults**. A total of **406 classes** received at least one nutrition lesson. Of those, 284 classes received a series of 3 or more nutrition lessons. A total of **1,527 lessons** were taught in classrooms, at afterschool sites, in gardens, at family cooking events, at community events, and outdoors in locations like the DPS Hub Farm and campsites.

Data collection methods

Pre/post-survey data was collected to assess for nutrition-related knowledge and behavior change in 2nd - 8th grade. Knowledge change assessment started in 2nd grade and behavior change assessment started in 4th grade. Pre-surveys were given prior to nutrition classes and post-surveys after the nutrition class series. Only classes that received the entire series were surveyed.

A total of **1,075 students** with an identified pre- and post-survey from **86 classrooms** were analyzed and considered "matched". To see how many students in each grade level were surveyed, see page 27.

An increase in knowledge was reported when a student scored higher on their post-survey than their pre-survey. Similarly, students who reported consuming more fruits, vegetables and water, and fewer sugar sweetened beverages, on their post-survey than 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.

406
Classrooms

42
Afterschool events

33
Garden classes

7
Family engagement events

23
Community events

53
Outdoor classes

Student survey results: knowledge change

Out of 1,075 students with matched pre- and post-surveys, 696 students, or **65%**, improved their nutrition-related knowledge.

Students in 2nd-8th grade who received the DINE series of classes were surveyed to determine nutrition-related knowledge change. In FFY24, 696 students showed knowledge improvement including

- 462 elementary school students (**64%**)
- 234 middle school students (**67%**)

Overall, elementary school students **performed better on the post-survey than the pre-survey in all grades and across all questions except one. A highlight for FFY24 was that there were enough matched surveys for 2nd and 4th grade to determine significance in the data. This mean that student nutrition-related knowledge improvement did not occur by chance but rather as a result of DINE classes.** This was true for every question in the 2nd grade and true for all questions except one in the 4th grade, regarding balanced meals.

Second grade outcomes were noteworthy with the largest number of students taught (1180) and largest number of matched surveys (312) resulting in 67% of students with improved knowledge. Eighth grade had the highest percentage of students improve their nutrition-related knowledge from pre-survey to post-survey. See figure 1.0. Pre/post-survey results for each question in every grade can be found in the Survey Data & Tools section.

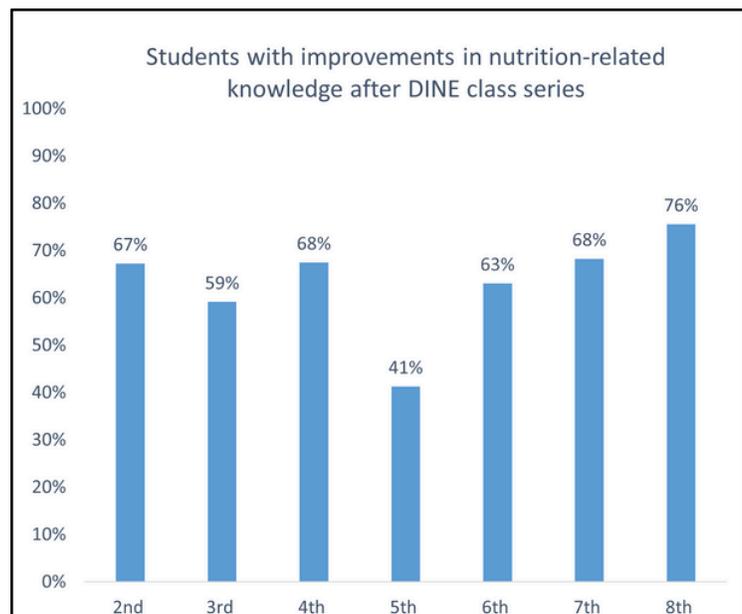


Figure 1.0 Percentage of students who showed improvement in nutrition-related knowledge from pre-survey to post-survey in grades 2nd - 8th.

Student survey results: behavior change

Out of 594 students screened, **42%** reported improved nutrition-related behaviors.

Students in 4th-8th grade who received the DINE series of classes were surveyed 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. Pre/post-survey results for each question in every grade can be found in Survey Data & Tools. See Figure 1.1.

Breakdown of students with improved nutrition-related behaviors:

- **105** elementary school students (**43%**)
- **142** middle school students (**40%**)

As previously stated, there were enough matched surveys for the 4th grade to determine significance, meaning **student outcomes did not occur by chance but rather as a result of DINE classes. In the 4th grade, 42% of students improved their nutrition-related behavior after taking the DINE series.**

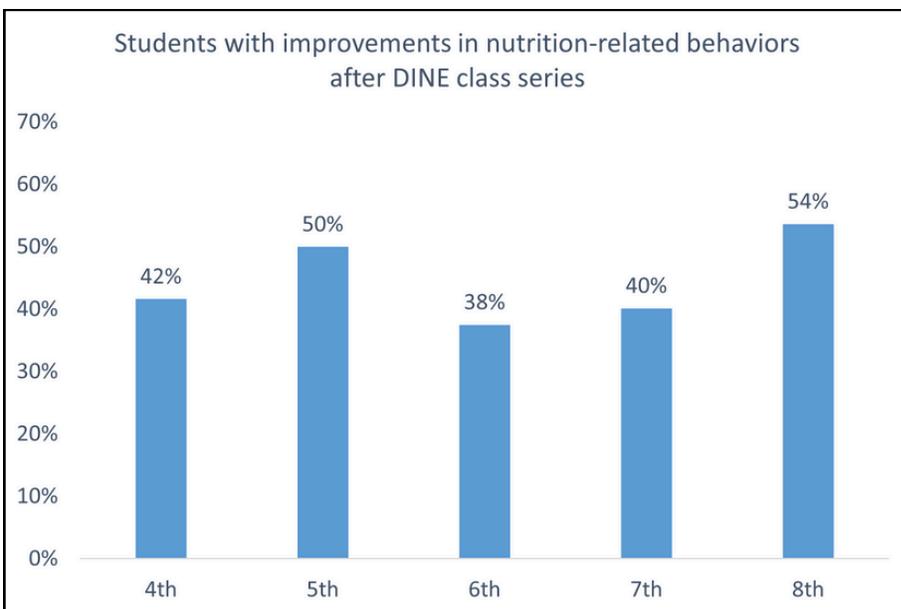


Figure 1.1 Percentage of students who showed improvement in nutrition-related behaviors from pre-survey to post-survey in grades 4th - 8th.

31%

overall ate more fruit

31%

overall ate more vegetables

11%

overall drank more water

17%

overall drank fewer sugar sweetened beverages

25%

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

30%

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

*Only 5th and 8th grade students were assessed

Parent survey results

Parents and caregivers of elementary school-aged students were asked about behavior changes they noticed because of their child's participation in DINE. An estimated 3,697 parent surveys were sent home and **390 responses** were received from **15 elementary schools** (11% return rate).

Between **83%-88% of all survey respondents reported improved nutrition-related behaviors at home** since taking the DINE in Schools series. See Figure 1.2. **Ninety-five percent of parents and caregivers stated that DINE is a valuable part of their students' school.**

“

Our picky eater used to SCREAM when new foods were put on her plate. Now she takes a bite and decides if she likes it or not.

-parent

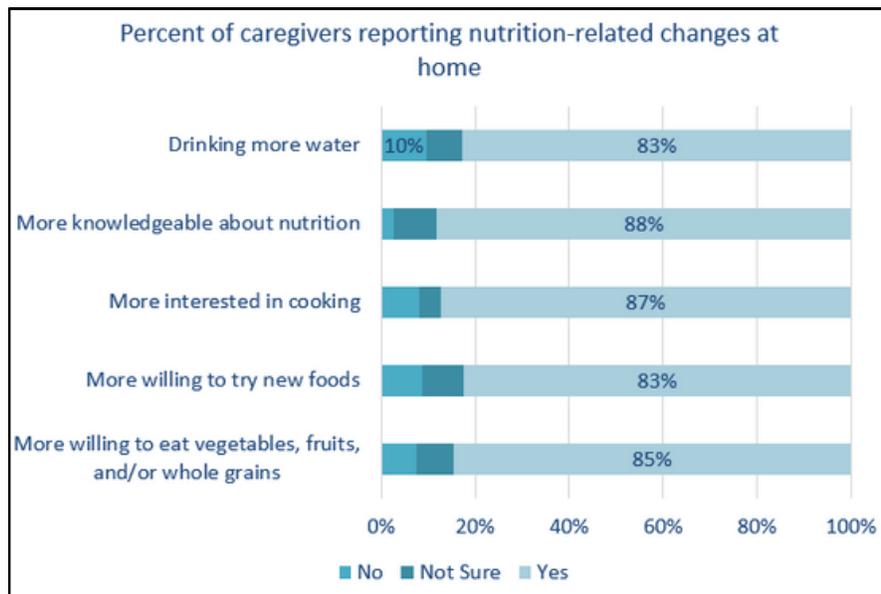


Figure 1.2 Percentage of parents who reported positive nutrition-related changes in their students at home in grades K-5. (Data less than 10% will have no data label.)



Picture 2. Kim Barrier at Burton Elementary School hosting a morning cooking club and teaching students to safely grate sweet potatoes.



Picture 3. Students applying what they learned in cooking club and learning to grate sweet potatoes themselves.

Teacher survey results

Teachers in grades K-8 were asked about students' nutrition-related behavior changes they noticed after DINE classes. An estimated 212 teachers were asked to complete a survey and **51 responses** were received from **18 elementary and middle schools** (24% return rate).

- **98%** reported the quality of programming as excellent
- **90%** reported students were more willing to try new foods
- **90%** reported students were more knowledgeable about nutrition

See Figure 1.3. Additionally, teachers reported that DINE classes **helped reinforce healthy eating and nutrition education and provided exposure to new foods and skills students could use for life.**

“It gives the students opportunities to try foods and to appreciate all foods! It provides a sense of self worth when they can cut vegetables!”
-teacher

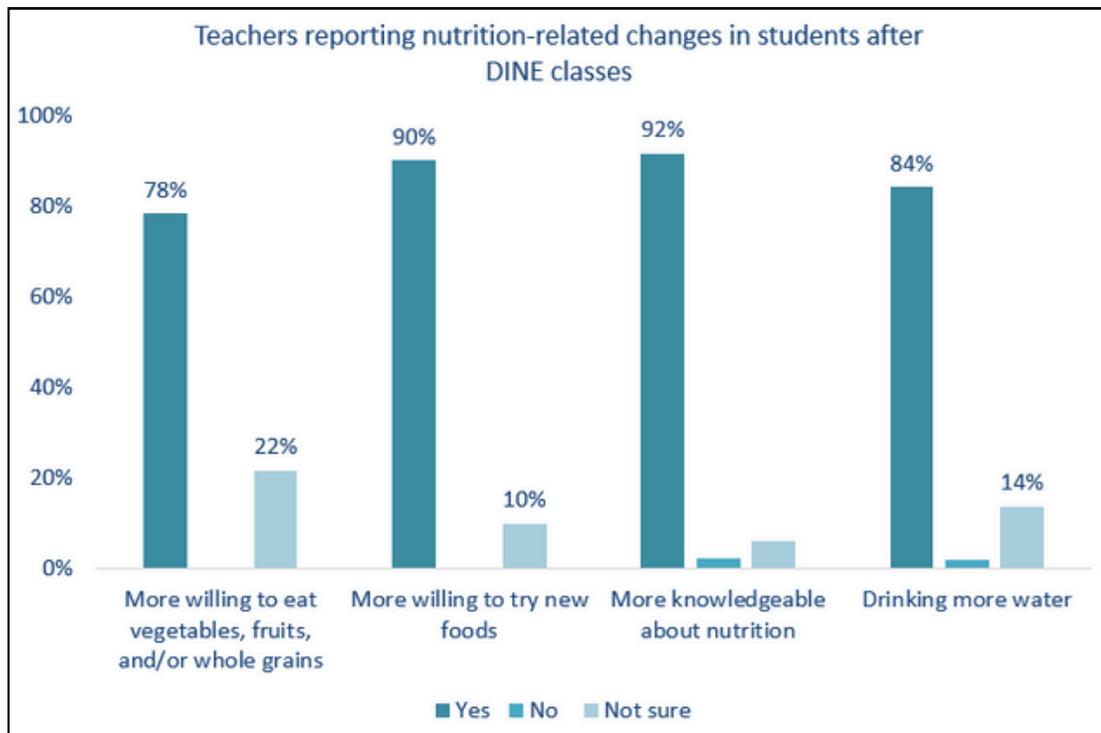


Figure 1.3 Percentage of teachers who reported positive nutrition-related changes in their students in grades K-8. (Data less than 10% will have no data label.)

“Many students are learning how to prepare healthy snacks for themselves and their families. Also, the program provides another resource that encourages language and reading development.”

-teacher

DINE in Schools teaching philosophy

The DINE curriculum defines health not by body size or appearance, but by how we feel and the choices we make. It promotes a positive, inclusive approach to food and wellness, respecting individual preferences and celebrating diversity. The goal of DINE is to help students develop healthy habits that support their overall well-being and happiness.

In order to clearly define the DINE in Schools philosophy, a full list of Classroom Guidelines, along with detailed explanations of each, has been finalized. A bulleted list of these guidelines can be found on page 30, and further information or detailed explanations can be obtained by contacting the team.

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
- 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



Picture 4. Annie Scott at Y.E. Smith Elementary School hosting a family cooking night and helping with the couscous station.

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, and a fad diet
- lean proteins can be found in plant-based foods
- how to identify nutrient-dense foods, processed foods, whole grains
- macronutrients and how they support the body
- how food plays a role in chronic diseases

DINE in Schools FY25

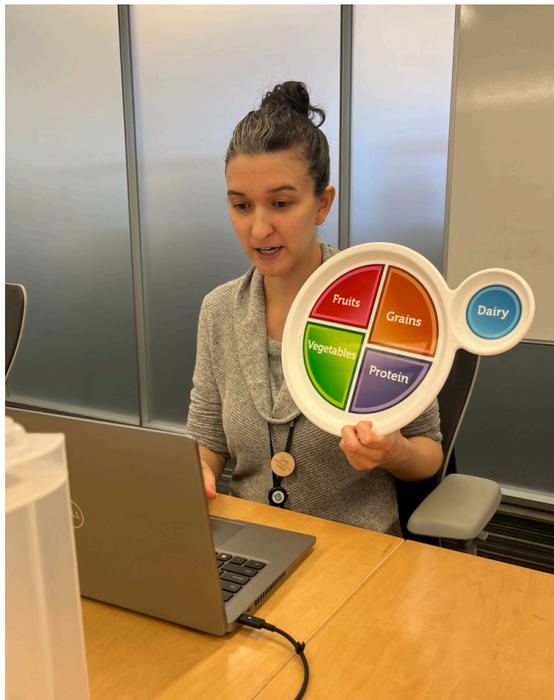
DINE in Schools surveyed parents to assess interest in family nutrition and cooking classes. One hundred and fifteen parents from 12 different schools participated and 95% reported interest. Most parents showed interest in class topics such as quick and simple kid-loved meals and snacks, eating more fruits and vegetables, and meal planning and shopping for nutritious meals. Classes for families will be offered in the 2024-2025 school year.

DINE in Community

Three registered dietitians partnered with **19** community organizations, reaching **959** adults with nutrition education.



The DINE in Community team reached **12 ECE students** and **34 school-aged children**. 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, public housing sites, food retailers, schools, health clinics and libraries. In total, **81 tailored nutrition lessons** and interactive cooking classes, demonstrating **36 different affordable recipes**, were provided to the community of Durham.



Picture 5. Nasim Youssefi teaching MyPlate in a virtual adult nutrition class.



Picture 6. Megan Marquis and Ileana Vink at Families Moving Forward leading a cooking demonstration and workshop for caregivers and their children.

Data collection methods

Post-class evaluations were conducted verbally to assess for nutrition-related knowledge and intended behavior change. For knowledge change assessment, participants were asked, “Did you learn anything new in class today?” If a participant raised their hand during “yes” that was counted as an increase in knowledge. For behavior change assessment, participants were asked, “Will you do anything different because of what you learned in class today?” If a participant raised their hand during “yes” that was counted as a positive behavior change. Fifty-nine percent of classes were surveyed and 533 adults (**52%**) **participated in the post-class evaluation**.

Knowledge and behavior change results

84% reported learning something new and
73% plan to make a healthy change.

When participants were asked if they learned anything new from their nutrition class, 448 (**84%**) responded “**yes**” and 11 participants responded “**no**”. When asked if they would do anything differently in their lives because of what they learned during class, 391 (**73%**) responded “**yes**” and 17 answered “**no**”. Not all participants who were given the survey answered all the questions.

“
I plan to explore more with various different ingredients together and be more mindful of what’s going in my body and how my body feels about it.”
-community participant



Picture 7. Megan Marquis teaching at an Independent Living Skills class at the LIFE Skills Foundation.

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

- use fresh, frozen, and canned foods
- read Nutrition Facts labels
- use affordable protein alternatives
- make easy recipes that require little preparation
- mindfully eat while using all five senses
- eat a variety of colorful foods
- choose seasonal products
- identify whole grain ingredients
- role model healthy behaviors in front of children
- include children in safe activities in the kitchen
- save money while eating healthy



DINE in Childcare

One registered dietitian partnered with **19** preschool programs, reaching **589** preschoolers with nutrition education.



In addition, DINE in Childcare reached **42 school-aged children** and **35 adults** with nutrition education. **Fifty-three classes** received at least one nutrition lesson and of those classes, 23 classes (43%) received a series of 3 or more nutrition lessons for a total of **176 lessons**. In addition to lessons taught in the classroom, lessons were taught outdoors, in the gardens, at elementary schools, and family resource centers.

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

- Fun and adventurous opportunities to try new foods
- Benefits of going outside, gardening, and being active
- Play-based lessons on what plants need to grow, how to grow fruits and vegetables, and different edible parts of the plants
- Messages about the importance of drinking water and eating a rainbow of fruits and vegetables
- Kid-friendly tools to eat mindfully

Data collection methods

Program directors and/or teachers were asked to complete a post-program survey or interview to determine program quality and to assess for nutrition-related knowledge and behavior change. The childcare program encompasses direct education and PSE, both of which have an impact on nutrition-related changes. Ten programs were assessed and 9 (**90%**) **reported class interest level in the programming was excellent** and 10 (**100%**) **reported the quality of programming was excellent**. Quantitative results for nutrition-related change were assessed by asking, "Have any of your students made any of the following changes since receiving nutrition classes?" Options included,

- "more **willing** to try vegetables, fruits, and/or whole grains"
- "more **consumption** of vegetables, fruits, and/or whole grains"
- "more **knowledgeable** about foods or where foods come from."

589

Preschoolers

19

ECE programs

53

Classrooms

176

Lessons

Post-program behavior change results

90% of childcare program directors reported students were talking more about healthy food and **80%** reported students had increased consumption and/or willingness to try healthy foods.

In addition, program feedback and quotes were reviewed for reported nutrition-related changes. A qualitative analysis was completed from answers during the interview. Results showed:

- **50%** of childcare programs reported changing their outdoor play space by adding activity enhancements such as bike paths, portable play equipment, and improved play structures.
- **29%** are growing more food in the garden
- **21%** have more gardening activities
- **21%** are including families more in gardening

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



Pictures 8-10 from left to right: student at Nuestra Escuelita learning how to mash sweet potatoes. Ileana Vink helping with an activity at the Durham Farmers' Market new ECE day. A student making a "veggie bug" at Brown's Early Learning Center.

Policy, Systems, & Environmental Changes

DINE supported over **42** community partners with efforts that resulted in **78** new or maintained 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.



Gardening skills that can be used for a lifetime

Classroom garden kits were distributed to **100 classrooms** reaching **1,824 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. Twenty-two teachers took a post-survey and

- **95%** reported students were more confident growing food
- **91%** 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.

“ **This project related to so many cross-curricular concepts. They even did a little math project where they predicted profits if they sold their produce at a market. It related to appreciation for food, nutrition, and the beautiful process of growth.** ”

-DPS teacher



Picture 11. Microgreens successfully grown by students at Eno Valley Elementary School.



Picture 12. Assembled garden kits ready to be distributed to teachers.

Free school breakfast and lunch for all students at all Durham Public Schools starting in the 2024-2025 school year.

Free school meals for all students

DINE partnered with DPS school nutrition services (SNS) to provide technical assistance to expand the Community Eligibility Provision (CEP) to all students in the school district. **The Community Eligibility Provision (CEP) is a USDA meal service option that allows high-poverty schools to provide school breakfast and lunch at no cost to all students.** DPS has participated in CEP for years at the individual school and school group levels. DPS has qualified for district-wide CEP for at least several years but has experienced barriers to participation. Starting in the 2024-2025 school year, DPS will provide free school breakfast and lunch to all students without requiring any application process.

In addition, DPS SNS will roll out the **Good Food school meal program** featuring a new menu for students that will include **more local foods and more vegetarian options. The new menu will aim to be student-led and introduce culturally-relevant, environmentally-conscious meals.** To assist with the menu being student-led, the DINE Adolescent Nutrition Specialist helped develop **Unbox Youth Food Policy Council**, a structured yearlong program that builds skills and knowledge in advocacy/leadership, food systems, and climate and nutrition science. The goal of this council is for students to apply skills through activities such as local policy advocacy, **menu development**, media campaigns, and food procurement/preparation.



September 2024 Grades 6-8 Lunch Menu			
Monday	Tuesday	Wednesday	Thursday
Chicken & Rice Coleslaw Fruit Milk	Beef & Cheese Coleslaw Fruit Milk	Beef & Cheese Coleslaw Fruit Milk	Beef & Cheese Coleslaw Fruit Milk
Beef & Cheese Coleslaw Fruit Milk	Beef & Cheese Coleslaw Fruit Milk	Beef & Cheese Coleslaw Fruit Milk	Beef & Cheese Coleslaw Fruit Milk
Beef & Cheese Coleslaw Fruit Milk	Beef & Cheese Coleslaw Fruit Milk	Beef & Cheese Coleslaw Fruit Milk	Beef & Cheese Coleslaw Fruit Milk



Picture 13 (top). Sample Good Food menu.
Picture 14. Student at Fayetteville Street Elementary School picking their choice of milk.

Childcare-age children and families given more access to local foods

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.

One success story occurred at the Durham Farmers' Market when DINE helped facilitate a special day just for preschool students, teachers, and families to connect them to healthy local foods and resources. DINE partnered with the Durham Farmers' Market, Durham's Partnership for Children, local chef Skip Gibbs, and others to create and promote the Early Care and Education Day in May. The day included special coupons, a cooking

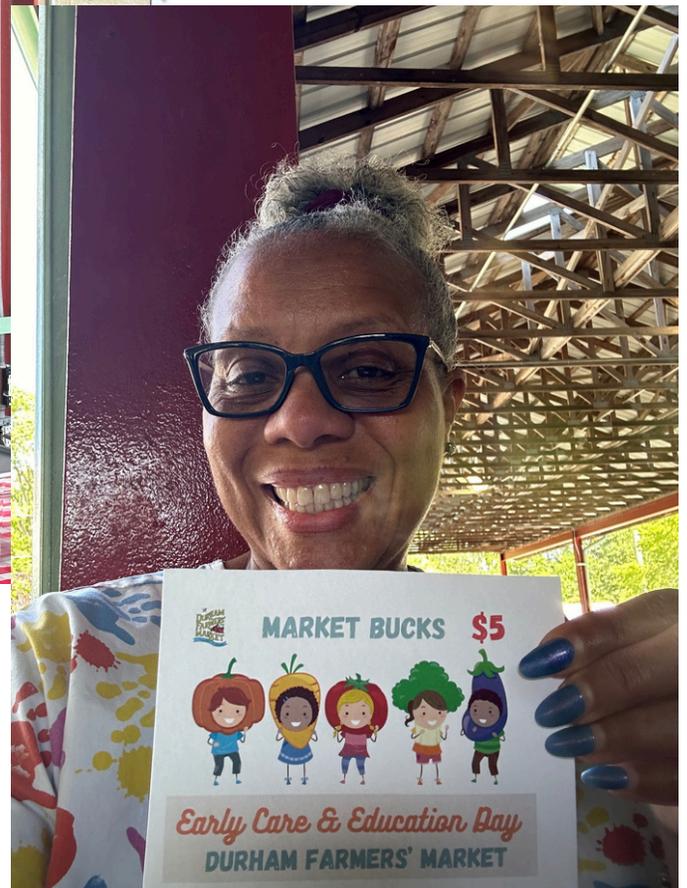
demonstration, fun family activities, and more. Staff from partner organizations provided toys such as hula hoops, parachutes, and plastic toy buckets and fruits and vegetables for children and caregivers to enjoy. To simplify things for Head Start families, and to avoid an initial rush of shoppers at the information table, partners pre-printed vouchers and distributed them in advance to approximately 400 children and teachers at the Head Start locations within 1-2 miles of the downtown Durham farmers' market.

Skip Gibbs, a local chef, farmer, and homesteader, provided a cooking demonstration. He made chicken tacos with slaw that included many fresh, local foods from the market such as green onions, cabbage, radishes, and kale. Delicious smells drew in visitors, and when the tacos were cooked everyone at the market got to taste the finished product.

As of two weeks after the special day, 60 of the vouchers have been used by families and preschool teachers. As hoped, the special day drew in families who qualified for Double Bucks. For two weeks prior to ECE Day, the market averaged five Double Bucks transactions and on ECE Day, there were 18. The event met its goal of exposing children and families to nutritious foods and ways to buy it.



Picture 15. Chef Gibbs, local chef, farmer, and homesteader preparing tacos with food from the farmers' market for the ECE Day participants.



Picture 16. ECE Day participant showing the extra \$5 coupon that participants received that day.

Twice as many dollars for customers at farmers' markets

Triangle Double Bucks is a nutrition incentive program that 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 FFY24, DINE facilitated the expansion of Durham Double Bucks and is now in **8 farmers' markets and a brick and mortar store, open 6 days a week**. The store is located in a neighborhood where two grocery stores have closed within the last three years and is now a food desert. DINE also assisted with the launch of the program's new website, www.triangledoublebucks.com.



Picture 17: Eno Valley Farmers' Market in Hillsborough, NC.

DINE worked alongside markets to coordinate and promote special events for WIC families, Head Start families, and seniors in our community. The events, hosted by Black Farmers' Market, Durham Farmers' Market and Chapel Hill Farmers' Market, included an additional \$10 Double Bucks incentive. Some markets also hosted triple bucks days to provide an extra incentive to purchase local foods.

In Durham County, Double Bucks is funded by ARPA funding. Additional grants were received from Duke Health, Burts Bees Greater Good Foundation, and the Town of Carrboro. Donations were also received from individuals and businesses. Farmer Foodshare is the program's fiscal agent and processes all grants and donations.

“**My kids enjoyed shopping with me. They eat vegetables well, which they choose at market.**”

– Double Bucks customer



4,783
transactions from
eligible Double
Bucks benefit
programs

797 customers*
shopped with EBT
benefits

\$161,981 in
Double Bucks
provided to
customers

\$277,370 in local
foods purchased
with Double Bucks,
EBT, and WIC &
Senior FMNP

Of 86 customers surveyed at seven markets:

100% say Double Bucks made food more affordable

86% say their overall health and wellbeing has improved

88% say their household has been able to buy more food

95% eat more fruits and vegetables because of Double Bucks

*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.

SAY YES TO WATER

A county-wide campaign encouraging people to drink more water reached at least

20,479 individuals.

14% of individuals surveyed reported drinking more water because of the campaign.

Say YES to Water: A Success Story

Say Yes to Water (SYTW) is DINE's social marketing campaign. The campaign runs materials in English and Spanish. In FFY24, DINE continued a partnership with the Dental Clinic and expanded the campaign to the Maternal Health Clinic, both at DCoDPH.

SYTW posters for Dental Clinic were hung in February 2024 to strengthen Dental Health Month messaging. DINE water bottles with a handout tailored to dental health were distributed to patients visiting the clinic throughout the entirety of the month.

SYTW posters for Maternal Health Clinic were hung in November 2023. New patients attending their first appointments to the clinics received a DINE water bottle and a handout tailored to maternal health.



Picture 18. Infused water samples DINE made for World Hunger Day at the Durham Farmers' Market.



Figure 3.0 The Say YES to Water Maternal Health clinic poster was new to the campaign in FFY24. Additional posters can be found in Survey Data and Tools.



Durham residents were reached with the Say YES to Water campaign through:

- **Workshops and health fairs** where DINE provided infused water samples and recipes reached **996 individuals**.
- Social media posts, created in both English and Spanish, on **Facebook** and **Instagram** together reached **5,888 individuals***.
- Posters displayed in the health department's **Dental and Maternal Health Clinic** reached **3,054 individuals**
- **Nutrition lessons, handouts, and posters** that included **Say YES to Water** messaging reached **8,740 students** in elementary and middle schools.
- An **e-newsletter** sent monthly to **1,151 individuals**. Each issue contained water tips and recipes.
- A **2024 calendar**, tailored specifically for Durham residents, which included **Say YES to Water** messaging. **Four hundred and fifty** of these calendars were distributed in both English and Spanish.
- **200 handouts** promoting Say YES to Water

*Post with the highest reach on one platform was used to ensure no duplication. That reach was then multiplied by the percentage of Durham residents living at or below 200% of the poverty level (25%).

“ Our patients love getting their [DINE] water bottle at their first visit! ”

- Maternal Health Clinic staff member



Evaluation data showed **14%** of individuals surveyed reported **drinking more water** because of the campaign. This outcome includes the following individuals that participated in a survey:

- **14%** of 243 elementary school students
- **10%** of 351 middle school students
- **18%** of 40 Dental Clinic patients
- **50%** of 6 Maternal Health Clinic patients
- **55%** of 29 e-newsletter respondents



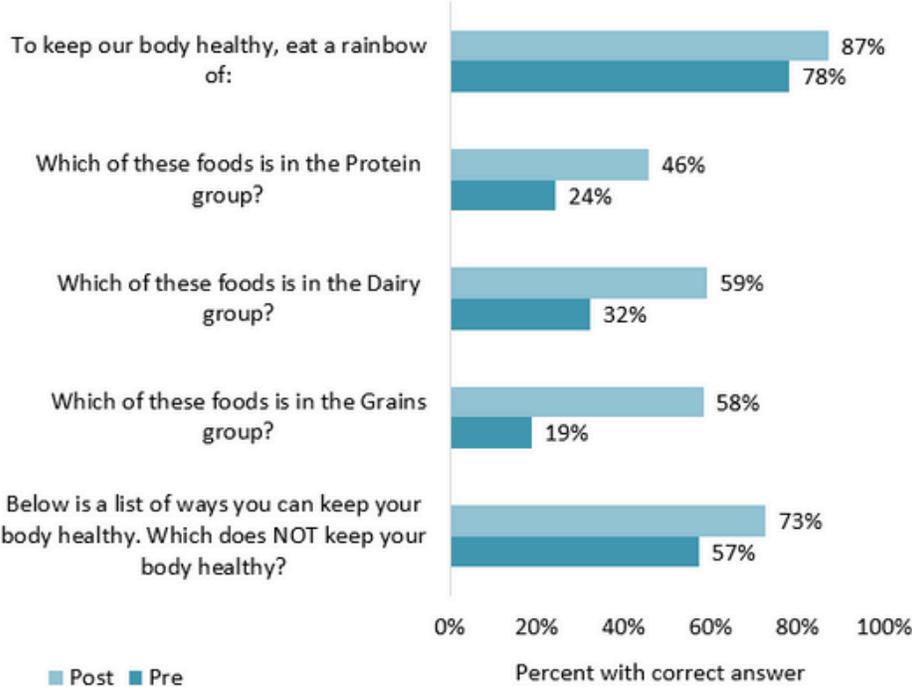
Picture 19. Say YES to Water table at Glenn Elementary School Bike Durham event

Survey Data & Tools

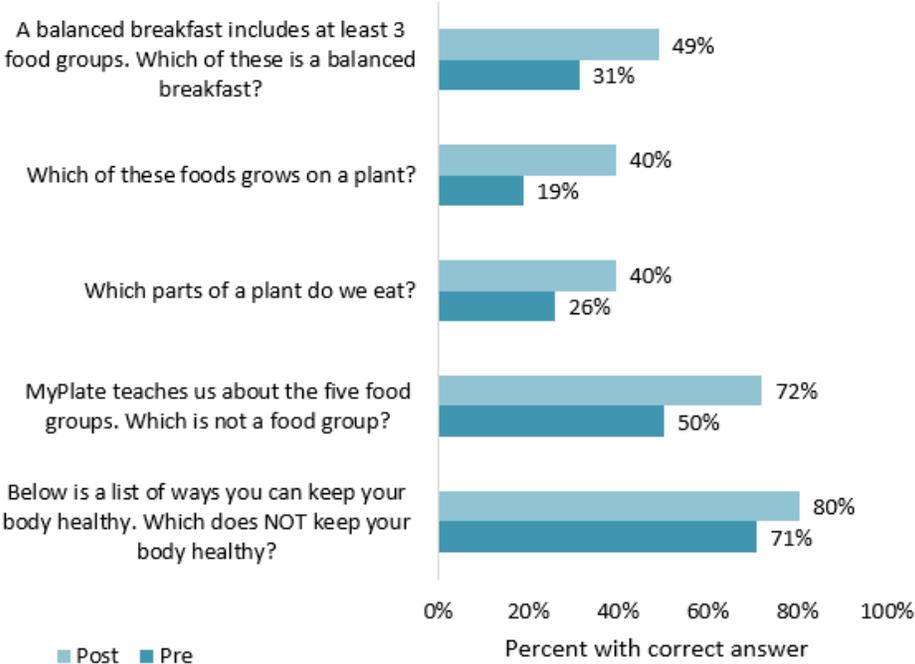
DINE in Schools

Charts A - H 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.

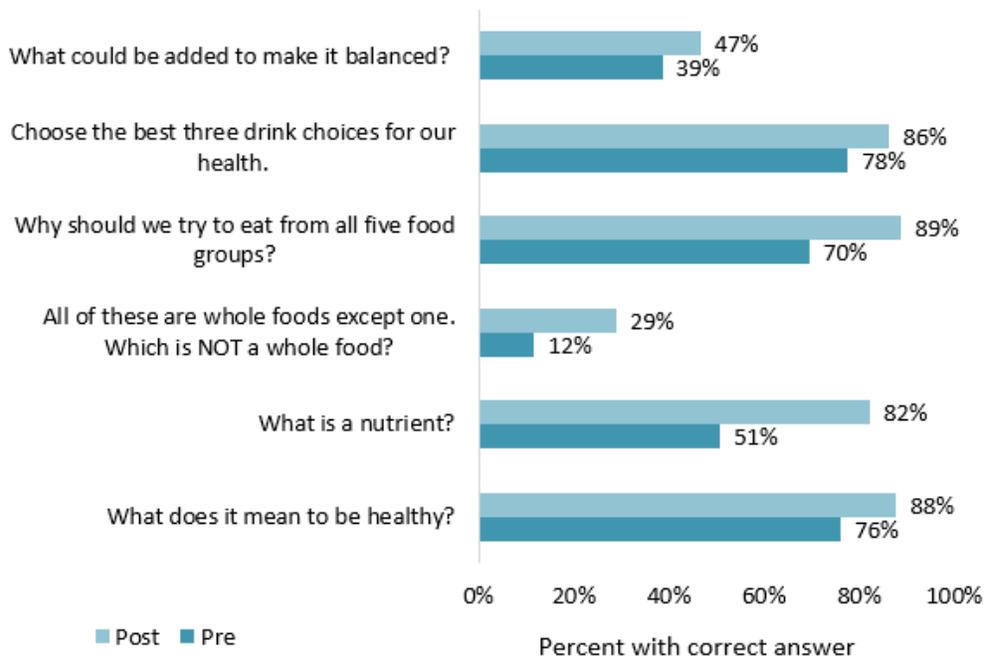
A. Percentage of 2nd grade students who correctly answered pre/post-survey questions



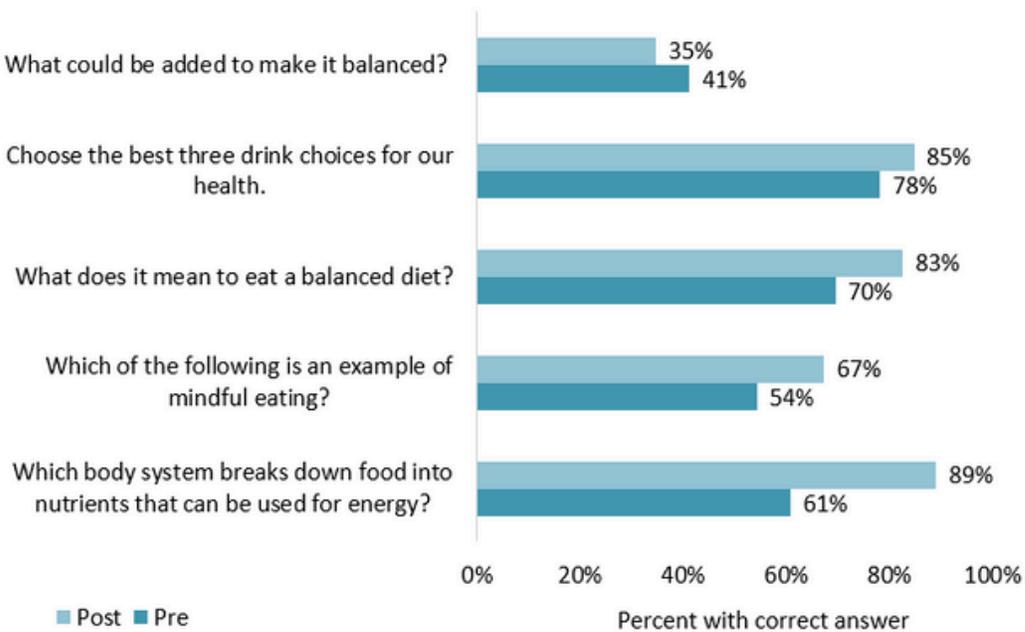
B. Percentage of 3rd grade students who correctly answered pre/post-survey questions



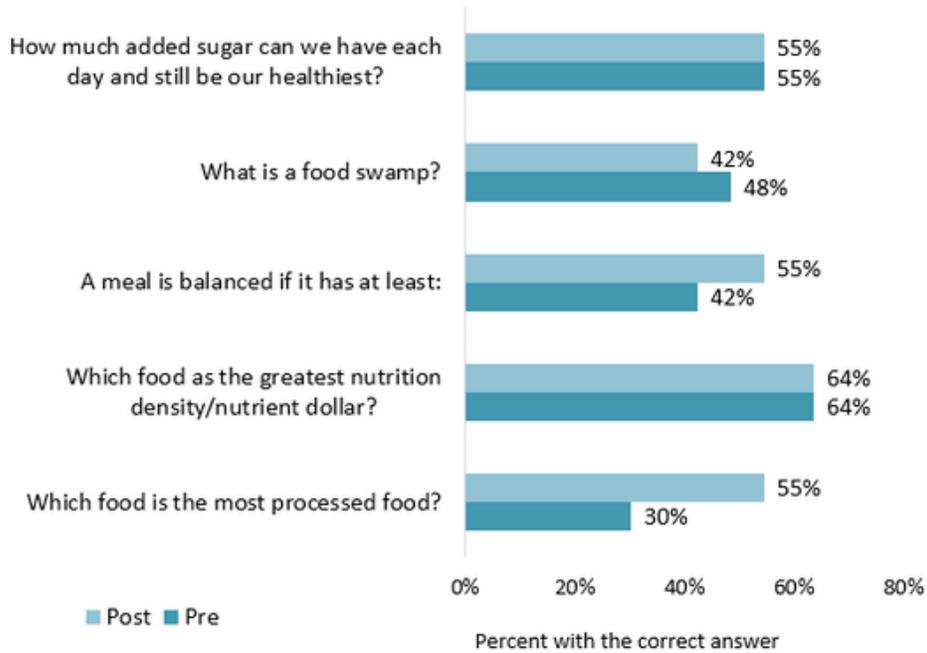
C. Percentage of 4th grade students who correctly answered pre/post-survey questions



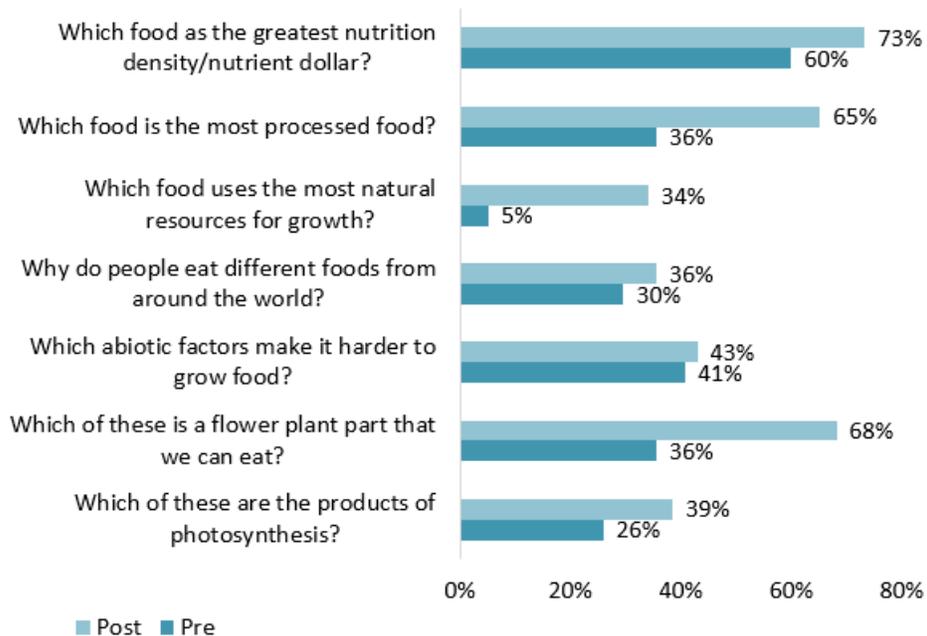
D. Percentage of 5th grade students who correctly answered pre/post-survey questions



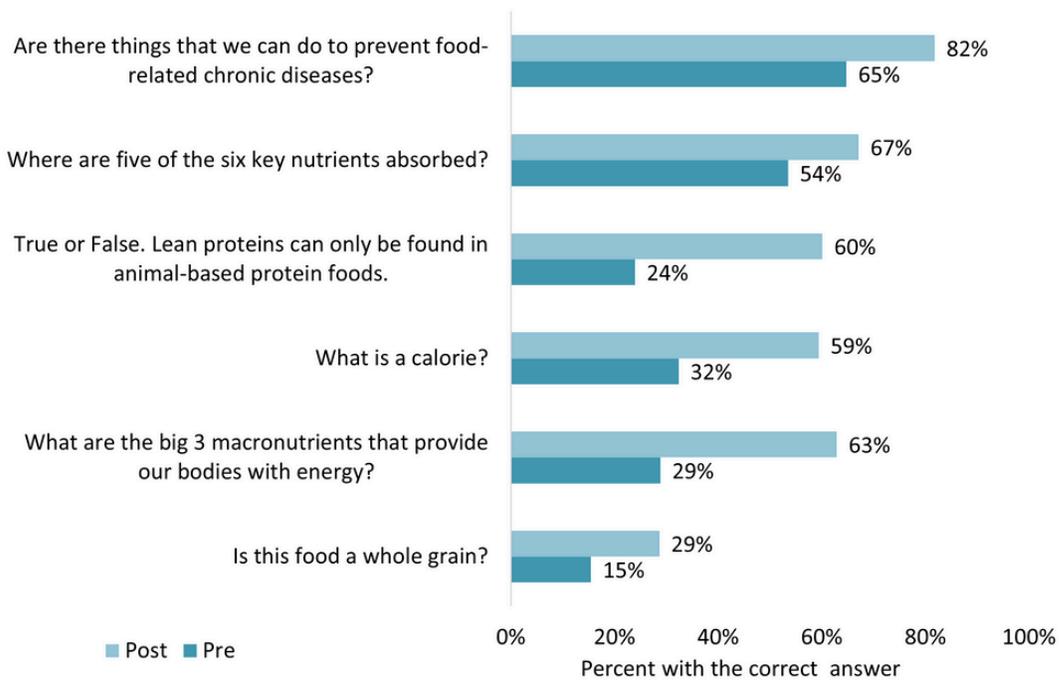
E. Percentage of 6th grade students (Health and PE class) who correctly answered pre/post-survey questions



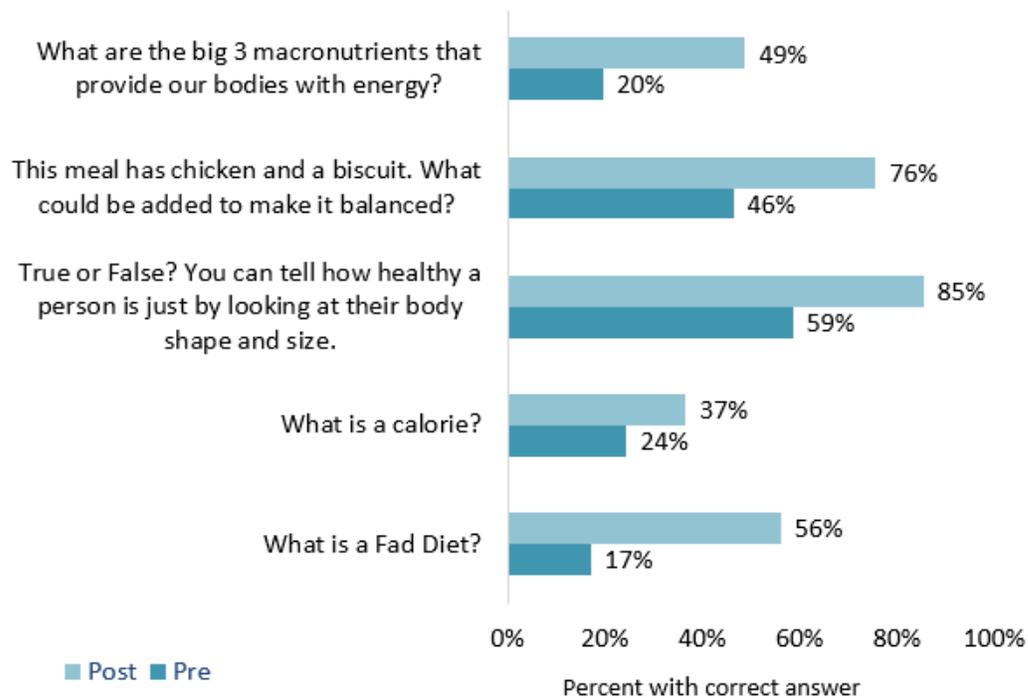
F. Percentage of 6th grade students (Science class) who correctly answered pre/post-survey questions



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



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



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

I. 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	35%
5th grade	30%
6th grade	30%
7th grade	27%
8th grade	37%

J. 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	30%
5th grade	33%
6th grade	28%
7th grade	29%
8th grade	44%

K. Percentage of students screened who increased the number of times water was consumed. Students were asked to answer the statement, *"I drink water" with various answers.*

Grade	Improved
4th grade	13%
5th grade	15%
6th grade	11%
7th grade	8%
8th grade	10%

L. Percentage of students screened who decreased the number of times sugar sweetened beverages were consumed. Students were asked to answer the statement, *"I drink sugary beverages (like soda, fruit drinks, sports drinks. Does not include 100% fruit juice)" with various answers.*

Grade	Improved
4th grade	15%
5th grade	22%
6th grade	20%
7th grade	15%
8th grade	15%

M. 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	28%
8th grade	22%

N. 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?”*

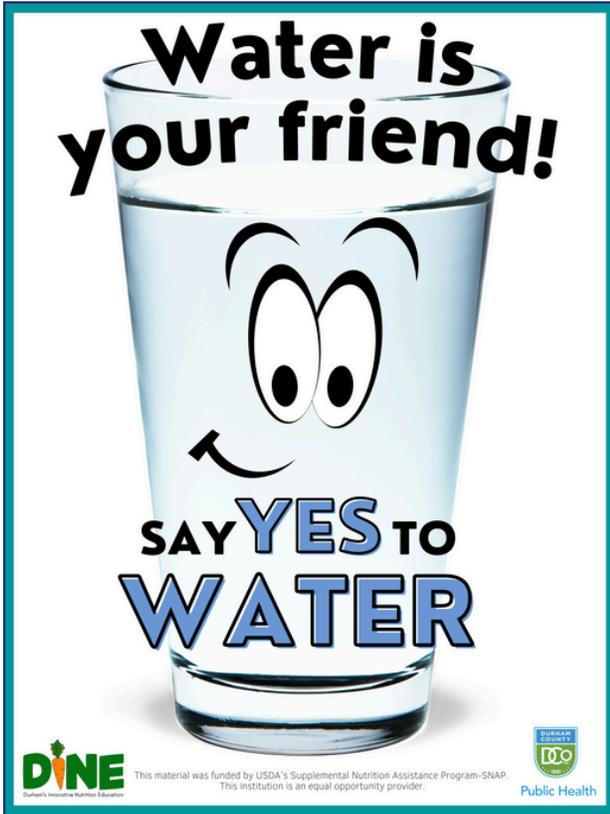
Grade	Improved
5th grade	33%
8th grade	27%

O. Percentage of student screened with matched surveys by grade level.

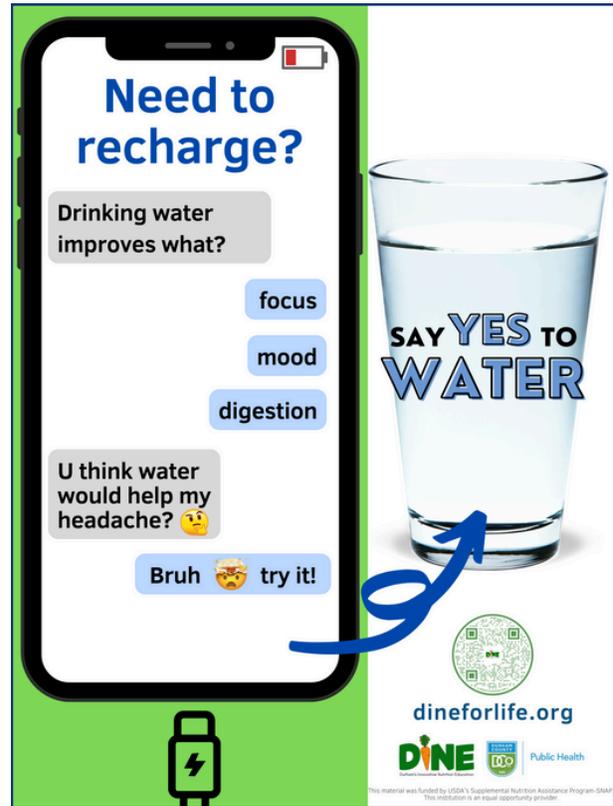
Grade	Approximate students receiving series	Matched surveys	Percent of students reflected in data
2nd	1166	312	29%
3rd	715	169	16%
4th	450	197	18%
5th	250	46	4%
6th	443	168	16%
7th	450	142	13%
8th	201	41	4%
Total	4293	1075	25%

Pictures P-S below are the SYTW campaign posters used in FFY24.

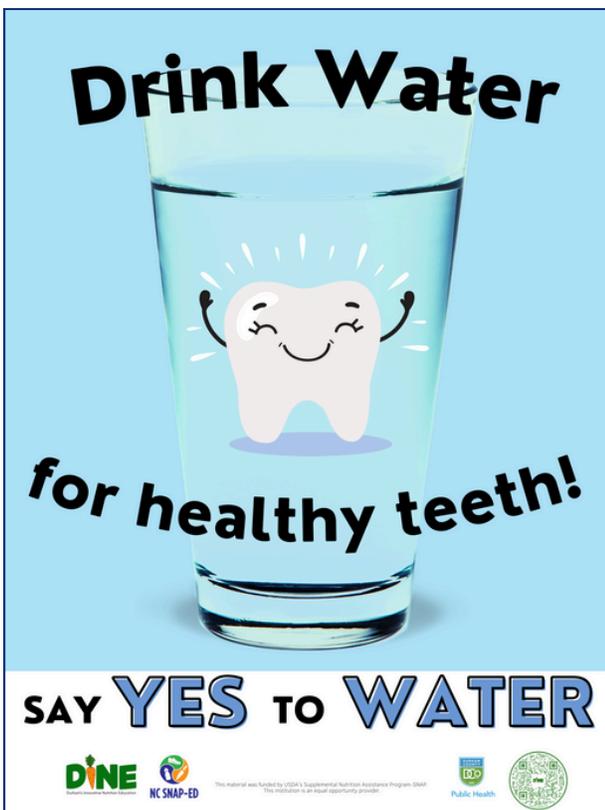
P. Elementary school poster



Q. Middle school poster



R. Dental Clinic poster



S. Maternal Health 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 are grateful for the many community members who completed surveys that are analyzed in this report. In addition, for all the valuable feedback on the methods and resources used by the DINE program.

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WE THANK YOU

DINE FFY24 Staff

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

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