

The Communicator

www.agls.uidaho.edu/fcs/extension

May 2003

Acting Director

Endowments 1
Kudos 2

Food Safety

Consumer Food Handling in the Home: A Review of Food Safety Studies 3
Some Consumers Need Reminder to Cook Chicken Nuggets Thoroughly 4
Food Safety Answers Website 4
How Does the Government Monitor Foodborne Disease? 5
Do the Origins of Food Production Provide the Key to Understanding Cultural Conflict? 5
Oven-Refrigerator for the Technologically Competent 6

Family Development

Cultural Issues in Rural America Gave Republicans a Wide Margin of Success in Recent Election 7
Race and Ethnicity in Rural America 8
Rural Education: How Do Idaho Schools Fare? 10

Nutrition Education

ENP in District III 11

Family Economics

Save Money for Your Family Vacation 13
NEW SURVEY: Financial Literacy in America 14
A Critical Tool: Educational Program Evaluation 15
Spending Guidelines 15
District I Extension Family Economics Education 16

School of Family & Consumer Sciences



University of Idaho
Extension

Endowments

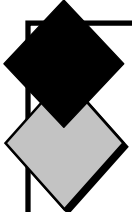
Although our Centennial year has passed, we continue to reflect on our superbly descriptive motto, *One Hundred Years~Enriching Lives*. How fortunate we are to benefit from the legacy of such strong women who blazed trails before us. During challenging times when the future of University and College leadership is uncertain, reaching back to our past provides strength and support.

Each of you as FCS Educators is encouraged to continue the legacy through your work. The Marion Hepworth and Mildred Haberly endowments provide the funds to assist extension faculty development and program opportunities for FCS specialists and educators. What foresight these women and their family and friends had to establish endowments that would reach far into the 21st century. I hope you see yourself as an important link in this long history of women who valued the past, contributed to the present, and planned for the future.


Marion Hepworth

Marion Hepworth served the University of Idaho Cooperative Extension Service as the home economics program leader from 1924 until her retirement in 1952. She came to Idaho after earning a BS in agriculture at Kansas State University and a BS in home economics at Bradley University. She established the first statewide extension home economics program and was instrumental in organizing the Extension Homemakers Council in 1950. Upon Miss Hepworth's death in 1964, a memorial fund was established by her niece and expanded through donations from county extension faculty, specialists and researchers, and from Extension Homemakers Council. From the memorial fund, the School of Home Economics created the Marion Hepworth Memorial Scholarship Endowment, with capital gains and contributions reinvested and accrued annual interest supporting a scholarship. The fellowship of \$500 is awarded in the spring.





Acting Director
May 2003



Nancy Wanamaker
Acting Director
Family and Consumer Sciences
University of Idaho
Moscow, ID 83843-3188
nancyw@uidaho.edu
www.aqls.uidaho.edu/fcs

Mildred Haberly

Mildred Haberly joined the University of Idaho in 1941 at Pocatello, where she was home economics agent for Bannock and eight other counties. Transferring to Moscow the following year, she worked a year as district home economics agent in five northern counties before becoming the state extension nutrition specialist in 1943. She became state home economics leader in January 1953. Miss Haberly received an undergraduate degree in home economics from Oregon State University and received her master's degree in nutrition from the University of Washington. The deep commitment to the professional aspects of the home economics field led Miss Haberly to establish the Mildred Haberly Home Economics Extension Endowment through her estate. Four awards up to \$3,000 will be given in the 2003 program year.



Haberly Recipients

As you know, the deadline for the Hepworth and Haberly applications has been extended from March 1 to May 1. This will allow you to take full advantage of this generous endowment. I do want to announce the two applications that have met the first deadline and been selected.

FCS Extension Educators Joey Peutz and Joan Parr, and Sandra McCurdy, Extension Food Safety Specialist, have been awarded funds to present the "Ready, Set, Food Safe" curriculum at the Priester Conference in Phoenix, April 22-24. The Priester National Extension Health Conference is sponsored by Extension's National Health Initiative, Healthy People, Healthy Communities. The 2003 conference theme is "Bringing Health to Your Community: Responding to Emerging Issues." The conference will highlight issues such as the influence of media and the internet on health literacy, physical activity and obesity, bio-terrorism and community preparedness, social marketing to address health issues, and alternative health care.

The opportunity to attend and present at this conference will benefit these extension professionals and Idaho extension in three ways: dissemination of Idaho's innovative approach to outreach programming and strategy to address food safety issues and their impact on Idaho communities, provide an opportunity to network, and discover other resources. Congratulations to all three and we look forward to reading a summary of your experience in a future issue of *The Communicator*.

The second recipient is Martha Raidl, Extension Nutrition Education Specialist. Martha will be attending and presenting with Laurel Lambert, FCS Foods and Nutrition faculty, and Seanne Safaii, Child Nutrition Specialist at the State Department of Education, at the American School Food Services Association annual conference in Reno, Nevada, July 20-23, 2003. The three educators have submitted an abstract that describes the results of their collaborative focus group research on the Healthy School Nutrition Environment. Their presentation includes: (1) positive activities currently contributing to healthy school nutrition environments in elementary schools; (2) challenges and barriers as perceived by students, teachers, and parents;

(3) a group problem-solving activity to explore strategies to overcome identified barriers to implementing a healthy school nutrition environment. Congratulations to Martha Raidl for her collaborative efforts with colleagues in the School as well as the State Department of Education.

We look forward to announcing other recipients after the May 1st deadline. It's not too early to put the 2004 deadline date, March 1, on your calendar. What a great opportunity to support your professional or program development.

Kudos

Congratulations also go to Marilyn Bischoff, Extension Family Economics Specialist, and the Financial Security in Later Life Topic Team for their proposal entitled *Retirement Planning Training and Educational Resource Development*. They will receive up to \$5,000 in critical issues funding.

Sandy McCurdy and the Food Safety Topic Team also received critical issues funding up to \$5,000 for their proposal entitled *Develop New Educational Materials and Improve On-Going Programs for Food Safety Education*.

We applaud your continued work on behalf of Idaho citizens. We look forward to hearing about your progress on these projects.

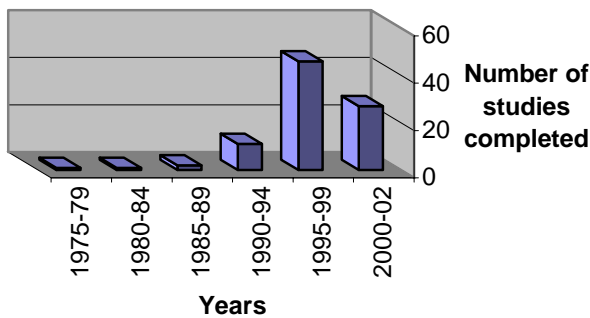


Consumer Food Handling in the Home: A Review of Food Safety Studies

Researchers from Wales have recently reviewed 88 consumer food safety studies done worldwide with the aim of providing information for the development of effective ways to promote food safety. It is a long article (32 pages), and reports on consumer food safety knowledge, attitudes, self-reported practice, and actual observations of behavior. Here are a few highlights from the article.

- The 88 studies were completed over the past 26 years, with the earliest in the late 1970s and the most recent in 2002. (See figure below.) Most consumer food safety studies were conducted in the late 1990s, as consumers' role in food safety has become increasingly recognized.

Years in which consumer food safety studies were completed



- Few American consumers (16 to 23 percent) think that foodborne illness is likely to occur from foods prepared at home. However, research indicates that foods consumed in private homes are **three times** more likely to cause foodborne illness than foods consumed outside the home.
- Most (80 percent) consumers believe they have adequate knowledge of food safety practices. In fact, the majority of the surveys concluded that knowledge is inadequate. From the articles they reviewed, the authors

Food Safety May 2003

Sandra M. McCurdy
Extension Food Safety Specialist
Family and Consumer Sciences
University of Idaho
Moscow, ID 83843-3188
smccurdy@uidaho.edu



estimated the proportion of the U.S. population that lacked knowledge of key food safety practices. They also used population data to estimate the numbers of people who need improved knowledge. The table below indicates that knowledge is most lacking for refrigerator and safe endpoint temperatures.

Estimated portion of the U.S. population lacking knowledge of key food safety practices.		
Food safety issue	Percent of U.S. population lacking knowledge of issue	Projected number of people in the U.S. who do not know the associated food safety practices
Handwashing and drying	14-21%	40 to 60 million
Separation of raw and cooked meat during food preparation	20-22%	57 to 63 million
Refrigeration temperatures	40-56%	115 to 160 million
Correct heating temperatures	80-93%	229 to 266 million

One of the study authors, Chris Griffith, will be speaking at the 11th Annual Food Safety Farm to Table Conference in Moscow, ID, May 29, 2003.

Source: Redmond, E.C. & Griffith, C.J. 2003. Consumer Food Handling in the Home: A Review of Food Safety Studies. *J. Food Protection* 66(1):130-161.

Key words: food safety, consumer.



Some Consumers Need Reminders to Cook Chicken Nuggets Thoroughly

Frozen chicken nuggets, chicken strips, and similar products purchased for home preparation must be thoroughly cooked before being consumed. Some of these chicken products have a cooked appearance, but they may consist of raw or partially cooked chicken products. Thus, these products may contain bacteria that can cause foodborne illness. These packaged, usually breaded, chicken products are sold in the freezer section of grocery stores and are often bought in bulk packages by the consumer and repackaged at home. It is important to save the cooking instructions and follow them the next time the product is prepared. Microwave cooking is not recommended because it may not cook the product thoroughly due to uneven heating.

Recently, the Canadian government has reported dozens of *Salmonella* infections in British Columbia that appear to be linked to the consumption of chicken nuggets and chicken strips. Half of the reported illnesses have been children. At least 6 cases were hospitalized.

Salmonella are bacteria that can cause an infection of the gastrointestinal tract. Symptoms, which can last several days, include abdominal pain, severe diarrhea, fever, nausea, or vomiting. In most people, the infection gets better without treatment. The illness may be more severe for infants, the elderly, and immunocompromised people.

Source: "Raw or Undercooked Chicken Nuggets and Chicken Strips Can Cause Illness," Canadian Food Inspection Agency Advisory, Ottawa, April 4, 2003, <http://www.inspection.gc.ca/english/corpaffr/newcom/2003/20030404e.shtml>, accessed April 9, 2003.

Key words: food safety, food preparation, foodborne disease, meat, poultry.

Food Safety Answers Website



Iowa State University has developed a new website to provide answers to commonly asked food safety questions at <http://www.foodsafetyanswers.org>.

The goal of this USDA-funded project is to establish a central source for reliable, science-based food safety information. All of the answers are reviewed by three food safety experts before being posted to the site. The experts include university researchers, including faculty, extension staff, and other personnel working in an area associated with food safety; graduate students who are working in and/or have experience with an area associated with food safety; food industry and food service professionals working for companies associated with food manufacturing, processing, and production or other areas that impact food safety; and government officials, including federal and state employees with a working knowledge of maintaining and improving consumer food supplies.

The site is developed around a searchable and categorized food safety question and answer database. You can search for food safety answers by typing in an entire question, using key words to search through the database, or using the topic lists to see all questions within a particular topic. A three-minute online tutorial at the site provides search assistance.

Presently the site contains 340 food safety questions/answers and more are being posted as they are developed and reviewed. The contributing source for each answer is listed.

Examples of some of the questions at the site include:

- How does salmonella infect eggs?
- What should you do if you've eaten a food recalled because of *Listeria* contamination?
- If aluminum foil pits, is food endangered?
- If I forget to follow some of the basic food safety rules, won't heating or reheating foods kill food-borne bacteria?
- Does washing food promote food safety?

The site is very easy to use and offers the option of printing and emailing individual answers.

Source: <http://www.foodsafetyanswers.org>, Iowa State University Extension, Dan Henroid, Food Safety Project Director and Extension Specialist.

Key words: food safety, resources, websites.

How Does the Government Monitor Foodborne Disease?



The annual incidence of foodborne disease in the U.S. is estimated by the Centers for Disease Control and Prevention (CDC) to include 76 million illnesses, 325,000 hospitalizations, and 5,000 deaths (Mead et al., 1999). These estimates are based on the results of several kinds of surveys conducted by CDC and other agencies. The FoodNet Population Survey is one source of data.

In the FoodNet Population Survey, interviewers contact randomly selected residents in the various FoodNet sites, which include 10 areas within the U.S., and ask a variety of questions. Participants who report having had recent diarrheal illness will be asked whether they sought medical attention for the illness. Those who did seek medical care will be asked whether they submitted a stool specimen to a clinical laboratory.

In 2000, 14,647 interviews were conducted at 8 sites; for 2002, 16,000 interviews were planned at 10 sites and the survey was expanded to include Spanish speakers. Participants' responses in combination with laboratory-based surveillance data assist FoodNet epidemiologists in estimating the

total burden of foodborne disease. The data is used to compile an Atlas of Exposures, which can be accessed from the web at http://www.cdc.gov/foodnet/surveys/Pop_surv.htm.

Source: Mead, P.S., Slutsker, L., Dietz, V., et al. 1999. "Food-related illness and death in the United States," *Emerg. Infect. Dis.* 5:607-625. "FoodNet 2002 Population Survey," *FoodNet News* 4(1), Fall 2002.

Key word: foodborne disease.



Do the Origins of Food Production Provide the Key to Understanding Cultural Conflict?

I have just finished reading *Guns, Germs and Steel—The Fates of Human Societies* by Jared Diamond, professor of physiology at UCLA, published in 1997.

This Pulitzer Prize winning book provides a fascinating look at the reasons why some groups of people—notably Europeans—came to dominate, expel and obliterate other people, such as Native Americans, Australian aborigines, and South African Khoisan people. Diamond's thesis is that the seeds of cultural dominance were sown 11,000 or so years ago, as people of the world began to change from a hunter-gatherer existence to food production and more settled ways of life. This change happened at much different times (or not at all) in different parts of the world, and set the stage for the rate of further technological, communication, and political development of different cultures. The table below shows some of the variation in domestication times.

World location	Earliest domestication of food plants and animals by indigenous peoples
Fertile crescent (Southwest Asia)	8500 B.C.
China	By 7500 B.C.
South America	By 3500 B.C.
Tropical West Africa	By 3000 B.C.
Eastern United States	2500 B.C.
Australia	None

But why did various areas develop food production at different times? Diamond proposes that the availability of plant and animal species suitable for domestication on the different continents created a huge advantage for people on the Eurasian continent, and a corresponding disadvantage for people on the African, North American, South American, and Australian continents.

For example, the table below indicates that there was a very unequal world distribution of the wild ancestors to animal species that were domesticable by man.

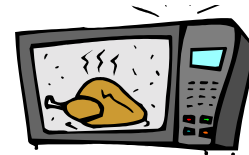
	Candidates for Domestication	Domesticated Species
Continent	<i>Number of plant-eating or omnivorous mammal species over 100 pounds</i>	<i>Number of animal species which were domesticable</i>
Eurasia	72	13
Sub-Saharan Africa	51	0
The Americas	24	1
Australia	1	0

Some animal species are domesticable, while others are not, for reasons related to diet, growth rate, captive breeding, disposition (for example, zebra vs horse), propensity for flight, and social structure.

The author gives numerous examples to illustrate his point that natural environmental conditions allowed people on the Eurasian continent to develop first food production, and then political structures, deadly germs (as a result of association with domesticated livestock), and communication technology (writing) more quickly than other world locations, leading to domination of other cultures.

Source: Diamond, J. *Guns, Germs and Steel—The Fates of Human Societies*. W.W. Norton & Company, Inc., New York, 1997, 480 pp.

Key words: food production, book review.



Oven-Refrigerator for the Technologically Competent

Here is an interesting kitchen appliance innovation that has implications for improving safe food handling—if it is used properly: a refrigerated microwave that can be controlled over the Internet or by mobile phone.

The appliance was developed by Tonight's Menu Intelligent Ovens (TMIO). With a refrigerated microwave oven, a person can leave a meal in the refrigerator for the day and then send a command over the net to start cooking so that the meal is ready to eat when the person returns home.

"This provides the keystone appliance of the Internet kitchen," David Mansbery, TMIO president, was quoted as saying. "This will be the start of the future."

The company has developed a prototype microwave oven to demonstrate the technology, which uses what the company calls a Peltier cooling device. "It has two plates of metal over which you pass an electrical current and it either heats or cools," explained Mansbery. The oven uses embedded web technology, developed by the U.S. space agency, to operate experiments without the need of a built-in computer in each instrument. Controlling the oven over the Internet or via a mobile phone means a consumer can delay cooking time, change cook temperature, or cancel cooking from a distance.

TMIO has been working on the refrigerator-oven for about six years. The company expects to have the appliances ready by the end of the year and sell them over the Internet for around \$2,000 each.

Source: "USA: New fridge-oven can be controlled over the net, via mobile phone," <http://www.just-food.com>, April 9, 2003; accessed April 10, 2003.

Key words: food safety, new products, food preparation.

Cultural Issues in Rural America Gave Republicans a Wide Margin of Success in Recent Election

Despite concerns about the economy, cultural issues and strong support for the President helped push Republican candidates to victory among rural voters in the recent election, according to analyses released recently by the W.K. Kellogg Foundation.

The report, written by Greenberg Quinlan Rosner Research (GQR) and Public Opinion Strategies (POS), is an analysis of rural voting and voters. The analysis specifically focuses on post-election research conducted by both research firms with actual 2002 voters, as well as a look at previous national post-election data from 1998 and 2000.

This was the fifth consecutive election that rural voters have supported the GOP, suggesting a consolidation for Republicans in the post-Clinton era. In spite of this national dominance, Democrats remained competitive in individual races in rural states such as South Dakota, Oklahoma, and Iowa.

Widening a 21 percent margin of victory established in the 2000 election, Republicans this year won rural voters by a margin of 24 percent, with 60 percent of rural voters choosing Republican congressional candidates, compared to 36 percent of rural voters selecting Democratic opponents. Democratic congressional candidates were competitive as recently as 1996, but by 1998, GOP won solidly by double digits (24 percent).

The research suggests that while rural and non-rural voters largely shared the same concerns about the country, particularly the economy, their support was driven by their conservative views about religion, gun control, and abortion.

“If we were to write off the rural vote as simply echoing national trends, we’d miss a seismic shift in American politics,” Bill McInturff, partner, Public Opinion Strategies, said. “There’s a divide in U.S. voting patterns separating America’s heartland from urban and suburban areas. Data makes it clear that rural voting patterns are motivated to a great degree by cultural issues and generally conservative

Family Development

May 2003

Harriet Shaklee
Extension Family Development
Specialist
University of Idaho Boise Center
800 Park Blvd, Suite 200
Boise, ID 83712
hshaklee@uidaho.edu



political views, distinguishing voters in rural areas from their counterparts in non-rural areas.”

Thirty-seven percent of rural voters said they were likely to vote for a pro-life candidate, compared to 34 percent of urban voters and 31 percent of suburban voters. In contrast, only 29 percent of rural voters reported they were more likely to vote for a pro-choice candidate, versus 42 percent of urban voters and 40 percent of suburban voters. In addition, 35 percent of rural voters said they were highly supportive of conservative religious groups, compared to 27 percent of suburban voters and 22 percent of urban voters.

Forty-two percent of rural voters support the National Rifle Association (NRA), compared to 28 percent of suburban voters and 27 percent of urban voters. Further, the NRA’s standing among rural voters is steadily improving. In 1998, 34 percent of rural voters supported NRA positions; in 2002, 42 percent support the NRA.

Rural views on gun control are related to patterns of gun ownership. Nearly one in five rural voters (19 percent) own one or two guns or rifles, compared to 15 percent of voters nationally, while even more rural voters—nearly one in four, or 24 percent—own between 3 and 9 guns or rifles, versus 14 percent of voters nationally.

The study found stronger support for President Bush among rural voters than among voters nationally. His approval rating was 69 percent among rural voters, compared to 64 percent nationally. Fifty-three percent of rural voters said they chose a candidate who supported Bush's policies or programs, compared to 44 percent of voters in the suburbs and 37 percent of urban voters. The President's position on Iraq is also supported more strongly in rural America than in other areas.

Competition still intense among Republicans and Democrats

Though Democratic candidates suffered big losses in rural areas, Republicans did not sweep individual races in rural states. "Despite large Republican advantages in national data, rural areas saw—and will continue to see—stiff political competition between Republicans and Democrats," said Anna Greenberg of Greenberg Quinlan Rosner Research.

In fact, Democrats won key races in rural states, proving that individual campaigns, local issues and candidate quality make a difference in rural areas. Democrats won the governor's seat in Kansas, Wyoming, Oklahoma, and New Mexico, and senators' races in South Dakota and Arkansas.

"If we ignore the voting patterns of rural populations, we would be ignoring how one in four Americans votes," said Rick Foster, Vice President for Rural Development and Food Systems at the Kellogg Foundation. "The nation is approximately one-quarter rural, and the population of 13 states is defined as 50 percent rural."

Republicans enjoy clear advantages in rural areas on a variety of issues and opinions, but the electoral makeup of these 13 states shows diversity and competitiveness—with 7 GOP and 6 Democratic governors; 14 GOP, 11 Democratic and 1 Independent senator; and 20 GOP, 11 Democrat and 1 Independent Congressmen.

The study also found that rural women are more loyal to their party and more conservative in their political views than rural men, and unlike women elsewhere, their voting patterns closely mirror those of rural men. In short, the gender gap that is commonly accepted as political wisdom barely exists in

rural America, further separating rural women from their urban and suburban counterparts.

In the latest election, 49 percent of both rural men and women voted Republican on Congressional ballots, compared with 51 percent of suburban men and 43 percent of suburban women who voted likewise, versus 33 percent of urban women and 46 percent of urban men who voted GOP.

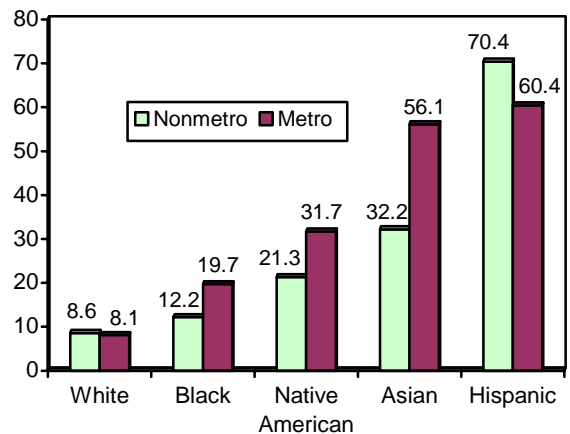
Source: WK Kellogg Foundation's web site www.wkkf.org.

Key word: rural.

Race and Ethnicity in Rural America

Minorities comprise a growing percentage of the U.S. nonmetro and metro population. Absolute numbers for all groups increased during the 1990s, but because non-Hispanic Whites grew at the slowest rate, their proportion of the total U.S. population decreased.

Population growth rates by race and ethnicity, nonmetro and metro areas, 1990-2000.



Hispanics and Asians are the fastest growing minority groups in the United States. Their higher growth rates result from changes in U.S. immigration laws in the mid-1960s that favored immigration from non-European countries. In addition, because many immigrants tend to be relatively young, they are more likely to marry and/or have children.

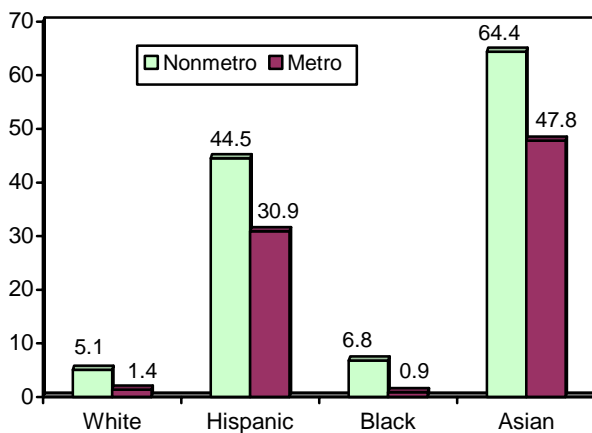
The Native American population had above-average birth rates during the 1990s, but their

population growth also resulted from greater numbers recording their heritage on the Census.

The Foreign Born

Foreign-born residents constituted just 3.2 percent of the nonmetro population as of 2000, but in certain economic sectors, such as agriculture, manufacturing, and low-skilled services, they occupy a prominent presence. Almost half of all Asians and a third of all Hispanics in nonmetro counties were born outside of the United States.

Foreign-born U.S. population by race and ethnicity, 2000.



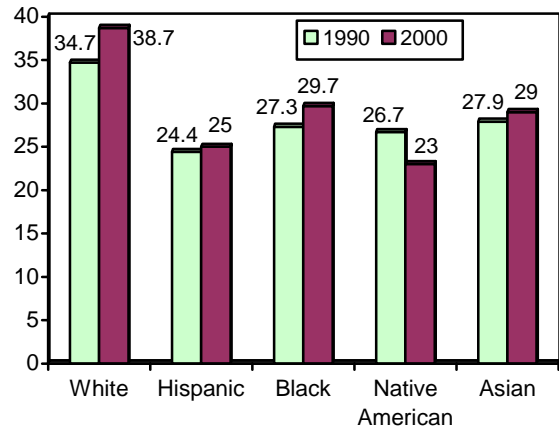
Although these data might suggest that all foreign-born residents are Hispanics and Asians, in fact, absolute numbers of foreign-born Whites still dominate nonmetro areas. For example, while about half of nonmetro Asians were born overseas, their numbers amount to about 250,000 people, a far cry from 670,000 foreign-born nonmetro Whites.

Population Aging

In 2000, the median age of nonmetropolitan residents stood at 36.7 years, 2.7 years more than metro residents. Nonmetro Whites averaged 16 years older than nonmetro Native Americans and 14 years older than nonmetro Hispanics.

Large differences in median age signal differences in household structure. For instance, non-Hispanic White households are more likely to consist of elderly persons living alone and less likely to comprise families with young children compared with the four other ethnic and racial groups.

Median ages in nonmetro areas by race and ethnicity 1990-2000.



The changing age distribution of the U.S. population has important policy implications, because each age group implies social service demands and societal contributions. An increased elderly population signals greater demand for retirement communities, nursing homes, and home care, while growing numbers of young families indicate greater school enrollment and, eventually, growing numbers of labor market entrants.

Geographic Dispersion

Greater geographic diversity characterizes minorities in nonmetro areas. Data from the 2000 Census indicate significant growth of nonmetro minorities in almost all 50 States. While the total nonmetro population grew by 10 percent over the past decade, its minority population grew at a much faster 29-percent rate. Yet, that high-growth rate only increased their proportion of the total nonmetro population from 15 to 17 percent. Why? Because despite slow growth rates, non-Hispanic Whites still comprise over four-fifths of all nonmetro residents.

Hispanics led nonmetro minority population growth. Three out of every four States posted nonmetro Hispanic population gains of 50 percent or more, and almost half posted gains of over 100 percent. These include Southern States, such as Arkansas, Georgia, North Carolina, and Tennessee, as well as Midwestern States such as Indiana, Iowa, Missouri, and Minnesota. As with nonmetro Blacks, Hispanics are clearly moving outside traditional States (e.g., Arizona, California, Colorado, New Mexico, and Texas).

Increased immigration accounts for much of the Asian growth in nonmetro areas. During the past decade, more Asian migrants have settled along the East Coast, posting growth rates of over 50 percent in Georgia, Maryland, Massachusetts, and New Hampshire, as well as some Midwestern States. Like Hispanics, they are settling in non-metro areas outside of the West Coast.

Source: <http://www.ers.usda.gov/briefing/raceandethnic/geography.htm>.

Key words: diversity, rural.

Rural Education: How Do Idaho Schools Fare?

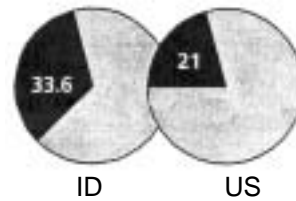
The Gem State ranks in the top ten both in the percentage of schools in rural communities and the percentage of students who attend small, rural schools. Transportation spending ranks moderately high, but the percentage of money that gets into the classroom ranks even higher. Rural child poverty rates are also fairly high, and per capita income low. Declining enrollment is widespread. The need for policy attention is critical in a state where rural education is very important.

For the statistics below, "rural" is defined as a community with fewer than 2,500 residents, which is not adjacent to a metro area.

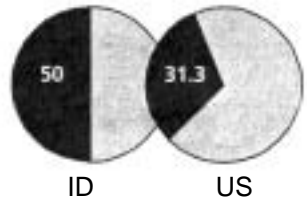
	Idaho	Rank*
Percentage of state's population that is rural	33.6%	19
Number of rural people	434,456	38
Percentage of public schools in rural areas	50.0%	9
Percentage of public school students enrolled in rural schools	33.1%	13
Percentage of students enrolled in rural schools who are minorities	13.9%	27
Percentage of all students attending small rural schools	14.7%	8
Percentage of rural children in poverty	14.3%	23

*A rank of 1 is highest among the states.

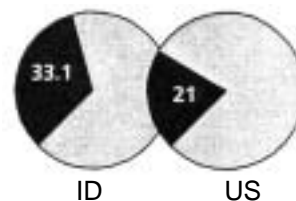
Percentage of population that is rural



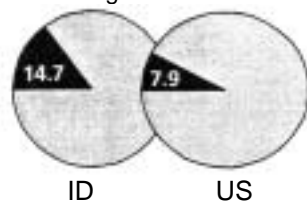
Percentage of public schools in rural areas



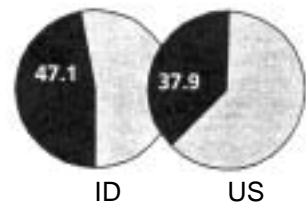
Percentage of public school students enrolled in rural schools



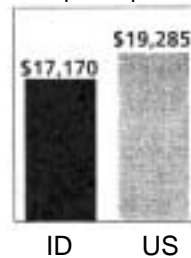
Percentage of all students attending small rural schools



Percentage of public schools in rural areas with declining enrollment of at least 10% 1996-2000



Rural per capita income



Source: *Why Rural Matters 2003*. The continuing need for every state to take action on rural education, Rural School and Community Trust, February 2003. The full report is available at <http://www.ruraledu.org>.

Key words: education, rural.

ENP in District III

This is the third in a series of articles that describe how the Extension Nutrition Program (ENP) is being implemented in Idaho. In the Extension system, Idaho is divided into four districts. This month's article focuses on District III.

Background Information

What is ENP? The Extension Nutrition Program (ENP) is Idaho's Food Stamp Nutrition Education Program (FSNEP). The program teaches participants about nutrition, food safety, and resource management. They learn how to eat a healthy diet, prepare the food safely, and budget their money so they don't run out of food.

How is it funded? This grant is funded by Food and Nutrition Services, USDA. We receive the funds through Idaho's Department of Health and Welfare.

Who qualifies? Individuals who are either on food stamps or are food stamp eligible can sign up for these free classes.

Where is ENP offered? In District III, ENP has been offered in six counties: Cassia, Gooding, Jerome, Lincoln, Minidoka, and Twin Falls.

Who oversees ENP in District III? Twin Falls County Extension Educator Rhea Lanting is the ENP Administrator and the ENP Coordinator is Cammie Jayo.

Who implements ENP? Paraprofessionals called Nutrition Advisors teach the classes either in groups or one-on-one settings. The Nutrition Advisors are: Denise Clark (Cassia County), Melody Kerner (Gooding County), Patricia Beltran (Jerome County), Linda Quintero (Lincoln County), Kristie Edmondson (Minidoka County), Gretchen Manker and Rose Swan (Twin Falls County).

District III ENP Partnerships

Partnerships are vital to the success of ENP in District III. ENP has formed partnerships with many Magic Valley area service provider agencies. A strong network has been built through participation in monthly community service provider meetings,

Nutrition Education

May 2003

Martha Raidl
Extension Nutrition Education
Specialist
University of Idaho Boise Center
800 Park Blvd, Suite 200
Boise, ID 83712
mraidl@uidaho.edu



community information fairs, health fairs, and advisory committees. Successful partnerships include Parole and Probation, Head Start, South Central Community Action Agency, Department of Health and Welfare, and qualifying school districts throughout the six counties.

Adult Parole and Probation

Nutrition Advisors have the opportunity each year to work with Adult Parole and Probation and Juvenile Probation programs. Adults in Parole and Probation who are participating in a Life Skills program complete six to eight lessons in nutrition, food safety, and resource management. The College of Southern Idaho has provided classrooms in both Twin Falls and Cassia County locations. Probation groups are positive about our classes and have expressed appreciation that ENP Nutrition Advisors treat them like adults. Participants are pleased to earn a cookbook, thermometer, and a certificate. More importantly, they are able to use the knowledge gained and class completion to achieve some of their goals. Many of the probationers are searching for jobs or trying to gain custody of their children. One participant was able to use the knowledge gained in food safety to help him get a job in food service. Nutrition Advisors also work with pregnant teens in the Juvenile Probation Program through a program called "Born to Succeed." The nutrition lessons and *Feeding Your New Baby* lessons are a valuable component of this program.

School Districts and 4-H

Got Calcium classes have been taught in all six counties covered by ENP in District III. Nutrition Advisors have taught this curriculum to 3rd and 4th graders throughout the school year as well as summer school programs, a Newcomers school, after school programs, and 4-H programs. It is a popular class with both students and teachers and is repeatedly requested. Got Calcium lesson topics include: All About Calcium, The Skeleton, A Supermarket Hunt for Calcium, and a Calcium Taste Testing Party. Our Nutrition Advisors teach a lesson, followed by a hands-on learning activity, exercise activity, and a healthy snack. The Almost a Food Guide Pyramid snack is always a big hit with



the students. The skeleton sticky note activity is a great hands-on activity for the children. Teachers like the fact that this activity fits in with their science units. This past year we have started working with a new curriculum, WIN KIDS from WIN the Rockies for 5th and 6th graders. The *Walk With Me* lesson gives Nutrition Advisors the opportunity to stress the importance of physical activity. Students learn the benefits of walking and how to make walking a priority. The *Fat Facts* lesson is another topic from this curriculum. Students determine the amount of fat in a food and learn the value of fat as a nutrient. The visuals help students to understand how much fat is found in some of their favorite fast foods. Additional lessons covered are *Variety, Balance and Moderation* and *Moving on with Fiber*.

Welfare Programs

District III ENP has several exciting new partnerships in the works. One of the Nutrition Advisors has taken a new position with ACS Solutions. This organization contracts with the Department of Health and Welfare to manage their casework. This Nutrition Advisor is now a case management specialist who knows firsthand how ENP can help her clientele. Plans are being made to offer ENP classes at local ACS offices in Twin Falls and the Mini-Cassia area. This is a great opportunity to work with food stamp recipients in group settings. Another plan in the works is teaming up with Aging and Adult Services to provide nutrition education to the elderly.

South Central Community Action Agency

South Central Community Action Agency has received a grant for a program they proposed entitled "Partnerships for Parents." ENP has been asked to provide information about nutrition to parents of Head Start children at parent meetings. Other community service providers will be involved in these meetings sharing information on parenting, job skill training, resumes, immunizations, education, health, domestic violence, etc. We are pleased to support both Head Start and South Central Community Action Agency, both of which include members from our target populations.

Thank You for Being "Matched"

As many of you know, funding for this program is based on individuals being "matched" to the grant. This means those individuals are contributing time and support to this program. Without your support, this program would not exist. Therefore, we thank the following individuals who contribute match to the ENP grant in District III: Rhea Lanting; Joan Parr; Diana Christensen; Marsha Hawkins; Donna Gillespie; Ron Thaemert; Gary Fornshell; Steve Salisbury; Matt Schuster; Arlinda Nauman; JoAnn Robbins; District III personnel Linda Brandon, Evelyn Haslam, Anita Fahrenwald-Crafton, Elizabeth Lopez, and Theresa Albright; Secretaries in Twin Falls, Jerome, Cassia, Lincoln, Minidoka, and Gooding Counties; Twin Falls 4-H Program Assistants; and teachers at White Pine, Big Valley, Jefferson, Filer, and Hollister Elementary Schools.

Key word: nutrition education.

Save Money for Your Family Vacation

"Mom, can we go to Disneyland?"

"Travel Magazine reports Yosemite is the best family vacation spot in the U.S."

"We need to visit the relatives this year, but we just can't afford it."

Have these conversations been heard in your house? Taking a vacation has become incredibly expensive. A trip to the Oregon Coast? For some families this seems easy, for many it would require winning a lottery ticket or an act of God. Numerous households are struggling just to get all the bills paid every month, so a vacation takes a backseat. The truth is, though, it's these families who really need that vacation. If you are scrimping and saving all the time, the idea of cutting loose and having fun can give you a needed energy and relationship boost. So what are some ways to get that family vacation? Start with a plan.

Where do you want to go? Discuss this as a family. Are you going to Aunt Martha's in the next county or are you going to California? If you are really stretched financially, start small. You may be able to afford a 4-day weekend to a nearby city. You can visit museums, zoos, restaurants, and historical monuments. Research your destination. Use the library, the Internet, a relative or friend in the area. Once you have your destination decided, write it down on a savings worksheet. Put the worksheet on the front of the refrigerator. This helps your family to remember the goal you have set.

How will you get there? Are you going by car, plane or bus? If you're going by car, don't forget to add gas costs. Try to get a bottom line total of how much it will cost you to travel to and from your destination and add it to your chart. What kind of lodging will you require? If you're staying with relatives, great! If not, find hotel rates in the area and figure out (1) how much it will cost per night and (2) how much the total bill will be for your family. Add this to your chart.

How much meal money is required? Plan the expense of eating out. If you stay at a motel with a microwave, sink and refrigerator, you can save substantial amounts on your food bill. By buying soda, cereal, milk, bread and sandwich meat from a

Family Economics

May 2003

Marilyn Bischoff
Extension Family Economics
Specialist
University of Idaho Boise Center
800 Park Blvd, Suite 200
Boise, ID 83712
mbischof@uidaho.edu



local grocery store, you can eliminate many restaurant meals. Figure out how much you want to spend per day at restaurants. Then add it together to get a total. Write meal costs on the chart.

What will you do at your destination? If you are going to a museum, how much will it cost for your family to get in? Visiting an amusement park? How much? Decide what you want to do, calculate how much each activity will cost and put it on the chart.

Now, add it all together and take a deep breath. This may be the point where you have to... modify! Maybe not. How are you ever going to get all that cash together? We can't guarantee the following strategies will save the total amount needed, but they may. At least they'll make substantial contributions.

1. Save your change. Whatever you have left in your pocket at the end of the day, put in a jar. You'd be amazed how quickly that change will add up.
2. Skip a movie, watch a video. Skip a video, watch TV. Take that money and put it in your savings.
3. Pack lunches. Do your kids eat cafeteria food every day? Substitute a sack lunch for a month or two. When they start to complain (and they will), remind them that this is a contribution to the family vacation fund. Don't get trapped into packing a lot of prepackaged convenience food either. Lunchable-type products can cost as

much or more than the price of your kids' school cafeteria food. Pack your own lunch. Buying lunch during the workday can get costly on a regular basis. Figure out how much you've saved by brown bagging each week and write a check to your vacation fund.

4. Have a yard sale. Clean out those closets! You'll be surprised what someone else might be willing to pay for. Look through your garage or basement. There are likely gadgets or appliances you no longer use. Price your items and put them out in an easy to see way. Don't stick them in a box and say, "make me an offer!"
5. Stay away from the mall. Where can you go to find prices inflated up to 100 percent? Try your local mall. Stay away. Shop in less expensive stores and keep your kids away if you can. You won't get weak if you don't get tempted.
6. Plan before you grocery shop. This is one of the most effective money-savers for many households. Sit down with the weekly sale flyer and plan menus around the "specials." It works even better if you do this with coupons. Find a sale and try to match a coupon. By the time you finish you will have a cheaper eating week and you will have organized yourself to the point where you don't have to ask, "What shall I/we make for dinner tonight?" Also by planning ahead you will cut down on fast food drive-thru's. Reduce the \$10-\$15 burger joint expense to \$4-5 for home-cooked meals.

On top of all these things, find ways to generate extra money by collecting cans, baby-sitting, tutoring, whatever you can do. These strategies may not completely fund your vacation but they'll help, provided you remember to squirrel away what you've saved. If you buy a pair of jeans for \$1.00 at a yard sale, write a check to your vacation fund for the other \$18.00 (or more) you would have spent at a store.

Families need vacations to rest and rejuvenate from the busy lives we lead. Take a small one or a big one, but try to find a way to take a vacation!

Source: Higginbotham, T. Save Money for Your Family Vacation. *The Dollar Stretcher*. <http://www.stretchers.com>.

Key words: savings, spending.

NEW SURVEY: Financial Literacy in America

American adults aren't flunking financial literacy and management, but they're close. With an average grade of 66, Americans get a "D" in their handling of important money matters, according to Bankrate.com's Financial Literacy benchmark survey. The nationally representative survey of 1,000 Americans, conducted for Bankrate by RoperASW, looked at whether Americans know the importance of fundamental money-smart moves (financial literacy) and whether they act on that knowledge in managing their money (financial behaviors).

The test revolved around 12 basic financial management principles that Americans should know and put into practice such as establishing an emergency savings fund, checking your credit report annually for accuracy, shop around for lower rate credit cards, and writing a will. The findings reveal that many Americans are fairly good at taking care of basics, such as paying bills on time. But they aren't as adept at handling complex tasks such as evaluating insurance. They tend to put off financial chores that don't have to be done frequently.

Although 59 percent of Americans express confidence in money management and feel in control when dealing with their finances, there is an attitude and action gap when it comes to many of the 12 basic steps to financial literacy. This gap is keeping many Americans from forging the financial future that they want. Only 42 percent responded they "feel confident" about their financial knowledge.

A paltry 10 percent of Americans received an "A," 16 percent received a "B," 19 percent a "C," 20 percent a "D," and 35 percent received a failing "F." Older Americans tended to be smarter about their money moves than younger Americans. Women were no more or less financially literate than men.

Although internet access is equal between the "A/B" group and the "F" group, those who got an "A" or "B" were twice as likely to use the internet to manage their finances.

The most financially literate respondents were over 50 years in age, married with children, had a higher household income, and planned carefully when making decisions.

Lack of education about personal finance is behind these numbers: 56 percent of respondents agree that "I could make my money go farther if I was better at money management," and 55 percent agree that "I plan to get my finances in order as soon as I have time." There's no time like now!

Source: Bankrate.com.
<http://www.bankrate.com/brm/news/financial-literacy/financial-literacy-home.asp>.

Key words: financial literacy, financial education.

A Critical Tool: Educational Program Evaluation

Educational accountability is the buzzword among Idaho and national legislators. Effective evaluation is necessary to meet accountability requirements. It's difficult for Extension to market educational programs to funders if we fail to document that we're making a difference. When designing an educational program, first determine your objective: Will participants increase awareness, gain knowledge, take action or change behavior? Behavioral change is achieved by in-depth or long-term educational programs that motivate learners. Follow-up evaluation (three or six months after the educational

intervention) documents behavior change. Jane Schuchardt, National Extension Family Economics Program Leader, recently shared the illustration below with Extension Specialists. I think it's a useful visual tool to determine financial education objectives. Let me know if you find it helpful!

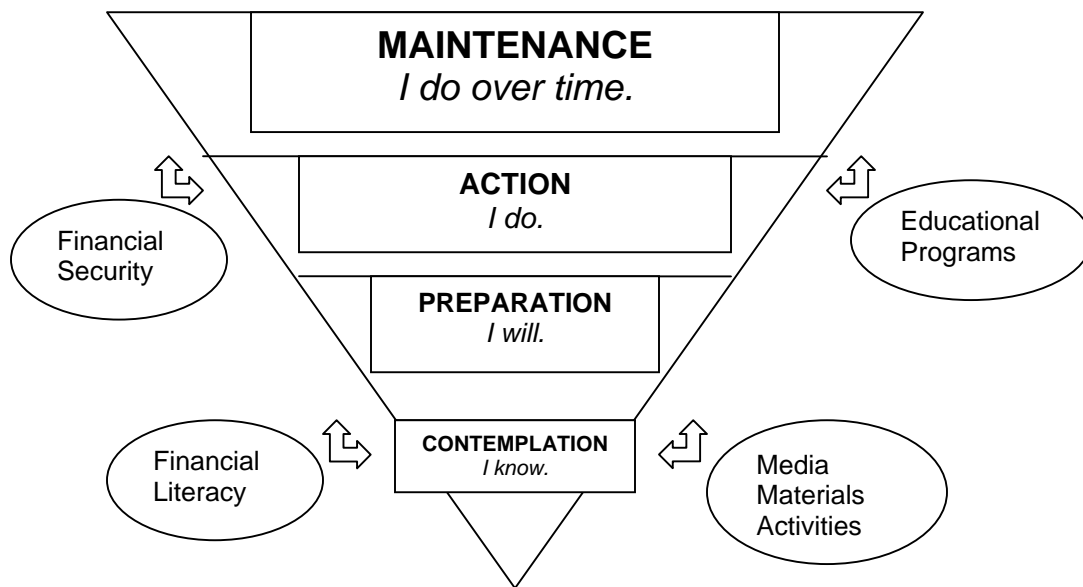
Source: Anton, K.J., USDA Intern, email correspondence, April 14, 2003.

Key words: financial education, financial literacy, financial security.

Spending Guidelines

Spending guideline percentages are a useful tool for examining your spending patterns. Spending guidelines are for comparison purposes only. One family may choose to spend 40 percent of gross income on housing and less on clothing, entertainment, and transportation, while another family may decide to spend more on transportation and less on housing. The guidelines listed below are based on actual surveys of consumer expenditures.

Housing	31-35%
Food	8-14%
Transportation	15-21%
Clothing	4-5%
Medical	4-6%
Education	1-3%
Savings	0-25%
Recreation/Entertainment	3-5%
Charities	2-6%



Necessary living expenditures (shelter, food, medical, clothing and transportation) account for approximately 72 percent of gross (before taxes) income. How do you determine spending percentages? Here's an example: If you spend \$800 a month on housing and your before-tax income is \$2,000, you are spending 33 percent of your income on housing. That leaves 67 percent of your gross income to cover all the rest of your expenses.

$$\$800/\$2,000 \times 100 = 33\%$$

You can compare your income to a pie. If you cut one slice too big, all the other pieces will have to be cut smaller; otherwise, you'll need to borrow to make ends meet.

Note: The above spending guidelines are not appropriate for low-income households because their expenditures exceed their income. Surveys indicate that low-income households need assistance to meet basic needs, ie. TAFI, food stamps, housing and energy assistance, etc.

Source: Bischoff, M. & Lawroski, M. (revised 1998). "Your Financial Action Plan", Coming to Grips with Your Finances, University of Idaho Home Study Course, Misc. Series #112; Bureau of Labor Statistics (2003), Consumer Expenditures in 2001, US Department of Labor: Washington, DC. Report #966. <http://www.bls.gov/cex/csxann01.pdf>.

Key words: spending, consumer.



District I Extension Family Economics Education

Julia Welch, Idaho County Extension Educator, and Kathee Tifft, Nez Perce County Extension Educator, are initiating *Financial Security in Later Life* programming in North

Central Idaho. They offered *Who Gets Grandma's Yellow Pie Plate* classes in Lewiston and Grangeville during April. Using a curriculum developed by the University of Minnesota Extension, they taught how to successfully transfer non-titled property.

This month Julia and Kathee are facilitating AARP *Legal Checkup* workshops in their counties. University of Idaho Law Professor, Liz Brandt, will

guide participants in a comprehensive review of their legal affairs. AARP provides attorney teaching materials and a comprehensive 78-page workbook for participants. Julia and Kathee are targeting senior citizens with these afternoon classes.

Basic Financial Management education is being provided by North Idaho Educators and Nutrition Advisors. Sue Traver, Bonner County Extension Educator, taught a class on basic budgeting for Habitat for Humanity's new homeowners and sponsors this past winter. In April, Sue presented a short workshop on identity theft at the Annual Meeting of the Sandpoint Civic Club. She explained the prevalence of identity theft, how consumers can protect themselves from this crime, and what they can do if they are victims.

Eight Nutrition advisors working with Idaho's Extension Nutrition Program (ENP) and Aging and Adult Services seniors (AAS) teach *All My Money* lessons to clients in all ten District I counties. Nutrition Advisors teach ENP clients how to identify their needs and wants and develop a workable budget. During October 2002 Shelly Johnson, Kootenai County Extension Educator, expanded the ENP into the 5 North Central Idaho counties. ENP targets low-income clients who meet 130 percent to 185 percent of poverty guidelines. The Nutrition Advisors (NAs) recruit participants through Health & Welfare, Head Start, Early Head Start, WIC, Free and Reduced Meal Programs, SL Start (Health & Welfare's back-to-work program), transitional housing, food banks, Mental Health Groups, Community Action Partnership, etc.

Shelly receives separate yearly funding through Aging and Adult Services of North Idaho to provide home visits to high nutritional-risk seniors. North Idaho NAs provide educational home visits to AAS seniors. Those who need resource management education also are taught with the *All My Money* curriculum. Julia Welch, Idaho County Extension Educator, is matched on the District 1 ENP Grant and provides all the resource management training and updates to North Idaho Nutrition Advisors.

Source: Email correspondence with University of Idaho Extension Educators Shelly Johnson, Sue Traver, and Kathee Tifft, March-April 2003.

Key words: financial education, financial security.