

# The Communicator

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School of Family & Consumer Sciences



University of Idaho  
Extension

## Haberly and Hepworth Awards Announced

The Faculty Development Committee received many outstanding applications for the School of Family and Consumer Sciences Haberly and Hepworth Extension Fellowships. Over \$14,000 in fellowships were awarded. The following proposals for the Haberly Endowment Scholarship were funded.

Marilyn Bischoff, Marsha Hawkins, and Linda Gossett, FCS Extension representatives from Districts II and III, requested \$3,000 for translation of the new University of Idaho Extension "Dollar Decision\$" video into Spanish.

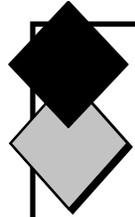
Diana Christensen, Extension Educator, in Gooding County requested \$1,196 for travel expenses to attend and present at "21st Century Families: Emerging Issues" conference in Little Rock, Arkansas. Conference dates are April 20-22, 2004.

Marsha Hawkins, FCS Extension Educator in Jerome, requested \$1,500 to assist in the publishing, marketing and production of a new curriculum into a professional, sellable format. "Succeeding in the Working World" is a curriculum that was written to assist teenagers and entry-level workers to be able to join the working world.

Shelly Johnson, Dr. Laurel Branen, and Kali Gardner, UI Extension and FCS faculty in Kootenai County, requested \$3,000 to develop a curriculum for home visits with seniors. Nationally, a curriculum designed for seniors in a one-on-one format does not exist.

Sandra McCurdy, Extension Food Safety Specialist, and a team of six FCS Educators, (Joey Peutz, Joan Parr, Marcia Nelson, Shelly Johnson, Carol Hampton, and Laura Sant) requested \$2,857 for ServSafe training. ServSafe is an accredited program offered by the National Restaurant Association Education Foundation.

Joey Peutz, District II FCS Extension Educator, requested \$987.77 to attend the Food Safety Farm to Table Conference and acquire the ServSafe In-



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structor Toolkit. The conference is held in Moscow, May 26-27, 2004.

Linette Riley, Power County FCS Extension Educator, requested \$600 to present a workshop at the 2004 Parents as Teachers National Center "Born to Learn" Conference, May 4-7, 2004. Her workshop, "Take Learning Outdoors," will help participants discuss and explore ways to help young children learn in the out-of-doors through direct experience and play.

Laura Sant and Marnie Spencer, District IV FCS Educators, requested \$380 to attend the 2004 Wyoming Dietetic Association Annual Meeting "Maternal Child Health Obesity: Strategies and Implications," May 13 and 14 as well as the pre-conference workshop on May 12.

Kathee Tift, Nez Perce County FCS Extension Educator, requested \$853 to attend educational sessions in Housing and Environment during the 2004 AAFCS conference in San Diego. Information will assist development of an applied research project and future programming in District I.

The Marion Hepworth fellowship has been awarded to Joey Peutz. Joey applied for funds to attend PILD (Public Issues Leadership Development) Conference, May 2-5, 2004 in Washington, DC. PILD is a professional development opportunity sponsored by the Joint Council of Extension Professionals. The mission of PILD is to promote leadership, communication and cooperation among Extension professionals in the area of public issues education.

The Faculty Development Committee is pleased to announce these awards. Proposals were funded that described benefits to individual applicants as well as District and state FCS programming. Awards were made to all Districts in all four areas of FCS programming: health and nutrition, food safety, family development, and family economics. Congratulations to all awardees. We look forward to reading project summaries in future issues of *The Communicator*.

### People Behind the Award



**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 annual interest there from supporting a scholarship.



**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. Income from the endowment will provide support to Family and Consumer Sciences Extension faculty development.



## Pork Replaced by Wild Game as Main Source of *Trichinella* Infection

Historically trichinellosis has been associated with eating *Trichinella*-infected pork from domesticated sources. However, wild game meat has now become the most common source of infection.

During 1997-2001, 72 cases of trichinellosis were reported to the Centers for Disease Control and Prevention (CDC). Of these, 31 (43 percent) cases were associated with eating wild game—29 with bear meat, one with cougar meat, and one with wild boar meat. In comparison, only 12 (17 percent) cases were associated with eating commercial pork products, including four cases traced to a foreign source. Nine (13 percent) cases were associated with eating noncommercial pork from home-raised or direct-from-farm swine where U.S. commercial pork production industry standards and regulations do not apply.

Statistics have been kept on trichinellosis in the U.S. since 1947 and incidence of this disease has been steadily declining. For example, during 1947-1951, a median of 393 cases (range, 327-487) was reported annually, including 57 trichinellosis-related deaths. During 1997-2001, the incidence decreased to a median of 12 cases annually (range, 11-23) and no reported deaths.

According to CDC, most of the decline in reported trichinellosis cases is a result of improvements in animal husbandry practices in the U.S. commercial pork industry, which has reduced *Trichinella* prevalence among swine (see table).

Year	Estimated trichinellosis prevalence in swine*
1900	1.41%
1966-1970	0.125%
1995	0.013%

\*The level of trichinellosis prevalence may be under reported because the surveillance system is not designed to detect asymptomatic cases.

## Food Safety

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Trichinellosis prevalence among swine has decreased for several reasons. Historically, the major sources of *Trichinella*-infected pork were swine fed garbage containing animal waste products. Garbage cooking laws were passed in 1953-54 and 1962 to control specific swine diseases and in 1980, Congress prohibited the feeding potentially contaminated garbage to swine. In 1994, the United States Department of Agriculture, the National Pork Producers Council, and the pork processing industry developed the *Trichinae* Herd Certification Program. This is a voluntary preharvest pork safety program that provides documentation of swine management practices to minimize *Trichinella* exposure. The goal of the program is to establish a system under which pork production facilities that follow good production practices might be certified as *Trichinella*-safe.

In addition to the reduction in *Trichinella* prevalence in commercial pork, processing methods have also contributed to the dramatic decline in human trichinellosis associated with pork products. USDA has identified specific cooking temperatures and times, freezing temperatures and times and curing methods kill *Trichinella* larvae in processed pork products.

It is important for consumers to understand that risky products for trichinellosis have changed. People who hunt and consume wild game, particularly bear and cougar, need to be aware that these meats can be *Trichinella*-infected. Proper cooking

methods are needed for safe game meat preparation.

USDA recommends that consumers of fresh pork cook the meat to an internal temperature of 160°F. *Trichinella spiralis* larvae in pork are killed at lower temperatures (for example, 140°F for 2 minutes or 131°F for 6 minutes) however, USDA has recommended a higher temperature to allow for different cooking methods that might result in uneven temperature distributions throughout the meat (for example, microwave cooking).

Freezing kills *Trichinella spiralis* larvae in pork. Pork less than 6 inches thick can be made safe if frozen to—20°F for 6 days, -10°F for 10 days, or 5°F for 20 days. However, freezing might not kill other species and types of *Trichinella* found in wild game. Infective *Trichinella* larvae have been found in frozen bear meat: grizzly bear meat frozen at -4° to 20.3°F for 27 months and polar bear meat frozen at -0.4°F for approximately 24 months. Infective *Trichinella* larvae also have been found in other wild carnivore meat frozen at 5°F: marten frozen for 5 months, wolverine frozen for 6 months, and arctic fox frozen for 14 months. In addition, viable *Trichinella* larvae were found in black bear meat that had been processed into ham and jerky by dry curing with a commercial salt mixture at a USDA-licensed establishment by using procedures similar to those used to prepare pork for human consumption. However, no viable *Trichinella* larvae were found in ground bear meat preparations (e.g., sausage, pepperoni, or salami) that had been processed according to standards mandated by USDA for processing pork.

Advice for prevention of trichinellosis:

- Cook meat products to an internal temperature of 160°F.
- Freeze pork less than 6 inches thick for 20 days at 5°F to kill any worms.
- Cook wild game meat thoroughly. Freezing wild game meats, unlike freezing pork products, even for long periods of time, may not effectively kill all worms.
- Cook all meat fed to pigs.
- Do not allow hogs to eat uncooked carcasses of other animals, including rats, which may be infected with trichinellosis.
- Clean meat grinders thoroughly if you prepare your own ground meats.

- Curing (salting), drying, smoking, or microwaving meat does not consistently kill infective worms.

Source: National Institute for Animal Agriculture, *Swine Health Report*, Fall 2003, page 3, [http://www.animalagriculture.org/swine/SwineHR\\_fl03.pdf](http://www.animalagriculture.org/swine/SwineHR_fl03.pdf); Roy, S. L., Lopez, A.S., & Schantz, P.M. Trichinellosis Surveillance—United States, 1997-2001, *Morbidity Mortality Weekly Report*, Surveillance Summaries, July 25, 2003/52(SS06); 1-8, <http://www.cdc.gov/mmwr/preview/mmwrhtml/ss5206a1.htm>; CDC Division of Parasitic Diseases, Parasitic Disease Information, *Trichinellosis Fact Sheet*, [http://www.cdc.gov/ncidod/dpd/parasites/trichinosis/factsht\\_trichinosis.htm](http://www.cdc.gov/ncidod/dpd/parasites/trichinosis/factsht_trichinosis.htm).

Key words: food safety, parasites, meat and poultry.



## American Dietetic Association and ConAgra Foods Foundation Home Food Safety Program

As has been reported earlier (July 2000, *The Communicator*), the American Dietetic Association (ADA) and the ConAgra Foods Foundation have partnered to develop a consumer education program, *Home Food Safety...It's in Your Hands®* to communicate the important role consumers play in preparing foods safely in their own homes. You can visit the website to see all of their focus areas, but two programs that I think may be of particular interest to FCS Extension Educators deal with carry-out foods and office eating.

### Food Safety Labels for Carry-out Foods

To help keep restaurant patrons safe from food-borne illness, the ADA/ConAgra partners have launched a national carry-out labeling program featuring safe-food-handling, storage, and reheating information on take-out and leftover containers. The program was piloted in 2003 with Chicago-based Francesca restaurants and now is partnered with the Italian restaurant group, BUCA, Inc., which is placing food safety labels at the group's 105 Buca di Beppo and Vinny T's of Boston restaurants.

The labels offer these reminders for handling restaurant leftovers and take-out foods:

- Refrigerate restaurant leftovers within two hours after the meal is served to you; in hot weather (90°F or above), this time is reduced to one hour.
- Label and date restaurant leftovers.
- Always use a refrigerator thermometer to make sure the refrigerator is set below 40°F.
- Using a food thermometer, reheat leftovers to 165°F—this will ensure doneness and also best maintain taste and flavor.

### Food Safety Considerations When Eating at the Office

The ADA/ConAgra partners funded an online survey of the office eating practices of a random sample of 1,024 full-time employees, both men and women, who work at a desk. The survey was conducted by Impulse Research Corporation in August 2003; the sample was chosen to closely match U.S. population demographics.

**Desktop Eating.** The survey indicates that as more employees opt to multi-task their way through breakfast, lunch and even dinner, "desktop dining" has quickly become a mainstay of corporate culture.

Meal	Percentage of Americans eating at their office desk
Lunch	67
Snacks	61
Breakfast	33
Dinner	7-10

**Brown Bag Choices.** The most popular brown bag options for working Americans include:

- meat and cheese sandwiches, 69%
  - leftovers, 64%
  - salads, 37%
- all of which can spoil if not properly refrigerated.

**Storage Practices.** The survey indicated that nearly 30 percent of Americans who bring their lunch to work do not store them in the office refrigerator. Of those, more than four out of five typically leave their lunch unrefrigerated for more than three hours before eating.

**Shared Foods.** Community treats (staff birthday celebrations to post-meeting leftovers) more found to be an office staple. The survey noted that foods are left around the office to share at least once a week in nearly 70 percent of offices. In most of these cases (68 percent), shared foods sit out for more than two hours or until they're finished—with more than three out five Americans saying they feel comfortable eating it.

**Food Safety Advice for the Office.** The ADA/ConAgra partners note that it is important that desktop eating also include practicing proper food safety techniques. They point out that Americans need to re-think their desktop dining habits and make sure proper office eating etiquette is on their daily to-do list.

The ADA/ConAgra website offers the following office dining food safety tips:

- Wash hands before and after digging into your desktop dish. If you can't get to a restroom to wash hands with soap and water, keep moist towelettes or an anti-bacterial hand cleaner at your desk.
- From the time you make your lunch at home—assuming it contains perishable food items, as many brown bags do—don't let more than two hours pass before you put it in the refrigerator. Also, don't let lunchtime leftovers remain unrefrigerated for more than two hours.
- Keep perishable foods properly refrigerated below 40°F. Not sure what the temperature in the office fridge is? Do yourself and your co-workers a favor by bringing in a refrigerator thermometer from home to keep track.
- Thaw frozen foods in the refrigerator or microwave, not on the countertop.
- If you bring leftovers for lunch, re-heat them to the proper temperature of 165°F.
- Don't forget that the same food safety tips apply to carry-out and fast food, which also can be susceptible to bacteria if not handled properly.

Source: The American Dietetic Association and the ConAgra Foods Foundation website, *Home Food Safety...It's in Your Hands*®, <http://www.homefoodsafety.org>.

Key words: food safety, trends.



## New Product: Dish Wipes

The Colgate-Palmolive Company has introduced a new product for washing dishes by hand—disposable cloths that are infused with dishwashing detergent. Instead of adding dish washing liquid to a sink full of water when doing dishes, consumers can use the dish wipe, which slowly releases the dish

washing liquid. After cleaning the dishes, the product labeling recommends that the wipe be used to clean kitchen counters, then discarded.

This product is useful for consumers who forget to change their kitchen cloths frequently, since, if the instructions are followed, a new wipe would be used each time the dishes are washed. (Kitchen dishcloths should be changed daily.) It also looks useful for camping trips, when staying in suite hotels (within room kitchens), and so forth.

However, with this product, the convenience factor is expensive. Each dish wipe costs about 20 cents (a box of 20 dish wipes was \$3.99 at Safeway). By contrast, Palmolive dish washing liquid costs about 8.5 cents per use, assuming that 1 Tablespoon of liquid is used to wash a sink full of dishes (\$4.20 for a 25 fluid ounce bottle).

(Thanks to Rosa Smith for calling my attention to this new product.)

Source: Product label and  
<http://www.palmolive.com/dishwipes.shtml>.

Key words: new products, food safety.

## 2003 A Big Year for New Food Product Introductions



According to recently released research from Mintel's Global New Products Database, 2003 was a record setting year for new product introductions. New food product launches exceeded 11,500, an increase of 20 percent from 2002. The four strongest food categories, Sauces & Seasonings, Bakery, Beverages, and Confectionery, accounted for over half of all food product introductions in 2003.

The strongest food category of 2003 was Sauces and Seasonings, which accounted for nearly 14 percent of all food products introduced. In this category, the subcategories cooking sauces and seasonings had the most marked amount of growth from 2002 to 2003, accounting for more than half the introductions in this category. The category as a whole showed growth in ethnic flavorings, such as Indian curry sauces, Asian stir fry sauces, and spicy Cajun sauces, and in classy packaging and design.

The Bakery subcategory of breakfast cereal introductions grew significantly from 2002 to 2003 with an increase of 82 percent, with most development in the cold cereal sector. Most introductions were simply line extensions of existing brands from the two big cereal manufacturers, Kellogg's and General Mills. The natural/organic sectors did see some healthful introductions.

Meals and meal centers saw a significant rise in introductions in 2003, the category leader being prepared meals. The national focus on convenience and ease-of-use mentality, makes this no surprise. Prepared meals catered to more tastes and eating habits than ever before, such as vegetarianism, low carb diets, and organic consumption.

Source: IFT Newsletter, February 25, 2004,  
<http://www.ift.org/cms/?pid=1000940>.

Key words: trends, new products.



## Promoting School Readiness: The Role of the Parents as Teachers Program

A recently published article by Judy Pfannenstiel, PhD, of Research and Training Associates, and Victoria Seitz, PhD, and Edward Zigler, PhD, of Yale University reports that parent participation in the Parents as Teachers (PAT) program has important effects on children's school readiness and that PAT is "highly effective in helping impoverished parents prepare their children to enter school."

The study involved 2,375 kindergarten children who were a part of the Missouri School Assessment Project, which was designed to collect information about the school readiness and pre-kindergarten experiences of children entering kindergarten. Participation was determined by randomly selecting public schools across Missouri.

After six weeks of school in the fall of 1998, teachers evaluated the knowledge, skills, and behaviors of the kindergartners. Teachers were trained to use a 65-item rating scale to assess children's school readiness in seven areas of development. Parents also completed surveys to provide background information about children's health and health care, learning experiences at home, and participation in PAT, preschool, and child care services. PAT is offered free of charge through local school districts to all Missouri families with children ages 5 and under, and is a common early childhood experience for children in Missouri.

Results showed that parents who participated in PAT programs read to their children more often and were more likely to enroll their children in preschool, which, in turn, had positive effects on children's school readiness scores. These results are

## *Family Development*

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not surprising, given that PAT stresses parent support of children's early literacy through responsive parent-child interaction, shared book reading, and home literacy activities. PAT also focuses on the optimal development of the whole child as the foundation of school readiness.

The most powerful finding that emerged from the study was that the school readiness scores of children in high poverty schools who participated in PAT were equivalent to those of children at low poverty schools with no preschool enrichment (PAT or preschool). In addition, when children attending high poverty schools participated in both PAT and preschool, their scores were significantly higher than those of children in low poverty schools with no preschool enrichment (PAT or preschool).

Source: Pfannenstiel, JC, Steitz, V, & Zigler, E. (2002). Promoting school readiness: The role of the Parents as Teachers program. *NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field*, 6, 71-86; <http://www.patnc.org>.

Key word: early childhood.



## First-Ever Data Book on Babies and Toddlers

Though there is increasing awareness of the early years of life as an important period in human development, much is not known about the lives of young children—especially

their physical and emotional well being, where they live and with whom, who cares for them, and obstacles for achieving healthy development.

ZERO TO THREE's data book—*America's Babies*—for the first time compiles statistics to help understand these factors and more about our nation's 12 million babies and toddlers.

A snapshot view offers some interesting insight into the lives of babies, toddlers, and their families:

- **The risk of homicide for babies is the same as for teenagers.** Infants face the greatest risk of homicide on the day they are born. The second-highest period for homicide risk is the eighth week of life, the period when babies cry the most. Support, resources, and education are essential for parents of newborns.
- **Of all the children who died from abuse or neglect in 2001, 77 percent were younger than 4 years of age.**
- **Far too many infants and toddlers live in poverty.** The United States has the world's second highest rate of children living in poverty—22.4 percent. Only Mexico has more children living in households with incomes below 50 percent of the national median.
- **Infants and toddlers are spending more time in child care than ever before; most of this care is of inadequate quality.** Each day, an estimated 6 million children under age 3 spend some or all of their day being cared for by someone other than their parents. Yet a national study of 100 child care centers found that 92 percent of them provided inadequate care for babies.
- **Infants are the fastest growing and largest cohort of children in foster care.** 39,000 babies enter foster care each year, nearly a third of them directly from the hospital after birth. Less than 2 percent of children adopted through the U.S. foster care system in 1998 were infants, while 46 percent of infants adopted into American families were from foreign countries.
- **12,000 babies are born each year with permanent hearing loss,** which can lead to delayed speech and lasting learning disabilities unless it is caught early. Only 32 states have legislation requiring newborn hearing screening, a simple test that costs on average only \$10-25 per child.
- **Many babies have parents in the military.** In 2001, 401,532 infants and toddlers lived in families with parents (either mom or dad) in active duty military service or in the select reserve. The Department of Defense military child development system provides care for the largest number of children on a daily basis of any employer in the United States; the system is considered a high-quality model for the nation.
- **The rising rate of multiple births.** The rate of triplets and higher order multiple births has increased 400 percent in the last two decades. The increase in multiple births has caused a rise in premature and very low birth weight babies, who are at high risk for learning disabilities, physical and mental disabilities, and death.
- **Breast-feeding rates have doubled to 68 percent,** though the United States still lags behind East Asia and the Pacific. Breastfeeding benefits both mother and child, improving cognition, warding off childhood ailments including pneumonia and ear infections, and helping the mother lose weight after birth. Breast-feeding also protects children against obesity.

These are just a sampling of the national statistics that ZERO TO THREE has compiled from a variety of sources—including the U.S. Census, National Center for Health Statistics, and Bureau of Labor Statistics—and included in *America's Babies*.

*America's Babies* also provides a comprehensive national picture of the state of babies and toddlers in the United States. Information is organized around:

- **Demographics** (i.e. trends, birth, deaths, where children are born and live),
- **Child well-being statistics** (i.e. child welfare, exposure to violence/trauma, emotional and social health, health and nutrition, birth defects, immunization),
- **Family and economic factors** (i.e. family characteristics, working families, health insurance, fathers, family expenses and economic stability), and
- **Early educational indicators** (i.e. early literacy, child care, Early Head Start, early intervention for infants and toddlers with disabilities).

In addition to national data, there are several charts with state-by-state data, and international comparisons.

"Too often the lack of data specific on the first three years of life forces our youngest citizens to be overlooked in policy discussions," said Matthew E. Melmed, executive director of ZERO TO THREE. "While *America's Babies* provides a single source of data on babies and toddlers, research gaps still exist that would allow us to fully understand the needs of young children and what we should be doing as a nation to help them thrive."

Melmed emphasized that data still needs to be collected on:

- How many babies and toddlers witness domestic violence on a regular basis?
- Are child care options for infants and toddlers keeping pace with the changing employment patterns of their parents?

- What is the foster care experience for babies—how many different placements do babies experience, and at what emotional cost?
- How many babies with disabilities go undiagnosed, or untreated, long after treatment should have been initiated?

Source: Zero To Three, <http://www.zerotothree.org>.

Key words: infants, early childhood.



## Ecstasy Use Falls for Second Year in a Row, Overall Teen Drug Use Drops

The proportion of American 10th- and 12th-grade students who reported using the drug ecstasy in the prior 12 months has fallen by more than half just since 2001. The usage rate among eighth-graders is down considerably, as well, over the same two-year interval. That is just some of the encouraging news to emerge from the 2003 Monitoring the Future (MTF) survey of nearly 50,000 students in 392 secondary schools across the country.

**Ecstasy** rose rapidly in popularity from 1998 through 2001, but in 2001 the study's investigators detected the beginning of an increase in the proportion of students coming to see ecstasy as a dangerous drug. That perception strengthened further in 2002 as use began to decline, and use dropped more sharply in 2003 as the perceived dangers of ecstasy continued to increase. "We have been saying for several years that use of this newly popular drug was not going to diminish until young people began to perceive its use as dangerous," states Lloyd Johnston, the study's principal investigator. "It now appears that teens are finally getting the word about ecstasy's potential consequences, probably due to extensive media coverage of the issue and

concerted efforts by several organizations active in educating young people about the dangers of ecstasy.” These organizations include the National Institute on Drug Abuse, the White House Office on National Drug Control Policy, and the Partnership for a Drug-Free America. The latter two organizations launched an anti-ecstasy ad campaign in January 2002.

The availability of ecstasy, as reported by the students in the survey, rose sharply during the 1990s, peaked in 2001, and has fallen back a bit since then. But the proportional decline in availability has been much smaller than the proportional decline in use, suggesting that reduced availability did not play a key role in the recent downturn in use.

The 2003 survey is the 29th in the annual series of surveys of American 12th-graders, and the 13th in the series of eighth- and 10th-graders, who were added to the study in 1991. The MTF study, funded by the National Institute on Drug Abuse through investigator-initiated research grants, was designed and conducted by scientists at the University of Michigan Institute for Social Research. The authors of the forthcoming report are Lloyd Johnston, Patrick O’Malley, Jerald Bachman, and John Schulenberg—all research professors at the University of Michigan.

Earlier surveys in this series showed that illicit drug use reached its recent peak among teens in 1996 or 1997, depending on grade. Since then, only the eighth-graders have exhibited a gradual, ongoing decline. Use in the upper grades held fairly constant until 2002, when all three grades finally began to show some decline. That decline continued into 2003, with statistically significant drops observed in annual prevalence in eighth- and 10th-grades and a nearly significant drop in 12th-grade. In addition, fewer young people in each grade say that they have *ever* used an illicit drug.

Because **marijuana** is by far the most widely used of the illicit drugs, trends in its use tend to drive the index of any illicit drug use. In 2003, marijuana use exhibited its second year of decline in the upper grades and its seventh year of decline among eighth-graders. Its use has now fallen by three-tenths among eighth-graders since their peak in 1996 and by about two-tenths and one-tenth, re-

spectively, among the 10th- and 12th-graders since their recent peaks in 1997. In 2003, 13 percent, 28 percent, and 35 percent of the eighth-, 10th-, and 12th-graders indicated having smoked marijuana in the prior 12 months.

All three grades showed significant increases in perceived risk of marijuana use this year, for the first time in some years, a fact that may well help to explain this year’s declines in use. “It is quite possible that the National Youth Anti-Drug Media Campaign by the Office of National Drug Control Policy and the Partnership for a Drug-Free America, which communicates the dangers of marijuana use, has had its intended effect,” states Johnston. “We have definitely seen a change in that direction.” That campaign began to air in October 2002.

The proportions of students using **any illicit drug other than marijuana** also declined in 2003 among 10th-grade students (significantly) and 12th-grade students (not significantly). However, use among the eighth-graders—which had fallen by a third in earlier years from the recent peak in 1996—showed no further decline this year. Among the drugs in this general category that help to account for the overall decline in the upper grades are LSD, amphetamines, tranquilizers, and sedatives.

### Alcohol Use Changed Little

Last year, the survey results from 2002 showed a decline in the 30-day prevalence of alcohol use, as well as a decline in occasions of heavy drinking, in all three grades. This year, only the 12th-graders showed any further decline in 30-day prevalence of drinking (not statistically significant). Occasions of heavy drinking (having five or more drinks in a row sometime in the past two weeks) continued to decline slightly in all three grades, though none reached statistical significance.

Source: University of Michigan, Monitoring the Future Study, <http://www.monitoringthefuture.org>.

Key words: youth risk taking, youth.

## The Food Industry is Downsizing Food Portions

Portion sizes at fast food restaurants and sizes of bottled soft drinks are decreasing in size. Two fast food restaurants, McDonald's and Quizno's, have made changes to their menus. McDonald's has decided to phase out its supersize drinks and fries by the end of 2004. A McDonald's spokesman, William Whitman, said this will help streamline its restaurant operations and core menu and that this was not related to release of a new documentary called "Super Size Me," which chronicles the deterioration of health of the movie's director Morgan Spurlock, after he spent 30 days eating only McDonald's food.

According to Whitman, "the two things are not connected. However, we recognize that consumers' tastes and preferences and choices continue to change and evolve. This seems to be a natural step when you recognize the growing trends and recognize the effect it would have on our operations."

It should be noted that over the past year McDonald's has undertaken several initiatives in response to concerns over obesity. They have introduced new salads plus promoted healthier menu options such as yogurt, fruit, and water. Later this year, there will be a national campaign promoting a new adult-version of its Happy Meal, which will include water, fruit, a pedometer, and a diet produced by Oprah Winfrey's trainer, Bob Greene.

Quizno's, a sandwich shop that for years has focused on giant, over-stuffed sandwiches, is still offering their 16-ounce sandwiches, but they are also serving smaller 4.5-ounce mini-melt sandwiches. Zach Calkins, head of Quiznos, stated, "there was a demand for it. It was needed on our menu to satisfy our consumers who didn't want a regular-sized sandwich."

Two soft drink giants, Coca-Cola and Pepsi are bottling their product in smaller containers. Coca-Cola has introduced new 12-ounce bottles and Pepsi is offering 8-ounce cans. However, these smaller sodas cost as much as 43-percent more per ounce. And market analysts are unsure if consumers will be willing to buy into these changes.

## *Nutrition Education*

*April 2004*

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Some food companies feel that diet-conscious Americans might pay more for less if it means healthier eating. Time will tell.

Source: [www.mcdonalds.com](http://www.mcdonalds.com),  
[www.msnbc.msn.com/id/4306061](http://www.msnbc.msn.com/id/4306061),  
[www.msnbc.msn.com/id/4433307](http://www.msnbc.msn.com/id/4433307),  
[www.quiznos.com](http://www.quiznos.com).

Key word: fast food.

## Food Ads Linked to Childhood Obesity

Two reports link advertisements for candy and sugary foods with the epidemic of childhood obesity in America. The first report, released February 24, 2004, from the Kaiser Family Foundation, found that the number of ads children see on TV has doubled from 20,000 to 40,000 since the 1970s. The majority of ads targeted to kids are for candy, cereal, and fast food.

The second report, issued by the American Psychological Association (APA) on February 23, 2004, called for the government to restrict ads aimed at children under 8. One of the co-authors of the APA report, Dale Kunkel, said its study "shows young children (those under 8 years-old) are uniquely vulnerable to commercial persuasion and that the most predominant products marketed to children

are sugared cereals, candies, sweets, sodas, and snack foods.”

In the 1970s, both the Federal Communications Commission (FCC) and Federal Trade Commission (FTC) considered banning advertising directed at children. The FCC adopted rules limiting the amount of time that could be devoted to commercials during children’s programs and banning such practices as selling by the host and program-length commercials. The FTC moved to institute the ban but backed down after Congress rejected the idea and cut funding for the agency.

The APA report recommended that the government protect young children from commercial exploitation through advertising.

Source: [www.apa.org](http://www.apa.org), [www.kff.org](http://www.kff.org).

Key words: children, obesity.

## Fast-food Versus Restaurant Meals

Which kids’ meal would you expect to be healthier, a fast-food meal or a sit down restaurant meal? The Center for Science in the Public Interest surveyed 20 of America’s biggest table-service chain restaurants that offer kids’ menus. All but one menu offered French fries and 85 percent offered burgers. A study published in the March 2004 issue of the Nutrition Action Health Letter found that many kids’ meals primarily feature oversized portions of burgers, fries, and fried chicken fingers. Listed below is a table, which lists various restaurants, kids meals, their calorie, and fat content.

Restaurant	Meal	Calories	Fat (Sat. + trans)
Outback Steakhouse	Boomerang Cheeseburger with fries	840	31 grams
Outback Steakhouse	Spotted Dog Sundae	730	27 grams
Applebee’s	Grilled Cheese Sandwich	520	14 grams
Chili’s	Little Chicken Crispers + fries	710	15 grams

The nutritional content varied drastically among similar-sounding menu items at different chains.

For example, Applebee’s grilled cheese has twice as much harmful fat (saturated and trans fat) as Denny’s grilled cheese sandwich.

Michael Jacobson, CSPI director states, “if kids’ menus have room for puzzles, mazes, word games and advertising, surely they have enough room for some basic nutrition information. And if chains like these are clever enough to put carbs on menus for Atkins dieters, they could find a way to put calories and key nutrients on kids’ menus. So parents could help healthier sons and daughters avoid obesity, high blood pressure, heart disease, and other life-threatening health problems.”

Guidelines from the Department of Agriculture suggest that “low-active” children aged four to eight consume 1,500 calories and 17 grams of saturated-plus-trans fat per day. A kids’ meal at many restaurants greatly exceeds this recommendation.

Source: [www.cspinet.org/new/200402241.html](http://www.cspinet.org/new/200402241.html).

Key words: child nutrition, fat.

## Dietary Factors that May Decrease Risk of Childhood Obesity

At the 44<sup>th</sup> American Heart Association Conference held March 3-5, 2004, Lynn Moore, an epidemiologist at Boston University School of Medicine, reported that consuming two servings of dairy food a day can substantially decrease adolescent fatness.

Dairy intake in children has decreased over the last 20 years, due to two reasons. The first is a preference for soft drinks over milk. During this time, soda consumption has risen by 300 percent.

The second reason is a fat phobia. Many adolescent girls believe that eating dairy foods will make them fat. This study found the opposite to be true. This study followed 106 families with children for 12 years and determined body fat by measuring the skin thickness on four parts of their bodies. Those that consumed less than two servings a day averaged about an extra inch of fat in a fold of skin.

Source: [www.msnbc.msn.com/id/4450134](http://www.msnbc.msn.com/id/4450134).

Key words: dairy, obesity.

## Teaching Money Skills to Children

Financial literacy is as important a skill as reading and arithmetic. In fact, it's more essential than ever. Household debt levels are at all time highs, bankruptcy rates are soaring, and children are bombarded with messages to "buy, buy, buy."

Teaching money skills doesn't have to be overwhelming for parents or boring for kids. Moms and dads can take easy steps to teach their children economic awareness and good fiscal habits. The month of April is designated *Financial Literacy for Youth Month*. It's an ideal time for parents to start or renew their children's financial education. The allowance information below and the resources listed at the end of this month's articles provides some assistance for parents.

Many experts recommend teaching children money skills with an allowance. Though some parents give an allowance as a paycheck for doing chores, most educators counsel there's a better way. They suggest that household tasks such as making a bed, setting the table, and helping with basic chores are responsibilities that come with being part of a family and should not be rewarded financially. A founder of a financial education company states, "Allowance is not a salary or an entitlement, it's a tool for teaching kids how to manage money."

Parents can teach allowance lessons with a visual, hands-on process. Set up three jars for each of money management's basic uses—spending, saving, and philanthropy or "sharing." Label the containers. Children put a portion of their allowance and money they receive for birthday gifts and holidays into each jar. They can divide the money evenly or put 20 to 40 percent into savings, five or ten percent into sharing and the rest in spending. The jars give kids a way to see their money grow. Kids can draw or cut out pictures from a magazine to represent each jar's purpose.

The amount of the allowance will vary depending on the family's financial situation and items the child is to purchase or save for. To determine an allowance amount, figure out your children's incidental expenses or give them a percentage of what you spend on them weekly. Another suggestion is to allocate \$1 per week per age of children 5 through 12. Although that may seem like a lot, remember that your child is getting just one third to

## *Family Economics*

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one half that amount for spending. The rest is going toward saving and charity. As part of the process, you might want to help your child set up a weekly budget. During *Financial Literacy for Youth Month*, teach your children skills to last a lifetime.

Source: Adapted from Siig, M., March 2004, *Money Talks*, Horizon Air Magazine, 10-11.

Key words: youth financial literacy, youth, spending, savings.

## **Adult Learning Principles Change Adult Retirement Planning Behaviors**

Researchers and investment firms are at long last studying how adults learn best and what, if anything, can be applied to the presently uninspired world of pension-plan participant education. And the results, at least according to one study, seem promising. Indeed, 401(k) contributions rose from \$2 million per month to \$3 million per month in the wake of one firm's efforts to teach people about retirement planning by applying adult-learning principles, says a recent University of Connecticut/CIGNA retirement study.

And given what other surveys say about this nation's dismal retirement savings rates, any improvement is to be commended, if not copied. How bad is it out there? One survey says that nearly half of all workers recall receiving educational material or participating in seminars about retirement planning and savings, yet three in four make no changes to their investments or contributions as a

result of those meetings. And when asked to grade their retirement education programs offered by employers, employees assigned a "C." Employers who use adult-learning principles in their retirement training can reverse this trend.

What are adult-learning principles? There are many, according to Barry Sheckley, a Professor of Adult Learning at the University of Connecticut. But the major principle is: "It's not about the teaching but about helping adults learn," says Sheckley. Yes, adults can and do learn. Unfortunately, the current retirement-education system uses the brain-as-computer metaphor when teaching people about retirement investing. "They use a dump-stuff-in-head process," says Sheckley.

Most investment firms that provide defined-contribution plans do use the sausage-factory approach. A company enrollment officer typically delivers a boring lecture about risk tolerance, asset allocation, and time horizons in a cafeteria and then walks out, never to be seen again. That's NOT how adults learn. Sheckley says adults learn best when they are engaged in problem-solving and experiential activities where they can use the full capacities of their brain. Most lectures don't do that.

- Adults learn best when they can explore ideas and situations as multidimensional. Most lectures present ideas in a linear, step-by-step process.
- Adults learn best when information has "emotional" context. Most adult learning today is unemotional. "And money is an emotional issue," says Sheckley. "It's not an academic exercise."
- Adults learn best when information is presented in a format that embraces individual perspectives and preferences. Most retirement education today uses the one-size-fits-all format.
- Adults learn best when they are provided with the opportunity to make analogies between what is being learned and what someone already knows and has learned along the way. "Adult learning is best conceived not as a process of remembering but rather of process of 'recognition,' seeing the relationships between new information and knowledge gained from prior experiences."

Plenty of evidence exists that adult-learning principles work. Witness the success of all the how-to television programs and magazines, as well as

adult-education centers that focus on subjects such as home improvement, gardening, and fitness. If adult-learning principles work for building a deck, surely they could work for building a nest egg.

Are you using adult learning principles in the Extension classes you teach or are you using "dump stuff-in-the-head" teaching techniques? If Extension is to increase knowledge and understanding and change attitudes and behaviors, we must use adult learning principles.

Source: Adapted from: Powell, R. (2004, February 25). Teaching Older Investors New Tricks, CBS MarketWatch.com, San Francisco, CA 94111.

Key words: financial security, retirement, behavior modification, financial literacy.

## A Dozen Tips for Protecting Your Identity

At some point, we've all wished we could change places with someone else, preferably someone rich and famous. Guess what? There are plenty of people who'd love to be plain-old "you," and they'll go to great lengths to get their hands on your identity. More than half a million people find themselves victims of identity theft each year. If you're an ID thief's mark, you'll likely face years of lost money and added frustration as you work to clean up the mess.

The best protection is prevention. Here are some tips to safeguard your good name:

1. Be watchful of shoulder-surfers. At ATMs and phone booths, thieves will stand close enough to see PIN numbers punched in by users.
2. Limit the number of credit cards you carry. The fewer cards you have, the easier it is to track them.
3. Mind those credit card receipts. Only a few businesses have stopped listing full account numbers and expiration dates on receipts. Put the charge slip copies in a safe spot until your credit card bills arrive.
4. Monitor your credit accounts carefully, so you'll know if a bill's missing or unauthorized purchases have been made. Close out unused credit cards. Cutting them up is not enough. Buy a shredder and use it. Any document that has personal financial information on it can give

an identity thief a foothold into your life. Shred everything, including credit card receipts (after you've reconciled your bill), old bank statements, medical statements, everyday bills, and pre-approved credit card offers.

5. Write clearly on all credit applications. Consistently and completely fill in all credit and loan applications using your full name, first, middle, and last. Every bill that comes to your house should be addressed exactly the same.
6. Get a credit report at least once a year and clean up any errors. Look for personal information and credit accounts that are not yours. Credit bureaus make mistakes.
7. Never leave paid bills in your mailbox for the mail carrier to pick up. Drop them off at a post office box.
8. If you're moving, contact all your creditors and update them of your address changes immediately. You don't want credit information and new credit cards being delivered to the wrong address. Likewise, if your credit card expires and you don't receive a new one, call your creditor immediately.
9. Protect your Social Security number. Only give your Social Security number when absolutely necessary. Avoid using it as your account number whenever possible. If merchants demand it, ask for an alternate number and take your business elsewhere if they insist on writing it on your check.
10. Don't provide your Social Security number, bank account number, or credit card number to anyone who contacts you through telephone solicitation.
11. If you're shopping with an online merchant for the first time, look for the Trust-e symbol or a Better Business Bureau online seal. These indicate the seller has been independently audited and deemed trustworthy.
12. Make sure any online credit card charges are handled through a secure site or in an encrypted mode. You'll know you're on a secure site if the web page on which you conduct your transaction begins with https instead of the usual http.

Source: Adapted from: Arthur, D. 2004. 15 must-know tips for protecting your identity. Bank-rate.com.

Key words: identity theft, fraud.

## Idaho Extension Family Economics Education

### Dollar Decision\$

The new *Dollar Decision\$* curriculum teaches basic financial skills including: how to identify spending leaks; how to determine needs versus wants; methods to track expenses; financial goal setting; identifying sources of income and other resources; how to develop a spending and saving plan, and ways to increase income and decrease expenses. The curriculum includes a 22-minute video available in VHS or DVD formats, a teaching guide, two lessons including PowerPoint slides, fact sheets, activity sheets, and class evaluations.

Marsha Hawkins and I introduced the curriculum during two fall national professional association meetings. The University of Wisconsin Extension adopted the curriculum for FCS education. Extension specialists and educators in sixteen other states ordered *Dollar Decision\$*. It's also being used by Armed Services Family Support programs, a bankruptcy trustee in Canada, colleges, public and private high schools.

The curriculum was introduced to Idaho FCS extension educators in October and January. *Dollar Decision\$ (DD)* curriculum is being taught by Extension educators in most regions of Idaho. In Eastern Idaho Marnie Spencer, Bingham County, and Linette Riley, Power County, taught noon and evening classes to the public at the Bingham County Extension office. Barbara Petty, Bonneville County, incorporated *Dollar Decision\$* into the money management lesson for her *Married and Loving It!* class series.

In Central Idaho Marsha Hawkins, Jerome County, is teaching *Dollar Decision\$* to Head Start families. Joan Parr, Cassia County, is working with Head Start in her county to reschedule a class. Her cooperating group learned the hard way that Friday evening is not an ideal time to schedule classes!

Southwest Idaho's *Dollar Decision\$* "teaching stars" are Linda Gossett's EFNEP II nutrition advisors. Linda returned approximately 100 lesson evaluations during the past four months! I taught the *DD* lessons to families enrolled in Boise Neighborhood Housing's "Homeward Bound" program. I was amazed to find a "full house" of eager class partici-

pants on St. Patrick's Day evening. Hint: they provided pizza and beverages for the classes scheduled from 6-8 pm.

North Idaho's Julia Welch (Idaho County) will be working with Habitat for Humanity in Lewiston/Clarkston to teach *DD's* basic financial management concepts. FCS educators who were given the curriculum are expected to return at least one set of teaching evaluations from each lesson no later than September 1, 2004.

### Long Term Care Workshops

Marsha Hawkins and Barbara Petty are joining the "Financial Security in Later Life" initiative bandwagon! They are teaming with AARP-Idaho to offer Long Term Care: *Planning for Quality of Life* workshops. Marsha's workshop will be held in Twin Falls on May 8; Barbara is also teaming with the Idaho Falls Chamber of Commerce to offer a May 21 workshop in Idaho Falls. The workshops will include the following topics:

- **What are the resources available to me in my community?** A representative from the Area Agency on Aging will teach about levels of care, home-based care services, and community-based care services.
- **Can I get help with my medical costs?** An attorney working for Idaho Legal Aid will discuss financial assistance for long term care, what Medicaid covers, and property assets and how they affect eligibility for medical assistance.
- **Should I purchase long-term care insurance?** A senior health insurance benefit representative from the Idaho Department of Insurance will answer the following questions in a PowerPoint presentation: What is long-term care insurance? Will it meet my needs? What does it cover? What about Medicare?
- **How can I find quality long-term care providers or nursing homes?** Qualis Health received funding from the US Department of Health and Human Services to conduct assessments of Idaho health care providers and nursing homes. A representative will discuss how quality is determined and how you can access this information.

AARP-Idaho is providing direct mail marketing of the workshops to their members in surrounding counties, providing 20 excellent fact sheets in their "Caring for Those You Care About" series, and

funding refreshments. AARP-Idaho wants to offer additional workshops in rural Idaho. Contact me if you're interested in facilitating a Long Term Care workshop in your area.

## Financial Education Resources for Youth

April is *Financial Literacy for Youth Month*. This is an opportunity to draw attention to the need for young adults to obtain training in such personal finance basics as money management, saving and investing. The web sites below teach these concepts.

**The Mint** <http://www.themint.org>. This site includes sections with ideas for kids, tips for parents, ideas for teachers. It has information on earning, saving, spending, tracking, owing, investing, activities for youth, and a helpful glossary. I used information from one section in a presentation for teens.

**Kids Bank** <http://kidsbank.com>. A site sponsored by Sovereign Bank explains some of the fundamentals of banking in a language children can understand. It features calculators to show kinds how much and how long they need to save to achieve goals.

### The NEFE Teen Resource Bureau

<http://www.ntrb.org>. The National Endowment for Financial Education's interns developed this interactive site for teens. It's updated with a new "feature" quarterly. The current quarter has information about taxes. The site includes a teacher's section, facts on a variety of financial topics of interest to teens—cars, college, jobs, credit, entrepreneurship, etc. There are games and a fun "Ask Madame Moolah" section.

### Jump\$tart Coalition's Reality Check

[http://www.jumpstart.org/madmoneypgv\\_money\\_rc\\_for\\_m.html](http://www.jumpstart.org/madmoneypgv_money_rc_for_m.html). An interactive quiz for teens is this site's feature. Teens select choices for shelter, food, transportation, utilities, entertainment, and other expenses. The user then clicks on the "Reality Check" button and the site lists the hourly and weekly salary needed to support the lifestyle choices. The site informs the users of the types of jobs that will pay that salary and the amount of education needed to earn the income to support their chosen lifestyle.