Promising Practices in Food Bank Nutrition Education

Christine Rivera, RD
Lisa Medrow, RDN, LD

September 28, 2015
Objectives

• Describe four nutrition education strategies, and how they can be applied to clients of food banks

• Name at least two criterion from of the Guide for Effective Nutrition Interventions and Education (GENIE)

• Identify at least two resources for nutrition education and/or evaluation on the Healthy Food Bank Hub www.healthyfoodbankhub.org
Speaker Introduction

Christine Rivera, RD
Community Health and Nutrition Manager
Feeding America

Lisa Medrow, RDN, LD
Kids Eat Right Project Specialist
Academy of Nutrition and Dietetics Foundation
Nutrition Education Strategies

Christine Rivera, RD
Community Health and Nutrition Manager, Network Engagement

Feeding America
Feeding America

- Are a trusted community resource and uniquely positioned to
  - increase access to Foods to Encourage
  - provide nutrition education
- Nearly 80% of food banks implement nutrition education activities
- Most common topics
  - Improving diet, health and wellbeing
  - Maximizing utilization of emergency food
  - Improving food security by building healthy cooking and resource management skills
Needs Assessment

• Identify current strengths and gaps

• Review 2014 Hunger in America Study national and local data
  • Client Survey and Agency Survey

• Identify current or potential partners

• Can be used to help define target audience
Strategies

Nudges

Point of Service

Classroom/Workshops

Train the Trainer
Nudges

• Behavioral Economics

• Nudge Interventions:
  • F2E Placement Matters in Distribution
  • Positive Signage Helps
  • Appearance of Abundance
  • Visibility of F2E is Key

• Nutrition Nudge Research

• Resources
  • The Power of Nudges: Making the Healthy Choice the Easy Choice Video
  • How to Guide: Nudges
Nudges

Alameda County Community Food Bank
Point of Service

• Deliver simple, short one time nutrition education lessons at the same time people are receiving other services i.e. food distribution

• Examples of Point of Service
  • Tasting Stations
  • Cooking Demos
    – Food prep or recipe prep demo
  • Walk the Line
    – Nutrition education provided to clients in line for food
  • Volunteers sharing nutrition messaging during a client choice food distribution
Point of Service

Greater Chicago Food Depository
Classrooms/Workshops

• Traditional nutrition education delivery method

• Series of weekly classes to provide a more in-depth content

• Participants are more likely to retain information and turn knowledge into action
Classrooms/Workshops

Food Bank of Santa Barbara County
Train the Trainer

• Allows food bank staff or volunteers to share their nutrition information

• Could also be Peer to Peer
  • This model is well received by clients as information is delivered by their own peers in a relevant and practical way
Train the Trainer

Alameda County Community Food Bank
Resources

– HealthyFoodBankHub.org

– Health, nutrition and hunger-relief professionals

– Educates – Connects – Engages
  – 81,000+ unique users
  – 276,000+ pageviews

– Created in partnership with

Feeding America

Academy of Nutrition and Dietetics Foundation
Utilize Tools & Resources

• Features **400+ assets** (healthy recipes, nutrition education materials, handouts, curriculum, research, posters, etc.)

• Rigorous **client-focused** criteria used to vet all assets
Evaluation Tools

• Have clear and measurable objectives.

• It is important for evaluation methodology and methods to be selected based on key factors such as time, cost, feasibility, utility, and accuracy.

• You will hear more about the resource list designed specifically to help food banks and those working food banks.
Program Evaluation

• Evaluation is the systematic application of scientific methods to assess the design, implementation, improvement and outcomes of a program

• Gain insight about
  • Program Effectiveness (program success)
  • Program Efficiency (maximization of resources)

• Inform decision-making and efforts toward continual program improvement.
  • Program Evaluation on HungerNet
Summary

• Food banks and food pantries are a trusted community resource and uniquely positioned to
  – increase access to Foods to Encourage
  – provide effective nutrition education

• Completing all the steps from Needs Assessments to Program Evaluation while utilizing appropriate materials and tools will create effective nutrition education programs.
Contact Info:

Christine Rivera RD
chrivera@feedingamerica.org
Introducing GENIE

Lisa Medrow, RDN, LD
Kids Eat Right Project Specialist
Academy of Nutrition and Dietetics Foundation
Why was GENIE created?

Nutrition education is important

What does ‘good’ look like?
What is GENIE?

- A simple-to-use online checklist
- A rigorously validated tool for designing, modifying or comparing nutrition education programs
- A tool kit of resources for program planners
How was GENIE created?

3 Step Process
 Criteria development and expert panel
 Reviewer testing
 Systematic literature review
Introducing GENIE

sm.eatright.org/GENIE


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<th>CATEGORY COLOR CODE</th>
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<td>1) PROGRAM DESCRIPTION AND IMPORTANCE</td>
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<td>2) PROGRAM GOAL</td>
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<td>3) PROGRAM FRAMEWORK</td>
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The Guide for Effective Nutrition Interventions and Education (GENIE) is provided for your use by the Academy of Nutrition and Dietetics and its Foundation with funding support from the ConAgra Foods Foundation. GENIE was designed as a simple, practical, and evidence-based tool to help nutrition education practitioners design high quality and effective programs. Program planners can benefit from GENIE during the design process to build effective nutrition education programs with a higher likelihood of achieving their outcomes. Program reviewers can also use GENIE to efficiently compare various nutrition education program proposals and inform funding decisions.

We invite you to view these brief video presentations and welcome you to this exciting resource:

- An Introduction to GENIE
- Guide for Effective Nutrition Intervention and Education
- Message from ConAgra and ConAgra Foods Foundation

GENIE was designed as a self-assessment tool. The results of your assessment will not be shared with anyone and the feedback is intended to help you improve your education programs. A high score is indicative of a high quality program, but does not necessarily indicate that your program may be more likely to receive funding. Keep in mind that while most GENIE’s criteria will apply to your program goals, some may not.

Clicking the I Agree/Start button below takes you directly to the GENIE checklist. If this will be your first time using GENIE, we strongly recommend that you familiarize yourself with the tool first before assessing your program. Click on the "How to Use GENIE" tab at the top of the page to access our sample proposals and scoring benchmarks. These tools are designed to help you learn how to effectively rate programs using GENIE. You can also skip directly to GENIE’s resources by clicking on the Videos and Resource Kit table at the top of the page. When you’re ready to evaluate your
Welcome to the Guide for Effective Nutrition Interventions and Education -- GENIE! The GENIE checklist can be used to help you create a new nutrition education program, improve or modify an existing program, or compare different nutrition education programs.

The checklist consists of 9 Categories with various quality criteria within each category. Simply check "Yes" if the criterion is present in your program or "No" if it is not present. The "information" icons explain potentially unfamiliar concepts. Hover your cursor over the icon to view the information for each criterion. After completing the GENIE checklist, your program will be given a score based on how many quality criteria you marked as present.

Tips for program planners: When scoring your program, strive to mark only criteria that are clearly described in your plan. Since it can be difficult to score a program plan that you have written yourself, consider asking a colleague to complete the GENIE checklist for you. It may be easier for an outsider to provide an objective assessment. When scoring your nutrition education program, understand that having a checkmark for every criterion is ideal, but may not be realistic. If your program will not include a certain feature, provide rationale in your plan as to why it will be excluded.

### 1. PROGRAM DESCRIPTION AND IMPORTANCE

<table>
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<th><strong>1.1 The proposed program provides evidence of feasibility.</strong></th>
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<th><strong>1.2 The proposed program describes why it is well-timed and/or novel.</strong></th>
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<th><strong>1.3 The proposed program defines the target group and need (think about health inequities).</strong></th>
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<td>[ ] Yes</td>
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<td>[ ] No</td>
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### 2. PROGRAM GOAL

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<th><strong>2.1 The proposed program promotes healthy eating behaviors.</strong></th>
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<td>[ ] Yes</td>
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<th><strong>2.2 The proposed program includes nutrition related goals that address proximal outcomes.</strong></th>
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<th><strong>2.3 The proposed program includes nutrition related goals that address intermediate or distal outcomes - if weight is the outcome, including appropriate physical activity in goals is encouraged.</strong></th>
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</table>
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<td></td>
<td>Yes</td>
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<td></td>
<td>No</td>
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</tbody>
</table>
1. PROGRAM DESCRIPTION AND IMPORTANCE

1.1 The proposed program provides evidence of feasibility.

- [ ] Yes
- [ ] No

FEASIBLE - capable of being done; reasonable

1.3 The proposed program defines the target group and need (think about it is well-timed and/or novel.)

- [ ] Yes
- [ ] No
### 3. PROGRAM FRAMEWORK

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<td></td>
<td>3.1 The proposed program uses research or best practice examples to show how a model or framework integrates with the program goal.</td>
<td>Yes</td>
<td>No</td>
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<td></td>
<td>3.2 The proposed program includes partnerships with other groups and explains how these partners aid the program.</td>
<td>Yes</td>
<td>No</td>
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<td></td>
<td>3.3 The proposed program meets the needs of the target group.</td>
<td>Yes</td>
<td>No</td>
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<td></td>
<td>3.4 The proposed program addresses external influences on food and eating.</td>
<td>Yes</td>
<td>No</td>
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### 4. PROGRAM SETTING, RECRUITMENT AND RETENTION PLAN

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<td></td>
<td>4.1 The proposed program describes an appropriate setting for target group.</td>
<td>Yes</td>
<td>No</td>
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<td></td>
<td>4.2 The proposed program describes realistic recruitment and retention of participants.</td>
<td>Yes</td>
<td>No</td>
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</table>
5. INSTRUCTIONAL METHODS

5.1 The proposed program includes several techniques to promote learning.
- Yes
- No

5.2 The proposed program includes several techniques to motivate participants.
- Yes
- No

5.3 The proposed program includes several techniques to promote nutrition behavior change.
- Yes
- No

5.4 The proposed program explains why the planned teaching time and dose are adequate/fitting use related research or best practice examples as support.
- Yes
- No

6. PROGRAM CONTENT

6.1 The proposed program content relates to program goals.
- Yes
- No

6.2 The proposed program content is based on best practice examples or related research with citations from relevant research or government/health society guidance.
- Yes
- No

6.3 The proposed program content is supported by experts or key informants.
- Yes
- No

7. PROGRAM MATERIALS

7.1 The program cites and explains that the materials have social and cultural relevance including language, reading level, food likes/dislikes, household status, food/diet needs, interests, age/development stage matched, learning style and/or format.
- Yes
- No
8. EVALUATION

8.1 The proposed program includes measurement tools that address program goals.
- Yes
- No

8.2 The proposed program includes measurement tools that are reliable, valid, and chosen based on related research or best practice.
- Yes
- No

8.3 The proposed program’s evaluation method is cited, based on related research, best practice or includes pilot testing to support its use.
- Yes
- No

8.4 The proposed program includes process evaluation to check that the program is implemented as planned.
- Yes
- No

8.5 The proposed program includes outcome evaluation measures for proximal goals.
- Yes
- No

8.6 The proposed program includes outcome and/or impact evaluation measures for intermediate or distal goals.
- Yes
- No

8.7 The proposed program evaluates outcome/impact at multiple time points.
- Yes
- No

8.8 The proposed program includes an appropriate analysis plan.
- Yes
- No

9. SUSTAINABILITY

9.1 The proposed program addresses the potential for the program to continue.
- Yes
- No
# Checklist Features

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<table>
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<tr>
<td><strong>9.2</strong></td>
<td>The proposed program is supported by evidence of prior/current program success.</td>
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<td></td>
<td>Yes</td>
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<td>No</td>
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<tr>
<td><strong>9.3</strong></td>
<td>The proposed program describes shared roles and duties of program partners.</td>
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<td></td>
<td>Yes</td>
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<td><strong>9.4</strong></td>
<td>The proposed program implies potential for broader reach, replication and growth.</td>
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<td>Yes</td>
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<td><strong>9.5</strong></td>
<td>The proposed program addresses the collective program impact within the community and/or among program partners.</td>
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[Submit Responses]
Thank you for completing the survey. Your score is 18

You may view your results below or click on the Download link to save a PDF version for later review.

Date
1. Today's Date
09/13/2014

1. PROGRAM DESCRIPTION AND IMPORTANCE
1. 1.1 The proposed program provides evidence of feasibility.
   Yes
   No

2. 1.2 The proposed program describes why it is well-timed and/or novel.
   Yes
   No

3. 1.3 The proposed program defines the target group and need (think about health inequities).
   Yes
   No
3. 1.3 The proposed program defines the target group and need (think about health inequities).

Yes
No

4. 1.4 The proposed program justifies that the target group will benefit from the program or intervention, based on related research, best practice examples, or a needs assessment.

Yes
No

Score: 2
Recommended Practice

If you scored 3 or 4 - Great job! Your score indicates that your program meets 50% or more of the GENIE criteria for this category.

If you scored 0, 1 or 2 - It is important that your program plan is achievable and meets the needs of your target audience. It's important to explain how your program is not only necessary to meet those needs, but sufficiently planned to be effective. A literature review is strongly recommended to gather best practice recommendations and give you a sense of other effective interventions that address a similar target population or a similar topic. If you are not familiar with how to do a literature search or needs assessment, there are some tools in the GENIE Resource Kit to help you.
Thank you for completing the survey. Your score is 18
Resource Kit

Guide for Effective Nutrition Interventions and Education
Many resources are provided through GENIE to assist nutrition educators at any level of experience in developing the most effective programs possible.

Definitions

To download a complete listing of defined terms and program examples found within the GENIE checklist, click here.

Videos and Tutorials

A series of informational videos and tutorials have been created to help you familiarize yourself with GENIE and learn how GENIE can help you develop your nutrition education program. Click on the links below to access each presentation:

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<tr>
<th>Tutorial</th>
<th>Video</th>
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<tr>
<td>Category 1: Program Description and Importance</td>
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<td>Category 3: Program Framework</td>
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<td>Category 4: Program Setting, Recruitment and Retention Plan</td>
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<td>Category 8: Evaluation</td>
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Additional Presentations

- The Guide for Effective Nutrition Interventions and Education
- An Introduction to GENIE
- A Message from ConAgra Foods Foundation
- Why GENIE was Developed?
- Why is GENIE Important?
- How to Use GENIE

Sample Proposals

Familiarize yourself with GENIE by viewing this brief video presentation and using the sample proposals and scoring benchmarks.

Presentation

GENIE Sample Proposals
Video Tutorials

Category 1 - Program Description and Importance-v3.mov

sm.eatright.org/GENIE
Additional Resources

Sample Proposals

Familiarize yourself with GENIE by viewing this brief video presentation and using the sample proposals and scorir

Presentation

✧ GENIE Sample Proposals

First Draft

- Sample Proposal - First Draft Blank
- Sample Proposal - First Draft Coded
- First Draft Benchmark

Revised Draft - Composition Format

- Sample Proposal - Revised Draft Composition Blank
- Sample Proposal - Revised Draft Composition Coded
- Revised Draft Benchmark - Composition

Revised Draft - Q&A Format

- Sample Proposal - Revised Draft Q&A Format Blank
- Sample Proposal - Revised Draft Q&A Coded
- Revised Draft Benchmark - Q&A

PDF Note: You will need Adobe Reader to view these files. A free download is available from http://get.adobe.com search within the PDF files using the function CTRL+F.

Additional Resources

To download a complete listing of online program planning resources, click here.
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Nutrition Proposal Example

You’re an education director at a mid-sized metro area food bank that coordinates programs at multiple local pantries. You would like to start a new program for parents and their children. You’re writing a grant proposal to a local funding organization to support your pilot project.
Proposed Program

Program Overview: 4, 120 minute classes held in 3 area schools
Program Plan: Each class will include 15 minute lesson on MyPlate, 45 minutes culinary instruction/food prep, 60 minutes family-style mealtime, clean-up, and food distribution
Qualifications: Established organization with strong history of community involvement and extensive experience delivering nutrition and culinary education
Goals/Objectives:
- Knowledge- participants can describe why balanced eating is important
- Short Term Behavior- participants prepare and enjoy meals together as a family at home
- Long Term Outcome- participants report nutritionally balanced eating patterns at family meals and greater availability of healthy foods at home
Evaluation: Self-designed surveys to evaluate MyPlate knowledge, self-reported family meals and food habits
Proposed Program - What are we doing well?

Category 1: Program Description and Importance
- Evidence of feasibility, program is appropriate for the target group

Category 2: Program Goal
- Various appropriate goals are well defined and measurable

Category 4: Program Setting, Recruitment and Retention Plan
- Interested audience, program held at community locations where children already receive afterschool care
Scored High in 3 Categories:

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Needs Improvement in 4 Categories:

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Proposed Program- Where can we improve?

Category 3: Program Framework
• No research or best-practice example to back up structure or content of the program

Category 5: Program Methods
• Does not explain why planned teaching time/dose are adequate or appropriate

Category 8: Evaluation
• Self-designed survey has not been tested. Unknown reliability and validity.

Category 9: Sustainability
• Program does not address potential for continuity and lacks collaboration with partners/community
Proposed Program- What did we change?

Category 3: Program Framework

• No research or best-practice examples to back up structure or content of the program

Category 3- Program Framework and Design:

National Cancer Institute- Theory at a Glance

A “resource for public health practitioners seeking a single, concise summary of health behavior theories”, described as being “neither overwhelming nor superficial”.  
Proposed Program- What did we change?

Category 3: Program Framework

- No research or best-practice examples to back up structure or content of the program

Integrate the Social Cognitive Theory to explain program design
Proposed Program- What did we change?

Category 5: Program Methods

- Does not explain why planned teaching time/dose are adequate or appropriate

---

Category 4- Program Setting, Recruitment, and Retention Plan:

Centers for Disease Control- Program Design

“This Web site serves to introduce certain concepts, provide resources for more detailed information on program design, and link program planners to practical resources”. Although specifically designed for workplace wellness programs, the materials included here can be applied to other adult populations.

http://www.cdc.gov/nccdphp/dnpao/hwi/programdesign/
Proposed Program- What did we change?

Category 5: Program Methods

• Does not explain why planned teaching time/dose are adequate or appropriate

• Spread program over 5 sessions of 90 minutes based on HOME model

• Change education focus from MyPlate to more targeted dietary needs (reduce high fat foods, increase fruit and vegetables, reduce high sugar foods/beverages, and controlled portions)
Proposed Program - What did we change?

Category 8: Evaluation

• Self-designed survey has not been tested. Unknown reliability and validity.

Category 8 - Evaluation Resources:

W.K. Kellogg Foundation- Evaluation Handbook

“This Evaluation Handbook is designed to encourage dialogue about the role evaluation should play at the project level”.

https://www.nwphp.org/documents/evaluation/kellogg-eval-handbook

USDA- Dietary Assessment Instruments

“For public health researchers, a searchable database of diet and physical activity measures (or tools) relevant to childhood obesity research to promote the consistent use of common measures and research methods”.


Diet History Questionnaire

DHHS, NIH, National Cancer Institute.

Part of Risk Factor Monitoring and Methods, this questionnaire provides background information and tools and resources for utilizing this program.

Dietary Assessment Calibration/Validation Register

DHHS, NIH, National Cancer Institute.

Register contains studies and publications which compare dietary intake estimates from two or more dietary assessment methods.

Behavior Change and Maintenance

DHHS, NIH, Office of Behavioral and Social Sciences Research.
Proposed Program- What did we change?

Category 8: Evaluation

- Self-designed survey has not been tested. Unknown reliability and validity.

Use validated assessment instruments

- Modified General Nutrition Knowledge Questionnaire
- Family Meal Routines Survey (Frequency of Family Meals)
- Brief Meal Time Screener (Content of Family Meals)
- Fulkerson Home Food Inventory


Proposed Program - What did we change?

Category 9: Sustainability

- Program does not address potential for continuity and lacks collaboration with partners/community

Planning for the sustainability of community-based health programs: conceptual frameworks and future directions for research, practice and policy

Mona C. Shedia-Rizkallah and Lee R. Bone

Abstract

Attention to the sustainability of health intervention programs both in the US and abroad is increasing, but little consensus exists on the conceptual and operational definitions of sustainability. Moreover, an empirical knowledge base about the determinants of sustainability is still at an early stage. Planning for the sustainability of community-based health programs

This “paper presents an initial set of potential guidelines and strategies for fostering program sustainability within the dynamic context of community”.  
http://her.oxfordjournals.org/content/13/1/87.full.pdf
Proposed Program - What did we change?

Category 9: Sustainability

- Program does not address potential for continuity and lacks collaboration with partners/ community

Partner with local grocery store to sponsor groceries for education sessions and/ or coupons for families

Consider collaborating with dietetic internships/ nursing programs/ culinary schools to provide staff support

Coordinate efforts with EFNEP/ SNAP program and community groups for referrals
Proposed Program

Program Overview: 4, 120 minute classes held in 3 area schools
REVISED Program Overview: 5, 90 minute classes held in 3 area schools

Program Plan: Each class will include 15 minute lesson on MyPlate, 45 minutes culinary instruction/food prep, 60 minutes family-style mealtime, clean-up, and food distribution
REVISED Program Plan: Each class will include 45 minutes culinary instruction and food prep, 45 minutes family-style mealtime/ nutrition education, clean-up, and food distribution

Qualifications: Established organization with strong history of community involvement and extensive experience delivering nutrition and culinary education
Qualifications: Established organization with strong history of community involvement and extensive experience delivering nutrition and culinary education
Proposed Program

Goals/ Objectives:
- Knowledge- participants can describe why balanced eating is important
- Short Term Behavior- participants prepare and enjoy meals together as a family at home
- Long Term Outcome- participants report nutritionally balanced eating patterns at family meals and greater availability of healthful foods at home

REVISED Goals/ Objectives:
- Knowledge- participants achieve higher scores on General Nutrition Knowledge Questionnaire
- Short Term Behavior- participants prepare and enjoy meals together as a family at home more often as indicated by Family Meal Routines Survey
- Long Term Outcome- participants report nutritionally balanced eating patterns at family meals and greater availability of healthful foods at home as indicated by Brief Meal Time Screener and Home Food Inventory

Evaluation: Self-designed surveys to evaluate MyPlate knowledge, self-reported family meals and food habits

REVISED Evaluation: Reliable, validated surveys to evaluate nutrition knowledge, family meal frequency and content and household food
How GENIE can be used

- Enhance educators’ skill and confidence
- Choose appropriate lessons
- Arrange space to facilitate learning
- Modify activities as appropriate
- Encourage providers to include parents
- Use a variety of instructional methods
- Engage youth on multiple levels

Apply GENIE:

- New programs
- Comparing programs
- Modifying programs
- Advising others
Healthy Food Bank Hub Resources
Healthy Food Bank Hub

About the Hub

The Healthy Food Bank Hub is a project and platform developed in partnership with Feeding America and network food banks, Academy of Nutrition and Dietetics, and National Dairy Council. The Hub provides a platform of evaluated tools and resources, showcases existing best practices and nutrition initiatives, and engages health and nutrition professionals to help fight hunger while promoting health.
Healthy Food Bank Hub

- Nutrition education handouts
- Nutrition education curricula
- Recipes
- Assessment and evaluation resources
Healthy Food Bank Hub

Tools and Resources

Search for a recipe, resource, or tool...

Examples: Chicken Recipes, ACA Fact Sheet, MyPlate Resources

Refine By:
- Categories
  - Curriculum
  - Dietitian
  - Educational Material
  - Food Banker
  - Food Safety
  - Health Professional
  - Nutrition Education Handout
  - Poster
  - Recipe
  - Research/Program Evaluation
  - Video
  - Equipment
  - Ingredients
  - Languages

Home Tools and Resources

Donate Now

DONATE NOW
**MAKE BETTER BEVERAGE CHOICES**
This colorful handout is a great way to start thinking about ways to improve the beverages you drink throughout the day. Ideas such as carrying a water bottle with you and making sure that you have your dairy for Vitamin D and calcium. This guide helps to steer clients away from energy-dense beverages and over to nutrient-dense beverages. This is the English version. READ MORE

**BREAKFAST**
Struggle to get breakfast in the morning? This handout is a great resource to not only get some great ideas for breakfast, but also it explains the importance of eating breakfast for your health. Download this PDF today and stop the excuses today and start fueling your body for the day! **The recipe(s) contained in this asset have not been compared with the Healthy Food Bank Hub Recipe Criteria** READ MORE

**WHY PLAN A MEAL**
Not only will you learn the reasons why you should plan out your meals, but this handout provides some great recipes as well. Planning a meal can save money and increase the variety of food you eat in a week, so use this handout today and start planning out your meals. **The recipe(s) contained in this asset have not been compared with the Healthy Food Bank Hub Recipe Criteria** READ MORE

**COOKING FOR ONE OR TWO - EASY MEAL TO MAKE**
Can you not think of anything to eat? This handout provides easy meals using ingredients you probably have on hand. When looking for quick ideas, don't limit your choices by thinking that certain foods can be enjoyed only at certain mealtimes. Try these ideas for dinner tonight! **The recipe(s) contained in this asset have not been compared with the Healthy Food Bank Hub Recipe Criteria** READ MORE

**HARVEST OF THE MONTH: SWEET POTATOES**
Do you have sweet potatoes and do not know how to prepare them? Do you know how to select sweet potatoes? This handout will not only give you preparation techniques, but also learn a great recipe of sweet potato hash. It will also give you tips on how to select a good sweet potato. You will even get the nutrition facts for sweet potatoes. Learn how much of a sweet potato you need to get all the health benefits it has to offer, like vitamin A and C, and potassium. All things sweet potatoes are right here on this handout, so download it today and try sweet potatoes! **The recipe(s) contained in this asset have not been compared with the Healthy Food Bank Hub Recipe Criteria** READ MORE
Nutrition Education Curricula

PROJECT STRENGTH
This 8 week lesson plan is a kid-friendly, interactive curriculum that will have your kids up and moving. With a physical activity incorporated into each lesson plan on nutrition, this is sure to educate the community on the overall benefits of a healthy lifestyle. With lessons on how to keep your kitchen safe to portion control to navigating media advertisements with healthful and harmful messages, this curriculum hits all the important points for families and children to live a healthy lifestyle in today’s society. Download this PDF today and make this a part of your next curriculum! READ MORE

PRODUCE TOOLKIT
This interactive MyPlate-based nutrition lesson plans and tastings focused on increasing nutrition knowledge and consumption of fresh, food-bank-provided fruits and vegetables truly have an impact on kids knowledge and consumption-related behaviors of fruits and vegetables. This 3 lesson curriculum provides a poster for each lesson and a tip card that participants can take home. You even are provided a MyPlate Community Toolkit! Download this wonderful, Kid-friendly curriculum today and implement it in your school/community center/food bank this year! READ MORE

EAT SMART LIVE STRONG
The Eat Smart, Live Strong Activity Kit promotes two key behaviors: increase fruit and vegetable consumption to 3 1/2 cups per day (1 1/2 cups of fruits and 2 cups of vegetables), and participate in at least 30 minutes of physical activity most days of the week. The Activity Kit includes a Leader’s Guide and four sessions designed to reinforce these behaviors. READ MORE
Refined search: Fall

Browsing All Tools & Resources
Viewing all 4 Tools & Resources refined by: Winter

SHOW TAG CLOUD

CORN CHOWDER
Corn Chowder is a tasty soup that is perfect for those winter months. An easy, filling meal, corn chowder is a good way to add some calcium to your diet, which is important for the health of your bone and teeth. This recipe even provides you with 2 of the MyPlate food groups: vegetables with onions and corn, and dairy with evaporated milk. Download this recipe today and keep warm this winter!
READ MORE

PINTO BEAN STEW
Pinto Bean Stew is a delicious way to enjoy heart healthy beans! Pinto beans are high in fiber and loaded with nutrients, so this recipe is great for your whole body. Enjoy this stew alone or with a side of rice, to add some whole grains to this dish. In addition, you’ll learn how to read a nutrition label, and how to prepare pinto beans and how to store beans. Download this recipe and try it today! READ MORE

BLACK BEAN SOUP
When it’s cold outside or when you feel like having something filling, this hearty black bean soup is the perfect solution! The soup is easy to make and a great source of fiber and vitamins. With onions, black beans, sweet potatoes and tomatoes, this recipe is a burst of vitamins and flavors in your mouth. This is a great recipe to try with the whole family. They are sure to be asking for more black bean soup! READ MORE
http://healthyfoodbankhub.feedingamerica.org/resource/nutrition-education-handout-checklist/
Developing & Assessing Nutrition Education Handouts (DANEH) Checklist

The Developing & Assessing Nutrition Education Handouts (DANEH) checklist was created by the Academy of Nutrition and Dietetics Foundation as part of the Future of Food (FOF) project. The purpose of the DANEH checklist is twofold: 1) to screen existing nutrition education handouts in order to establish the inclusion/exclusion of important quality components, and; 2) as a tool to use in developing quality nutrition education handouts. The checklist incorporates 21 constructs identified as quality indicators to be included in nutrition education handouts, based on a literature review. The constructs are categorized into five main topic areas: content; behavior focus; cultural sensitivity; written word; and organization/readability.

Results of DANEH validation testing proved that DANEH is a valid tool and has good interrater reliability for handouts for a general low-income audience when RDNs are the reviewers. It is recommended that a score of 18 out of 21 possible points (86%) by two reviewers is the cutpoint for handouts to be considered high quality handouts. For handouts with a score of 17, it is recommended that a 3rd reviewer rates the handout using DANEH. It is recommended that handouts with a score of 16 or less are not considered high quality.

The DANEH checklist is used to vet nutrition education handouts for inclusion in the FOF Healthy Food Bank Resource Hub website for a target audience of people facing food insecurity. All handouts posted on www.healthyfoodbankhub.org have been approved using the DANEH checklist.
Content:
Current, accurate, and consistent with USDA Dietary Guidelines and MyPlate (required ‘yes’ for approval)
Yes ☐
Check “yes” if the content promotes current, evidence-based recommendations, and is consistent with USDA Dietary Guidelines and MyPlate.
No ☐
Check “no” if the content is based on outdated information (including MyPyramid).
Comments: ____________________________

Promotes relevant health issues for target audience
Yes ☐
Check “yes” if the content addresses a relevant health issue of the target audience (i.e., reducing sodium for African-American audiences).
No ☐
Check “no” if the content is not relevant to the target audience (i.e., eating organic fruits and vegetables for low-income audiences).
Comments: ____________________________

Clear purpose
Yes ☐
Check “yes” if it is immediately clear what the handout will tell you or how it can help you.
No ☐
Check “no” if you have to read much of the content before you realize what the handout will tell you or how it can help you.
Comments: ____________________________
Behavior Focus:
One or two main themes
Yes □
Check “yes” if the handout contains no more than two main themes. For example, a handout with ten strategies to shop on a budget has one main theme, shopping on a budget.
No □
Check “no” if the handout contains three or more main themes. For example, a handout that covers tips for healthy snacks, physical activity, and bedtime routines contains three main themes.
Comments: ........................................................................................................

Specific examples of desired behavior
Yes □
Check “yes” if the handout clearly instructs a person what to do, and how to do it through specific examples. For example, “Play active games with your kids, like hide-and-go-seek, double Dutch jump rope, or tag.”
No □
Check “no” if the handout provides vague recommendations without specific examples of desired behavior. For example, “Be more physically active.”
Comments: ........................................................................................................

..........................................................
Cultural Sensitivity:
Culturally appropriate content for target audience
Yes ☐
Check “yes” if the handout is intended for a general audience and includes many cultural food and behavior practices. Check “yes” if the target audience is a specific culture, and the handout includes appropriate food and behavior examples for that culture.
No ☐
Check “no” if the handout is intended for a general audience and does not include culturally diverse food and behavior practices. Check “no” if the target audience is of a specific culture and the handout does not represent appropriate food and behaviors for that culture.
Comments: __________________________________________

Culturally appropriate images for target audience
Yes ☐
Check “yes” if the handout is intended for a general audience and includes images that respectfully represent many cultures, including the people, places and foods pictured. Check “yes” if the target audience is a specific culture, and the handout includes images of people, places, and foods from that culture.
No ☐
Check “no” if the handout is intended for a general audience and does not include images that respectfully represent many cultures. Check “no” if the target audience is of a specific culture and the handout does not include appropriate images representing that culture.
Comments: __________________________________________
**Written Word:**

Simple, common words

- Yes □
  - Check “yes” if simple, common words are used frequently, with limited use of abbreviations, acronyms, and technical jargon.

- No □
  - Check “no” if complex and unfamiliar words are used frequently or if abbreviations, acronyms, and technical jargon appear excessively.

Comments: __________________________________________

____________________________________________________

**Positive messages**

- Yes □
  - Check “yes” if messages focus mostly on the positive behavior desired, i.e. “do this.”

- No □
  - Check “no” if the messages focus mostly on the negative behavior to change, i.e. “don’t do this.”

Comments: __________________________________________

____________________________________________________
Active voice, second person (you/your), conversational tone

Yes [ ]
Check “yes” if the handout refers to the second person (i.e. “you/your”), stays in the present tense, and uses a conversational/friendly tone. For example, “Offer healthy and tasty after school snacks for your kids, like grapes or cheese sticks.”

No [ ]
Check “no” if handout refers to the third person, uses the past tense, and/or is too formal. For example, “Parents need to provide nutrient-dense foods in-between meals for their children and adolescents.”
Comments: __________________________

Repetition of key words and/or new concepts

Yes [ ]
Check “yes” if key words and/or new concepts are repeated effectively for reinforcement, or if repeating key words is not necessary (i.e. for a very short handout).

No [ ]
Check “no” if repeating key words and/or new concepts would be effective for reinforcement, but are missing.
Comments: __________________________
Organization and Readability
Logical order, most important message first
Yes [ ]
Check “yes” if the information is displayed in a logical order, with the most important messages listed first.
No [ ]
Check “no” if information is disorganized, and/or the most important messages do not appear until later in the handout.
Comments: ____________________________________________

Short paragraphs
Yes [ ]
Check “yes” if each paragraph is short (60 words or less) and only contains one topic. Check “yes” if the handout does not contain paragraphs.
No [ ]
Check “no” if each paragraph is long (over 60 words) and/or contains two or more topics.
Comments: ____________________________________________

Space around headings and text
Yes [ ]
Check “yes” if there is a ½ inch margin around the perimeter of the handout and has at least a double space before headings.
No [ ]
Check “no” if the margins are less than ½ inch around the perimeter of the handout and/or there is little space before headings.
Comments: ____________________________________________
Blocks of text are left-justified
Yes [ ]
Check "yes" if blocks of text are left-justified.
No [ ]
Check "no" if blocks of text are centered or right-justified.
Comments: ____________________________

Bullets, numbers, and tables
Yes [ ]
Check "yes" if bullets, numbers, and/or tables appear often.
No [ ]
Check "no" if the handout contains mostly text, and few bullets, numbers, or tables.
Comments: ____________________________

Several informative headings/subheadings
Yes [ ]
Check "yes" if several headings/subheadings are present to help identify what the text will tell you next.
No [ ]
Check "no" if few headings/subheadings are present, and/or if the headings/subheadings do not inform you what the text will tell you next.
Comments: ____________________________
Easy to read font
Yes ☐
Check “yes” if font is at least 12 point, and is serif (with feet, like Times Roman) or sans serif (without feet, like arial).
No ☐
Check “no” if font is smaller than 12 point, and is fancy or curly.
Comments: ____________________________
________________________________________________________________________________________

Important text is bolded or underlined if necessary
Yes ☐
Check “yes” if emphasizing text, bolding and underlining are used. Check “yes” if no emphasis of text is needed, (i.e. for a very short handout).
No ☐
Check “no” if emphasizing text uses all caps or italics.
Comments: ____________________________
________________________________________________________________________________________

Purposeful and relevant images
Yes ☐
Check “yes” if images show instruction or the desired behavior, are placed near relevant text, and include captions when necessary to describe the behavior or emphasize a point.
No ☐
Check “no” if images do not show instruction or the desired behavior, are not placed near relevant text, or do not include captions as necessary.
Comments: ____________________________
________________________________________________________________________________________
5th grade reading level
Yes □
Check "yes" if handout is written at or below a 5th grade reading level.
No □
Check "no" if handout is written at a 6th grade reading level or higher.

Three options for determining reading level:
Option #1: Word Readability Program
1. Set up readability program:
   a. Click Review
   b. Click Spelling & Grammar
   c. Click Options
   d. Select Show readability statistics

2. Select, copy, and paste text into Word. Fix any sentences that were separated when cutting and pasting from pdf to Word.


4. Look for the FleschKincaid Grade Level of the bottom of the Spelling and Grammar box.

Option #2: Readability Score Website

2. Select, copy, and paste text into the online readability score tool. (No need to fix any separated sentences.)

3. Look for the FleschKincaid Grade Level at the right of the screen.
Option #3: Readability Formula By Hand
1. Select three samples of 100 word passages randomly.

2. Count the number of sentences in all three 100 word passages, estimating the fraction of the last sentence to the nearest 1/10th.

3. Count the number of syllables in all three 100 word passages. Make a table as follows:
   Number of Sentences | Number of Syllables
   ---------------------|------------------
   First 100 words      | ______ _______  
   Second 100 words     | ______ _______ 
   Third 100 words      | ______ _______ 
   Total                | ______ _______ 
   Average              | ______ _______

4. View http://www.readabilityformulas.com/graphics/frygraph2lg.jpg and enter the graph with Average Sentence Length and Number of Syllables. Plot where the two lines intersect. Area where dot is plotted signifies the approximate reading grade level of the content.
5. If you find a great deal of variability, you can put more sample counts into the average.

*(Source: Readability formulas.  
http://www.readabilityformulas.com/frygraphreadabilityformula)*

Comments: ____________________________________________________________
__________________________________________________________
Remember: DANEH recommends an average score of 18 by two reviewers.
Assessments and Evaluations

A resource list developed by the Academy of Nutrition and Dietetics Foundation is specifically intended to help food banks and those working with food banks to identify and utilize validated evaluation and assessment tools for nutrition and health programs and initiatives. This list includes helpful descriptions, topics and applications of each resource.

There are many different strategies to provide nutrition education. When working with a food bank or within a food insecure community, one important first step is to conduct a needs assessment to scan for strengths and gaps in nutrition education within the community. Finding out what other organizations are offering is important, most likely, food banks will not be the only organization providing nutrition education in the community. Use this assessment to determine the correct level and type of service/strategy to pursue, as well as help identify potential partners, define the target audience, learn about community values and motivation, and ultimately predict successful outcomes.

The next step is to decide which method of delivery is the best for your nutrition education program. Remember, one of the basic objectives of your program should be to empower low-income individuals and families to make the best use of their food resources with the challenges they face. Challenges such as transportation to grocery stores – or even access to a grocery store – availability of fresh produce and other healthy foods, need to be taken into consideration when developing your program. Some food banks work in partnership with other community organizations to help meet those challenges and will promote those solutions as a piece of the nutrition education.

Finally, determine the picture of success and how it will be evaluated. Measuring outcomes is fundamental in evaluating your efforts. Define clear and measurable objectives. This will help you evaluate the education’s impact on the client and consequently the significance and worth of the education – which is critical to its funding and sustainability. In addition to quantitative data and evaluation, consider capturing qualitative data such as client and staff testimonials, and photos, which can provide powerful insights into the program’s impact beyond the data. Before deciding what is right for your community, please explore the tools and resources located on this site.

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Assessment and Evaluation Resources:
Helpful resources when working with food insecure populations

This resource list was developed by the Academy of Nutrition and Dietetics Foundation as part of a project funded through an educational grant from Feeding America. This resource list is specifically intended to help food banks and those working with food banks to identify and utilize validated evaluation and assessment tools for nutrition and health programs and initiatives.

Each resource includes the following:
- **Description** - explains what is included in the resource
- **Topics** - identifies the main topics included in the resource
- **Application** - describes how the resource can be used

Table of Contents

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- **Nutrition Education Delivery** ................................................ Page 4
- **Nutrition Education Resources** ............................................ Page 6
- **Objectives and Evaluation** .................................................. Page 9
- **Evaluation Planning Tools** .................................................. Page 10
- **Evaluation Survey Tools** .................................................... Page 11
- **Evaluation Examples and Reports** ....................................... Page 14
- **Sustainability** ....................................................................... Page 15
Needs Assessment
One important first step in when working with new nutrition or health programs is to conduct a needs assessment to scan for strengths and gaps in nutrition education within the community. Finding out what other organizations are offering is important; most likely, your organization will not be the only organization providing nutrition education in the community. Use this assessment to determine the correct level and type of service/strategy to pursue, as well as help identify potential partners, define the target audience, learn about community values and motivation, and ultimately predict successful outcomes.

1. Community Health Assessment and Group Evaluation (CHANGE): Building a Foundation of Knowledge to Prioritize Community Needs
Source: Centers for Disease Control - Healthy Communities Program - Tools for Community Action
http://www.cdc.gov/nccdphp/dch/programs/healthycommunitiesprogram/tools/change.htm
Description:
This resource walks community team members through an 8-step assessment process.
Topics:
Community assessment; strategic planning
Application:
Develop strategic plans for sustainable community-based programs. Define and prioritize areas for improvement. Annually assess current policy, systems, and environmental change strategies and offer new priorities for future efforts.

2. Community Tool Box
Source: University of Kansas
http://ctb.ku.edu/en
Description:
This website is dedicated to helping individuals and organizations work together to build health.
Evaluation Planning Tools

The tools below offer direction and guidance on how to incorporate validated evaluation tools into your nutrition education program.

1. Evaluation Handbook
   Source: W.K. Kellogg Foundation
   https://www.nwcphp.org/documents/evaluation/kellogg-eval-handbook
   Description:
   This resource describes the role evaluation should play at the project level.
   Topics:
   Program development; evaluation planning
   Application:
   Learn about types of evaluations, how to plan and implement evaluation procedures, and how to utilize the results.

2. Introduction to Program Evaluation for Public Health Programs
   Source: Centers for Disease Control
   http://www.cdc.gov/eval/guide/
   Description:
   This document is a “how to” guide for planning and implementing evaluation activities. The manual, based on CDC’s Framework for Program Evaluation in Public Health, is intended to assist in planning, designing, implementing and using comprehensive evaluations in a practical way.
   Topics:
   Program development; evaluation planning
   Application:
   Learn how to establish an evaluation team, how to engage stakeholders, how to complete a logic model, and more.
Nutrition Education Delivery, continued

Application:
Build effective nutrition education programs with a higher likelihood of achieving their outcomes. Or, use GENIE to compare nutrition education programs to select the highest quality program.

3. Theory at a Glance
Source: National Cancer Institute

Description:
This resource contains a concise summary of health behavior theories and describes how to put theories into practice when designing programs.

Topics:
Program development; writing proposals

Application:
Develop programs based on learning theories that support expected outcomes.
Nutrition Education Delivery

After conducting the needs assessment, deciding what method of delivery is the best for your nutrition education program can be challenging. There is no “one-size fits all” model for delivering nutrition education. Nonetheless, there are some widely accepted nutrition education and public health best practices, including, but not limited to, focusing on specific behaviors rather than knowledge alone; involving active participation on the part of the learners through a variety of teaching methods; and addressing the motivations, needs and interests of the target audience.

The Healthy Food Bank Hub identifies four nutrition education strategies:

Nudges http://healthyfoodbankhub.feedingamerica.org/nudges/

Point of Service http://healthyfoodbankhub.feedingamerica.org/point-of-service/

Workshops/Classes http://healthyfoodbankhub.feedingamerica.org/workshops-and-classes/

Train the Trainer http://healthyfoodbankhub.feedingamerica.org/train-the-trainer/

These strategies are examples of how organizations working with food insecure individuals are implementing the important work of nutrition education. Resources helpful for determining the best method of delivery for your nutrition education program are listed below.

1. Developing & Assessing Nutrition Education Handouts (DANEH) Checklist Tool

Source: Academy of Nutrition and Dietetics Foundation

http://healthyfoodbankhub.feedingamerica.org/resource/nutrition-education-handout-checklist/

Description:
The DANEH checklist includes a description of characteristics found in quality nutrition education handouts.

Topics:
Creating educational materials; assessing educational materials

Application:
Screen existing nutrition education handouts and/or develop new quality nutrition education handouts.
Evaluation Survey Tools
It is important for evaluation tools match the intervention to accurately evaluate the program. The sample surveys below may be helpful in identifying specific questions that have been tested and will match your intervention.

1. **Compendium of Surveys for Nutrition Education and Obesity Prevention**
   Source: Champions for Change - Network for a Healthy California
   **Description:**
   This compendium contains tools for evaluating programs working with children, teens, and adults. Some of the surveys contained within the compendium have been validated and should not be modified. Others are designed to be modified to reflect the specific items targeted by the intervention.
   **Topics:**
   Evaluation planning
   **Application:**
   Use content from sample evaluations to evaluate nutrition education programs.

2. **Daily Food Checklist**
   Source: National Cancer Institute - Applied Research
   **Description:**
   This 8-page booklet contains 7 Daily Food Lists and instructions.
   **Topic:**
   Evaluation planning
   **Application:**
   Use as an in-depth evaluation of eating patterns and/or for sample questions to include in creating a smaller scale evaluation tool.

3. **Dietary Assessment Instruments**
   Source: USDA
   **Description:**
Dietary Assessment Instruments for Research

Measures Registry (Childhood Obesity Research)
National Collaborative on Childhood Obesity Research.
For public health researchers, a searchable database of diet and physical activity measures (or tools) relevant to childhood obesity research to promote the consistent use of common measures and research methods.

Diet History Questionnaire
DHHS. NIH. National Cancer Institute.
Part of Risk Factor Monitoring and Methods, this questionnaire provides background information and tools and resources for utilizing this program.

Dietary Assessment Calibration/Validation Register
DHHS. NIH. National Cancer Institute.
Register contains studies and publications which compare dietary intake estimates from two or more dietary assessment methods.

Behavior Change and Maintenance
DHHS. NIH. Office of Behavioral and Social Sciences Research.
Summary report of research on key health behaviors and lifestyle factors affecting disease.

USDA Healthy Eating Index
USDA. Center for Nutrition Policy and Promotion.
The HEI is a summary measure of overall diet quality.

Summary

- Your clients can benefit from a variety of nutrition education strategies.

- GENIE can help you plan effective nutrition programs. [http://sm.eatright.org/GENIE](http://sm.eatright.org/GENIE)

Thank you!

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