



Academy of Nutrition
and Dietetics
Foundation

Keys to Food Bank Nutrition Education Program Evaluation

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July 16, 2015



Objectives

- Describe the importance of evaluating nutrition education programs at food banks
 - Identify at least two evaluation resources on the Healthy Food Bank Hub
www.healthyfoodbankhub.org
 - Describe at least one outcome of the CA Association of Food Banks Evaluation Report
 - Name at least two criterion from of the Guide for Effective Nutrition Interventions and Education (GENIE)
-

Introducing Today's Speakers



Meg Bruening, PhD, MPH, RD
Assistant Professor
Arizona State University



Janet Leader MPH, RD
Associate Director of Community Health Sciences
Nutrition Programs
UCLA Fielding School of Public Health



Katie Brown, EdD, RDN, LD
National Education Director
Academy of Nutrition and Dietetics Foundation

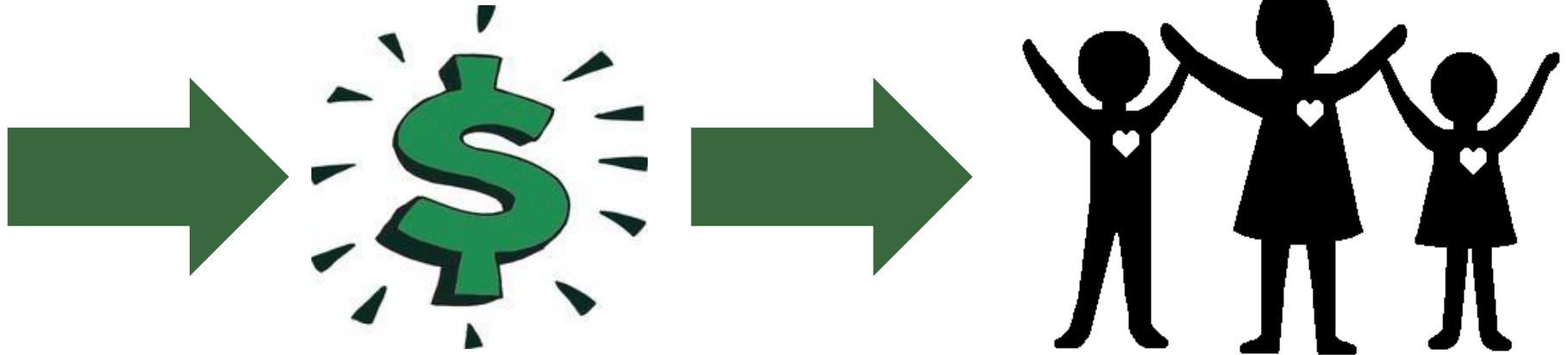
Rationale and approaches to nutrition education evaluations

Meg Bruening, PhD, MPH, RD



Rationale: Why evaluate?

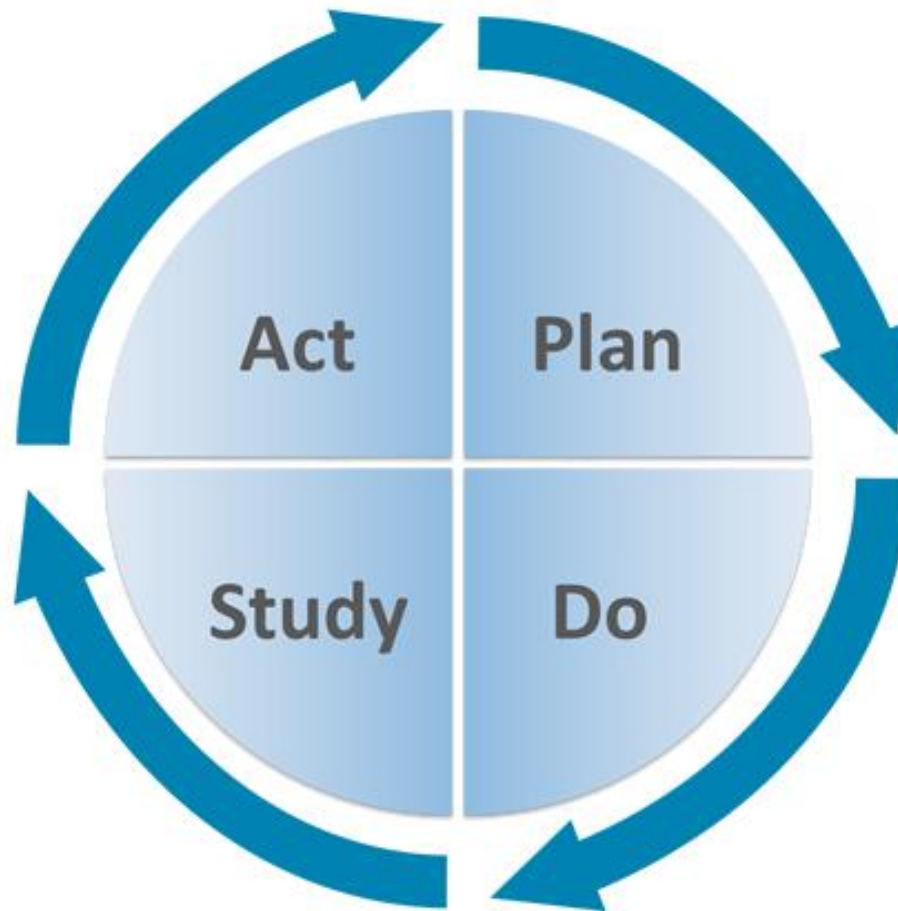
- Document
- Justify
- Improve



PDSA cycle in program planning and evaluation



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<http://www.ihl.org/resources/Pages/Tools/PlanDoStudyActWorksheet.aspx> ;
<http://healthit.ahrq.gov/health-it-tools-and-resources/workflow-assessment-health-it-toolkit/all-workflow-tools/plan-do-check-act-cycle>

Key tenants to a good evaluation



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- ✓ Planned prior to implementation of the program
 - ✓ Grounded in program objectives
 - ✓ Based on theory and/or framework
 - ✓ Accurate report of results
-

Be careful how you report results



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Program objective: Participants will improve fruit and vegetable consumption by one serving per day by the end of the program.

Evaluation: Assess fruit and vegetable consumption using food diaries.

Outcome: Improvement in fruit and vegetable consumption among 75% of participants!

Program report: The nutrition education improved health outcomes such as heart disease and diabetes.

WRONG

Do it the right way!

Program report: This program was effective in improving fruit and vegetable consumption among the majority of participants. While higher fruit and vegetable consumption is linked to lowered risk of chronic diseases such as heart disease and diabetes, these were not assessed. Our next iteration of the program will assess change in risk factors related to chronic diseases.

No need to reinvent the wheel

There are FREE and easy-to-use evaluations
available at
[www.healthyfoodbankhub.org/assessment-
and-evaluations/](http://www.healthyfoodbankhub.org/assessment-and-evaluations/)





TOOLS AND RESOURCES

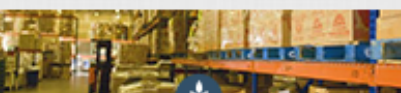
Additional Tools and Resources that help fight hunger and provide invaluable information about healthy foods and distribution policies.

SEARCH TOOLS AND RESOURCES →

FOOD MATTERS AT
MOBILE MARKETS

Inter-Faith Food Shuttle delivers fresh produce and provides nutrition lessons and cooking demonstrations at mobile markets to help families prepare the fresh produce they receive in healthful, safe, and tasty ways.

READ MORE →



FOOD BANK CORNER

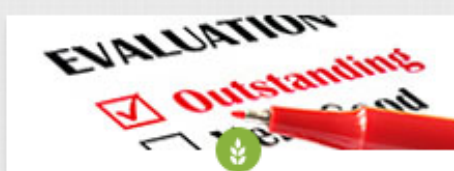
Great American Milk Drive



HEALTHY RECIPES



STRATEGIES

ASSESSMENTS AND
EVALUATIONS

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

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

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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

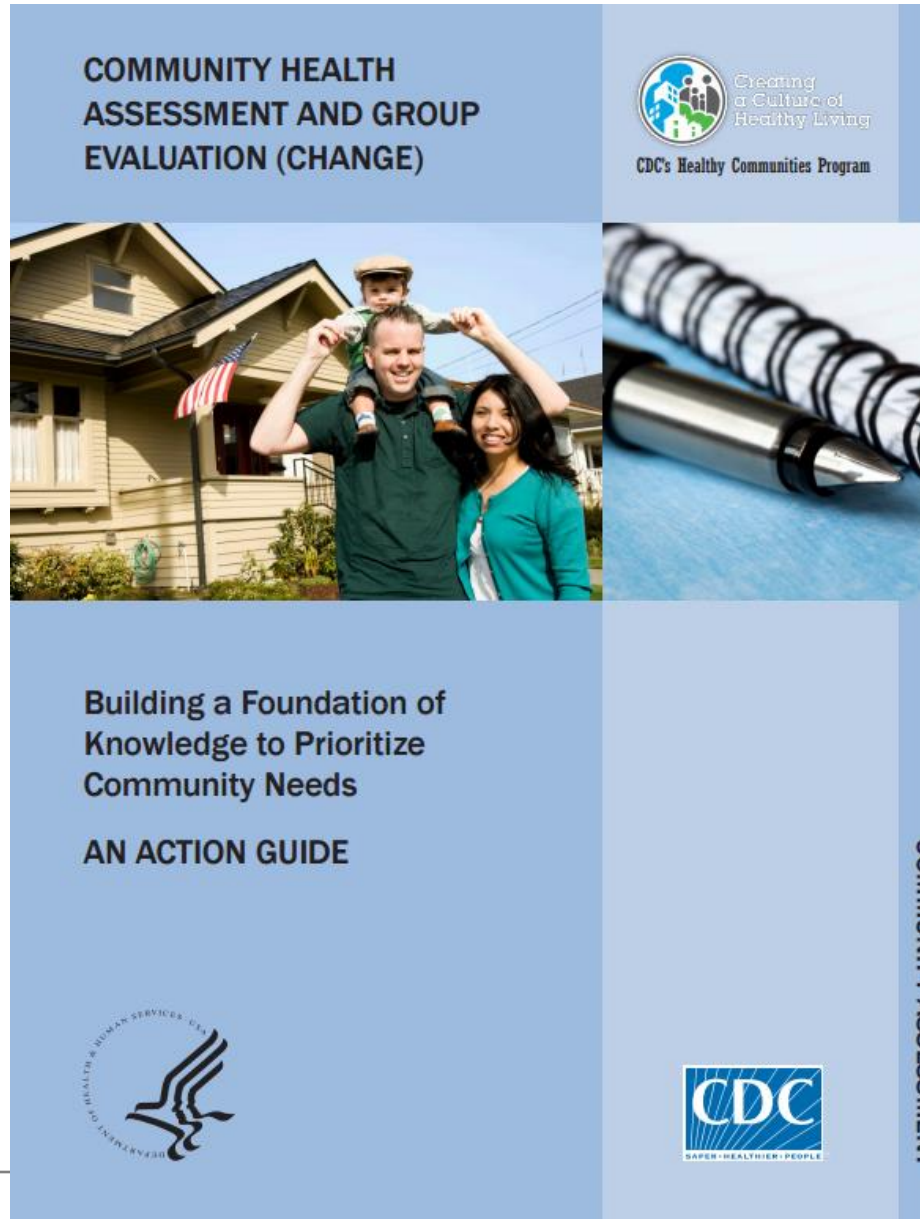
<http://ctb.ku.edu/en>

Description:

Needs assessment examples



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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.

Program evaluation

Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide

Suggested Citation: U.S. Department of Health and Human Services
Centers for Disease Control and Prevention,
Office of the Director, Office of Strategy and Innovation.
Introduction to program evaluation for public health
programs: A self-study guide. Atlanta, GA: Centers
for Disease Control and Prevention, 2011.

OCTOBER 2011

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Nutrition Education



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

<http://www.sneb.org/2014/Theory%20at%20a%20Glance.pdf>

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.

National Cancer Institute

Theory at a Glance

A Guide For Health Promotion Practice

Access it here:

<http://www.sneb.org/2014/Theory%20at%20a%20Glance.pdf>

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.

Program delivery assessment examples

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.

NHANES Food Questionnaire



NHANES Cuestionario de Hábitos Alimentarios

Useful for assessing overall improvements in diet, or use specific questions for your intervention.

More
may I
Pleas
befor

1. Over the past 12 months, how often did you drink **tomato juice** or **vegetable juice**?

☐ NEVER

<input type="radio"/> 1 time per month or less	<input type="radio"/> 1 time per day
<input type="radio"/> 2-3 times per month	<input type="radio"/> 2-3 times per day
<input type="radio"/> 1-2 times per week	<input type="radio"/> 4-5 times per day
<input type="radio"/> 3-4 times per week	<input type="radio"/> 6 or more times per day
<input type="radio"/> 5-6 times per week	

2. How often did you drink **orange juice** or **grapefruit juice**?

☐ NEVER

<input type="radio"/> 1 time per month or less	<input type="radio"/> 1 time per day
<input type="radio"/> 2-3 times per month	<input type="radio"/> 2-3 times per day
<input type="radio"/> 1-2 times per week	<input type="radio"/> 4-5 times per day
<input type="radio"/> 3-4 times per week	<input type="radio"/> 6 or more times per day
<input type="radio"/> 5-6 times per week	

6. How often did you drink other **fruit drinks** (such as cranberry cocktail, Hi-C, lemonade, or Kool-Aid, diet or regular)?

☐ NEVER (GO TO QUESTION 7)

<input type="radio"/> 1 time per month or less	<input type="radio"/> 1 time per day
<input type="radio"/> 2-3 times per month	<input type="radio"/> 2-3 times per day
<input type="radio"/> 1-2 times per week	<input type="radio"/> 4-5 times per day
<input type="radio"/> 3-4 times per week	<input type="radio"/> 6 or more times per day
<input type="radio"/> 5-6 times per week	

- 6a. How often were your fruit drinks **diet** or **sugar-free drinks**?

☐ Almost never or never

☐ About 1/4 of the time

☐ About 1/2 of the time

☐ About 3/4 of the time

☐ Almost always or always

NATIONAL INSTITUTES OF HEALTH
EATING AT AMERICA'S TABLE STUDY
QUICK FOOD SCAN

Targeted only to interventions aiming to increase fruit and vegetable consumption.

- The person who completed the telephone America's Table Study should fill out this questionnaire.
- Use only a No. 2 pencil.
- Be certain to completely blacken in each circle completely if you make any changes.
- Do not make any stray marks on this form.
- When you complete this questionnaire, please envelope to:

National Cancer Institute

1. Over the last month, how many times per month, week, or day did you drink **100% juice** such as orange, apple, grape, or grapefruit juice? **Do not count** fruit drinks like Kool-Aid, lemonade, Hi-C, cranberry juice drink, Tang, and Twister. Include juice you drank at all mealtimes and between meals.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Never	1-3	1-2	3-4	5-6	1	2	3	4	5 or more
(Go to	times	times	times	times	time	times	times	times	times
Question 2)	last month	per week	per week	per week	per day	per day	per day	per day	per day

- 1a. Each time you drank **100% juice**, how much did you usually drink?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Less than $\frac{3}{4}$ cup	$\frac{3}{4}$ to $1\frac{1}{4}$ cup	$1\frac{1}{4}$ to 2 cups	More than 2 cups
(less than 6 ounces)	(6 to 10 ounces)	(10 to 16 ounces)	(more than 16 ounces)

2. Over the last month, how many times per month, week, or day did you eat **fruit**? Count any kind of fruit—fresh, canned, and frozen. **Do not count** juices. Include fruit you ate at all mealtimes and for snacks.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Never	1-3	1-2	3-4	5-6	1	2	3	4	5 or more
(Go to	times	times	times	times	time	times	times	times	times
Question 3)	last month	per week	per week	per week	per day	per day	per day	per day	per day

Dietary Screeners by Type of Intake Measured

Screener	Fruit & Vegetable		Percentage Energy from Fat	Fiber/Whole Grains	Added Sugars	Dairy	Calcium	Red Meat/Processed Meat
	With portion size questions	Without portion size questions						
Fruit & Vegetable Intake Screeners in the Eating at America's Table Study (EATS)	X							
Percentage Energy from Fat Screener			X					
Multifactor Screener in the Observing Protein and Energy Nutrition (OPEN) Study		X	X	X				
Multifactor Screener in the 2000 NHIS Cancer Control Supplement (CCS)		X	X	X				
Five-Factor Screener in the 2005 NHIS Cancer Control Supplement (CCS)		X		X	X	X	X	
Fruit and Vegetable Screener in the 2000 California Health Interview Survey (CHIS)		X						
Dietary Screener in the 2005 California Health Interview Survey (CHIS)		X			X			
Dietary Screener in the NHANES 2009-10		X		X	X	X	X	X
Dietary Screener in the 2009 California Health Interview Survey (CHIS)		X			X			
Dietary Screener in the 2010 NHIS Cancer Control Supplement (CCS)		X		X	X	X	X	X

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

<http://www.cdph.ca.gov/programs/cpns/Documents/Compendium%20of%20Surveys.pdf>

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

http://appliedresearch.cancer.gov/diet/screeners/daily_food_checklist.pdf

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

<http://fnic.nal.usda.gov/surveys-reports-and-research/research-tools/dietary-assessment-instruments>

Description:

Search FNIC

Go

- [Search all USDA](#)
- [Advanced Search](#)
- [Search Tips](#)

Resources for:

- [Consumers](#)

Browse By Subject

- [Dietary Guidance](#)
- [Lifecycle Nutrition](#)
- [Diet and Disease](#)
- [Food Composition](#)
- [Food Safety](#)
- [Weight and Obesity](#)
- [Food Labeling](#)
- [Dietary Supplements](#)
- [Nutrition Assistance](#)

[Surveys, Reports and Research](#) > [Research Tools](#) >

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.

Surveys, Reports and Research

- ▼ [Food and Nutrition Surveys](#)
 - [National Health and Nutrition Examination Survey](#)
 - [Community Nutrition Mapping Project](#)
 - [Behavioral Risk Factor Surveillance System](#)
 - [Healthy People](#)
- ▼ [Historical Information](#)
 - [Other Historical Information](#)
- [Legislation and Policy](#)
- [Reports, Studies and Statistics](#)
- ▼ [Research Tools](#)
 - [Periodicals](#)
 - [Dietary Assessment Instruments for Research](#)
 - [Other Resources](#)

<http://fnic.nal.usda.gov/surveys-reports-and-research/research-tools/dietary-assessment-instruments-research>

Unsure of what steps to take?

- Reach out to Feeding America's Community Health and Nutrition Team
nutritionteam@feedingamerica.org
- Partner with a researcher from your local university!

Thank You!

Meg Bruening, PhD, MPH, RD

Meg.Bruening@asu.edu



Assessing Effectiveness of Nutrition Education at a Food Bank

Janet Leader, MPH, RD
UCLA Fielding School of Public Health
Associate Director of Nutrition Programs



Today's talk

- Second Harvest Food Bank description
 - USDA SNAP-ed Grant
 - Nutrition Education program
-

How We Give Out Food

Our Food Distributions



Direct Service Sites & Partner Agencies



Encourage Food Bank clients to:

- Take, prepare, and eat Food Bank foods, especially produce
- Make healthy food choices based on MyPlate

Agency client classes:

- Food Safety, Shopping on budget, MyPlate, etc.

Provide Nutrition education materials to partner agencies to share with clients

Challenges

1. Clients don't want to lose their place in line
2. Belief that clients not interested in nutrition education
3. Diverse languages
4. Unfamiliar produce
5. 140+ direct distribution sites, only 2 nutritionists



How We Addressed these Challenges

Develop 3-5 minute lessons to teach clients while waiting in line.

Simple objectives.

Snippet of nutrition information.

Include a food demonstration or food sample tasting plus recipe.



How We Addressed these Challenges



Nutritionists place the lesson materials on cart.

Cart is pushed along the line of clients.

Nutrition display is interactive and engaging!

Help With Diverse Languages



Recruit and train Health Ambassadors to help teach in a bilingual/bicultural manner

How Effective is This Nutrition Education?



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Evaluation Design

- CAFB, Perales & Associates
- Dr. Perales from SJSU
- 6 control & 6 intervention sites
- Received same produce
 - Controls: no education
- “Post-test” only
 - 1 month after education



Intervention Group

June & July

- Brief lessons
- Recipe Cards
- Recipe tastings

August

- Recipe Cards



Results

46% of intervention group reported preparing more vegetables, vs. 10% control



The intervention group reported being:



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2.3 times more likely to
make sure their
families ate all 5 food
groups from the My
Plate model than the
control group



The Intervention group also reported being.

1.6 times more likely to
purchase the same
produce item at the
store than control
group



Conclusion

- Clients are interested in nutrition education, both in line and at agency classes.
 - Even 5-minute sessions, paired with food, recipes and samples, can lead to positive reported health behavior changes.
 - With some training and simple lessons, non-nutritionists can provide effective nutrition education.
-

How did we use these results?

- Shared with food bank donors interested in nutrition education
 - Shared with all food bank staff to show how their support with materials has paid off
 - Used the data successfully when applying for next USDA SNAP-Ed grant
-



Assessing the Impact of Nutrition Education at Produce Distributions

by
Perales & Associates Evaluation Services

October 2012

Evaluation Examples & Reports

The report listed below is specific to food banks and contains helpful tools for program evaluation.

1. Assessing the Impact of Nutrition Education at Produce Distributions

Source: California Association of Food Banks

<http://www.cafoodbanks.org/sites/default/files/assessing-the-impact-of-nutrition-education-at-produce-distributions.pdf>

Description:

This report summarizes a research study that evaluated the impact of brief nutrition education interventions on food bank clients participating in produce distributions. Contains charts and helpful tools for program evaluation.

Topics:

Program development; evaluation planning

Application: Use as a reference to support that short nutrition education interventions can be effective.

New "Produce Toolbox" Education Materials Available

<http://cafoodbanks.org/produce-toolbox-evaluation-report.html>



[Donate Now](#) | [Find a Food Bank](#) | [Contact Us](#)

[Find a Member Food Bank](#)

[About Hunger in California](#)

[About Food Banking](#)

[Hunger in the News](#)

[Member Resources](#)

[Farm to Family](#)

[Healthy Food Banking](#)

[About CAFB Programs](#)

[Public Policy & Advocacy](#)

[About CAFB](#)

[Links](#)

[Contact Us](#)

[g/Find_A_Food_Bank.html](#)

Produce Toolbox Evaluation Report has been published!

The "Produce Toolbox" program was piloted by California Association of Food Banks in conjunction with Second Harvest Food Bank of Santa Clara and San Mateo Counties to assess the effectiveness of short and focused nutrition education lessons with food bank clients standing in food distribution lines. The interactive MyPlate-based nutrition lessons and tastings focused on increasing nutrition knowledge and consumption of fresh, food-bank-provided fruits and vegetables. The evaluation study of the program, conducted by Peralles & Associates Evaluation Services in partnership with the Network for a Healthy California, shows that a well-designed nutrition education intervention, conducted within the time restraints of a food distribution line, can still have an impact on nutrition message knowledge and consumption-related behaviors.

Download the full report here: [Assessing the Impact of Nutrition Education at Produce Distributions](#)

The nutrition education lessons and their accompanying materials can be found below:



Lesson 1: Introduction to MyPlate
[Lesson Plan](#)
[Protocol](#)



Thank You!



My email

- Janet Leader
- jleader@ph.ucla.edu

Introducing GENIE

Katie Brown, EdD, RDN, LD



Why was GENIE created?

Nutrition education is
important

What does 'good' look
like?



GENIE™

Guide for Effective Nutrition Interventions and Education



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Foundation

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

Abram JK, Hand RK, Parrott JS, Brown K, Ziegler PJ, Steiber AL.
What is Your Nutrition Program Missing? Finding Answers with the
Guide for Effective Nutrition Interventions and Education (GENIE).
JAND. 2015; 115:(1): 122-130.

Hand RK, Abram JK, Brown K, Ziegler PJ, Parrott JS, Steiber AL.
Development and Validation of the Guide for Effective Nutrition
Interventions and Education (GENIE): A Tool for Assessing the
Quality of Proposed Nutrition Education Programs. *JNEB*. 2015;
47:(4): 308-315.

GENIE™

**Guide for Effective
Nutrition Interventions
and Education**

GENIE Format

CATEGORY COLOR CODE
1) PROGRAM DESCRIPTION AND IMPORTANCE
2) PROGRAM GOAL
3) PROGRAM FRAMEWORK
4) PROGRAM SETTING, RECRUITMENT AND RETENTION PLAN
5) INSTRUCTIONAL METHODS
6) PROGRAM CONTENT
7) PROGRAM MATERIALS
8) EVALUATION
9) SUSTAINABILITY



Guide for Effective Nutrition Interventions and Education

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 designed 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 many GENIE's criteria will apply to your program goals, some may not.

Clicking the **I Agree/Start** button below takes you directly to the 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 were 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

I Agree/Start

The GENIE Checklist



Academy of Nutrition
and Dietetics
Foundation



Guide for Effective Nutrition Interventions and Education

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 rational in your plan as to why it will be excluded.

1. PROGRAM DESCRIPTION AND IMPORTANCE

- (i)* **1.1** The proposed program provides evidence of feasibility.
 - ☐ Yes
 - ☐ No
- (i)* **1.2** The proposed program describes why it is well-timed and/or novel.
 - ☐ Yes
 - ☐ No
- (i)* **1.3** The proposed program defines the target group and need (think about health inequities).
 - ☐ Yes
 - ☐ No
- (i)* **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

2. PROGRAM GOAL

- (i)* **2.1** The proposed program promotes healthy eating behaviors.
 - ☐ Yes
 - ☐ No
- (i)* **2.2** The proposed program includes nutrition related goals that address proximal outcomes.
 - ☐ Yes
 - ☐ No
- (i)* **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.
 - ☐ Yes
 - ☐ No

GENIE Criteria

1. PROGRAM DESCRIPTION AND IMPORTANCE

- i *** 1.1 The proposed program provides evidence of feasibility.
- ☒ Yes
- ☐ No
- i *** 1.2 The proposed program describes why it is well-timed and/or novel.
- ☐ Yes
- ☒ No
- i *** 1.3 The proposed program defines the target group and need (think about |
- ☒ Yes
- ☐ No

Checklist Features

1 PROGRAM DESCRIPTION AND IMPORTANCE

  * 1.1 The proposed program provides evidence of feasibility.

☒ Yes

FEASIBLE - capable of being done;
reasonable

...it is well-timed and/or novel.

☐ Yes

☒ No

 * 1.3 The proposed program defines the target group and need (think about

☒ Yes

☐ No

GENIE checklist, con't.

3. PROGRAM FRAMEWORK

- i * 3.1 The proposed program uses research or best practice examples to show how a model or framework integrates with the program goal.
 - ☐ Yes
 - ☐ No
- * 3.2 The proposed program includes partnerships with other groups and explains how these partners aid the program.
 - ☐ Yes
 - ☐ No
- * 3.3 The proposed program meets the needs of the target group.
 - ☐ Yes
 - ☐ No
- i * 3.4 The proposed program addresses external influences on food and eating.
 - ☐ Yes
 - ☐ No

4. PROGRAM SETTING, RECRUITMENT AND RETENTION PLAN

- i * 4.1 The proposed program describes an appropriate setting for target group.
 - ☐ Yes
 - ☐ No
- i * 4.2 The proposed program describes realistic recruitment and retention of participants.
 - ☐ Yes
 - ☐ No

5. INSTRUCTIONAL METHODS

- i *** 5.1 The proposed program includes several techniques to promote learning.
- ☐ Yes
- ☐ No
- i *** 5.2 The proposed program includes several techniques to motivate participants.
- ☐ Yes
- ☐ No
- i *** 5.3 The proposed program includes several techniques to promote nutrition behavior change.
- ☐ Yes
- ☐ No
- i *** 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

- i *** 6.1 The proposed program content relates to program goals.
- ☐ Yes
- ☐ No
- i *** 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
- i *** 6.3 The proposed program content is supported by experts or key informants.
- ☐ Yes
- ☐ No


7. PROGRAM MATERIALS

- i *** 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

☒ NO

* **9.2 The proposed program is supported by evidence of prior/current program success.**

☒ Yes

☐ No

* **9.3 The proposed program describes shared roles and duties of program partners.**


☐ Yes

☒ No

* **9.4 The proposed program implies potential for broader reach, replication and growth.**

☐ Yes

☒ No

 * **9.5 The proposed program addresses the collective program impact within the community and/or among program partners.**

☐ Yes

☒ No



Submit Responses

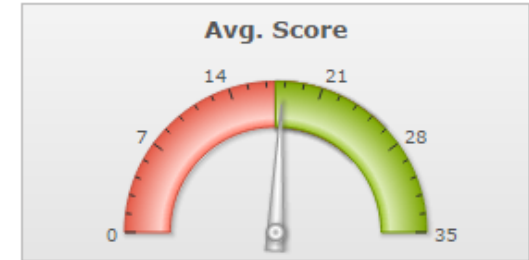
GENIE Score Page



New Score **18** Download Email Results

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

GENIE Score Page



Academy of Nutrition
and Dietetics
Foundation

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.

GENIE Score Page



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New

Score 18

Download

Email Results

Thank you for completing the survey. Your score is 18

Resource Kit



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► Home ► About ► Contact ► How to Use GENIE ► Videos and Resource Kit



**Guide for Effective Nutrition
Interventions and Education**



Guide for Effective Nutrition Interventions and Education

Many resources are available to 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:



Tutorial	Video
Category 1: Program Description and Importance	Category 1: Program Description and Importance
Category 2: Program Goal	Category 2: Program Goal
Category 3: Program Framework	Category 3: Program Framework
Category 4: Program Setting, Recruitment and Retention Plan	Category 4: Program Setting, Recruitment and Retention Plan
Category 5: Instructional Methods	Category 5: Instructional Methods
Category 6: Program Content	Category 6: Program Content
Category 7: Program Materials	Category 7: Program Materials
Category 8: Evaluation	Category 8: Evaluation
Category 9: Sustainability	Category 9: Sustainability

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

Video Tutorials

Category 1- Program Description and Importance-v3.mov



Additional Resources

Sample Proposals

Familiarize yourself with GENIE by viewing this brief video presentation and using the sample proposals and scoring
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](#).



GENIE's 9 Categories

CATEGORY COLOR CODE
1) PROGRAM DESCRIPTION AND IMPORTANCE
2) PROGRAM GOAL
3) PROGRAM FRAMEWORK
4) PROGRAM SETTING, RECRUITMENT AND RETENTION PLAN
5) INSTRUCTIONAL METHODS
6) PROGRAM CONTENT
7) PROGRAM MATERIALS
8) EVALUATION
9) SUSTAINABILITY

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 healthful 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:

CATEGORY COLOR CODE
1) PROGRAM DESCRIPTION AND IMPORTANCE
2) PROGRAM GOAL
3) PROGRAM FRAMEWORK
4) PROGRAM SETTING, RECRUITMENT AND RETENTION PLAN
5) INSTRUCTIONAL METHODS
6) PROGRAM CONTENT
7) PROGRAM MATERIALS
8) EVALUATION
9) SUSTAINABILITY

Needs Improvement in 4 Categories:

CATEGORY COLOR CODE	
1) PROGRAM DESCRIPTION AND IMPORTANCE	
2) PROGRAM GOAL	
3) PROGRAM FRAMEWORK	
4) PROGRAM SETTING, RECRUITMENT AND RETENTION PLAN	
5) INSTRUCTIONAL METHODS	
6) PROGRAM CONTENT	
7) PROGRAM MATERIALS	
8) EVALUATION	
9) SUSTAINABILITY	

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 exemplified 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”.

<http://www.cancer.gov/cancertopics/cancerlibrary/theory.pdf>

National Cancer Institute

Theory
at a
Glance

A Guide For Health Promotion Practice

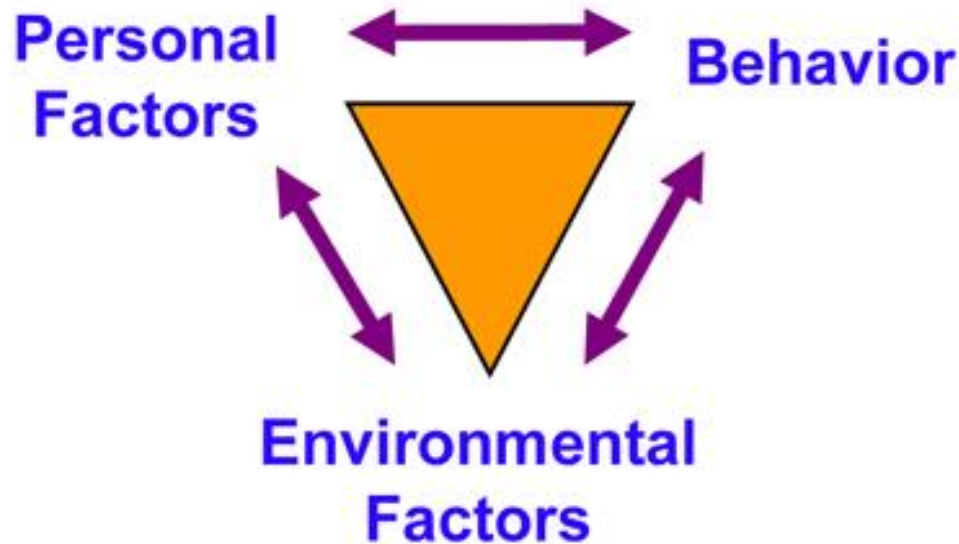
Proposed Program- What did we change?



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

CDC Home
Centers for Disease Control and Prevention
CDC 24/7: Saving Lives. Protecting People.™

A-Z Index [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#) <#>

Healthier Worksite Initiative

Healthier Worksite Initiative
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► **Program Design**
Planning
Needs Assessment
Implementation
Evaluation
Policies
Toolkits
Quick Resources

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Program Design

The focus of a workforce health promotion (WHP) program can vary due to many factors, including type of organization, workforce diversity, resources, and leadership support. Program design provides an opportunity to plan a WHP program and position it within the organization's overall mission. This increases the potential that program objectives will be realized, such as improving employee health and productivity and reducing medical care expenses for the employer and employee.

This Web site serves to introduce certain concepts, provide resources for more detailed information on program design, and link program planners to practical resources. It is **not** intended to serve as a definitive text on designing and implementing WHP programs.

This section is organized into four broad categories of program design activities:

- Planning
- Needs Assessment
- Implementation
- Evaluation

Planning

These activities involve setting objectives and goals for the WHP program that are an organization's unique mission.

Planning 101
Overview of the importance of program planning and important attributes of a complete program.

Funding Opportunities for WHP
Limited funding is often one of the biggest challenges facing new and existing WHP. Funding for your program may be available through various government, research, philanthropic organizations.

Logic Models
Tools that can be used to reach consensus on goals and objectives, and incorporate

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Healthier Worksite Initiative

Contact Us:
Centers for Disease Control and Prevention
1600 Clifton Rd
Atlanta, GA 30333
800-CDC-INFO (800-232-4636)
TTY: (888) 232-6348
24 Hours/Every Day
[Contact CDC-INFO](#)

Tips: Did You Know?
Employees gain health benefits by adding moderate physical activity to their day. A StairWELL for Better Health is an easy and inexpensive way to encourage employees to be more active.

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.

USDA NAL
United States Department of Agriculture
National Agricultural Library

Home | About FNIC | News

Search FNIC

Go

- Search all USDA
- Advanced Search
- Search Tips

Resources for:

- Consumers

Browse By Subject

- Dietary Guidance
- Lifecycle Nutrition
- Diet and Disease
- Food Composition
- Weight and Obesity

[Surveys, Reports and Research > Research Tools >](#)

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.

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.nwcp.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".

<http://fnic.nal.usda.gov/surveys-reports-and-research/research-tools/dietary-assessment-instruments>

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

Wardle, Jane, Kathryn Parmenter, and Jo Waller. "Nutrition knowledge and food intake." *Appetite* 34.3 (2000): 269-275.

Fulkerson JA, Nelson MC, Lytle LA, Moe S, Heitzler C, Pasch KE. The validation of a home food inventory. *International Journal of Behavioral Nutrition and Physical Activity*, 2008, 5;55.

Fulkerson JA, Story M, Neumark-Sztainer D, Rydell S. Family meals: perceptions of benefits and challenges among parents of 8- to 10-year-old children. *J Am Diet Assoc.* 2008 Apr;108(4):706–709.

Fulkerson et al.: Development and validation of a screening instrument to assess the types and quality of foods served at home meals. *International Journal of Behavioral Nutrition and Physical Activity* 2012 9:10.

Proposed Program- What did we change?



Category 9: Sustainability

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

HEALTH EDUCATION RESEARCH
Theory & Practice

Vol.13 no.1 1998
Pages 87-108

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

Mona C. Shediak-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. This paper

Introduction

Throughout the world, considerable resources are spent implementing community-based health

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

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

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- Long Term Outcome- participants report nutritionally balanced eating patterns at family meals and greater availability of healthful foods at home

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

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

Summary

- You and your clients will benefit from using strong evaluation tools.
 - The Healthy Food Bank Hub has many helpful evaluation resources.
www.healthyfoodbankhub.org/assessment-and-evaluations/
 - Program evaluation results will only be as good as the program it is evaluating...use GENIE and other resources to plan programs.
-



Thank you!

