

# Promising Practices in Food Bank Nutrition Education

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Christine Rivera, RD  
Lisa Medrow, RDN, LD

September 28, 2015

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# Objectives

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- 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](http://www.healthyfoodbankhub.org)
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# Speaker Introduction

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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

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

Feeding America

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- 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
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# Nutrition Education Process

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Needs Assessment



Strategies



Resources



Evaluation Tools



Program Evaluation

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- 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



- 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*



- 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

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*Greater Chicago Food Depository*



- 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*



- 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



Academy of Nutrition  
and Dietetics  
**Foundation**

- HealthyFoodBankHub.org
- **Health, nutrition** and **hunger-relief** professionals
- **Educates – Connects – Engages**
  - 81,000+ unique users
  - 276,000+ pageviews
- Created in partnership with





Academy of Nutrition  
and Dietetics  
**Foundation**

- [illegible]



# Evaluation Tools

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- 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
-



- 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

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- 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.
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## Contact Info:

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# Introducing GENIE



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





# Why was GENIE created?

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Nutrition education is  
important

What does 'good' look  
like?





## What is GENIE?

**GENIE™**

### **Guide for Effective Nutrition Interventions and Education**



Academy of Nutrition and Dietetics  
Academy of Nutrition and Dietetics  
**Foundation**

- 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?

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3 Step Process

Criteria development  
and expert panel

Reviewer testing

Systematic literature  
review





# Introducing GENIE



Academy of Nutrition  
and Dietetics  
**Foundation**

[sm.eatright.org/GENIE](http://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**



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Academy of Nutrition and Dietetics  
**Foundation**



# 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



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## 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 rationale 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



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and Dietetics  
**Foundation**

## 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



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☒ 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**

☐ Yes

☒ No



**Submit Responses**



# GENIE Score Page

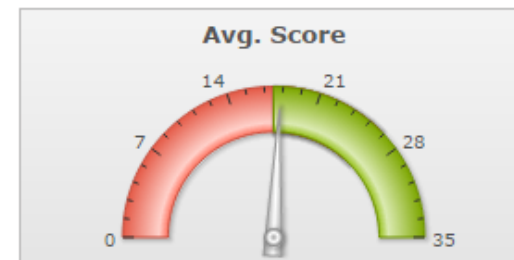


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and Dietetics  
**Foundation**

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



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and Dietetics  
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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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**Foundation**

► 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
<a href="#">Category 1: Program Description and Importance</a>	<a href="#">Category 1: Program Description and Importance</a>
<a href="#">Category 2: Program Goal</a>	<a href="#">Category 2: Program Goal</a>
<a href="#">Category 3: Program Framework</a>	<a href="#">Category 3: Program Framework</a>
<a href="#">Category 4: Program Setting, Recruitment and Retention Plan</a>	<a href="#">Category 4: Program Setting, Recruitment and Retention Plan</a>
<a href="#">Category 5: Instructional Methods</a>	<a href="#">Category 5: Instructional Methods</a>
<a href="#">Category 6: Program Content</a>	<a href="#">Category 6: Program Content</a>
<a href="#">Category 7: Program Materials</a>	<a href="#">Category 7: Program Materials</a>
<a href="#">Category 8: Evaluation</a>	<a href="#">Category 8: Evaluation</a>
<a href="#">Category 9: Sustainability</a>	<a href="#">Category 9: Sustainability</a>

Additional Presentations
<a href="#">The Guide for Effective Nutrition Interventions and Education</a>
<a href="#">An Introduction to GENIE</a>
<a href="#">A Message from ConAgra Foods Foundation</a>
<a href="#">Why GENIE was Developed?</a>
<a href="#">Why is GENIE Important?</a>
<a href="#">How to Use GENIE</a>

## Sample Proposals

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

Presentation



# Video Tutorials



Academy of Nutrition  
and Dietetics  
**Foundation**

Category 1- Program Description and Importance-v3.mov





# Additional Resources



Academy of Nutrition  
and Dietetics  
**Foundation**

## 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



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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 examples to back up structure or content of the program

National Cancer Institute

### 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>

Theory  
at a  
Glance

A Guide For Health Promotion Practice



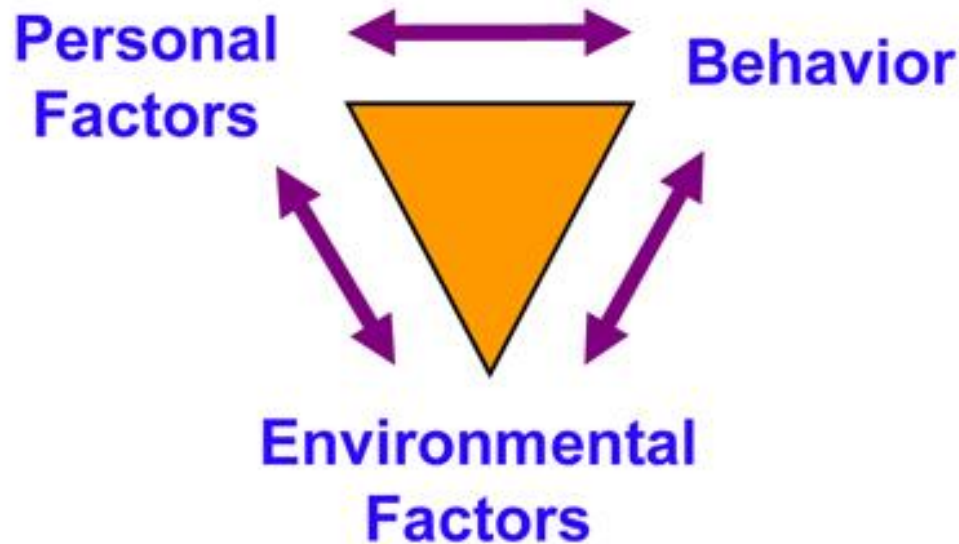
# Proposed Program- What did we change?



## 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

[Print page](#)  
[Get email updates](#)

**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

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**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

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





Academy of Nutrition  
and Dietetics  
**Foundation**

# Healthy Food Bank Hub Resources





# Healthy Food Bank Hub



Academy of Nutrition  
and Dietetics  
**Foundation**

The screenshot shows the homepage of the Healthy Food Bank Hub. At the top, there is a navigation bar with the text "HEALTHY FOOD BANK HUB" and social media icons. Below this, a large banner features a collage of food items (bread, fruit, vegetables, milk) and the title "FOODS TO ENCOURAGE FOR HEALTHY LIVING". A sidebar on the left lists categories like "ABOUT THE HUB", "HEALTHY FOOD DISTRIBUTION", and "NUTRITION EDUCATION". Below the banner, there are four smaller sections: "FOODS TO ENCOURAGE FOR HEALTHY LIVING", "HEALTH PROFESSIONALS FIGHTING HUNGER", "HEALTHIER FOOD WHERE PEOPLE NEED IT", and "WHY HUNGER MATTERS FOR HEALTH". A "DONATE NOW" button is visible. The bottom section includes "About the Hub" text, a "SUBSCRIBE TO OUR DIGEST" form, and a "FEATURED" section with a keyboard image. The footer contains a Feeding America truck, a "MEAL CAR" logo, and a stack of books with an apple.

HEALTHY FOOD BANK HUB

SPREAD THE WORD

FEEDING AMERICA KIDS eat right. NDC NATIONAL DAIRY COUNCIL

SEARCH THE HUB

ABOUT THE HUB

HEALTHY FOOD DISTRIBUTION

NUTRITION EDUCATION

INNOVATIONS AND PARTNERSHIPS

TOOLS AND RESOURCES

GET INVOLVED

STAY ENGAGED

FOODS TO ENCOURAGE FOR HEALTHY LIVING

Today, 67% of the food the Feeding America network distributes annually is classified as Foods to Encourage. This includes more than 800 million pounds of produce.

LEARN MORE

DONATE NOW

FOODS TO ENCOURAGE FOR HEALTHY LIVING

HEALTH PROFESSIONALS FIGHTING HUNGER

HEALTHIER FOOD WHERE PEOPLE NEED IT

WHY HUNGER MATTERS FOR HEALTH

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.

LEARN MORE

FEATURED

SUBSCRIBE TO OUR DIGEST

Submit your email address to join the Healthy Food Bank Hub Digest. A highlight of the Hub's newest features, content, collaborators, and targeted tools and resources will be sent to your email.

LEARN MORE

FEEDING AMERICA

MEAL CAR

[www.healthyfoodbankhub.org](http://www.healthyfoodbankhub.org)



- Nutrition education handouts
  - Nutrition education curricula
  - Recipes
  - Assessment and evaluation resources
-



# Healthy Food Bank Hub



Academy of Nutrition  
and Dietetics  
**Foundation**

**HEALTHY FOOD BANK HUB**

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**ABOUT THE HUB**

HEALTHY FOOD DISTRIBUTION

NUTRITION EDUCATION

INNOVATIONS AND PARTNERSHIPS

**TOOLS AND RESOURCES**

GET INVOLVED

STAY ENGAGED

# TOOLS AND RESOURCES

[HOME](#)
[\*\*TOOLS AND RESOURCES\*\*](#)

e.g. Chicken Recipes, ACA Fact Sheet, MyPlate Resources

BROWSE ALL

Refine By:

clear all

Categories

- ☐ Curriculum
- ☐ Dietitian
- ☐ Educational Material
- ☐ Food Banker
- ☐ Food Safety
- ☐ Health Professional
- ☐ Nutrition Education Handout
- ☐ Poster
- ☐ Recipe
- ☐ Research/Program Evaluation
- ☐ Video

Equipment

Ingredients

Languages



The screenshot shows the Healthy Food Bank Hub website. The header includes the logo and navigation links. The main content area is titled 'TOOLS AND RESOURCES' and contains a search bar, a list of categories, and a word cloud. The word 'NUTRITION EDUCATION HANDOUT' is circled in red.

**HEALTHY FOOD BANK HUB**

SPREAD THE WORD

FEEDING AMERICA

KIDS eat right.

NDC NATIONAL DIETARY COUNCIL

SEARCH THE HUB

ABOUT THE HUB

HEALTHY FOOD DISTRIBUTION

NUTRITION EDUCATION

INNOVATIONS AND PARTNERSHIPS

TOOLS AND RESOURCES

GET INVOLVED

STAY ENGAGED

DONATE NOW

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

TOOLS AND RESOURCES

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

BROWSE ALL

WORD CLOUD: NUTRITION EDUCATION HANDOUT, CHICKEN, VEGETABLES, 30 MIN, 15 MIN, FRUITS, LUNCH, BREAKFAST, OVEN, TOMATOES, BREAD, POSTER, RACON, CHEESE, MUSTARD, BEEF, OATMEAL, BLACK BEANS, CHICKEN, POLICY, BROCCOLI, SPINACH, PORK, RAISINS, NUTRITION EDUCATION HANDOUT, CRITERIA, WHOLE GRAINS, SNACK, FOOD SAFETY, ONION, PASTA, FLOUR, MILK, CELERY, HEALTH AND HUNGER, SPANISH, GARLIC, SUMMER, BANANAS, CABBAGE, WINTER, POTATOES, YOGURT, BUDGET-FRIENDLY, DIETITIAN, RICE, LEAN PROTEINS, CORN, EGGS, VIDEO, LOW-FAT, SKIM, OR NON-FAT DAIRY, PARMESAN, CHEESE, BASIL, APPLES, ALMONDS, GRAPES, PEACHES, PEARS, PEAS, PEPPERS, ONIONS, SIDE DISH, WELLNESS, RESEARCH/PROGRAM EVALUATION, MUSHRoom, CHICKEN, POLICY, BROCCOLI, SPINACH, PORK, RAISINS, NUTRITION EDUCATION HANDOUT, CRITERIA, WHOLE GRAINS, SNACK, FOOD SAFETY, ONION, PASTA, FLOUR, MILK, CELERY, HEALTH AND HUNGER, SPANISH, GARLIC, SUMMER, BANANAS, CABBAGE, WINTER, POTATOES, YOGURT, BUDGET-FRIENDLY, DIETITIAN, RICE, LEAN PROTEINS, CORN, EGGS, VIDEO, 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LOW-FAT, SKIM, OR NON-FAT DAIRY, PARMESAN, CHEESE, BASIL, APPLES, ALMONDS, GRAPES, PEACHES,





## 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](#)



Refine By:

[clear all](#)

▼ Categories

- ☐ Curriculum
- ☐ Dietitian
- ☐ Educational Material
- ☐ Food Banker
- ☐ Food Safety
- ☐ Health Professional
- ☐ Nutrition Education Handout
- ☐ Poster
- ☐ Recipe
- ☐ Research/Program Evaluation
- ☐ Video

- ▶ Equipment

- ▶ **Ingredients**

- ▶ Languages

- ▶ Meal Types

► [MyPlate Food Groups](#)

► Others


## ► Seasons




► **Sources**

- ▶ Timeframes


REFINE SEARCH




**HEALTHY FOOD BANK HUB**

SPEED THE WORD  




**FEEDING AMERICA**  
 eat right.



SEARCH THE HUB

ABOUT THE HUB  
 HEALTHY FOOD DISTRIBUTION  
 NUTRITION EDUCATION  
 INNOVATIONS AND PARTNERSHIPS  
 TOOLS AND RESOURCES  
 GET INVOLVED  
 STAY ENGAGED


# TOOLS AND RESOURCES

HOME
 TOOLS AND RESOURCES

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

e.g. Chicken Recipes, ACA Fact Sheet, MyPlate Resources

BROWSE ALL



Refine By:  
 Create list

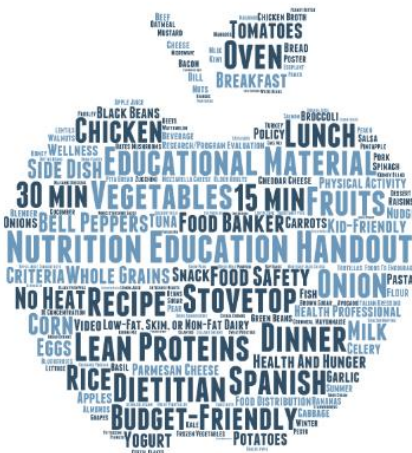
Categories

☐ Curriculum  
☐ Dietitian  
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☐ Poster  
☐ Recipe  
☐ Research/Program Evaluation  
☐ Video

Equipment

Ingredients

Languages







## 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

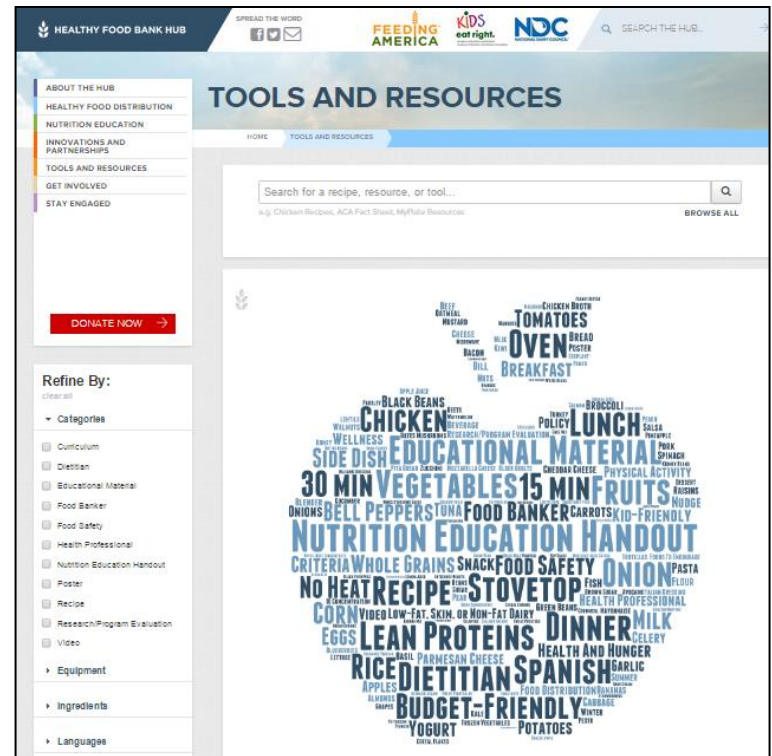
This interactive MyPlate-based nutrition lesson plans and tastings focused on increasing nutrition knowledge and consumption of fresh, food-bank-provided fruits and vegetables truly have an impact on kids knowledge and consumption-related behaviors of fruits and vegetables. This 3 lesson curriculum provides 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



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and Dietetics  
Foundation

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☐ Recipe

☐ Research/Program Evaluation

☐ Video


Equipment

Ingredients


Browsing All Tools & Resources

Viewing all 4 Tools & Resources refined by: Winter


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**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**  
Want a dish to warm you up on a cold day? Try this hearty black bean soup, which 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](#)



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## TOOLS & RESOURCES

HOME
TOOLS AND RESOURCES
DEVELOPING AND ASSESSING NUTRITION EDUCATION HANDOUT CHECKLIST

### Developing and Assessing Nutrition Education Handout Checklist

The Developing and Assessing Nutrition Education Handout Checklist (DANEH) was developed by the Academy of Nutrition and Dietetics Foundation as part of the Future of Food (FOF) project. The purpose of the DANEH 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.

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SUBSCRIBE TO OUR DIGEST  
Submit your email address to join the Healthy Food Bank Hub

<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 3<sup>rd</sup> 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](http://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: \_\_\_\_\_



## 5<sup>th</sup> grade reading level

Yes ☐

Check "yes" if handout is written at or below a 5<sup>th</sup> grade reading level.

No ☐

Check "no" if handout is written at a 6<sup>th</sup> 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.

3. Under Review, click Spelling and Grammar Check.

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

### Option #2: Readability Score Website

1. Visit <https://readabilityscore.com/>.

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: \_\_\_\_\_

\_\_\_\_\_



Total Score \_\_\_\_\_

Overall Comments:



## Remember:

DANEH recommends an average score of 18 by two reviewers

## Approval

In my professional opinion, I consider this handout a quality nutrition education handout.

☐ Yes

☐ No

By: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_





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 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.





HEALTHY RECIPES



STRATEGIES



ASSESSMENTS AND  
EVALUATIONS

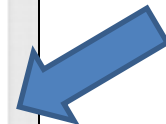
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**ASSESSMENT AND EVALUATION RESOURCES**

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.

# TOOLS & RESOURCES

HOME TOOLS AND RESOURCES ASSESSMENT AND EVALUATION RESOURCES

## Assessment and Evaluation Resources

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.

**DOWNLOAD** →

Tagged In:

English Academy of Nutrition and Dietetics Foundation Feeding America Dietitian Research/Program Evaluation

<http://healthyfoodbankhub.feedingamerica.org/resource/assessment-and-evaluation-resource/>



## 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

<a href="#">Needs Assessment</a> .....	Page 2
<a href="#">Nutrition Education Delivery</a> .....	Page 4
<a href="#">Nutrition Education Resources</a> .....	Page 6
<a href="#">Objectives and Evaluation</a> .....	Page 9
<a href="#">Evaluation Planning Tools</a> .....	Page 10
<a href="#">Evaluation Survey Tools</a> .....	Page 11
<a href="#">Evaluation Examples and Reports</a> .....	Page 14
<a href="#">Sustainability</a> .....	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:



## 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

<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.



## 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

<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](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

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[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](#)
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<http://fnic.nal.usda.gov/surveys-reports-and-research/research-tools/dietary-assessment-instruments-research>



# 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>
  - The Healthy Food Bank Hub has many helpful education and evaluation resources.  
[www.healthyfoodbankhub.org/assessment-and-evaluations/](http://www.healthyfoodbankhub.org/assessment-and-evaluations/)
-





# Thank you!

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Feeding America

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