

Cooking Up Community:

Nutrition Education in Emergency Food Programs



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WhyHunger and the National Hunger Clearinghouse

WhyHunger brings its unique assets and history to **building** a broad-based social movement to end hunger.

Our set of core values rests on the understanding that solutions and innovation are often found in the grassroots. WhyHunger's programs work to support these community-based organizations as they grow and develop, and bring new ideas and practices to creating a just food system that provides universal access to nutritious and affordable food.

As a grassroots support organization, WhyHunger provides capacity building services, technical support, access to information, and financial resources to community organizations implementing new ideas and developing groundbreaking projects to transform their communities. We build networks of grassroots organizations that share a vision of healthy, sustainable, and self-reliant communities leading to greater mobilization and stronger advocacy to end poverty and hunger.

Since 1975, WhyHunger has been concerned with addressing the root causes of hunger and poverty, not merely charitable distribution. Twenty years ago, we advocated for emergency food providers to incorporate registering guests for benefits as a longer-term solution, and in 2005-6, we produced two guides linking food banking and community food security: *Building the Bridge* and *Serving Up Justice*. In the spirit of that tradition, we have recently produced two guides— one on nutrition education and one on food sourcing— that share models of current innovative programming by emergency food providers. It is our hope that these guides will be sources of inspiration and ideas to strengthen the programs of emergency food providers, particularly in improving the nutritional health of those they serve.

The **National Hunger Clearinghouse** includes the **National Hunger Hotline (1-866-3-HUNGRY)**, which refers people across the country to food and government nutrition programs in their area. NHC also works with emergency food providers (food banks, food pantries, soup kitchens, and food access sites) to improve their service delivery through sharing ideas and technical guidance. Our monthly e-newsletter, the *Clearinghouse Connection*, facilitates the exchange of information, resources, and ideas among emergency food providers working to create community food security. To subscribe, email us at nhc@whyhunger.org.

This guide is part of an ongoing effort to aggregate and make available critical resources for emergency food providers. Please complete [this survey](#) to let us know how we can continue to improve this resource. You can also email us at nhc@whyhunger.org.

Introduction

From food banking in central California, to cooking classes in the Rockies, to urban rooftop farming in New York City, innovative activities and solutions are currently being implemented to address the health and well-being of our local communities. Each program, regardless of size and scope, possesses anecdotes, stories, and information that are critical to understanding the state of hunger in our nation and how we can better address issues of food insecurity and poverty. **The local fight against hunger is a national struggle, and we can learn from one another.**

In a 2010 position paper released by the Academy of Nutrition and Dietetics (formerly the American Dietetic Association) regarding food insecurity in the United States, the Academy stated that a

“systematic and sustained action is needed to achieve food and nutrition security for all in the United States. To eliminate food insecurity, interventions are needed, including adequate funding for and increased utilization of food and nutrition assistance programs, inclusion of food and nutrition education in such programs, and innovative programs to promote and support individual and household economic self-sufficiency.”

In other words, there is a dire need for food and nutrition education in all venues related to food and nutrition programming. Additionally, not just any type of programming is necessary, but innovative and field-tested interventions that can stimulate change in communities. Emergency food providers (food banks, food pantries or shelves, soup kitchens, or food access sites) provide perhaps a non-traditional setting for nutrition education in which innovation and community action can join forces.

Emergency food providers (EFPs) provide a venue for nutrition in targeting populations that have struggled to obtain healthy and affordable food options. In looking closely at food-insecure communities, these populations experience higher rates of chronic conditions such as heart disease, high blood pressure, and obesity.^{1, 2} Additionally, these same populations are associated with poorer overall health³ as well as inadequate nutrient intakes of fiber, fruits, potassium, vitamin C, and vegetables.⁴ According to Hoisington et al., “individuals living in food-insecure households employ a progressive series of coping strategies to maintain a food supply, including buying food in bulk, eating the same thing all week long, and utilizing low-cost ingredients in meals. Households increase their food supply through private and public food assistance.”⁵ Therefore, empowering EFPs to address nutrition empowers the communities they serve to make better decisions regarding their food choices and overall health.

Emergency food providers are part of a broader food system and can leverage their purchases and decision making to create greater community food security. Food and nutrition are not the same. Nutrition comprises the process of providing the nutrients needed for health, growth, development, and survival. Food is an essential part of this process since it is the source of these nutrients, but good caring practices and good health care are also essential to the nutrition process. Nutrition in the wider sense comprises the substances, community, and environment that impact the body and influence health. Nutrition incorporates food systems and support of the biological systems of the body. It includes agricultural inputs as these affect plant and animal systems. Nutrition impacts the building and repair of tissues as they wear out and die, the fuel for energy and growth.

¹ Vozoris NT, Tarasuk, VS. Household food insufficiency is associated with poorer health. *J Nutr*; 133 (2003), pp. 120–126.

² Olsen CM. Nutrition and health outcomes associated with food insecurity and hunger. *J Nutr*; 129 (suppl) (1999), pp. 521S–524S.

³ Hoisington A, Manore MM, Raab C. Nutritional quality of emergency foods. *J Nutr*; 111 (2011), pp.573-576.

⁴ Kendall A, Olsen CM, Frongillo Jr EA. Relationship of hunger and food insecurity to food availability and consumption. *J Am Diet Assoc*, 96 (1996), pp. 1019–1024.

⁵ Hoisington A, Manore MM, Raab A. Nutritional quality of emergency foods. *J Nutr*; 111 (2011), pp.573-576.

The environment is essential to nutrition since people cannot be healthy in a sick environment. Poverty, hunger, culture, food insecurity, and nutrition are interlinked and this means that income, access, social determinants, education, genetics, and social norms must also be considered. From this whole complex of factors, access to nutritious food is essential. See also the WhyHunger resource on food sourcing, *Beyond Bread: Innovations in Healthy Food Sourcing at EFPs*.

Hamm and Bellows define **community food security** as “a situation in which all community residents obtain a safe, culturally acceptable, nutritionally adequate diet through a sustainable food system that maximizes community self-reliance and social justice.”⁶

For emergency food providers interested in incorporating nutrition education into their programming, it seems difficult to know where to begin. This resource attempts to be an introduction and sharing point of innovative nutrition education programming currently being implemented in the United States. While directed to EFPs, this resource provides ideas for nutrition education that many different types of organizations can utilize.

The purpose of WhyHunger’s *Cooking Up Community: Nutrition Education in Emergency Food Programs* is to:

- (1) **Share and provide information** about current and innovative programming regarding nutrition education— spanning a wide array of sources that touch on different topics such as evidence-based curricula to successes in experiential learning.
- (2) **Demonstrate** the current wealth of resources and materials that are available.
- (3) **Emphasize** the need to utilize and share resources that are available in order to avoid “reinventing the wheel.”
- (4) **Facilitate** the incorporation of nutrition education and food education activities in emergency food programming.

The guide neither attempts to be a comprehensive source of information nor a study to share evidence-based models for replication of programming. Rather, it is a tool that introduces emergency food providers to current and innovative programming as well as useful resources to further open the doors for conversation and dialogue to work collaboratively on nutrition education programming.



⁶ Hamm, M. W., & Bellows, A. C. (2003). Community food security and nutrition educators. *Journal of Nutrition Education and Behavior*, 35(1), 37–43.



Structuring the Guide

In order to tackle the abundant topic of nutrition education in a helpful manner, this guide was designed in a user-friendly style. Information is organized by thematic chapters consisting of profiles and interviews with organizations implementing model nutrition programs. Additionally, incorporation of hyperlinked resources and tools are integrated in order to facilitate perusing of additional information not detailed in this guide.

Navigating the Guide

- Main Focus
- Incorporates

Know what you're looking for? Use this chart for easy access to the information you want to learn.

Organizations:	Page:	Experiential Learning	Food Rescue	Health Promotion	Curricula	Partnerships	Culturally Appropriate Methods	Evaluation	Empower Youth and Students	Utilize Cooking Demonstrations	Emergency Food Providers	Utilize Registered Dietitians	Utilizes Community-based Health Workers and Educators/Promotoras
Campus Kitchens	36	●	○	●		●			○		●	●	
City Harvest	42	●	○	●		○		○		●	●	●	
Cooking Matters Colorado	30	○				●				●	●	●	
Edible Schoolyard New Orleans	19	○							○	○		●	
Family Cook Productions	33	○		●	○	○			○	○		●	
Food Bank of Central New York	40			●						●	●	●	
Food Outreach	53			●			●			●		○	
God's Love We Deliver	52			●			●					○	
Growing Chefs	18	○							●	○			
Just Food	39	●		○			●		●	●	●		
Platicamos Salud	51	●		●			○			○			○
Second Harvest Food Bank Santa Cruz County	49	●		●			○			●	●		
Sesame Workshop	60			○	○	○		○					
Share Our Strength	28	●		●	○	○	●	○		○		●	
Sustainable Food Center's: La Cocina Alegre/The Happy Kitchen	25	○		●	○	○	○	○		●		●	○
TOCA: Desert Rain Café	47			●			○		○	●			

Rationale, Methodology, and Limitations in Research

After conversations with dozens of leading emergency food providers over the course of a year, the need for capacity building guidance in food sourcing and nutrition education was continually identified. WhyHunger found that organizations were tailoring programming to meet funding requirements, and often re-inventing the wheel by creating nutrition education programming from scratch. Lacking a resource that aggregated and assessed existing models that EFPs could realistically replicate or adapt, organizations could not easily tailor their programs or learn about innovative models. WhyHunger defines EFPs broadly: including, for example, schools, since school lunch and breakfast are significant sources of calories during the day for many low-income kids.⁷

Organizations showcased within this guide were vetted through WhyHunger references and recommendations, and collected from the time period of August 2011-June 2012. In speaking with representatives from each organization, it was apparent that each had different missions, goals, objectives, and activities. The organizations are not meant to be comparable but to demonstrate the variety of programming that exists for a variety of populations being served. The research presented by this guide only portrays a portion of organizations' activities and programming with a particular emphasis on nutrition and food education.

The formation of this guide is a result of many interviews with innovators throughout the country conducted during countless hours on the phone and through e-mails. Article reviews were also undertaken in order to produce this manuscript. Throughout this process, the deep-felt passion and commitment by those who contributed was palpable and infectious. Their dedication to improve the health of their communities and their genuine respect and loyalty to their clients proved to be inspiring. WhyHunger looks forward to sharing these findings and receiving feedback to continually improve the guide and expand the available information. This resource is just the beginning of a project that will become more dynamic as additional innovators continue to contribute in the coming years.



⁷ "On average across all children, 35% of daily energy was consumed at school. Among NSLP participants, the proportion was 40% in elementary school and 38% in secondary school (Table 3). Among children who participate in both the SBP and the NSLP, up to 51% of daily energy was consumed at school; the majority of daily energy (47%) was also obtained at school (data not shown)."

Briefel, R. R., Wilson, A., & Gleason, P. M. (2009). Consumption of low-nutrient, energy-dense foods and beverages at school, home, and other locations among school lunch participants and nonparticipants. *Journal of the American Dietetic Association*, 109(2 Supplement 1), S79-S90.



"One of the most powerful things a food bank can do is to work to assist the ability of the millions of people we work with to improve their own ability to look after their nutritional health, by improving their food literacy (understanding their nutritional needs and empowering them to meet them by teaching them how to stretch dollars by shopping smart, how to cook real nutrient dense meals for their families, eating and growing more produce, and making the connection with exercise and lifestyle). This is not window dressing, it truly helps people take control of their own situation and health."

— *Erik Talkin, C.E.O., Foodbank of Santa Barbara County*

CHAPTER 1

Getting Started: Understanding Nutrition and Health Needs



You're interested in starting a nutrition program for your food pantry. Where should you begin?

Before launching into creating a program, there are several things to keep in mind in advance of researching and determining techniques and curriculum.

In interviewing multiple organizations about the first steps they took to develop their nutrition education programs, the overwhelming response was “*understanding community needs.*” They found it helpful to think through: **what needs and gaps does the community identify?** Conducting formative or preliminary research, such as needs assessments (a process of inquiry to get a thorough understanding of a community’s strengths and weaknesses in relation to food, health, and nutrition) and a situational analysis (review of both assets and challenges in current knowledge, resources, and attitudes) are key to identifying the elements of a nutrition education program tailored to your community. The following chapter is a brief introduction to help you think through goals and objectives you want your food pantry to accomplish.

Questions to Keep in Mind:

- I'm interested in starting a nutrition education program at my food pantry, but where should I begin?
- What types of things should I keep in mind when creating a program?

**The components of a nutrition education program are numerous.
A few things that might come to mind are:**

Location > **Where** will this program be?

Human Resources and Volunteers > **Who** will run this program? **What** kind of personnel with what expertise do I need?

Population Information > **What** is the age and demographic that I am serving? **Who** are my clients and what are their needs?

Cultural Information > **What** languages do my clients speak? **What** foods are culturally acceptable?

Curriculum and Materials > **What** kinds of materials do I need and in what format? **What** curriculum should I use?

Training > **What** type of support does my staff need?

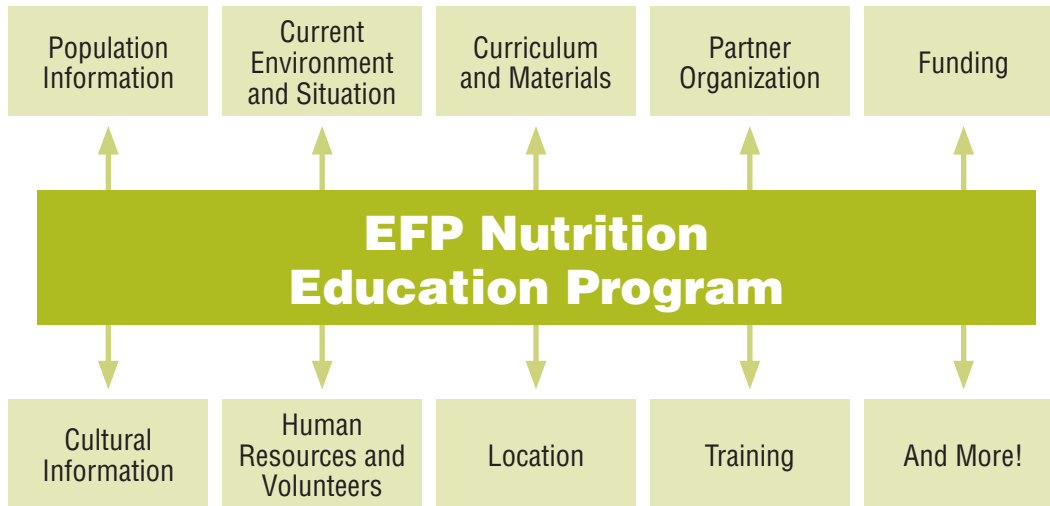
Partnerships > **What** organizations or people could help implement or facilitate my program?

When researching organizations online, many, if not all, have a **mission**, **goal**, and **objectives** to frame their work. Through looking at different and successful models, you may find program components of interest. These components could be integrated into your programming versus starting from scratch. However, before replicating, it is important to consider the successes and pros and cons of the desired activity. This research will help inform whether or not the activity is effective or appropriate to implement in your respective community.

When researching different organizations online, assess how clearly program goals and objectives are stated.

Goals and objectives that are measurable and quantifiable prove to be beneficial within the evaluation part of your programming as well as in grant writing where it is necessary to substantiate your program implementation and impact. Keep in mind that it is possible to have realistic measurable goals and objectives AND innovative programming. The two combined are a one-two punch.

Thinking through Program Components



General and Technical Information of Needs Assessments

Some Resources on Community Assets and Needs Assessments		
Organization	Title of Resource	Description
Community Food Security Coalition (CFSC)	What's Cooking in Your Food System: A Guide to Community Food Assessment	Comprehensive guidance on community food assessment, including case studies and design.
	Community Food Security: A Guide to Concept, Design and Implementation	A comprehensive guide to building community food security, including chapters on needs assessments.
Moving to the Future	Moving to the Future	This online guide helps users create successful healthy food and active living programs. Chapter one provides instructions for conducting a community assessment.
Iowa State University: University Extension	Preparing for a Collaborative Community Assessment	A short, easy to understand publication on preparing for a collaborative community assessment.
New York State: Department of Health	Community Health Assessment Clearinghouse	Guidance and training to strengthen assessment-related skills and practice.
WhyHunger	Food Security Learning Center: Community Food Assessment	In this web-based clearinghouse of information on community food security topics, Community food assessments are discussed in detail, with links and additional resources.

Voices from the Field

In interviewing representatives from different organizations, each individual was asked to provide certain recommendations that would be helpful for those starting a nutrition education program. Many recommendations are based on professional opinion and firsthand experience.

1) Identify the Need:

“Find out the need, whether [to] focus at the coordinator or client level.”

– Heather Hudson, Food Bank of Central New York

2) Start with What is Available:

“Look at training-the-trainer models.”

– Abby Youngblood, Just Food

“Enlist help in planning what education should be— such as what’s been done before, local dietetics, and the student population.”

– Heather Hudson, Food Bank of Central New York

“Look at resources on SNAP-Ed Connection and other resources available as a starting point, such as the [Academy of Nutrition and Dietetics] and the School Nutrition Association.”

– Usha Kalro, SNAP-Ed

“Research existing programs in the market place. Try [to] leverage the expertise of those programs to broaden reach.”

– Leslie Gordon, City Harvest

3) Clarify Goals and Objectives:

“Be clear with how you’re going to measure your impact and how you [will] accomplish these goals within your constraints (financial and environmental).”

– Laura Seman, Share Our Strength

“Organizationally, where do you want to have your impact? Where do you want to make your mark?”

– Leslie Gordon, City Harvest

4) Link Nutrition Education to the Environment and Community Food Security:

“Look at how you can achieve multiple goals in addition to nutrition education, how you can support local agriculture in your area.”

– Abby Youngblood, Just Food

5) Cultural Competence is Key:

“Involve cultural components to cater to your target population.”

– Katy Mitchell, Food Bank for New York City

6) Be Inclusive and Work with Partners:

“Leverage whatever resources you have through collaboration; don’t try to develop your own resources first.”

– Brooke Johnson, Second Harvest Food Bank Santa Cruz County

“Go to a partnering organization that has proven to be effective. Don’t reinvent the wheel.”

– Lynn Fredericks, Family Cook Productions

“Speaking to just the education component: if I was an emergency food provider on a shoe-string budget with no funds for paying a [registered dietitian], I would reach out to my local dietetics associations, dietetic internships, and dietetic undergrad programs. Even if you only get an RD for a couple [of] hours a month and/or you have students designing materials/menus, it’s better than nothing.”

– Josh Dale, Food Outreach

7) Measure Impact:

“Evaluate the program even if a small pre-test/post-test, [to] determine a baseline knowledge.”

– Heather Hudson, Food Bank of Central New York

8) Building the Right Staff Affects All Programming:

“Try to show providers [the] value of education sessions— solidify volunteer relationships and sound communication.”

– Katy Mitchell, Food Bank for New York City

“Treat volunteers as you do employees.”

– Annie Novak, Growing Chefs

“From an operational standpoint, I would hire part-time and/or temporary personnel until stable funding is secured. Having a skeletal staff or being strictly volunteer driven may even out workflows and increase inherent efficiencies.”

– Josh Dale, Food Outreach

“Make sure that your programming suits the population you’re serving. Hire a gardener and a chef (they bring very different skill sets and personalities and both are crucial). Use a community organizing approach to create buy-in from all parties. Make sure your program is hands-on and age appropriate. Do not compromise on fresh, local produce.

– April Neujean, Edible Schoolyard New Orleans, LA (ESY NOLA)

"The commitment, good will, and creativity that are poured into [the emergency food] system are surely inspiring. But I have heard another message as well, one that worries me: that we are becoming attached to our charitable food programs and increasingly unable to envision a society that wouldn't need them. We are so busy building bigger, better programs to deliver food to the hungry, and to raise the funds and other resources necessary to continue and expand our efforts in response to the rising need, that we are losing sight of both the underlying problem and its possible solutions."

— *Janet Poppendieck, Sweet Charity?*

CHAPTER 2

Experiential Learning: Getting Hands-On with Food



Nutrition education must go hand in hand with access to healthy fresh foods.

In a recent [study](#) by Share Our Strength, cost was the most commonly cited barrier to preparing healthy meals; yet families that regularly plan meals and budget for food are able to cook healthy meals more often.

Emergency food providers employ a variety of strategies to teach their customers about food preparation and nutrition. Some of these strategies may be formal and others informal; the important thing is to create a “**culture of nutrition education**” at a food access site and to meet people where they are.

Many pantries include recipes with produce packages, some have cooking demonstrations or displays about portion size, others have cooking and nutrition classes available, and a few install a garden on-site and offer community plots to clients.

One of the best ways to learn is through participation. Many organizations fall under this category of experiential learning for nutrition education. Organizations that implement hands-on activities do so to engage their targeted audience and to further facilitate learning processes or concepts that may be difficult to articulate. The following are but a few examples of organizations that are implementing innovative hands-on programming.

Popular Education

Popular or participatory education, or education “of the people,” has strong roots in Latin America and stems from the concept that education cannot be politically neutral and top-down. It provides an excellent perspective from which to share nutrition education.

The following organizations are resources for train-the-trainer/popular education:

[Highlander Research and Education Center](#)

New Market, Tennessee

[Institute for Cultural Affairs](#)

Technology of Participation Training

Chicago, Illinois

[Just Food’s Training of Trainers \(ToT\) video](#)

This video describes the participatory education process that is used within the organization’s programs for Community Chefs, City Farms Trainers, Food Justice Advocates, and with Farm School students.

New York, New York

[Training for Change](#)

Philadelphia, Pennsylvania

See also Robert Chambers *Participatory Workshops*.

Paulo Freire *Pedagogy of the Oppressed*.

Jane Vella *Taking Learning to Task*.



Edible Schoolyard New Orleans (ESY NOLA)



Questions to Keep in Mind:

- What are some examples of experiential learning?
- What types of resources and staffing are needed?

GROWING CHEFS

New York, NY

DESCRIPTION:

Growing Chefs was founded in 2005 as a way to connect people to food, from the soil to the kitchen. By offering educational programming in farming, gardening, and with simple recipes using seasonal ingredients, Growing Chefs stays true to its simple philosophy: “broccoli is not boring!”

NUTRITION EDUCATION ACTIVITIES:

Growing Chefs offers a wide range of programming and partnerships. Farm-based education: Classes or organizations can take a coordinated trip to [Eagle Street Rooftop Farm](#) to learn about seasonal tasks such as seed saving, composting, planting, and harvesting; or green roof benefits and urban farming. School partnerships: Their green thumb and culinary wizards are placed at a variety of schools and organizations. Events open to the public are posted on their calendar.

When visiting the Growing Chefs website, you may be immediately struck by the use of blogging to describe the recent happenings in the organization. Blogging allows for a more casual and informal venue to share information by providing a personal perspective. From documenting accounts of activities by season to sharing recent travels and experiences abroad, their website is somewhat unique in contrast to other organizations, with a very organic and conversation-like feel. Originally, the non-profit started off with just the Founder and Program Director, Annie Novak, and her blog. As the organization built more momentum and gathered a following, the blog changed into a website to reach a larger audience and to target those interested in getting involved and investing in the organization. In reading the blog, there’s a great sense of excitement and enthusiasm in current projects. Additionally, it depicts the staff involved in running the organization.

As of now, Growing Chefs has a staff of 12 that work part-time. Interestingly enough, no one is full-time staff— not even Novak. In an interview with Novak, she mentions that it gives the organization more flexibility and is the model that they’re sticking with at the moment. The staff is a diverse range of individuals comprised of nutritionists, culinary experts, and educators that provide assistance and facilitate with programming, training, upkeep of facilities, and more.

The nature and layout of the facilities provides the best explanation for a small staff. For example, Growing Chefs utilizes Eagle Rooftop Garden to facilitate teaching lesson plans while also providing local produce; however, availability of certain activities may change due to seasonality. Novak shares, “We do our best work when we’re able to work in the garden... To truly get programs to work, you can’t simply just bring in students to cut herbs.” Seasonality is the opposite of the school academic year and site access for gardening can often be problematic. Certain tasks may change according to what is needed in the moment. While site access poses an obstacle, the flexibility of Growing Chefs’ staff and range of knowledge allows them to adapt to different factors and settings and gives the organization’s programming a resourceful nature.

Growing Chefs partners with schools, local non-profits, and organizations such as the YMCA where they implement lesson plans covering a wide array of nutrition education topics. However, Growing Chefs takes on a different approach in implementing hands-on gardening and cooking activities. Novak prides the organization as being “founded to enforce the ecological part of nutrition” and that understanding how produce is grown is directly related to taste. For example, a certain partnership may comprise of teaching a fifth grade science class about kitchen chemistry or a botany class in which students will draw plant cells and discuss vitamin C. The form of education Growing Chefs implements works to accomplish a deeper understanding of cultivation and food production. As part of their mission states, “As agriculturalists and educators, we teach that to eat well from field to fork is to steward good soil, celebrate the genetic diversity of seeds, practice organic agriculture in growing food, eat well-balanced, fresh, hand-cooked meals among friends, and to compost. We think all eaters should know where their food comes from and how to grow it... we grow with, and for, the generations after us.”

HIGHLIGHTS:

- All of the staff at Growing Chefs are employed part-time.
- The organization works to share urban farming within their local communities by creating hands-on opportunities and space for introspection.
- Blogging is a great way to share organization information and experiences.

EDIBLE SCHOOLYARD NEW ORLEANS (ESY NOLA)

New Orleans, LA

DESCRIPTION:

Founded in 2006, Edible Schoolyard New Orleans (ESY NOLA) changes the way kids eat, learn, and live at five public charter schools in New Orleans. ESY NOLA's goal is to improve the long-term well-being of their students, families, and school community. They do this by integrating hands-on organic gardening and seasonal cooking into the school curriculum, culture, and cafeteria programs. ESY NOLA involves students in all aspects of growing, harvesting, preparing, and enjoying food together as a means of awakening their senses, cultivating a school environment that promotes a sense of pride and responsibility for the land and natural resources, and developing a love of fresh, seasonal foods. ESY NOLA works exclusively within [FirstLine Schools](#), which operates five open-enrollment public charter schools in New Orleans.

NUTRITION EDUCATION ACTIVITIES:

Across their network of five schools, there are varying levels of ESY programming. These include: daytime gardening and cooking classes, science classes in the garden, afterschool gardening and cooking classes, and seasonal special events such as: seasonal fruit tastings, Iron Chef Competition, Market-to-Table Luncheon, and Family Food Nights. All schools have gardens on-site and all schools have the same school food program.

WHAT MAKES THEM UNIQUE:

The major difference between ESY NOLA and other nutrition programs is the variety of engaging experiences they offer, the number of students they serve, and the fact that their classes at the flagship site are integrated into the school day. Programming at ESY NOLA's flagship at Green Charter includes: school gardens, hands-on garden and cooking classes, a cafeteria program that includes entrees made from scratch, a salad bar, whole grains, fresh fruits and vegetables each day, and a variety of seasonal events that engage family and community throughout the year.



While many might be familiar with the Edible Schoolyard on the west coast, some might be surprised to see this organization represented in the south. Edible Schoolyard New Orleans (ESY NOLA) is the first replication of the original [Edible Schoolyard](#) in Berkeley, CA, founded by Alice Waters. According to April Neujean, Lead Chef Teacher/Food and Wellness Educator, “Alice wanted to do something for the children of New Orleans post-Katrina and it was suggested to her by friend and philanthropist Randy Fertel that she bring the program here to Samuel J. Green Charter School. Randy introduced Alice to the school’s founder, Dr. Anthony Recasner. The two hit it off, and she agreed to replicate the program here and at any future FirstLine Schools.” The program now serves five schools and seeks to improve the access and education for fresh fruits and vegetables through experiential learning both in regular classes and at seasonal special events.

According to Neujean, “ESY NOLA serves a population in great need, where more than 90% of students are eligible for free and reduced school meals. Many of these families also live in food deserts where access to fresh foods is extremely limited.” Others are homeless, so addressing hunger, obesity, and food justice are all important components to their work. This is also why they continuously advocate for fresh, healthy, from-scratch foods served with high-quality lean proteins and whole grains in all their school cafes.

ESY has a staff of 20 including 6 [Delta Service Corps](#) volunteers and 2 interns that lead classes, organize and execute events, maintain garden and kitchen spaces, recruit volunteers, assist in the cafeteria, develop curriculum and programming strategies, and are responsible for all fundraising and administrative tasks. ESY NOLA added a dietetic intern this year who manages a group of rotating dietetic interns to help evaluate the program from a nutritional standpoint.

So far the majority of program evaluation has been informal. Recently, ESY NOLA finished the first round of Body Mass Index (BMI) measurements and student and family surveys with hopes to continue collecting more formal data in the future. According to Neujean, challenges in collecting this data are that “this is an expensive and time-consuming process that needs to be done by an outside agency and not the current staff.”

As for her favorite memory with ESY NOLA that continues to inspire her, April Neujean exclaims, “There are so many! Watching a child bite into a juicy peach for the first time is one! Feeling inspired to reform our school food program after hearing from middle schoolers about the ‘slop’ and ‘light meat sandwiches’ served in our cafeterias when I first came and how that made them feel. Watching the first potato harvest and getting to cook potatoes from our garden with second graders... I could go on and on!”

HIGHLIGHTS:

- Edible Schoolyard New Orleans is the first replication of the original Edible Schoolyard in Berkeley, CA, founded by Alice Waters.
- ESY NOLA works within five different open access public charter schools all within FirstLine Schools, Inc.
- ESY NOLA transformed the school food programs at all five sites through utilizing a hands-on learning approach.

Body Mass Index (BMI)

BMI is a tool for indicating weight status. For adults, it is a measure of weight for height; for children, age and gender factor in as well. It is a formula used to estimate body fat and gauge health risks. BMI is only one factor in determining a person’s health risk. ([Centers for Disease Control](#))

CHAPTER 3

Curricula and Partnerships: Finding Resources and Opportunities in Partnering



When searching for curricula, most resources are associated with an organization or institution.

Sometimes, these organizations can provide assistance, support, or guidance in implementing their curricula. Both curricula and partnerships work hand in hand to facilitate the delivery of nutrition education. Therefore, this chapter provides information on both.

Curricula: Models and Accessible Materials

Finding an appropriate curriculum can be a challenging component in creating a nutrition education program.

Knowing where to search for resources and what works can be a long and stressful process. One thing is certain. There is a wealth of resources out there and some are free! Additionally, there are networks and organizations willing to help you establish your programming or set you on the right path. This chapter will help you begin the process of discovering useful curriculum and resources.

I'm interested in creating a nutrition education program at my food pantry. Where can I get materials?

It seems like a simple answer at first, but checking resources available online provides a great start to see what type of information is out there. The resources highlighted in this section are a few sources to get you started.

Do I need to hire an expert to create my programming?

What you'll find is that each organization will have to assess the needs and capabilities of their program and the skill set and experience of their staff. The organizations reviewed in this resource have different capacities: some with and some without outside experts to contribute to program development. A registered dietician is a food and nutrition expert. The majority of registered dietitians work in the treatment and prevention of disease, but they can also advise on curriculum and educate individuals and groups on good nutritional habits. Incorporating their expertise and evaluation methods into your program can be helpful in obtaining grant funding.

With regard to starting and creating a program with the help of a registered dietician (RD), check out the Academy of Nutrition and Dietetics. Also, USDA SNAP-Ed would be a great start. Look into any local dietetics associations that might be nearby. According to Justine Duchon, RD, MPH, "As well as local dietetics programs at universities, each state usually has a subset of the Academy of Nutrition and Dietetics, like Louisiana Dietetic Association, and within that there is usually a smaller subset for big cities like the New Orleans Dietetic Association that could be contacted."

You may also elect to work with a professional chef or cook who has experience working with whole foods. A chef could teach knife and planning skills to make cooking at home easier, and can share techniques and recipes for incorporating healthier foods into the diet. Sometimes elder community members or serious home cooks may have skills cooking with whole foods.

What curricula is the best?

The better question would be: what curriculum is best for the population you're serving and the resources that you have? According to Duchon, "The type of staff you need may be curriculum and population dependent. If more advanced nutrition education (more related to chronic conditions such as diabetes or cancer) is needed, you may consider an RD for your staff." By looking through these examples, a mixture of different curriculum is utilized based on the interests and demographics of the population.



The Happy Kitchen / La Cocina Alegre

Government Resources

Nutrition.gov	Providing easy, online access to government information on food and human nutrition for consumers.
SNAP-Ed Connection	The SNAP-Ed Connection is a dynamic online resource center for state and local SNAP-Ed providers. SNAP-Ed Connection is funded by USDA's Food and Nutrition Service (FNS) and maintained at the National Agricultural Library's Food and Nutrition Information Center.
SNAP-Ed's Resource Library (some examples)	
Click n' Go Educational Materials	Nutrition education and training materials that you can download and print from the internet.
Eat Right When Money's Tight	Resources provided to assist SNAP-Ed providers working with participants in an environment of rising food prices.
Nutrition Education Materials from Food and Nutrition Service (FNS)	A variety of educational resources from USDA FNS.
Nutrition Education for Older Adults	In 2008, the Food and Nutrition Service (FNS) released Eat Smart, Live Strong, an intervention designed to improve fruit and vegetable consumption and physical activity among 60-74 year olds participating in or eligible for FNS nutrition assistance programs.
Recipe Finder Database	Database of recipes submitted by nutrition and health professionals and organizations. Recipes can be searched by cost, audience, and kitchen equipment needed (e.g., microwave only).
Resource Finder	Filled with innovative materials created by SNAP-Ed providers, federal, state and local governments, organizations, and businesses. Their team of nutritionists reviews each item for accuracy, scope, bias, and readability.
Nutrition Through the Seasons	Nutrition Through the Seasons is a unique resource highlighting nutrition education materials and resources throughout the year.

SUSTAINABLE FOOD CENTER (SFC): THE HAPPY KITCHEN/LA COCINA ALEGRE™

Austin, Texas

DESCRIPTION:

The Happy Kitchen/La Cocina Alegre (THK) is the Sustainable Food Center's cooking and nutrition education program that aids individuals and institutions in making lasting dietary and behavioral changes by offering innovative, theory-based, cost-effective solutions to chronic food and nutrition problems impacting individuals and families in Central Texas.

NUTRITION EDUCATION ACTIVITIES:

Cooking and Nutrition Education Classes: The Happy Kitchen/La Cocina Alegre Cooking and Nutrition Education Classes offer an interactive six-week series of classes, which emphasize the selection and preparation of fresh, seasonal foods that are nutritious, economical, and delicious. The Happy Kitchen/La Cocina Alegre also offers Cooking and Nutrition Workshops that last one or two hours. Workshops might include: "Cooking with Seasonal Herbs," "Soups from Scratch," "How to Pack a Healthy Lunch," or "Quick Weeknight Dinners." Workshops are taught by trained peer Facilitators at various locations around Austin and are offered in English or Spanish.

FACILITATOR TRAINING PROGRAMMING:

The Happy Kitchen/La Cocina Alegre Program uses trained peer Facilitators to deliver its cooking classes and workshops throughout the community. The majority of Facilitators were Happy Kitchen participants who wanted to become more involved with the Program. The Facilitator component of The Happy Kitchen/La Cocina Alegre is based on the Public Health Promotora model.

The community health worker, or **Promotora**, is an informal grassroots worker who provides basic health education, guidance, and referral services to their community. It is based on the popular education model. Promotoras are a trusted broker of communication between the communities in which they reside and the healthcare system. They help to remove cultural and linguistic barriers while implementing health programming and are largely successful and effective.

For more information, check out the [CDC's Diabetes Public Health Resource](#).

WHAT MAKES THEM UNIQUE:

Community members teach THK sessions and workshops rather than someone formally trained in the field of nutrition. The idea of teaching community-to-community is heavily emphasized. Additionally, classes for interested participants are fully bilingual, taught in Spanish or English, and are free with free groceries included for participants that sign up for their six-week session.

Sustainable Food Center's mission is to "cultivate a healthy community by strengthening the local food system and improving access to nutritious, affordable food." THK teaches skills and self-sufficiency in preparing healthy, affordable meals that consist of whole grains, fresh produce, and low-saturated fat ingredients. The program attempts to: 1) affect positive changes in shopping, cooking, eating habits, and nutrition, 2) reduce diet-related diseases, 3) promote the health and development of young children, 4) place emphasis on local, seasonal, and culturally appropriate foods, and 5) integrate food systems concepts into its curriculum such as shopping at farmers markets and growing one's own food.



Joy Casnovsky, The Happy Kitchen/La Cocina Alegre Program Director, has been with SFC for four years, having cultivated a genuine interest in the dynamics of food systems in college and while serving abroad in the Peace Corps. Throughout the years, Casnovsky has seen a dramatic change in the success of THK's programming. THK initially started with cooking workshops taught in Spanish only; English classes were added based on growing interest. Curriculum was also created by the organization with great emphasis on making lessons in both languages. THK strives to work within the broader food system by using local foods in classes and connecting farmers to consumers at a farmers market hosted by its parent organization. Their nutrition education classes are based on a six-week model in which participants learn about fresh produce, how to read nutrition labels, and nutrition implications when using different ingredients. The cooking class participants are able to go home with the groceries that were used in class, and, upon returning for the next class, are asked about their successes and challenges in preparing these recipes at home. Not only do participants attend class and obtain groceries, they are able to do all this for free! Through grant funding and creative local partnerships, THK is able to provide these materials and groceries within their programming.

The majority of the classes offered are free for low-income participants or for communities suffering from health disparities. THK has been offering a growing number of classes that are open to the public, but for a fee. This ensures that everyone can attend a class in an equitable manner. Additionally, THK offers its services on a contract basis for partnering organizations. The earned revenue from these enterprises is then re-invested in the program in order to provide free programming for those in need.

All courses are held within local venues such as schools, churches, or grocery stores and are heavily community based. An additional component that strengthens THK's programming is that "teaching is from the community to the community." Casnovsky prides THK's Facilitators as being from the community in which they are leading the class. Currently, THK has approximately 45 Facilitators, 1/3 Spanish speaking, 2/3 English speaking, and several bilingual. Each class has approximately 15-20 participants and Facilitators are expected to spend 3-5 hours weekly in preparation and teaching the class. Facilitators can opt to receive a stipend for their services or volunteer their time.

Additionally, a post-test after the six-week series is given to participants to evaluate what they have learned. Overall, the accessibility of THK's curriculum and ability to provide fresh foods in conjunction with their six-week series enables participants to apply the skills learned in class at home.

HIGHLIGHTS:

- THK offers free nutrition education classes that provide groceries for participants to take home.
- Members of the community who are paid Facilitators teach all courses in Spanish and/or English.
- THK integrates food systems concepts into its curriculum such as shopping at farmers markets and growing one's own food and creates partnerships with both the agricultural community and academic institutions.
- THK offers replication trainings for agencies and organizations looking to bring the program to their community.



Food Bank of Central New York

Curriculum and Tools for Nutrition Education Programming

Program Activity	Affiliated Organization	Description
Shopping Matters	Share Our Strength	<p>Share Our Strength's Cooking Matters has created a line of tools called Shopping Matters to help families make healthy and affordable choices at the supermarket.</p> <p>During Shopping Matters tours, participants practice key food shopping skills like buying fruits and vegetables on a budget, comparing unit prices, reading food labels, and identifying whole grain foods. Tours are facilitated by a wide range of local volunteers who work as dietitians, community nutrition educators, culinary professionals, extension agents, or staff of community agencies.</p>
Cooking Matters	Share Our Strength	<p>With the help of volunteer culinary and nutrition experts, Cooking Matters course participants learn how to select nutritious and low-cost ingredients while preparing them in ways that provide the best nourishment possible to their families.</p>
Recipe for Diversity	Family Cook Productions	<p>In this curricula, children select a healthful ethnic recipe “they would like to ‘dedicate’ to creating tolerance and celebrating the diversity around them and throughout the world.” This downloadable tool provides four easy recipes representing four different cultures. “Each is delicious, kid-friendly, healthful, and fun to prepare.</p>
Exploring Food Together	Share Our Strength	<p>Exploring Food Together is a toolkit of simple activities that adults who work with young children can use, in the classroom or in the home. This toolkit focuses on helping kids learn about new foods to start building the skills to make healthy food choices.</p>
The Happy Kitchen Cooking Classes and Workshop	The Happy Kitchen/ La Cocina Alegre, Sustainable Food Center	<p>Learn more about THK's classes and workshops and contact them if interested in hosting a course.</p>



Partnerships: Solidifying Community Relationships

Discovering relevant curricula for your program will most likely draw from your current networks within your local community, recommendations, or through online resources. Therefore, it may be safe to say that your nutrition education program will never be completely independent. Successful programming is built with community needs in mind and with community support. For all organizations interviewed, the success of their program was designed with local, community, or national support and partnerships. The value of these relationships should not be underestimated. For many organizations, partnerships can provide curricula, materials, resources, facilities, personnel, and financial support. Additionally, they can facilitate in expanding and strengthening your program.

Visualizing Food Choices

[Portion Distortion](#): **Calories and Activity**: This interactive quiz asks participants to guess the number of calories in a common food item, then how long you would have to do a particular physical activity to burn that number of calories. The quiz can be incorporated into presentations as a way to introduce the difference between food and calories.

[Sugar Stacks](#): **Counting Food in Cubes of Sugar**: Sometimes when eating foods, it can be difficult to know how much sugar you're actually eating. This website stacks up sugar cubes against popular food and beverage items to demonstrate the amount of sugar that you or your organization's participants might consume on a regular basis.

SHARE OUR STRENGTH[®]

Washington, DC

MISSION AND DESCRIPTION:

Share Our Strength is a national nonprofit organization working to end childhood hunger in America. Share Our Strength's highest priority is to connect children with the nutritious food they need to lead healthy, active lives. Their "No Kid Hungry" strategy has four key components: 1) Create public-private partnerships at the state and city level to map out comprehensive, measurable plans to connect families at risk of hunger with federal nutrition programs. 2) Build public awareness about the problem of childhood hunger and solutions to end it. 3) Invest in communities with grants to organizations whose work improves access to nutritious foods or that educate families about such programs. 4) Educate children and families about how to maximize their food resources to make healthy, affordable meals.

NUTRITION EDUCATION ACTIVITIES:

Share Our Strength's food education programming is centered on Cooking Matters[®] and Shopping Matters, which utilize local resources in order to facilitate the education of families about healthy and affordable eating.

Cooking Matters: With the help of volunteer culinary and nutrition experts, Cooking Matters course participants learn how to select nutritious and low-cost ingredients and prepare them in tasty ways that provide the best nourishment possible to their families. **Shopping Matters:** Building on its proven success teaching families how to cook and eat healthfully on a budget, Share Our Strength's Cooking Matters has created a line of tools called Shopping Matters to help families make healthy and affordable choices at the supermarket. During Shopping Matters tours, participants practice food shopping skills like buying fruits and vegetables on a budget, comparing unit prices, reading food labels, and identifying whole grain foods.

WHAT MAKES THEM UNIQUE:

Cooking Matters and Shopping Matters are types of curriculum that can be held in your own communities. Share Our Strength can provide a strong partnership with regard to utilizing their materials within your programs. Their tools provide a comprehensive hands-on approach while keeping cost restraints of the clientele in mind. Share Our Strength works with only one organization in a city or region—the lead partner—which then works with local community host sites: often schools, Head Start programs, housing complexes, health clinics, WIC centers, or afterschool programs.

Laura Seman, Senior Manager, Program Development and Evaluation at Share Our Strength, completed her Master of Public Health at the University of North Carolina Chapel Hill, and joined Share Our Strength's Cooking Matters coordinating program evaluation right after school. Inspired by the organization's comprehensive approach to address hunger issues, Seman shares her experience: "I've seen Moms learn how to compare unit prices at the grocery store to get the best deal, teens get excited about making smoothies, and kids taste test different whole-grain foods. I've watched parents and kids work together to make a veggie stew, chefs demonstrate correct knife skills to a rapt audience, and participants come back the next week to excitedly describe how they recreated last week's recipe at home."

Share Our Strength's Cooking Matters and Shopping Matters are programs that depend extensively on partner organizations. Through partnering with Share Our Strength, the agency gets a proven collaborative program model, regular training updates and technical assistance, a rigorous evaluation framework, a network of programs to share with and learn from, and possible grant funding.

Share Our Strength leverages this partnership model in order to replicate their curriculum. Ensuring the quality of programming across different partners—from New Hampshire to Texas—is necessary in order to make sure that all courses are at the same level of quality. At times, this can be a challenge.

In evaluating their programs, Cooking Matters across the board utilizes a retrospective pre-test/post-test survey to assess change in attitudes, behaviors, and self-efficacy, targeting outcomes such as cooking skills, making meals at home, and making healthy choices. Share Our Strength collected information from graduates who have completed their program—approximately 15,000 people per year. The information was gathered and analyzed for national and local trends, and Share Our Strength was able to see the trends of outcomes of graduates (see [*It's Dinnertime: A Report on Low-Income Families' Efforts to Plan, Shop for, and Cook Healthy Meals*](#)). Additionally, the organization collects metrics that show how many people are being served, demographics, and locale. Laura Seman emphasizes that both "short and intermediate outcomes are measured on a regular basis." In terms of long-term evaluations, Share Our Strength has connected with U.S. universities in order to assess their programs on the local scale, and will begin a national long-term follow-up in 2012.

To end, Seman states, "Every time I visit a Cooking Matters course or Shopping Matters tour, I'm inspired to further commit myself to the program. I'm reminded that low-income parents, just like all parents and caregivers, want to provide the most nourishing foods for their kids, but just need the skills and confidence to make it happen within their budget."



Food What?!

HIGHLIGHTS:

- Partnering with Cooking Matters allows you to be a part of a network of Cooking Matters programs around the country where information can be shared and learned.
- Cooking Matters has evaluation tools for nutrition education programming that are integrated into their program.
- To become a lead partner with Share Our Strength's Cooking Matters check out: <http://cookingmatters.org/get-involved/partner/> to find out your next steps and more information.
- To learn more about holding a one-hour Shopping Matters tour in your area, check out: <http://shoppingmatters.org/>.

What are pre-test and post-test surveys and why are they important?

Pre-test and post-test surveys are tools or questionnaires that help measure program progress, such as what participants have learned and how it has affected their behavior. Pre-tests are used as a baseline before the program or intervention begins, and post-test surveys are used after to measure shifts in knowledge, behavior, or attitude. If retrospective means to look back, a retrospective post survey would be a questionnaire that would assess participants' newfound knowledge learned from your program, versus a pre-test survey which is what participants knew or did not know before participating in your program. These tools could be used to determine if participants have learned and retained new skills or changed attitudes or behaviors.

COOKING MATTERS COLORADO: PARTNERING WITH FOOD PANTRIES

Denver, CO

A further look into Cooking Matters brings us to Denver, Colorado. For 18 years, Cooking Matters Colorado has implemented 6-week nutrition education courses in the metro Denver area. Over the years, the program has expanded geographically: an initial goal of 30 classes a year was quickly surpassed; now over 200 classes a year are held. With this growth, collaborations with community partners have been pivotal to the success of Cooking Matters Colorado.

During the 6-week course, approximately 10–15 participants enroll and are encouraged to attend all sessions. Cooking Matters Colorado manages to accomplish an 85% graduation rate, meaning participants attend 4 out of 6 classes. According to Megan Bradley, RD, Senior Program Coordinator at Cooking Matters Colorado, “families felt empowered to make healthier decisions after their six-week course and wanted to continue this change... [W]e encourage participants to incorporate fruit, vegetables, and whole grains in their diet; however, many people are not able to access these food items on a regular basis.” Recognizing this gap, the organization began to research and talk with local food pantries to determine the types of foods currently offered and the support needed to improve availability.

Educating pantry clients needed to consist of how to make healthy choices at the pantry and how to stretch foods and ingredients. For Cooking Matters Colorado, this provided a great learning opportunity to discover ways to better support ongoing pantry work. Pantry demos, tastings, modification of foods in courses to reflect pantry foods, and trainings began to take place. With regard to partnerships and support, “there has been a community-wide interest

in having healthy food in food pantries.” Megan Bradley and Christina Miller, Remote Program Manager, explain that in the metro Denver area and Colorado statewide, people are talking more and recognizing the link to obesity, access issues, diabetes, and the need for healthier food options to be available in low-income communities. Due to this growing interest, Cooking Matters Colorado has been able to work with numerous community partner organizations that advocate for access to healthy food and nutrition education.

The Cooking Matters Colorado Healthy Pantry Project has been partnering with local pantries in the Denver metro area to offer multiple tools and services directed towards engaging and empowering clients to make healthier food choices. One service offered is a pantry demonstration which helps increase the use of uncommonly chosen pantry items and educates clients on how to use these foods. By scheduling cooking demonstrations and Cooking Matters courses at pantries, clients have an opportunity to learn about healthy cooking, basic nutrition, and food safety. The ultimate goal of the Healthy Pantry Project is to enhance the services pantries can provide to their clients by offering opportunities for nutrition and culinary education. Bradley and Miller emphasize that the mentality in partnering is based on working with the strengths already present in the community. “Pantry staff know their clients and pantries the best... therefore, pantries self-select levels they’re comfortable with” when partnering with Cooking Matters.

The Cooking Matters Healthy Pantry Project provides tools and services to meet the needs and desires of each individual pantry. “The only requirement for collaboration is a desire to improve the services and nutrition related education that each pantry provides to their clientele.”

HIGHLIGHTS:

- Partnerships can be a great learning process.
- Integrating all perspectives— donor, client, staff— in assessing needs and gaps strengthens programming.
- Accessibility of resources impacts scope of programs.
- A client choice model, which allows clients to select their own food, is encouraged.
- Emergency food providers promote community food security approaches by addressing broader access issues.
- A study of Cooking Matters for Adults participants was conducted by Colorado State University and published in the *Journal of Nutrition Education and Behavior*, July/August, 2007. The study concluded that Cooking Matters course participants improved their knowledge at the end of the course and that “eating and shopping behaviors continued at three months and six months after completing the course.”⁸



⁸ Swindle S, Baker SS, Auld GW. Operation Frontline: Assessment of Longer-term Curriculum Effectiveness, Evaluation Strategies, and Follow-up Methods. *J Nutr Educ*, 39 (2007), pp. 205-213.



Cooking Matters Colorado Pantry Project Tool

Tool	Description	Time Commitment
Cooking Matters Cooking & Nutrition Classes	These are six-week courses that teach low-income families how to prepare healthy and affordable meals on a limited budget. They offer classes for all ages, from school age children to adults, as well as family classes and bilingual classes.	2-3 hours per week
Pantry Cooking Demonstrations	Demonstrate an easy recipe using uncommon items found in your food pantry. Clients can sample the dish and take the recipe and food item home after they visit the pantry that day.	2-3 hours per visit
Staff Nutrition/ Culinary Training	Provide training and technical assistance for staff and volunteers to create a healthy pantry environment including general nutrition information, packing a balanced pantry box, or cooking tips for items found in the pantry. They also assist client choice pantries by reorganizing food items according to USDA nutrition standards.	1 time, half day commitment
Food Drive and Healthy Eating Initiatives	Help set up a food drive that encourages the donation of healthy and nutritious food items for your pantry. They provide tools and educational materials to help donors understand the importance of healthy food donations for pantries.	30 minutes
Pantry Specific Recipe Cards	Create bilingual recipe cards using various pantry items of pantry's choice to place in pantry boxes or display on food shelves. These recipes give clients ideas for ways to use these items in their everyday cooking.	30 minutes

If you and your pantry have other ideas you think would be effective in reaching your goals, Cooking Matters would love to help you implement them! For more information, please contact Megan Bradley at 303.892.8480 or email her at mbradley@strength.org.

From Hunger to Health

Erik Talkin, CEO of the Foodbank of Santa Barbara County, has a new blog called [From Hunger to Health](#). He shares the “story of how one organization on the inside of the ‘hunger business’ is trying to redefine what a food bank can achieve in transforming the health of our communities through good nutrition.” In a thoughtful and friendly way, he advocates for food banks to move towards community food security by focusing on nutrition. He argues that “nutrition helps people take control of their own situation and health” and is a means to address the ill health of our current system. Read it to get more ideas and examples from this leader in the industry.



Creating a Welcoming Space

Shopping at a pantry can be intimidating. Changing the tone and feel of a pantry is necessary in validating clients to select and consume certain products and produce. Some of the pantry staff affiliated with Cooking Matters Colorado wanted to produce a positive experience for their clients, and therefore changed the environment of the pantry. Through taking positive elements from grocery stores, foods were organized in different categories and a Client Choice Model was implemented. Health facts and nice signage are tools utilized in order to also educate clients and provide a warmer setting in selecting food.

FAMILYCOOK PRODUCTIONS

New York, NY

DESCRIPTION:

FamilyCook Productions (FCP) supports communities with family-focused and youth empowering culinary/nutrition education programs because they know it takes a holistic approach to develop healthy habits and preferences that result in healthful meals. Since the mid-90s, FamilyCook programs and curricula have reached over 65,000 families across the United States. FamilyCook provides evidence-based programs/curricula and the training to embed this nutrition education through hands-on cooking in K-12 schools, community organizations, farms, and other settings around the country.

MISSION AND GOALS:

To bring people of all ages together around delicious, affordable fresh food while positively impacting their health and well-being.

NUTRITION EDUCATION ACTIVITIES:

Activities supporting skill building and knowledge for improved nutrition comprise of a comprehensive set of activities targeting all ages: Preschool, Elementary, Middle, and High School. In addition, their programs support family cooking, farmers markets, and their newest project: farm-to-table job training. FCP works with corporations and institutions in implementing their activities.



WHAT MAKES THEM UNIQUE:

The FamilyCook team has developed successful, research-supported and replicated strategies to teach nutrition through cooking that are used across the U.S. in over 125 schools, community-based organizations, farmers markets, health departments, early childhood, and WIC Centers. FamilyCook's robust programming has developed substantially in breadth and geographical scope since the late 1990s. FCP is an important resource for organizations looking for sustainable programming as each program is designed to be maintained by the host organization for years to come. Also of note, information on FamilyCook program impact is available on their website and all their curricula offer protocols to measure program impact, a requirement for most funders.

As a single parent struggling financially to raise young children, Lynn Fredericks found that quality time was easily carved out by inviting her young children into the kitchen to help with a myriad of cooking tasks. Soon, she realized that her children would eat healthy food if they had a hand in preparing it. Rooted in her own experience, Lynn Fredericks launched FamilyCook Productions (FCP), an organization dedicated "to [bringing] families together around delicious, fresh food while positively impacting their health and well-being."



Author of *Cooking Time is Family Time*, Fredericks is noted as “an award-winning pioneer in the field of obesity prevention and family nutrition” and is applauded for her efforts through multiple awards and recognition.

With Fredericks’ vision and the support of partner groups, knowledgeable staff, and committed community members, FCP provides a comprehensive approach to nutrition education in each targeted age group. What’s more, they leverage partnerships with community-based organizations, corporations and businesses, farmers markets, and other organizations to serve more communities in the most efficient manner. FCP works with such partners to provide and facilitate implementation through training and technical assistance and their menu of “field-tested, evidence-based curricula for Pre-K–12 that teach nutrition through cooking.”

One of FCP’s highlighted activities, “Teen Battle Chef,” focuses on utilizing youth as “agents of change.” Youth develop leadership, teamwork, and culinary skills through the program, as well as gain nutrition knowledge and an appreciation for diverse, healthy, and sustainably-produced food. FCP published its first peer-reviewed article “[Strategies to Promote High School Students’ Healthful Food Choices](#)” in the *Journal of Nutrition Education and Behavior* in the September-October 2011 issue. The results of this study concluded that “participants in Diet for a Healthy Planet with Teen Battle Chefs reported behavioral changes and greater awareness of opportunities for and interest in healthful eating at home and at school. These changes and the peer learning suggest the value of students sharing and using knowledge developed in the course.” The success of this research was made possible through partnerships with academic institutions in addition to further participant commitment.

Fredericks holds that the “main proponent in successful implementation of FCP programming is FCP’s Community Food Educators,” which are the staff of such leading partners as HealthCorps, Montefiore School Health, and Urban Assembly that FCP trains to facilitate their program implementation. This integration of licensed programming into partner services allows FCP to expand their services and share their curriculum with those willing to meet the necessary requirements— such as adequate staff, shared commitment, and resources.

With regard to their curriculum, each program undergoes rigorous and ongoing research to continually improve its efficacy. FCP bases their programming on the social ecological framework, social cognitive theory, and self-efficacy. Evaluations utilize pre-/post-test surveys based on the Center for Disease Control Youth Behavioral Surveillance System (see insert next page). Through a mixed method of quantitative and qualitative assessments, feedback and reflection from participants, and robust formative research, FCP launches each of their curricula offerings using innovative, experiential strategies to address nutrition education.

Fredericks recounts, “When we started the Rochester mass replication of our elementary afterschool program, “Look Who’s Cooking,” I had to let go. I told the program director that parents will do this... children will respond like that... oh my gosh! It was a leap of faith for them— and the program director called [saying], ‘we just did the first family night, and everything that you told me would happen did happen exactly as you predicted!’ I knew I wasn’t crazy— people universally are responsive to certain experiences— and identifying the strategies that are universal to all of us is exactly what I needed to stay focused [on and] create programs that would be effective when replicated anywhere... and it’s not just what I can devise, but rather, each program is a product of our entire team’s creativity and knowledge. This was exactly what people were looking for— strategies that build a child, a teen, or an adult’s self-efficacy. That is what we promise can happen to anyone who participates in our programs; it’s what I really feel committed to each and every day.”

HIGHLIGHTS:

- Teen Battle Chef is one of FCP programs that motivate teens to partake in creating and participating in food preparation and advocacy.
- Active since the mid-90s, FCP has seen the changes in nutrition education programming and was a pioneer in replicable, proven-effective programming to incorporate cooking time as family time.
- FCP program research was recently published in the *Journal of Nutrition Education and Behavior*.



The following Public Health theories or frameworks are different perspectives on or measures of how people adopt new health behaviors and are therefore key to predicting the success of a particular intervention or programmatic element. Public Health interventions attempt to prevent disease, prolong life, and promote health in populations through a variety of activities such as education, surveillance, outreach, and policy development.

Perceived Self-Efficacy:

Perceived self-efficacy is “an individual’s beliefs about and confidence in his ability to perform a certain behavior or take action. Self-efficacy influences what behaviors we choose to perform, the amount of effort we expend on performing those behaviors, how long we persist in performing a behavior, and how we feel about particular behaviors. Self-efficacy is developed through direct or vicarious experience, verbal or social persuasion, and physiological reactions/feedback. Perceived self-efficacy is a concept common to many theories of Health Behavior, but is most directly related to Social Cognitive Theory.”⁹

Social Cognitive Theory:

Social Cognitive Theory is “a health behavior theory that describes the reciprocal influence and dynamic interaction between an individual’s personal factors, the environment, and specific health behaviors.”⁹ This means that individual knowledge acquisition stems from observing others within the context of social interaction.

Social Ecological Framework:

The Social Ecological Model is “an approach to health education that goes beyond individual behavior change to examine and modify the social, political, and economic factors impacting health behavior decisions.”¹⁰ The social ecological framework recognizes the individual, interpersonal, community, organizational, and policy-level influences on health.

Youth Risk Behavior Surveillance System (YRBSS):

YRBSS is an epidemiological survey established by the CDC in order to monitor “six types of health-risk behaviors that contribute to the leading causes of death and disability among youth and adults: behaviors that contribute to unintentional injuries and violence, tobacco use, alcohol and other drug use, sexual risk behaviors, unhealthy dietary behaviors, and physical inactivity.”

For more information:

<http://www.cdc.gov/HealthyYouth/yrbs/index.htm>

http://www.cdc.gov/healthyouth/yrbs/pdf/system_overview_yrbs.pdf

⁹ Glanz K, Rimer BK, & Lewis FM (Eds). (2002). *Health Behavior and Health Education: Theory, Research and Practice*, 3rd Edition. San Francisco: Jossey-Bass.

¹⁰ Cottrell RR, Girvan JT, & McKenzie JF. (2002). *Principles & Foundations of Health Promotion and Education*, 2nd Edition. San Francisco: Benjamin Cummings.



THE CAMPUS KITCHENS PROJECT

Washington, DC

DESCRIPTION:

A Student Driven Initiative to Fight Hunger and Poverty

The Campus Kitchens Project is a leader in community service for students and a resourceful anti-hunger program for communities around the country. As their website states, “What we do is kind of a no-brainer. We know there are people in every community who need nourishing meals. And, we know that every college campus has unserved food in its dining halls and brilliant students in its classrooms. So we put them all together. We empower thousands of students each year to recycle food from their cafeterias, turn these donations into nourishing meals, and deliver those meals to those who need it most.”

The Campus Kitchens Project mission is to use service as a tool to: Strengthen Bodies by using existing resources to meet hunger and nutritional needs in their community; Empower Minds by providing leadership and service learning opportunities to students, and educational benefits to adults, seniors, children, and families in need; and Build Communities by fostering a new generation of community-minded adults through resourceful and mutually beneficial partnerships among students, social service agencies, businesses, and schools.

The Campus Kitchens Project began 10 years ago to curtail waste from college and high school dining services and has further developed their programs across the country alongside their nutrition education activities in classrooms and growing gardens. As Director of The Campus Kitchens Project, Maureen Roche states, the organization provides “holistic programming for their clients [in which] we are more than just a meal.” Roche emphasizes that the main goal of The Campus Kitchens Project, “is to empower our clients to make better nutritional and economic choices when it comes to feeding themselves and their families. For parents, we stress providing good food on a budget and we expose children to healthy eating and foods they are not used to eating.”

Campus Kitchens partners with client agencies to provide nutrition education programming to those who receive their meals. Roche states, “Our programming is provided in conjunction with meals so we have an established relationship with our clients that goes beyond nutrition education.” This allows the organization to develop a more holistic approach to fighting hunger and poverty in the communities where they work. Therefore, much of nutrition education programming is dependent on locale and needs of the community, but most are “part lesson, part fun, and definitely eating.”

So far, Campus Kitchens is active in 31 schools around the country from big schools to small schools; rural and urban; colleges and high schools. The best part in this programming is that students run the whole show. From planning the menus, getting the food, running the cooking shifts, organizing the drivers, teaching culinary skills, tracking paperwork, organizing fundraisers, developing curriculum, and recruiting new students to get involved, they accomplish an incredible amount of work every day.

From food justice conferences and advocacy and promotion within their campuses and communities, students are not only providing meals and education to their clients but are also creating a space for discussion among younger generations. The Campus Kitchens Project empowers young leaders and their passion to serve within their communities. In addressing hunger, Campus Kitchens Project initiatives drive home the importance of engaging all ages in combating hunger.

Check out the: [Campus Kitchens Project website](#): to browse the participating schools near you and find out how you can get involved.

[The Campus Kitchens Project Nutrition Initiatives Guide](#): A step-by-step guide for student groups on how to fight hunger and promote nutrition in the community.

CHAPTER 4

Health Education and Health Promotion:

Addressing Barriers in Nutrition Education



Dr. Ted Chen, professor in the Department of Global Community Health and Behavioral Sciences at Tulane University School of Public Health and Tropical Medicine refers to:

health education
as the “carrot” and
health promotion as
“the whip.”

Both are needed to create a program with high impact. In looking at this horse-drawn carriage analogy, it rings true. For example, an organization can educate participants to eat healthier foods; however, healthier foods need to be available, accessible, and affordable. An organization might instruct clients to eat fruits and vegetables, but then the corner store sells none. Therefore, many organizations have confronted this obstacle by pairing their programming with a health promotion component. Health promotion can take the form of advocacy for policies and/or practices that facilitate education programming. Below are a few organizations that take this into consideration in their program planning.

JUST FOOD

New York, NY

DESCRIPTION:

Just Food has been connecting local farms to New York City neighborhoods and communities since 1995. Just Food tackles deficiencies in food access and security by increasing the production, marketing, and distribution of fresh food from community gardens and urban agriculture sites on the one hand, and promoting Community Supported Agriculture (CSA) initiatives (food buying clubs) on the other. Their aim is to turn “food deserts” (i.e., neighborhoods underserved by supermarkets and other food retailers) into “islands of sustainability.”

MISSION AND GOALS:

Unite local farms and city residents of all economic backgrounds with fresh, seasonal, sustainably grown food.

NUTRITION EDUCATION ACTIVITIES:

Just Food’s Fresh Food for All program helps food pantries and other emergency food programs make fresh, nutritious, locally grown food available to families and individuals in need. Community Food Education Program: Just Food’s Community Food Education program inspires and empowers New Yorkers to create simple, delicious, and healthy meals for themselves and their families. Just Food trains community members from diverse backgrounds to become “Community Chefs.” Once trained, the Community Chefs present cooking demonstrations at farmers markets, community gardens, food pantries, and community events.

KEY PARTNERS:

The United Way of NYC, NYC emergency food programs, and rural family farmers.

WHAT MAKES THEM UNIQUE:

Just Food fosters new marketing and food-growing opportunities that address the needs of small and medium family farms, urban gardeners, and NYC neighborhoods. Through training, leadership development, and organizing efforts, Just Food builds diverse partnerships to advance dialogue and action on farming, hunger, and nutrition.

Started in 2001, Fresh Food For All assists food pantries and other organizations in procuring locally grown food. This innovative program allows Just Food to connect 44 food pantries and soup kitchens to farm-fresh, locally grown food. Additionally, this program supports family farms and connects farmers to consumers through education activities such as farm visits.

Overall, their programming is made possible by grant support from the Hunger Prevention and Nutrition Assistance Program of the New York State Department of Health and a partnership with the United Way of New York City. According to Abby Youngblood, Coordinator of Fresh Food For All, Just Food began to train food

“Health Promotion is the art and science of helping people discover the synergies between their core passions and optimal health, enhancing their motivation to strive for optimal health, and supporting them in changing their lifestyle to move toward a state of optimal health. Optimal health is a dynamic balance of physical, emotional, social, spiritual, and intellectual health. Lifestyle change can be facilitated through a combination of learning experiences that enhance awareness, increase motivation, and build skills and, most important, through the creation of opportunities that open access to environments that make positive health practices the easiest choice.”

O’Donnell MP.

Definition of health promotion 2.0: embracing passion, enhancing motivation, recognizing dynamic balance, and creating opportunities. *Am J Health Promot.* 2009 Sept-Oct;24(1):iv.



pantry staff and volunteers to implement food education around 2008. Through their Community Chef model, food pantries utilize Community Chefs who are identified and selected by pantry staff. Community Chefs lead cooking demonstrations in food pantries and are able to draw on the knowledge base of people within their communities. Youngblood brings to light an example of one pantry that serves the Caribbean community— a community that already enjoys cooking with fresh vegetables. The training curriculum for Community Chefs includes knife skills, nutrition messaging, hands-on learning, facilitation skills, and participatory techniques. Providing culturally appropriate recipes and offering cooking demonstrations in multiple languages has been a key element to the program's success.

To constantly improve their programming, Just Food disseminates self-evaluations for Community Chefs and implements end of season evaluations with food pantries. Challenges in evaluation of their programs stem from the nature of a transient clientele. "In the communities we work with, you don't see the same person week after week... and while there's a high demand for services and high need for food, there's not an easy way to look at the impact of eating fresh vegetables." However, Youngblood expresses that the impact of their programming is seen qualitatively and anecdotally. "Some Community Chefs, as a result of becoming leaders and eating fresh... pass it on to the community they're serving, sharing personal stories that help in motivating other people."

As Just Food expands their programming, Youngblood emphasizes the need for adequate and appropriate staffing and resources to retain the quality of their activities. Youngblood hopes to leverage technology for better management and further draw upon local resources and volunteer engagement to strengthen their program at extension sites.

HIGHLIGHTS:

- Combining nutrition education with the support of local food systems can strengthen overall programming.
- Utilizing and training selected community leaders from the local community within programming impacts participant engagement.
- Partnerships make things happen. Securing grants and strong relations with institutions can give your programming more weight and momentum.

THE FOOD BANK OF CENTRAL NEW YORK

Syracuse, NY

DESCRIPTION:

The Food Bank of Central New York is a not-for-profit organization working to eliminate hunger through nutritious food distribution, education, and advocacy in cooperation with the community. They have 452 different member programs in the counties of Cayuga, Chenango, Cortland, Herkimer, Jefferson, Lewis, Madison, Oneida, Onondaga, Oswego, and St. Lawrence.

NUTRITION EDUCATION ACTIVITIES:

Food Bank of Central New York's four registered dietitians conduct a range of nutrition education activities for member programs including food safety trainings, workshops teaching healthy behaviors, and food demonstrations. There is a strong emphasis on proper food safety practices and the Food Bank works closely with member programs to ensure that people are being served safely. Registered dietitians reinforce the New York State Department of Health's nutrition principles when providing nutrition education to emergency food recipients.

WHAT MAKES THEM UNIQUE:

Food Bank of Central New York focuses on overall inventory and providing foods that are desired by their clients.

Heather Hudson, Director of Food Sourcing and Nutrition at Food Bank of Central New York, started at the food bank 10 years ago as a dietetic intern. From that point on, Hudson stayed within the organization, inspired to make an impact and assuming different responsibilities in food purchasing and procurement as well as nutrition education programming.

Food Bank of Central New York has a general nutrition education program that is an on-site program. Geared to help clients shop on a budget, the program also provides information on healthy recipes, food label education, modifying dishes, and short cooking demonstrations. Additionally, Food Bank of Central New York partners with local farmers markets through the use of CNY Health Bucks. CNY Health Bucks are coupons used by participants for purchasing fresh produce at partnering farmers markets while also targeting smaller markets to facilitate an economic boost. To receive CNY Health Bucks, the following chain of events usually occurs: in a food pantry or soup kitchen, a registered dietitian registers clients and gives nutrition education and farmers market information. In exchange, the participant receives \$10-\$12 of CNY Health Bucks that can be redeemed at farmers markets. The redemption rates are tracked for each site, and have proven to be a highly successful program in improving access while also benefiting local farmers and strengthening the local food and farm economy.

Integral to the successful implementation of the Food Bank's nutrition education initiatives are its curriculum, Food Bank staff expertise including registered dietitians and a chef, and established relationships with coordinators of programs. In order to implement their programming, Food Bank of Central New York has four registered dietitians, one specifically dedicated to child nutrition education. These registered dietitians "reinforce the New York State Department of Health's nutrition principles when providing nutrition education to emergency food recipients: eat more fruits and vegetables, eat and drink one percent or non-fat dairy products, and increase physical activity." During the school year, in the Syracuse City School District, the Food Bank utilizes volunteers from Syracuse University to facilitate their hands-on in-class cooking curriculum. This curriculum includes how food is grown, where it comes from, parts of the plant, and introduces unfamiliar vegetables and whole grains. Additionally, the CookShop Challenge further motivates students to take a recipe home to encourage their families to create the recipe together. The curriculum originated from the Community Food Resource Center in NYC and is intended for all elementary school programs. Food Bank of Central New York chooses to focus on fourth grade classrooms.

Several food pantries that are members of Food Bank of Central New York are client choice in order to emphasize client food preferences as well as client dignity. Targeted populations serviced by the Food Bank are mainly rural Caucasians who expressed an interest in more fresh fruits and vegetables based on a previous study implemented within the area. The rural location which the Food Bank covers is actually a strong asset. The ability to partner with farmers and farmers markets within the area allows for a substantial amount of fresh foods available for Food Bank clients.

Food Bank of Central New York's nutrition education activities work hand-in-hand with their community food security programming in order to "promote both the local economy and self-sufficiency among individuals using the emergency food network." For example, a Community Food Security Coordinator who is also a registered dietitian works at the program level to promote food security by coordinating initiatives such as Garden-in-a-Bucket and Garden Grants. (For more information about these activities, see <http://www.foodbankcny.org/get-help/community-services/community-food-security/>). These activities further integrate emergency food nutrition education as well as health promotion and advocacy to address the underlying roots of hunger.

HIGHLIGHTS:

- Food Bank of Central New York utilizes CNY Health Bucks redemption rates to help evaluate their program goals for increased access to fresh produce.
- The organization utilizes four paid registered dietitians within their nutrition education programming.



CITY HARVEST

New York, NY

DESCRIPTION:

Serving New York City for more than 25 years, City Harvest is a non-profit food rescue organization dedicated to feeding the city's hungry men, women, and children.

MISSION AND GOALS:

“City Harvest exists to end hunger in communities throughout New York City. We do this through food rescue and distribution, education, and other practical, innovative solutions. City Harvest also addresses hunger’s underlying causes by supporting affordable access to nutritious food in low-income communities, educating individuals, families, and communities in the prevention of diet-related diseases, channeling a greater amount of local farm food into high-need areas, and enhancing the ability of our agency partners to feed hungry men, women, and children.”

NUTRITION EDUCATION ACTIVITIES:

City Harvest’s nutrition education programs provide individuals and families in low-income communities with knowledge to make healthy dietary choices. They offer [Share Our Strength’s](#) Cooking Matters, in which culinary and nutrition professionals teach cooking classes focusing on nutrition and food budgeting to New Yorkers at risk of hunger. City Harvest’s Fruit Bowl introduces a regular supply of fresh fruit and low-fat milk to programs serving children combined with a unique nutrition education program designed to teach life-long healthy eating habits. Recognizing that senior citizens are particularly vulnerable to food insecurity, their courses for seniors called Well Seasoned offer hands-on lessons in cooking, food safety, nutrition basics, and financial management.

WHAT MAKES THEM UNIQUE:

City Harvest has an evidence-based program for nutrition education with a significant focus on evaluation. The organization is supported by a set of talented staff, such as registered dietitians and several employees with a Masters in Public Health. Additionally, City Harvest administers program activities in targeted geographical neighborhoods: Bedford-Stuyvesant in Brooklyn, Washington Heights-Inwood in Manhattan, the South Bronx, and the North Shore of Staten Island.

For Leslie Gordon, City Harvest’s Senior Director of Agency Relations and Education, the organization has always been a familiar name. With a mother working at Hunt’s Point Terminal Produce Cooperative Association, Gordon was introduced at an early age to City Harvest’s food rescue mission in picking up excess food from vendors. Since then, her interests in community supported agriculture, food security, and working in communities have converged in her work with City Harvest.



City Harvest is New York City's only city-wide food rescue organization, dedicated to feeding hungry men, women, and children by collecting excess food that would otherwise go to waste. Each week, their deliveries help feed more than 300,000 New Yorkers in need. In fiscal year 2012, City Harvest will rescue at least 30 million pounds of food, 60 percent of which will be produce, and deliver it free of charge to their network of some 600 community feeding programs via a fleet of 18 trucks, 3 tricycles, and volunteers on foot.

In place since 2000, City Harvest's nutrition education programs target residents of low-income communities to increase individual appreciation of the value of whole foods in their daily diets. Through implementing group cooking and nutrition classes to foster individual behavior changes and to increase demand for healthy food, Gordon emphasizes that City Harvest strives "to equip communities with knowledge and confidence skills to shop, cook, and eat healthier."

City Harvest is proud to offer nutrition education programs to individuals of all ages, from pre-school to seniors. They train individuals and site staff at afterschool programs, early childhood centers, senior centers, and food pantries to implement City Harvest-designed nutrition education curricula. They serve as the only provider in New York City of Cooking Matters.

In 2004, City Harvest recognized that ending hunger in communities throughout New York City would require a deeper investment in particularly hard-hit communities. Over time, this geographic approach to fighting hunger has evolved into their Healthy Neighborhoods program, which envisions the creation of communities where nutritious food like fresh produce is available, affordable, and in high demand.

To maximize their impact, they target their resources to low-income communities where residents suffer from high rates of hunger, poverty, and diet-related diseases and where healthy food is not readily available. By channeling resources such as fresh, free food, nutrition education, and community support into these neighborhoods, and working closely with local residents, organizations, schools, and community leaders, they expect to develop a replicable model for creating healthy, food secure communities.

However, while the overall goal is to achieve a lesser percentage of diet-related diseases in the five boroughs of New York, it is difficult, as with many other cases, to directly attribute the decrease in percentage solely to City Harvest programming. Therefore, City Harvest heavily emphasizes monitoring and evaluating their programs within the communities they serve. In evaluating most of their programs, City Harvest conducts pre-test/post-test surveys with different questions based on the respective program. Additionally, since City Harvest utilizes Share Our Strength's Cooking Matters, pre-test/post-test surveys are administered as a required part of the program. Quite recently, a longitudinal study tool has also been introduced in order to measure the retention of information and healthy diet-related behaviors of participants. From these studies, City Harvest has identified trends in lessening rates of sugar intake, and has collected positive anecdotal responses from participants.

City Harvest's programmatic work helps inform their advocacy at the city, state, and federal level for programs, policies, and actions to change the underlying causes of food insecurity and hunger. They offer testimony to legislative bodies and work in partnership with government agencies to expand the reach and quality of food programs. Advocacy work is motivated by a vision of food security and community food systems.

HIGHLIGHTS

- City Harvest partners with multiple organizations such as utilizing Share Our Strength's Cooking Matters and Shopping Matters as evidence-based nutrition education curriculum.
- The organization has a comprehensive approach in addressing food insecurity in New York City with programming that targets low-income children, teens, adults, and elderly.
- City Harvest integrates their emergency food programming with nutrition education as well as advocacy.



Percentages? Decreasing prevalence? How much of the impact is based on your program's contribution?

So many different factors can work together to affect the health of an individual, such as access to fresh produce, increased knowledge, increased exercise, changes in attitudes, and social networks. Just because the incidence of type 2 diabetes cases decrease in a community does not necessarily mean that one program's cooking campaign is the only contributing factor. There are perhaps many driving factors that allow this decrease to happen. Therefore, it can be difficult to measure program impact.

To address these issues, the thoughtful and careful construction of survey questions, program goals, program objectives, and indicators are crucial. When creating organization goals, it is imperative to think through how you would measure your progress in achieving these goals.

Self-Reporting and Evaluation

Self-reporting by participants and survey respondents can vary based on the environment information is gathered in, as well as the construction and wording of survey questions. Additionally, with regard to recounting food intake, many people may not remember what they consumed, such as the elderly or young children. Respondents could also answer in a favorable manner altering their response to please the interviewer, such as relaying to an exercise trainer that you consumed a salad versus cheeseburger and fries.

Accurate interpretation of surveys and questionnaires is critical in understanding the current situation of your programming. Therefore, participant impressions of written surveys or interviews, the types of questions asked, in addition to appropriate personnel to disseminate evaluations, should be taken into consideration.

The Nutrition Education Programs City Harvest Offers

Cooking Matters: Six-week cooking and nutrition education courses designed by Share Our Strength. Courses are available for adults, caregivers with children, children alone, teens, pregnant teens, and people with HIV. Courses in personal financial management are also available.

Produce Education Program (PEP): An eight-week cooking and nutrition education program that teaches people the health benefits and value of produce, along with how to purchase, store, and prepare it. Produce is sourced locally when possible.

Well Seasoned: An eight-week course offered to senior citizens that addresses the specific needs of this age group. Courses include hands-on cooking, food safety, nutrition basics, and financial management.

Fruit Bowl: A program that combines food delivery and nutrition education. Fresh fruit and low-fat dairy products are provided to daycare programs that serve preschool-aged children (ages 2 ½ through 5) and afterschool programs (children ages 5 through 12). Staff members at participating sites are trained to teach regular nutrition lessons.

Family Curriculum: An eight-week course for families of young children participating in the Fruit Bowl program. The course encourages families to make healthy choices about what they eat through hands-on cooking, nutrition, savvy shopping, and media literacy activities.

Cooking Demonstrations: City Harvest conducts cooking demonstrations in its Healthy Neighborhoods to increase community residents' awareness of healthy foods in their neighborhoods and to provide residents with the skills needed to prepare those foods. Cooking demonstrations are conducted at City Harvest Mobile Markets, farmers markets, outside of bodegas (corner stores), and at community-based organizations, targeting individuals of all ages.

Smart Bites: A train-the-trainer program that includes 10-20 minute nutrition activities targeted towards kids, teens, adults, and senior citizens. The activities involve basic nutrition messages, information about healthy cooking, and food budgeting tips. They can be implemented in various settings where people are already gathered.

CHAPTER 5

Cultural Competence:

Integrating Relevant and Timely Programming
in a Range of Communities



In developing your program, you may have found curriculum and models of nutrition education programming that resonate with your goals and objectives.

Is this programming appropriate for the population you are serving?

Creating culturally appropriate programming for your respective communities is necessary to engage your population of interest. While many may interpret “cultural” to be different races and ethnicities, culture can also be related to social, physical, and geographic environment. Culture can also be associated with what is of value or relevant to that particular community. For example, programming will be different in urban versus rural areas, or in southeastern states versus midwestern states, in communities that may have more elderly or youth, or populations that suffer from certain chronic diseases. Without catering to cultural needs or utilizing acceptable protocols, certain activities will not succeed. Currently, there are several nutrition education programs that integrate cultural competence into all components of their programming and activities. Furthermore, they have integrated diversity in nutrition education activities and in the representation of their organizational staff. The following section introduces a few organizations that demonstrate new and innovative ways in addressing diversity and cultural competency.

Questions to Keep in Mind:

- What historical and cultural aspects of the community do I need to understand in order to create programming that will resonate?
- What values, traditions, and practices does the community associate with food and nutrition?
- Are these groups represented in our volunteer/personnel staff?
- Is interpretation or translation key to relaying our message?

TOHONO O'ODHAM COMMUNITY ACTION (TOCA) / DESERT RAIN CAFÉ

Sells, AZ

HIGHLIGHTED NUTRITION EDUCATION ACTIVITIES:

Desert Rain Café is dedicated to featuring traditional, healthy Tohono O'odham foods for customers. Every dish at the Desert Rain Café strives to contain a traditional ingredient such as cholla buds, tepary beans, or a local variety of corn. The Café is a means of sharing different techniques in utilizing traditional foods and infusing a healthy twist. The use of local produce from local farmers as well as the TOCA gardening and farming initiative facilitates the success of this eating venue.

WHAT MAKES THEM UNIQUE?:

The Desert Rain Café specifically works with the Tohono O'odham population integrating the importance of indigenous cultivation, healthy, and culturally vital meals and food preparation that strengthens the community.

In the heart of the Sonoran Desert just 60 miles west of Tucson, Arizona lies the Tohono O'odham Nation, “The People of the Desert.” According to a Research Innovation and Development Grants in Economics (RIDGE) project summary, “[Community Attitudes Toward Traditional Tohono O'odham Foods](#),” “The Tohono O'odham people have the highest rate of diabetes among Native American tribes [with about] 50 percent of Tohono O'odham adults with adult-onset diabetes compared with 4-6 percent of the overall U.S. population.” To address these health needs of their community, Tohono O'odham Community Action (TOCA) was created as a “community-based organization dedicated to creating a healthy, sustainable, and culturally vital community on the Tohono O'odham Nation.” TOCA sponsors the Desert Rain Café as a venue for community members to be introduced to healthy meals that integrate indigenous components at reasonable prices. All proceeds from the Café go to support TOCA's programming.

Food Assistance and Nutrition Programs: [RIDGE Projects and Summaries](#)

Funded by the USDA Economic Research Service (ERS), the Research Innovation and Development Grants in Economics (RIDGE) Program “encourages new and innovative research on food and nutrition assistance issues and broadens the participation of social science scholars in such research.” RIDGE provides summaries of project research findings that were awarded one year grants through its partner institutions. The views articulated within these summaries are those of the authors and not necessarily those of ERS or USDA.



On Thursdays, the Desert Rain Café serves prickly pear glazed pork ribs served with a side salad, cornbread, and brown tepary beans. Tepary beans are beans that have been historically grown in the deserts of the southwestern United States and “have sustained the Tohono O’odham for countless generations.” The integration of tepary beans within the Thursday Special is but one effort to integrate indigenous foods into the Tohono O’odham diet.

Desert Rain Café Chef/Kitchen Manager Ivalee Pablo shifted from working in fine dining restaurants to preparing traditional foods native to the Tohono O’odham Nation. As a member of the Tohono O’odham Nation, Ivalee has experienced the needs of her community firsthand and has actively taken a role in mentoring youth through TOCA and preparing healthy options at the Desert Rain Café. Pablo notes, “We want to be ‘heart smart’— no grease. [We use] agave nectar and unsalted butter.” Each dish created at the Café has at least one traditional ingredient to further showcase versatility and varying tastes of these foods. Often, menu items are prepared as they were generations before. As noted on the Desert Rain Café’s website, “Some research has shown that the move away from traditional foods and lifestyle has contributed to the type 2 diabetes epidemic facing the Tohono O’odham. Many of the Tohono O’odham traditional foods are naturally low on the glycemic index and have blood sugar lowering qualities. By incorporating traditional foods into each menu item, the Café is helping to reintroduce traditional foods to the community and to demonstrate that these foods are healthy and delicious.”

Food and produce used at the Café are procured through local farmers, while members of the Tohono O’odham Nation prepare the menu items. According to Pablo, much of the Desert Rain Café’s success is based on the partnerships with farmers and the overall reception of the local community. “People come back and ask for catering... tasting and just seeing their reactions is a plus,” exclaims Pablo.

Outside of the Desert Rain Café, TOCA implements multiple activities and programs to not only advocate for a healthier lifestyle, but to also strengthen local food systems and their cultural livelihood. One unique component of their programming is the integration of intergenerational learning activities in which an elderly community member and youth are paired to share the art of indigenous cultivation. This type of activity empowers the elderly community, which at times is overlooked, and also offers the opportunity to share knowledge and be physically active. TOCA was a 2010 winner of WhyHunger’s Harry Chapin Self-Reliance Award.

HIGHLIGHTS

- Integrating cultural, historical, and indigenous practices helps tailor nutritional education programming to specific types of diet-related disease prevalent in the community.
- Tailoring the promotion of certain food choices to local products can stimulate and support local economies.
- Intergenerational education and sharing of knowledge addresses elderly and youth engagement.

For more information about the Tohono O’odham Nation visit: <http://www.tonation-nsn.gov/> and <http://www.tocaonline.org/Home.html>

White Tepary Beans by Tohono O’odham Community Action

Bawĩ, or tepary beans, are one of the most heat and drought resistant crops in the world. In Tohono O’odham legends, the Milky Way is made of tepary beans scattered across the sky.

For more information about Tepary Beans, check out [Seeds for Change](#).

SECOND HARVEST FOOD BANK **SANTA CRUZ COUNTY**

Watsonville, CA

DESCRIPTION:

Founded in 1972, Second Harvest Food Bank Santa Cruz County was the first food bank in California and is the second oldest in the nation. They began by distributing food from a parking lot in Santa Cruz through a Breakfast for Kids program. Second Harvest works to end hunger and malnutrition by educating and involving the community. Through their network of 200 agencies and programs and their 3,000 volunteers, they distribute over 7.2 million pounds of food annually to working poor families, children, and seniors.

MISSION AND GOALS:

Second Harvest Food Bank Santa Cruz County's mission is to end hunger and malnutrition by educating and involving the community. Their goal is to be a leader in "nutrition banking," a new paradigm of food banking that emphasizes provision of produce and other healthy foods, nutrition education, and community organizing and empowerment, to improve health outcomes and promote food security and social justice in low-income communities.

HIGHLIGHTED NUTRITION EDUCATION ACTIVITIES:

Passion for Produce trains volunteer bilingual peer nutrition educators, many of whom are also low-income clients, to teach nutrition classes, offer cooking demonstrations and healthy recipe tastings, and oversee a fresh produce distribution site in their neighborhood, school, or church.

WHAT MAKES THEM UNIQUE:

The location of Second Harvest Food Bank in Santa Cruz County, a key agricultural area of central California, helps define their assets and resources, as well as their uniqueness and success.

According to Brooke Johnson, Chief Operations and Programs Officer of Second Harvest Food Bank Santa Cruz County, location is key. Nestled in an agricultural area, "we have and cultivate relationships with agricultural donors—a diverse, generous, and robust agricultural community." Through these partnerships, Second Harvest Santa Cruz County is able to distribute more than 50% fresh produce and advocate for "nutrition banking"—emphasizing and providing quality fresh foods to further impact their nutrition education programming. Therefore, partnerships with farmers markets and availability of fresh produce facilitate Second Harvest's ability to provide healthier options to their clientele.

With the majority of the client population served being Latino, Second Harvest Santa Cruz County endeavors to integrate culturally appropriate nutrition information within their activities. Tip Cards in both English and Spanish are created and disseminated. These Tip Cards cover topics such as salt reduction, sugar content in soda, or vitamins found in different fruits and vegetables; they are written for low literacy levels. According to Johnson, the core of their "involved nutrition education programming" is having abundant and varied produce availability and their commitment to empowering clients to become peer nutrition educators, or Nutrition Ambassadors. A six-week training course is implemented for volunteers recruited by Second Harvest Santa Cruz County Education and Outreach Staff. These six classes include basic nutrition concepts such as the [MyPlate model](#), food literacy label reading, and how to be an advocate in the community related to nutrition. After these courses, Ambassadors are able to work within communities at food distribution sites to provide nutrition education and cooking demonstrations, encourage clients to make suggested dietary changes, and facilitate the food selection process.



Upon the completion of training, a celebration is given to further validate volunteer commitment. In order to facilitate the nutrition education activities, their bilingual and bicultural staff is able to provide knowledgeable support in implementing programming. Johnson exclaims that their staff truly makes their organization effective within local communities.

HIGHLIGHTS

- Nutrition Tip Cards, classes, and recipe demos in two languages based on the population.
- Bicultural and bilingual staff to strengthen communication with participants and clients.
- Strong partnerships with the agricultural community, local farmers, and networks.



Second Harvest Food Bank Santa Cruz County

MARIPOSA COMMUNITY HEALTH CENTER

PLATICAMOS SALUD

Nogales, AZ

DESCRIPTION:

The Health Promotion and Disease Prevention Department at the Mariposa Community Health Center is widely known as Platicamos Salud (let's talk health).

MISSION AND GOALS:

Platicamos Salud strives to promote healthy lifestyles by offering a wide array of outreach, education, and referral services for county residents of all ages.

NUTRITION EDUCATION ACTIVITIES:

While Platicamos implements multiple programs and services such as breastfeeding support, pre-natal home visitation programs, oral health screening and fluoride application for children 0-5 years, the main nutrition education activities for adults include Salud Sí (yes to health) and Pasos Adelante (moving forward) Diabetes Prevention Program. Salud Sí attempts to increase knowledge and healthy behaviors of Hispanic women in the community to make lifestyle changes.

WHAT MAKES THEM UNIQUE:

According to their Health Promotion Manager, Rosie Piper, Salud Sí and the Diabetes Prevention classes are health education classes that are culturally appropriate and interactive. Class activities include yoga, aerobics, and some dance. All classes are conducted in Spanish.

Platicamos Salud services are provided by skilled Community Health Workers (Promotoras de Salud). “Promotoras are trained and trusted members of the community who provide services to fellow residents and families in a manner that is language and culture-appropriate.” Platicamos Salud has a staff of 45. Although the department utilizes volunteers from time to time, all Promotoras are paid staff. Piper asserts that having culturally competent staff is crucial: “[We] need staff that understands and lives in the community— which is key— and mirrors the community so they are able to deliver culturally appropriate classes, and have an idea of available resources and opportunities for collaboration.”

Specifically, within their Salud Sí program, Platicamos Salud targets women. In terms of Platicamos Salud program's strengths, Piper states, “Our Salud Sí and Diabetes classes are all very interactive. Promotoras make use of visual aids, such as food models and tubes that contain amounts of fat and sugar found in commonly used foods, whenever they can. These kinds of activities hit home.” She emphasizes that because their Community Health Workers are community members, participants are engaged and receptive to lesson plans and, “feel involved and not talked at. This is really the secret.”

HIGHLIGHTS:

- Platicamos Salud focuses on women, healthy eating, and physical activity.
- Classes taught by Promotoras emphasize culturally appropriate programming that is beneficial to their participants.
- All classes are taught in Spanish and therefore provide accessible learning opportunities and sound communication for participants who primarily speak Spanish.
- Promotoras are paid staff.



“Delivering a Promise” in the Tri-State New York Area

About GOD’S LOVE WE DELIVER

God’s Love We Deliver is a non-sectarian nonprofit 501(c)(3) organization whose mission is to improve the health and well-being of men, women, and children living with HIV/AIDS, cancer, and other serious illnesses by alleviating hunger and malnutrition. God’s Love prepares and delivers nutritious, high-quality meals to people who, because of their illness, are unable to provide or prepare meals for themselves. They also provide illness-specific nutrition education and counseling to clients, families, care providers, and other service organizations. All services are provided free of charge without regard to income.

Celebrating 25 Years:

A Message from Em Findley, Communications Coordinator of God’s Love We Deliver

God’s Love We Deliver was started 25 years ago when a hospice volunteer named Ganga Stone paid a visit to an AIDS patient. It changed her life. She found the patient, Richard Sayles, was too ill to cook for himself. Ganga’s compassion took hold, a meal was prepared and delivered, and Ganga realized that something as basic as delivering a meal could bring dignity and recognition to a desperate situation. From this simple beginning, deeply rooted in caring, God’s Love was born.

In 2000, using expertise gained at the forefront of the AIDS pandemic, God’s Love expanded its mission to serve people living with all life-altering illnesses. They continue to do so, free of charge, without regard to income, and have never resorted to a waiting list. Today, the organization serves clients with more than 200 individual diagnoses.

"As we mark this important milestone, we look back with pride at all we’ve accomplished including over 12 million meals cooked and delivered. Going forward, with the demand for our services growing daily, the challenges will be great. We now produce more than one million meals annually, and demand is up over 40% in just the past three years. With the support of thousands of volunteers and donors, we are confident that we will continue to meet the changing needs of our clients for years to come."

God’s Love Nutrition Services Department

In 1992, God’s Love We Deliver established its Nutrition Services Department. Staffed by registered dietitians, the department is dedicated to developing individually tailored meals and providing nutrition counseling and education.

In 2001, armed with nutritional expertise gained at the forefront of the HIV/AIDS pandemic, God’s Love broadened its mission to serve other seriously ill populations, like people with cancer and Alzheimer’s disease. The nutrition team likewise expanded its scope of expertise to meet the new challenge. Over the past decade, this capacity has grown considerably, and today, God’s Love serves people living with over 200 different illnesses. In order to best serve this diverse clientele, its registered dietitians continuously keep up-to-date with developments in nutrition practice by participating in educational webinars and teleconferences, attending and presenting at local and national conferences, holding leadership roles in local and national professional organizations, and by hosting bi-monthly professional development meetings for area HIV dietitians. As a result, the Nutrition Services Department has earned widespread acclaim as experts in the field of community nutrition.

The Nutrition Services Department also provides community-based nutrition education and cooking workshops for people living with serious illness and their caregivers. Free of charge to participants, these classes are designed to increase knowledge of how nutrition affects disease progression and quality of life, and how it can assist in treatment adherence. Cooking and menu planning workshops further enhance the presentations.

To support these efforts over the years, the Nutrition Services Department has created fourteen education booklets for diverse population groups in several languages. They have been disseminated throughout the country and worldwide. Downloadable versions of the current booklets are now available on the website. In addition to these publications, the nutrition section of the [website](#) includes disease-specific nutrition fact sheets created for people affected by different illnesses.

In addition to its work with clients and the community, the Nutrition Services Department also established and periodically reviews agency nutrition standards and menu content, and monitors food safety standards set by the NYC Department of Health and Mental Hygiene.

As they start a new year and new era of growth at God’s Love, the Nutrition Services Department celebrates its 20th year. The team is proud of past accomplishments and looks forward to meeting new challenges in innovative ways so that they can continue to best serve the community’s evolving needs.

The Mocha Manual The Mocha Manual is a comprehensive online resource for African American moms. The website provides a wide array of information on topics such as pregnancy, baby’s first year, toddler years, being a single mom, as well as incorporating relevant articles and upcoming events.

FOOD OUTREACH

St Louis, Missouri

NUTRITION EDUCATION ACTIVITIES:

Prepared Meals and Grocery Program: Food Outreach’s one-stop service center provides a nutritious combination of prepared meals and groceries year round to men, women, and children living with HIV/AIDS or cancer. Clients select menu items, designed to create healthy meals, from a wide variety of frozen meals, groceries, produce, and frozen meats. Food is either picked up by clients or delivered by volunteers to those unable to do so. Clients may choose from the types of foods that will best serve their needs, based on their current health status. Hot Meal Mondays: An on-site hot lunch program offers clients opportunities for fellowship and social interaction. Volunteers prepare and serve lunch to clients, restaurant style. Additional nutrition and emotional support is provided through this program. Nutrition Education Series: Once a month, Food Outreach offers a Nutrition Education Series to its clients called The Breakfast Club. Each class offers a nutritious breakfast and a discussion about the importance of nutrition in the management of HIV/AIDS disease. Nutrition Counseling: Individual counseling and nutrition education are available to all clients.

WHAT MAKES THEM UNIQUE:

With regard to their education component only, Food Outreach provides unlimited, free nutrition counseling with registered dietitians and a menu/grocery center that allows the client to actually go out and implement the interventions discussed in the sessions. Through Food Outreach, the barriers that a Registered Dietician (RD) and his or her patient encounters for Medical Nutrition Therapy (MNT) have been eliminated. According to Josh Dale, Food Outreach Nutrition Specialist/Registered Dietitian, limitations of MNT could be “limited visits, inability to pay for it, low probability that they will actually go to the grocery store and remember/implement what you talked about in the sessions, etc.” At Food Outreach, registered dietitians can concentrate on providing MNT and not get caught up in “red tape” while also having tangible tools in the form of a full grocery center to help them create the best possible outcomes for their clients.

According to the Academy of Nutrition and Dietetics, “**Medical Nutrition Therapy** is an essential component of comprehensive health care. Individuals with a variety of conditions and illnesses can improve their health and quality of life by receiving medical nutrition therapy.” During MNT, “RDs counsel clients on behavioral and lifestyle changes required to impact long-term eating habits and health.”

For more information, check out: [Eat Right- Academy of Nutrition and Dietetics](#).

BIA testing: Bioelectrical Impedance Analysis (BIA) testing indicates how much of the client’s body weight is body cell mass (oxygen consuming tissue— basically muscle), extracellular mass (ECM), and fat. This is a useful tool for getting a deeper look at both involuntary weight loss and involuntary weight gain.

TLC Diet: Therapeutic Lifestyle Changing (TLC) Diet is a heart healthy diet designed to reduce risk of heart disease. See the [National Heart Lung and Blood Institute](#) website for more information.

Ryan White HIV/AIDS Program: Provides HIV core medical and support services for those with insufficient health care coverage or financial resources for coping with HIV disease.

For more information, check the [U.S. Department of Health and Human Services](#) website.



“Severe and progressive malnutrition has been a common complication of HIV/AIDS. Even with the heralded new treatments, many people do not regain weight normally. Adequate nutrition is key to restoration of health for persons with AIDS.”

— William G. Powderly, M.D. Former Co-Director,
Division of Infectious Diseases AIDS Clinical Trials Unit,
Washington University School of Medicine

In discussing nutrition education, one might not be inclined to think automatically of the nutritional status of persons with HIV/AIDS or those battling cancer. Founded in 1988 by friends caring for friends living with HIV/AIDS and then expanding its mission to include cancer, Food Outreach took to heart the mission “to provide nutritional support and enhance the quality of life of men, women, and children living with HIV/AIDS or cancer.” As Dale states, “We want to provide access to nutritious foods as well as nutrition education.” In 2010, Food Outreach set a record with more than 473,781 meals served to clients in need with the help of over 600 volunteers, and an impassioned staff of 10 full-time employees and 3 part-time employees who cook, pack, and distribute these meals.

According to Food Outreach staff members, in the beginning (when Food Outreach was focused exclusively on HIV/AIDS) the organization had volunteer dietitians create the menu of frozen meal options to ensure that clients were receiving food based on the most up-to-date nutritional information for people living with HIV/AIDS. In addition to the volunteer dietitians, they implemented a nutrition committee to help with menu design. Food Outreach’s first dietitian was hired in 1993.

In the early years of Food Outreach, an HIV diagnosis was a death sentence and the main nutrition focus was for clients to prevent weight loss. As a result, butter and cream were heavily incorporated into many of the recipes to make them more calorie-laden. All frozen items were home-delivered to clients by volunteers. As the HIV drug therapies improved, clients became more ambulatory and in 1996, Food Outreach added a grocery center in tandem with their frozen prepared meals since their clients were not as homebound as before.

Their grocery center is designed to provide the client with approximately two meals per day. Most of Food Outreach’s clients pick up meals every 2 weeks, receiving 28 meals; but for those that live outside of the county, Food Outreach offers monthly pick-ups. In this instance, Food Outreach simply doubles the choices and the client can pick up their entire month’s worth of food in one visit. The client receives a menu, which is broken down into categories: meats, entrees, juices, soups, starches, fruits, and vegetables, and is then allotted a certain number of choices for each category and may allocate them as they see fit. The categories contain a mixture of frozen prepared entrees and side dishes, traditional canned and dry goods, and fresh produce. The frozen meals are made on-site every Saturday, with an emphasis on making from scratch when possible, and the entrees and sides are then dished into single-serve containers and put into a blast freezer. “All the client has to do is reheat them. These deliver the convenience of fast food and/or TV dinners but they are actually healthy.”

Dale asserts that: “We’ve also tried to extrapolate the old [American Heart Association] AHA Step I diet by requiring the entrees and sides, each as a group, to have $\leq 10\%$ of their calories from saturated fat and ≤ 100 mg of cholesterol per dish. AHA no longer uses the term Step I and the current recommendation is that everyone follows the TLC diet, regardless of heart history, but we chose to use the Step I guidelines due to our previously discussed menu history. We will eventually phase in the stricter TLC diet. We buy almost all of our food because we are committed to offering our clients high quality, medically appropriate foods. This also ensures our clients have a choice and choice is one of the things that has been drastically reduced in many of our client’s lives.”

Food Outreach provides various program components that work collaboratively to better serve their clients. In addition to the grocery center, nutrition counseling, and access to a specialty Pharmacist, their Monday Lunch Program provides lunch to clients every Monday except major holidays. The multi-purpose room is transformed into a restaurant-like environment, complete with white linens, centerpieces, and multiple courses served to the

diners. The clients also enjoy a raffle and guest speakers. Dale mentions, “Due to the cost of the treatments, many of our clients can no longer afford to dine out, so we want them to feel like at least once a week they still get to go out for a nice meal. Many of our clients have made the comment that because we allow them to bring a guest, it gives them a chance to do something nice for their care person.”

The Breakfast Club meets the first Thursday of every month in the Food Outreach presentation room, where clients enjoy a hearty breakfast while taking in a nutrition education class. Usually an RD or co-located Schnuck’s Specialty Pharmacist teaches the class. Some past examples of alternative speakers include: extreme couponers, personal trainers, and physicians.

Regarding major obstacles, Dale states, “We have an ambulatory (read as non-captive audience), adult population with transportation issues so getting them here can be tough. A rainy day might mean three or four cancellations when the bulk of your clients are on public transportation. We try to schedule any follow-ups around a grocery center pick-up day so the client only makes one trip. But things like The Breakfast Club or cooking classes can yield mixed results depending on the weather, who could get a ride, and where it falls on X number of clients’ grocery center pick-up eligibility.”

Additionally, Dale continues, the art of balancing “being an organization that provides increased access to food as well as education. You don’t want to make people jump through hoops for food nor do you want to require people to come in for education they don’t want. But at the same time, if you have grants that are after improved clinical outcomes and not meals provided, you stand to lose funding if you don’t. There are no easy answers. Nutrition education, being non-tangible, can also be a tough sell.”

The dedicated staff stays inspired by their resilient clients. Many staff members recall various client stories over the years of people first coming to Food Outreach in walkers and wheelchairs and then able to walk in on their own, with some clients returning to the workforce or school. One staff member recalled an HIV client who was a single parent and literally on his deathbed and now hosts local concerts to raise money for Food Outreach.

Dale ends by stating, “I have numerous client stories that inspire me but the reason I’m so passionate about Food Outreach is because they have created the perfect environment for Medical Nutrition Therapy (MNT). If an RD sat down and said I’m going to create a setting where MNT can be performed to maximum effectiveness— this is it. Food Outreach allows unlimited, free nutrition counseling and the food to implement the interventions. When you take populations that are typically food insecure, drastically increase their access to food, make sure that said food is nutritious, and provide nutrition education geared toward utilizing said food, it all but assures success.”

HIGHLIGHTS:

- Food Outreach tailors their programming to support the nutritional needs of men, women, and children living with HIV/AIDS and cancer.
- The organization creates frozen prepared entrees and sides that must average $\leq 10\%$ of their calories from saturated fat and ≤ 100 mg of cholesterol per dish. All the client has to do is remove the lid and reheat them.
- In addition to providing nutritious food for their clients, Food Outreach also incorporates nutrition education classes during a variety of congregate meals at Food Outreach. Their ability to reach their community stems from their dedicated staff, cooks, and most importantly, their committed army of over 600 volunteers.



“We’re for real food choice in the Bronx. You can’t have real choice without education about healthy food and access to affordable healthy foods.”

– *Karen Washington, Urban Farmer*

CHAPTER 6

Evaluation:

Assessing the Impact
of Nutrition Education Programming



Is your program making a difference?

The goal of practically all organizations and programming is to make positive changes within their community. However, evaluating program outcomes and impact can be challenging for many organizations. Cost and staff capacity can sometimes make evaluation activities seem prohibitive. You're so busy doing the work using limited resources; who has the time and funds to evaluate it? And doesn't it require a degree in social science to ensure scientific rigor and evidenced-based results?

Evaluation is most easily embraced when it is seen as part and parcel of developing and implementing the program or project. It is the process by which we assign value or quality to something. Evaluation comes into play when you make a determination about where you want to go (goals and objectives), how you will get there (methods or strategies), and what sign posts along the way you will look for to let you know you're on the right path (indicators or benchmarks). Evaluation is simply about tracking the progress of your programming which allows you to identify the strengths and weaknesses of program activities and guides your decisions on where improvement needs to occur. Evaluation doesn't have to be seen as an "add-on" required by funders. In fact, most of us are engaging in some form of evaluation simply by reflecting on the work we do every day, listening to the feedback we receive from program participants, and making adjustments.

There are basically two kinds of evaluation: impact evaluations (evaluating overall accomplishments and/or successes) and process evaluations (evaluating the steps and/or processes). Quantitative and qualitative research methods can be used within needs assessments and in evaluations; qualitative data can yield quantitative results. In general, quantitative methods (reporting using numbers, often considered objective) provides the *how much* or *how many* while qualitative methods answer the *why* (reporting using stories, often considered subjective). Those methods can be used to measure program process, outcomes, and impact. All are valid and important ways of measuring success and are typically combined in some fashion. Methods of evaluation run the gamut: from surveys to focus groups; individual interviews or questionnaires; observation, multi-media, or group reflection.

Since all organizations have different goals and objectives, the evaluation and measurement of program outcomes and impact will also differ. For example, one organization may measure the number of parents who integrate fresh produce into their cooking. Another program could determine whether school-aged children have become more knowledgeable about healthy food options or local food systems. Evaluation tools such as surveys, questionnaires, and interviews should be tailored to each respective program activity.

While effective evaluation can be done as a part of program activities by the staff and participants themselves, some funders require external evaluations which are often more involved and costly. For instance, if personnel support is limited and you have hundreds of participants living in a wide geographic area, collecting information may be challenging. Sometimes organizations not only lack personnel, but also time, means, and resources. Due to these limitations, many organizations work with outside support through institutional partnerships such as academic institutions. Contracting an evaluation from an outside source alleviates the burden on organizational staff, while also obtaining an outside perspective with limited bias.

However, not everyone has the funding, partnerships, or personnel to complete rigorous evaluations. Some organizations featured in this section have partnered with academic institutions while other organizations have administered simple surveys to their clients or recorded their personal stories to capture the impact of their programs. Within this section, highlighted organizations share their methods of measuring program progress and impact through resourcefulness, partnership, and participation.

Question to Keep in Mind:

- How do I know if my program is successful?
- What tools exist that can help me evaluate my programming?
- What outcomes do I measure?

Testimonial, Reflection, and Self-Evaluation

A simple way to find out whether your program is making an impact is to ask your community members, especially your clients or participants. Almost all organizations interviewed rely on the population they serve as spokespersons. Not only are your clients able to share with you the effect of your programming on their lives, they also provide key feedback in making your programming better. Overwhelmingly, organizations utilize testimonials as a means of learning about how their programming is affecting their clientele.



Second Harvest Food Bank Santa Cruz County



SESAME WORKSHOP

Location: New York, NY

DESCRIPTION:

Sesame Workshop is the non-profit organization behind *Sesame Street* and so much more. Their project brings critical lessons in literacy and numeracy, emotional well-being, health and wellness, and respect and understanding to children in over 150 countries.

NUTRITION EDUCATION ACTIVITIES:

Healthy Habits Educational Programs: Sesame Workshop has developed and distributed educational materials with healthy messages for child care providers and parents/caregivers, produced PSAs, conducted training webinars, and more as part of the organization's Healthy Habits for Life initiative. *Food for Thought*: Developed by Sesame Workshop, Food for Thought is a bilingual (English and Spanish) multimedia educational outreach program designed to help support families of children between the ages of 2 and 8 that are coping with food insecurity. The Food for Thought kit includes a DVD for children and adult caregivers, a storybook, a set of healthy recipe cards, a Caregiver Guide, and online resources. The kit is designed to help these families by communicating ways to eat healthy on a limited budget. This project includes a television special, free resources for families, and community events and screenings. *Growing Hope Against Hunger (GHAH)* builds on the success of Food for Thought to raise awareness for how hunger affects children and families and the actions that individuals and communities can take to help. GHAH also introduced a new Muppet character named Lily whose family has an ongoing struggle with hunger.

WHAT MAKES THEM UNIQUE:

Muppets, Research, and Television = Appeal, Evidence-Based, and Accessible

Sesame Workshop has been successful in creating appealing and engaging programming derived from evidence-based research, which, in collaboration with partners, is made accessible through television, outreach, and internet resources. Their ability to pair their Muppets with healthful messages has proven effective in modeling behavior— thereby impacting knowledge and change in attitudes.

“None of us had any idea that the characters we were creating —wonderful, zany, vulnerable Muppets to teach children letters, numbers, and concepts— would become so much a part of our culture or that we were creating a family that every child watching would feel part of...”

— Joan Ganz Cooney, founder of Sesame Workshop, from the Foreword,
G is for Growing: Thirty Years of Research on Children and Sesame

Known to be the longest street in the world spanning over 150 countries, *Sesame Street* and their supporting non-profit organization, Sesame Workshop, have continually produced educational programming and tools by encapsulating their messages through the voices and personalities of their well-known furry Muppets. Further known for their unprecedented pairing of research with television production beginning in the 1960s, Sesame Workshop has stayed faithful to their commitment to produce research-based curriculum and programming. Moving beyond the television show, Sesame Workshop has created a dynamic multimedia community outreach program to meet the needs of children and throughout the years, they have learned to tackle difficult issues affecting children using media. And one of those important needs affecting children in the US is food insecurity.

Food for Thought: Eating Well on a Budget, an initiative launched in 2011, addresses families with children ages 2-8 coping with food insecurity. In 2006, origins of *Food for Thought* emerged from Sesame Workshop's *Healthy*

Habits for Life initiative, which addressed better nutrition in the fight against childhood obesity and prevention. In the process of developing materials to support nutrition and physical activity, the issue of food insecurity became more apparent, particularly in reaching children under the age of 6. With further research, Sesame Workshop noted the lack of materials addressing food insecurity among young children. Therefore, with further research from Sesame Workshop, the *Food for Thought* initiative was created.

OUTCOMES AND IMPACT:

The overall goals of the *Food for Thought* initiative were to: 1) Provide families with information to better equip them to cope and adjust to the impact of food insecurity, 2) Empower families with simple, practical activities to make healthier food choices even when great limitations can feel overwhelming, 3) Create positive experiences around food for children and adults by engaging key messages that promote basic nutrition, and 4) Provide resources that support families with nutritional counseling and services.¹¹

The outcomes and impact of *Food for Thought* have been positive. *Food for Thought* has been evaluated through an external organization, [Field Research Corporation](#) (FRC), who examined “the appeal of the *Food for Thought* kit as well as its effectiveness in impacting nutrition related knowledge, beliefs, and behaviors among food insecure families with children 2 to 8 years old.” Researchers conducted pre- and post- interviews with Spanish-speaking and English-speaking mothers, fathers, and grandparents who were caregivers to children ages 2-8 in food insecure households.¹¹ To assess the impact, a treatment group used *Food for Thought* for one month while the control group conducted business as usual. Results revealed that participants in the treatment group found the *Food for Thought* materials useful, appealing, and easy to use and understand. Findings indicate that the kit had an impact on participants’ knowledge, behaviors, and attitudes regarding how to cope with food insecurity and maintain healthy habits.¹¹

As *Sesame Street* embarks on its 43rd season as of September 2012, it is evident that the experience of watching these *Sesame Street* characters has now become an “intergenerational experience.” Dr. Jeanette Betancourt, Senior Vice President of Outreach and Educational Practices at Sesame Workshop, expresses, “The power of our *Sesame Street* Muppets is the connection they have to children *and* adults... Parents as children experience[d] *Sesame Street*, and now experience [*Sesame Street*] with *their* children... and this is an automatic connection and education all done in a fun and engaging way.” While *Sesame Street* and Sesame Workshop continue to capture and recapture the hearts and attention of children, parents, and grandparents alike, it is evident that their deep-seated dedication to address timely issues affecting children across the U.S. and the world remains constant. Their reach further extends through collaboration with private corporations, foundations, academia, governmental agencies, and community-based organizations. As of today, almost anyone could tell you how to get to *Sesame Street*.

HIGHLIGHTS:

- *Food for Thought* is a research based outreach program that provides a multilevel approach to addressing food insecurity in households with children ages 2-8.
- Sesame Workshop partnered with an outside evaluator in order to assess the impact of the *Food for Thought* initiative.
- Sesame Workshop utilizes their Muppets to affect healthful modeling and strives to engage children and adults alike.

¹¹ Field Research Corporation (2010) *An Evaluation of Food for Thought: Eating Well on a Budget Full Report*. Sesame Workshop.



Evaluation Highlights

The following highlights are taken from FRC's Evaluation: *Field Research Corporation (2010) An Evaluation of Food for Thought: Eating Well on a Budget Full Report. Sesame Workshop.*

Appeal: The majority of participants that used the *Food for Thought* kit found it highly appealing with “nearly 9 in 10 (88%) giving the kit an overall positive rating and nearly two in three caregivers (62%) giving the highest possible rating of 10.” Caregivers found the kit helpful, relevant, and educational.

Utilization: The *Food for Thought* toolkit materials were highly utilized by the treatment group with nearly all caregivers in the treatment group reporting that their child watched the DVD (95%) and/or read the storybook (94%). Additionally, most of these caregivers (82%) reported that their child watched the DVD multiple times with the average of three viewings per child.

Kit Effectiveness: Evaluation found evidence of kit effectiveness in almost every area examined, including nutrition-related knowledge, beliefs, and behaviors, as well as caregiver coping skills.

1. Impact on Knowledge

- Results show that the kit was effective in its main objective of communicating how to eat healthy on a limited budget, with observed increases in caregiver knowledge.
- Evidence of effectiveness came on four of nine knowledge measures focused on: eating healthy on a limited budget, healthier cooking methods such as grilling and baking; effectiveness of introducing new foods multiple times with young children; and importance of providing healthy snacks.

2. Impact on Attitudes and Beliefs

- Evaluation found evidence of kit effectiveness in participants' confidence regarding how well they could implement strategies that were suggested in the materials.
- Effectiveness was observed in two behaviors: communication with child and about his/her worries regarding food security; and healthier eating within the family (substituting water for soft drinks, offering fruits and vegetables of different colors).

3. Impact on Behaviors

- Findings indicate clear evidence of kit effectiveness in motivating nearly every behavior it promoted- including
 - Information/assistance seeking
 - Communication with children about food security worries
 - Taking steps to save money on food
 - Steps to promote healthier eating in family
- Healthier eating behaviors, found evidence of positive change
 - Serving low-fat dairy products, offering whole grains; offering healthy snacks, involving child in shopping and food preparation; using alternative cooking methods, eating with a caregiver
- Nearly three in four families reported that they are now doing new things as a result of using the kit
 - Serving healthier meals including more fruit/veggies
 - Sticking to a menu planned in advance
 - Involving children in shopping or meal preparation
- Impact on Caregiver and Child Coping
 - Evaluation found evidence that the kit increases caregivers' ability to psychologically cope with food insecurity; however, no evidence in caregiver or child depression or anxiety was observed.



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Qualitative Methods

Organization(s)	Evaluation Tool	Evaluation Tool Description	Tool Specifics to Consider
Growing Chefs	Parallel Journaling	<p>A tool in which a group of students/ individuals independently journal about the same question/prompt.</p> <p>In this organization, Parallel Journaling is used for students to independently reflect upon what they learned after a day of gardening.</p>	This method allows participants a certain amount of time for reflection. Literacy and cultural differences should be kept in mind when utilizing this method.
<p>TOCA: The Desert Rain Café, Mariposa Health Clinic's Platicamos Salud, ESY NOLA, Family Cook Productions</p>	Anecdotes and Testimonials	<p>Sharing of personal stories to local community members. These stories can be shared in newsletters, blogs, public events, classrooms, or in multiple settings.</p> <p>Platicamos Salud's programming utilizes Promotoras to teach nutrition education classes. These Promotoras also provide testimonials to their participants on how incorporating healthy eating habits have influenced their health and well-being.</p>	Anecdotes can be voluntarily shared and quite powerful and compelling in sharing information and inspiring other participants or donors.
<p>Just Food The Happy Kitchen/ La Cocina Alegre (THK)</p>	Personal and Self-reported Stories	<p>Qualitative information can come from participants, staff, partners, volunteers, and newly trained community outreach leaders. This information can be collected via surveys, discussion, or personal anecdotes (as noted above).</p> <p>For example, Just Food looks into "how [does] becoming a Community Chef impact those around [you]?" Some Community Chefs, as a result of their service, share and pass on personal stories that motivate people within their communities, demonstrating that testimonials can contribute to your qualitative information.</p>	This kind of qualitative information comes from people's experiences, observations, and opinions. Questionnaires or surveys are instruments/tools to collect your data. When developing these tools, it is necessary to consider what you want to measure. Therefore, more time and resources are needed to construct these instruments.
Just Food	Feedback and Self Evaluation	<p>Questionnaires, comment cards, meetings, and interviews are some ways organizations collect feedback.</p> <p>For example, Just Food receives feedback from Community Chefs since the Chefs themselves conduct a self-evaluation, as well as end of the season evaluations with food pantries.</p>	Collecting feedback provides input about what is working within your program, and what needs more attention. It allows for participants to disclose information that may not have been captured in person.

Surveys and Questionnaires

Another way to assess a program can be through questionnaires and surveys. Organizations use surveys and questionnaires in a variety of methods. Some utilize electronic surveys, paper surveys, interviews, or even group discussions. Survey and questionnaire construction should be thought through carefully and be specific and related to your program objectives.

Quantitative and/or Qualitative Methods

Organization	Evaluation Tool Used	Description of Tool	Thoughts Behind Using this Evaluation Tool
Second Harvest Food Bank Santa Cruz County	Five Question Survey/ Questionnaire for Program Component: Passion for Produce	<p>A basic five question evaluation to gauge real changes people are making. (Sample from Second Harvest Food Bank Santa Cruz County.)</p> <p>“Since you began participating in the Passion for Produce program, have you:</p> <ul style="list-style-type: none"> • Increased the amount of fruits and vegetables you eat? Y or N • Adopted healthier cooking habits - for example, cooking with less oil? Y or N • Started reading nutrition labels at the grocery store? Y or N • Reduced the portion sizes of the meals you prepare at home? Y or N • Decreased the amount of soda you and your family drink? Y or N <p>We would love to hear any stories you would like to share about how this class has helped you and your family to improve your health and nutrition. Thank you!</p>	A simple five question survey can be easy to create and easy to answer. However, more information may be needed before drawing conclusions based on these five questions.
Food Bank of Central New York	Pre-test and Post-test Surveys	In this method, a survey or questionnaire would be distributed to clients before they start your program and after. For example, perhaps a five question survey was given at the start and end of a cooking class demonstration course.	The benefit of using both a survey at the beginning and end of your program activity is that you may be able to see a change in attitude and behavior over time (e.g., from not purchasing fresh produce to purchasing fresh produce). Time and consideration is needed to construct questionnaires that would be applicable to your program goals and objectives.
Food Bank of Central New York	CNY Health Bucks Redemption Rates	Patterned after the Farmers Market Health Bucks program in New York City, CNY Health Bucks provided coupons to low income consumers to be used to purchase fresh, locally grown fruits and vegetables from growers at participating farmers markets. CNY uses Health Bucks as evaluation tools by checking the redemption rates of the coupons. So, the higher the redemption rates, the more you know that clients are spending it on fresh produce.	This is quite an innovative way to evaluate the success of purchasing fresh produce without going through a questionnaire, survey, or interview.

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Quantitative and/or Qualitative Methods *cont.*

Organization	Evaluation Tool Used	Description of Tool Description	Thoughts Behind Using this Evaluation Tool
Share Our Strength: Evaluation for Cooking Matters courses	Retrospective Pre-test/post-test Surveys	Surveys distributed the last day of class. These survey questions gauge three food targeting outcomes: cooking skills, making meals at home, and making healthy choices.	This tool allows programs to assess attitudes and behaviors on self-efficacy.
City Harvest	Longitudinal Study Tool	This tool is sent to participants in the program to measure the retention of the information and healthy diet-related behaviors.	Longitudinal study tools observe participants over a long period of time monitoring the same information. This tool is beneficial to see change over time. However, there can be participant dropout.

Partnering with Academic Institutions to Conduct Evaluations

Organizations might have the opportunity to partner with other organizations, institutions, foundations, universities, or colleges to undergo an evaluation of their programming. These types of evaluations are significant in creating evidence-based research to determine whether or not an impact is being made. Establishing evaluations such as these, especially if your organization has a positive impact on health or behavior attitudes, is not only crucial in facilitating support and funding for your organization, but also in supporting other organizations that are attempting to do similar programming and are looking for nutrition education activities that work and make an impact within their communities.



Yorkville Common Pantry

External Evaluations

Organization	Affiliated Institution(s)	Evaluation	Evaluation Description
Family Cook Productions	Research partners: Dr. Judith Wylie-Rosett of Albert Einstein College of Medicine and the Institute of Human Nutrition at Columbia University's College of Physicians and Surgeons	Strategies to Promote High School Students' Healthful Food Choices	The article is a case study of Family Cook Production's 2007-2008 research of their Teen Battle Chef program, Diet for a Healthy Planet. The study was conducted as a case control with ninth graders at Urban Assembly of Music and Art in Brooklyn. Ali Bukhari, Lynn Fredericks, Judith Wylie-Rosett. "Strategies to Promote High School Students' Healthful Food Choices". <i>Journal of Nutrition Education and Behavior</i> , Volume 43, Issue 5 , September-October 2011, Pages 414-418.
Sustainable Food Center (SFC)	The University of Texas School of Public Health	Sprouting Healthy Kids Promotes Local Produce and Healthy Eating Behaviour in Austin, Texas Middle Schools	In 2008, SFC worked with UT School of Public Health to do a small pre- and post- study with participants. Much of the pre/post difference was significant. Some of these results included: Change in Behaviors: <ul style="list-style-type: none"> • 40.6% of participants reported preparing meals with fruits and vegetables (F/V) for their family more often than at baseline. • 23% of participants reported eating fast food less often at the end of the six weeks than when they began the course. • Over 34% of participants reported that their middle school children helped them prepare meals more often than at baseline. • 32.7% of participants reported modeling eating fresh F/V more frequently than at baseline. Change in Food Intake: <ul style="list-style-type: none"> • Over 30% of the participants reported a decrease in their consumption of flour tortillas, pizza, sweets (cake/doughnuts/sweet breads) and regular sodas. • Over 25% of participants reported less frequent consumption of eggs, meat stews, pork or beef products, fried chicken, chips, and salad dressing. • Slightly more than 40% of participants reported a higher daily consumption of F/V at the end of the program. • 38.3% reported eating more fresh and dried fruit and drinking more fruit juice.
Share Our Strength's Cooking Matters (formerly Operation Frontline)	Department of Food Science and Human Nutrition, Colorado State University, Fort Collins, Colorado	Operation Frontline: Assessment of Longer-term Curriculum Effectiveness, Evaluation Strategies, and Follow-up Methods	This study was "to determine the effectiveness of a traditional pre-test versus a retrospective pre-test, the stability of self-reported behavior changes at three or six months post-class series, and the most effective method for longer-term follow-up assessment of Operation Frontline's Eating Right class series." Sara Swindle, Susan S. Baker, Garry W. Auld. "Operation Frontline: Assessment of Longer-term Curriculum Effectiveness, Evaluation Strategies, and Follow-up Methods." <i>Journal of Nutrition Education and Behavior</i> . Volume 39, Issue 4 , Pages 205-213, July 2007.

The different techniques used by these organizations are significant in assessing nutrition education programs. Additional resources to further support evaluation of programming can also be found at the [Community Food Security Coalition Evaluation Program](#) website that provides resources, guides, and toolkits to help you get started.



Why Research Matters: The Field of Academia and the Field of Service

For some organizations, the field of academia may seem distant from the grassroots. While disseminating surveys and tracking numbers may seem tedious, these activities benefit our overall endeavors to better serve our communities. According to Swindle et al., “The effectiveness of nutrition education has not been well researched, especially on populations from a lower socioeconomic status. Because the goal of many programs is to change behavior, evaluation of behavior is essential to measure the effectiveness of these programs.”¹² Therefore, more studies and accurate information regarding nutrition education program is essential to continually improve programming.

McClelland et al. observes, “There is no gold standard for dietary evaluation of free-living people and little consensus concerning appropriate methods for assessing the impact of nutrition education on limited-resource populations.”¹³ By continuing to evaluate programming through research studies, monitoring, and evaluation, we can hopefully determine more efficient and effective ways in utilizing nutrition education to see consistent and significant change in the well-being of our communities.

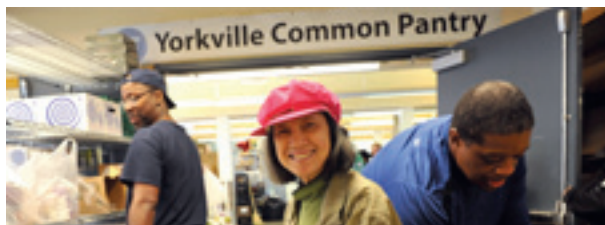
Community Food Security Coalition Evaluation Program

The Evaluation Program of the Community Food Security Coalition (CFSC) was launched in 2002 to build the capacity of Community Food Projects in program evaluation. Currently, they provide training and technical assistance to other community food practitioners as well. The goals of the CFSC Evaluation Program are:

- To strengthen community food security projects by building evaluation capacity.
- To develop evaluation tools and templates specific to community food security projects.
- To strengthen understanding of the operating elements of successful community food projects.

Additionally, the Evaluation program hopes to support community food practitioners to:

- Develop effective programs that include innovative and effective evaluation activities.
- Hear and respond to the interests and needs of their participants and stakeholders.
- Highlight their organization's accomplishments.
- Meet the evaluation requirements of their funders.



¹² S Swindle, S. S. Baker, G.W Auld. Operation Frontline: Assessment of Longer-term Curriculum Effectiveness, Evaluation Strategies, and Follow-up Methods. *J Nutr Educ*, 39 (2007), pp. 205-213.

¹³ J.W. McClelland, D.P. Keenan, J. Lewis et al. Review of tools used to assess the impact of nutrition education on dietary intake and quality, weight management practices, and physical activity of low-income audiences. *J Nutr Educ*, 33 (1995), pp. S35-S48.

Community Food Security Coalition Evaluation Program Materials

Materials	Description	Points of Interest
Evaluation Handbook & Toolkit	<p>The Community Food Project Evaluation Handbook provides a comprehensive guide to develop and implement outcome based program evaluation, specific to community food security projects.</p> <p>The CFP Evaluation Toolkit includes evaluation protocols and template surveys for program satisfaction, training and technical assistance, focus groups, farmers markets, community gardens, community supported agriculture projects, farm to school projects, coalitions, and the Common Output Tracking Form.</p>	Packed with detailed information and worksheets, the CFP Evaluation Handbook walks the reader through all stages of developing and implementing outcome based program evaluation, specific to community food security projects.
Indicators of Success	<p>The Community Food Project (CFP) Indicators of Success (IOS) project seeks to report on the collective impacts of Community Food Project work by tracking and recording the important outputs and outcomes of CFP work.</p> <p>The impacts of your project are an important piece of creating a deeper understanding of our combined impact and progress toward community food security. The CFP Indicators of Success is built upon six core fields of practice (as defined in the Whole Measures for Community Food Systems evaluation and planning tool) that contribute to whole communities.</p>	According to Jeanette Abi-Nader, CFSC Evaluation Program Director, these indicators are most closely aligned with nutrition indicators and can be utilized by nutrition education programming in assessing program implementation.
CFP Participant Survey Guide	<p>The Community Food Project (CFP) Participant Impact Survey (PS) measures the self-reported changes in community residents resulting from community food projects. Its intent is to measure the knowledge, attitude, and behavior changes of project participants. These self-reported outcomes of CFP work will be recorded and aggregated in the CFP Indicator of Success (IOS) data collection form.</p>	Helps with organizations interested in creating and disseminating surveys to participants.
Whole Measures for Community Food Systems: Values-Based Planning and Evaluation	<p>This planning and evaluation tool provides a lens for community food projects to dialogue about how their work affects whole communities. It includes a set of six core fields of value-based practices against which projects can measure the impact of their work.</p> <p>In 2010, CFSC, in partnership with the Center for Popular Research, Education, and Policy and Seeds of Solidarity, worked with a core group of CFP grantees interested in utilizing Whole Measures CFS as a central planning or evaluation tool for their project. The core fields included in Whole Measures CFS are justice and fairness, strong communities, vibrant farms, healthy people, sustainable ecosystems, and thriving local economies.</p>	Does a great job in bridging education and promotion with regard to improving programming.

Feedback, Getting Involved, and Assistance from the Community Food Security Coalition Evaluation Team

If interested in Training or Technical Assistance check out the CFSC Evaluation Program website regarding farm to school initiatives, farm to college initiatives, consultations, referrals, and more at: http://www.foodsecurity.org/tta_general.html

If you have any additional questions regarding CFSC Evaluation tools or guides, contact Jeanette Abi-Nader at jeanette@foodsecurity.org.

Additional Resources

In looking for evaluation resources, also check [USDA's SNAP-Ed Connection Professional Development Tools: Evaluation](#) to find additional information and studies.



"The willingness
of educators to
subject their work
to assessment
demonstrates
confidence
in that work."

— *Jane Vella, How Do They Know They Know?*

CHAPTER 7

Overall Challenges to Implement Nutrition Education Programming

Your CNY Health Bucks!

- \$10.00 (5 coupons at \$2 each)
- Coupons are only good for locally grown, fresh fruits and vegetables
- No change can be made
- Only good at participating markets listed on the back of the coupon

ENJOY!

Note: The following section is based only on organizations interviewed within this guide. The information and analysis stems from participant responses to the following questions:

What major obstacles have you encountered in implementing nutrition education programs?

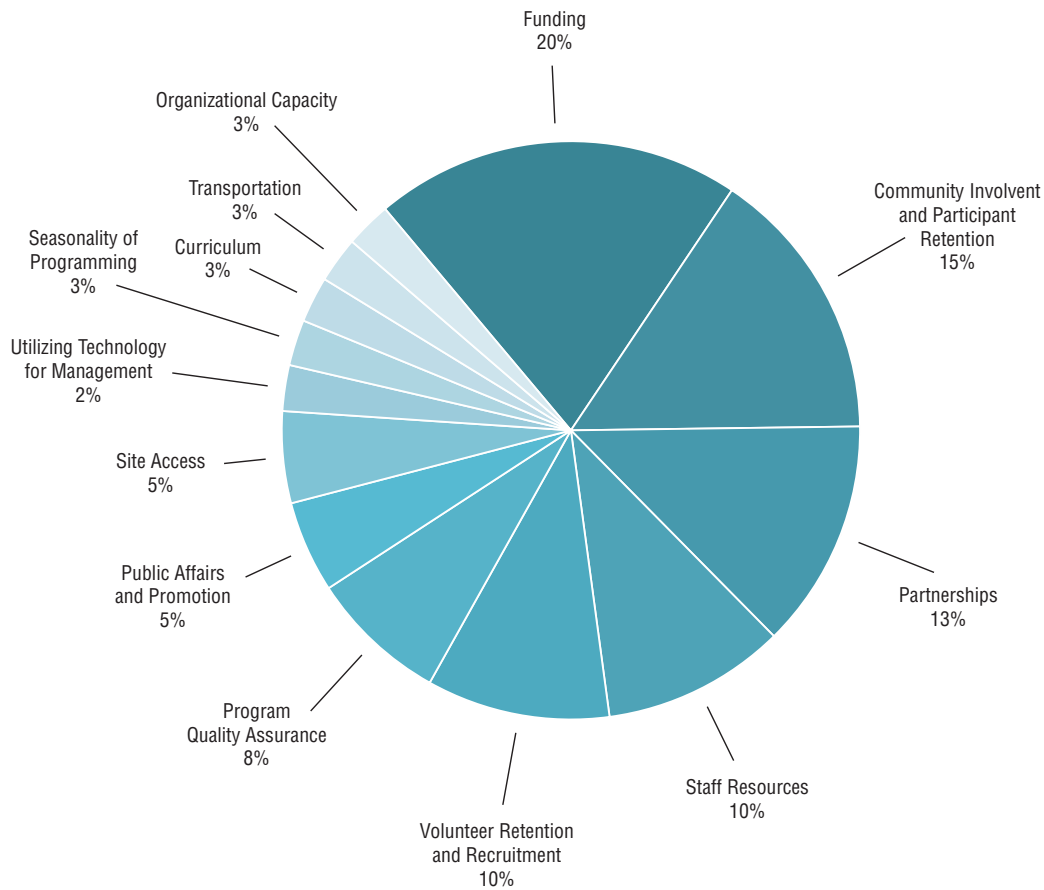
What is the most difficult part of implementing your program?

Regardless of organization size, obtaining adequate funding was by far the unanimous obstacle reported by those interviewed during the course of preparing this guide.

Costs such as purchasing food and necessary supplies, transportation, and staff affect overall program capacity. Secondary concerns included partnership relations, personnel retention, volunteer management and recruitment, and participant and community engagement.

Organizational challenges were often dependent on the scope of programming. Larger programs (meaning more components and activities, significant staff and volunteer base, and multiple partner groups) tended to have obstacles related to vetting partnerships, field to headquarters communication, personnel and resource support for partnering agencies and/or organization branches, evaluation, and quality control. In looking at organizations with fewer components, obstacles tended to be based on retention of volunteers, community involvement, transient staff, or lack of resources. Overall, it seemed as programs grew or expanded, quality of services remained a high priority, yet still proved to be challenging.

Obstacles Identified by Interviewed Organizations



Quality Control

Some organizations with successful programming have expanded their geographic scope by creating extension sites, whether at afterschool programs, senior centers, or other community-based organizations. While many organizations indicated that they wanted to retain the effectiveness of their programming when expanding to extension sites, difficulties arose in consolidating partnerships and obtaining adequate resources and facilities. Extension sites may have limited staffing, inappropriate facilities, or lack of resources to implement program activities in the expected fashion. Therefore, vetting appropriate partnerships has been the primary focus in retaining quality control. In addition, capacity building and staff training are considered to be key to successful program implementation when organizations are expanding. Organizations have therefore utilized site visits, feedback meetings, training sessions, and internet-friendly questionnaires to monitor the status of extension sites.

Addressing a Transient Clientele: Evaluating Nutrition Education

In looking at obstacles faced by food banks and affiliated organizations interviewed for this guide, the evaluation of program impact proved to be difficult based on transient clientele. In other words, not all individuals visit food banks daily. So, how can EFP's measure the impact of their nutrition education programs with a transient clientele? While certain food banks may not have the resources, programs such as Family Cook Productions, Share Our Strength's Cooking Matters, or academic institutions could provide support in collecting information and

implementing programming. Getting creative with methods of and resources for measurement can lead to unusual but effective ways to determine impact. For example, the use of “Health Bucks” utilized by the Food Bank of Central New York helps monitor redemption rates at farmers markets to find out how many clients are utilizing these coupons to purchase fresh foods. An increase in validation of Health Bucks could be associated with increased purchase of fresh foods. Additionally, organizations could utilize incentives to affect response rate. Therefore, more research and evaluation should be considered to target the change occurring at the household level.

One of the main issues identified in nutrition education programming by emergency food providers is determining health impact when servicing a transient population. Organizations like Cooking Matters Colorado address this issue by partnering with food pantries to provide “right now nutrition education.” This means that Cooking Matters Colorado and pantry partners focus on educating clients in the pantry for the duration that the client is there. They emphasize that nutrition information should be easy to understand and interactive at the point of food or produce pick-up or purchase.

Nutrition Education? Is it Working?

One of the greatest difficulties in nutrition education is determining whether programs are making an impact on the health and nutritional status of their clients. For example, while your organization may provide fresh foods and cooking classes, is there a guarantee that clients are consuming the produce that they are given or purchase, and, for that matter, is the change in their health or behavior attitudes resulting in consuming and purchasing healthier options? Perhaps the solution lies in time to see the impact of these types of programming and also a genuine investment in researching community-based programming more extensively.

The current nutrition education being implemented by practically all organizations interviewed is tied to nutrition AND food education. The majority of nutrition education programming does not discuss biochemical terms of micronutrient absorption into the body and its effects, but more so the overall picture of healthier foods related to chronic diseases such as obesity and type 2 diabetes, food sourcing, local food production, and community food security. More so, understanding whether or not programs have been successful boils down to the objectives organizations have created for themselves. Success will differ based on what organizations want to accomplish. Therefore, thoughtful consideration in constructing measurable and quantifiable objectives IS important. According to Jennifer Crum, MS, RD, “Objectives that are known to improve health should be the target. So, short-term outcomes may be an improvement in eating behaviors, etc., and should be linked to long-term outcomes of improvement in health (e.g. reduction in obesity, decreased risk of heart disease, etc.). ”

Connecting the Dots

In response to strengthening programs and research, there is an evident need for information and resource sharing. Many organizations face similar problems in serving their communities. Each approach is different with each organization tackling problems in different ways. These different ways must be shared. While vying for funding can put organizations into competition, there must be a culminating point for collaboration to prioritize the needs of local communities. Controversy and challenges to meet nutritional needs and means to effectively monitor and evaluate will always continue. However, as leaders in grassroots movements, community-based organizations, nonprofits, and academia, the consensus to take action is overwhelmingly apparent and the need to share information is timely.



Conclusion

Four recurring themes emerged through investigating innovative programming in nutrition education. *First*, a large amount of information exists on nutrition education programming that is not readily accessible to emergency food providers. *Second*, all programming is different and based on organization goals, objectives, population served, funding, and the staff and volunteers that drive them. **Each program is unique and not entirely comparable.** Therefore, organizations seeking to replicate programming developed by others must keep in mind the differences in social context and environmental circumstances. *Third*, success in programming is related to creating measurable goals and objectives. Evaluation activities allow programs to monitor their progress as an organization while also facilitating successful applications for funding. *Lastly*, each organization interviewed demonstrated an unfailing drive and commitment to improve the health and well-being of those in their community. This unwavering passion and dedication inspires and fuels all programming. With it, program goals are met, if not exceeded.

There is no doubt that organizations working within nutrition education have an earnest and sincere commitment to impact their local communities.

However, the quest to find the “*best evidence-based approach*” is met with current contention. **What is the “best” way to provide nutrition education and improve the health of communities?** Fortunately, not one answer exists, but rather different perspectives and models are found to be effective in different situations serving different populations. The area of nutrition education is in need of further research and development. Organizations with the means to participate in research are at the forefront in establishing evidence-based models that could be replicated by community-based organizations and grassroots organizations. Additionally, as demonstrated in this guide, there is an active and growing field of practice among community-based organizations from which successful and innovative nutrition education activities are emerging and can be replicated and adapted by emergency food providers.

Nutritionally-vulnerable populations are the most likely to access food banks, food pantries, soup kitchens, and other outlets for supplemental food. Organizations around the country are not waiting for evidence-based models to emerge and guide them. The community-based organizations we interviewed for this guide are forging ahead with innovation, creativity, and practice in order to create healthier communities now and into the future.

Finding Recipes

Source Title	Organization	Program/Activity	Description
15 Favorite Recipes in Celebration of 15 Years	Share Our Strength	Cooking Matters	Cooking Matters has been empowering families with the skills needed to make healthy, affordable meals for over 15 years! To commemorate this milestone, they've compiled 15 of their favorite recipes to share with you. This collection is a celebration of past success and future efforts to reach even more families.
Food Bank of Central New York Monthly Recipe, Recipe Archive	Food Bank of Central New York	Nutrition Education: Recipes	Recipes that integrate seasonal produce as well as an archive of different recipes are all accessible online!
Just Food Recipes of the Month	Just Food	Community Food Education	A couple of recipes for the month based on seasonal produce.
Veggie Tipsheets Book	Just Food		With the joy of being a community gardener or a CSA member comes the assortment of a region's fresh fruits and vegetables. Sometimes we have more produce than we know what to do with or we find a new and unfamiliar vegetable in our CSA share. Just Food's Veggie Tipsheets will give you new, creative ways to prepare the season's bounty with a variety of recipes, storage tips, and nutritional information. See website for more information about purchasing.
FCP Monthly Recipes	Family Cook Productions	Tools	Recipe posted monthly underneath "Tools."
From I'toi's Garden	Tohono O'odham Community Action (TOCA)	Desert Rain Café	A book of Tohono O'odham food traditions with more than 300 pages on how traditional foods are grown and harvested, cultural information, recipes, nutritional information, and colored photographs. See website for more information about purchasing.
THK Recipes	Sustainable Food Center	La Cocina Alegre/ The Happy Kitchen	This webpage includes links to recipes that THK is using in their programming, PDF versions of recipes, a link to "Kathy Cooks" recipes in real time, and a link to purchase their book of recipes <i>Fresh, Seasonal Recipes</i> .
USDA Recipe Finder Database	USDA	SNAP-Ed	Database of recipes submitted by nutrition and health professionals and organizations. Recipes can be searched by cost, audience, and kitchen equipment needed (e.g., microwave only).

Finding Recipes *cont.*

Source Title	Organization	Program/Activity	Description
Recipes from Poor Girl Eats Well	Poor Girl Eats Well		Kimberly Morales shares with viewers how to prepare healthy meals on a tight budget. Cooking tips, videos, and information on her \$25 shopping cart are also included on the website. A fun and creative website!
Recipe Rainbow	Greater Pittsburgh Community Food Bank	The Recipe Rainbow	The Greater Pittsburgh Community Food Bank shares a searchable collection of nutritious recipes that use items typically distributed in food banks and food pantries across the country.



Food Outreach

Glossary

(Source: WhyHunger's [Food Security Learning Center](#))

- Body Mass Index (BMI)** A tool for indicating weight status. For adults, it is a measure of weight for height; for children, age and gender factor in as well. It is a formula used to estimate body fat and gauge health risks. [BMI](#) is only one factor in determining a person's health risk. ([Centers for Disease Control](#))
- Community Food Security** Is defined as a situation in which all community residents obtain a safe, culturally acceptable, nutritionally adequate diet through a sustainable food system that maximizes community self-reliance and social justice.
- Diabetes** A disease in which the body does not produce or properly use insulin. Insulin is a hormone that is needed to convert carbohydrates (sugar and starches) and other food into energy needed for daily life. Genetics and environmental factors such as obesity and lack of exercise appear to play roles.
- Dietary Guidelines** Published jointly every five years by the Department of Health and Human Services and the Department of Agriculture. The Guidelines outline the USDA's advice for a diet that promotes health and reduces risk for major chronic diseases. They serve as the basis for federal food and nutrition education programs and national nutrition policy.
- Eating Disorders** Impacting both physical and mental health, people develop eating disorders as a way of dealing with the conflicts, pressures, and stresses of life. Left untreated, they can be fatal. An eating disorder may be used as a way to express control when the rest of life seems chaotic. Common eating disorders include anorexia nervosa, binge eating, and bulimia. ([Renfrew Center Foundation](#))
- Food Bank** A large, centralized site of food collection and distribution. Food collected by food banks is generally distributed to food pantries, soup kitchens, and other community organizations that provide food to those in need. Some food banks also provide food directly to those in need and offer additional services.
- Food Desert** An area where food is non-existent, not healthy, or too expensive. It is an issue of access and can be defined by distance and/or transportation being obstacles in obtaining adequate amounts of healthy food. Fresh food deserts refer to a community with limited or no access to fresh fruits and vegetables. ([University of Leeds School of Geography](#))
- Food Insecurity** Limited or uncertain access to nutritious, safe foods necessary to lead a healthy lifestyle; households that experience food insecurity have reduced quality or variety of meals and may have irregular food intake. (USDA/Life Research Office)
- Food Label** A panel found on a package of food, which contains information about the nutritional value. There are many pieces of information including serving size, number of calories, grams of fat, nutrients, and ingredients. For assistance on how to read food labels, visit the [FDA](#) and if you want to get your child(ren) involved in the process visit [Kids Health](#).
- Food Pantry** A site where food is distributed to low-income and unemployed households to relieve situations of emergency and distress. Food pantries are often located in community centers or faith-based organizations. ([Food Bank for New York City](#))
- Hunger** The uneasy or painful sensation caused by lack of food. The recurrent and involuntary lack of access to sufficient food due to poverty or constrained resources can lead to malnutrition over time.

Glossary *cont.*

- Hypertension** Is high blood pressure, which can be caused either by too much fluid in the blood vessels or by narrowing of the blood vessels. People with blood pressure readings of 140/90 or above are said to have hypertension. Hypertension may be associated with the need to reduce sodium intake.
- Macronutrient** Nutrients that the body uses in large amounts. This includes proteins, carbohydrates, and fats.
- Malnutrition** A failure to achieve proper nutrient requirements, which can impair physical and/or mental health. It may result from consuming too little food or a shortage of food or an imbalance of key nutrients (e.g., micronutrient deficiencies or excess consumption of refined sugar and fat). ([American Academy of Nutrition and Dietetics](#))
- Micronutrient Deficiency** Lack of essential vitamins or minerals that are essential for proper growth and metabolism.
- Nutrition** Is interpreted as the study of the organic process by which an organism assimilates and uses food and liquids for normal functioning, growth, and maintenance and to maintain the balance between health and disease. Also included is the idea of an optimal balance of nutrients and whole foods, to enable the optimal performance of the body.
- Nutrition Security** The provision of an environment that encourages and motivates society to make food choices consistent with short- and long-term good health.
- Obesity** Is defined as an excessively high amount of body fat or adipose tissue in relation to lean body mass. [Body Mass Index \(BMI\)](#) over 30.0 kg/m² is considered [obese](#). A further threshold at 40.0 kg/m² is identified as urgent morbidity risk. The American Institute for Cancer Research considers a BMI between 18.5 and 25 to be an ideal target for a healthy individual.
- Organic Food** Is produced by farmers who emphasize the use of renewable resources and the conservation of soil and water to enhance environmental quality for future generations. Organic meat, poultry, eggs, and dairy products come from animals that are given no antibiotics or growth hormones. Organic food is produced without using most conventional pesticides; fertilizers made with synthetic ingredients or sewage sludge; bioengineering; or ionizing radiation. Before a product can be labeled organic, a government-approved certifier inspects the farm where the food is grown to make sure the farmer is following all the rules necessary to meet [USDA organic standards](#). Companies that handle or process organic food before it gets to your local supermarket or restaurant must be certified, too.
- Overweight** Is also defined as an excessively high amount of body fat in relation to lean body mass. However, the range for an [overweight](#) person is a [Body Mass Index \(BMI\)](#) from 25 to 30 kg/m².
- Soup Kitchen** A community food service and resource where meals are prepared and distributed on site.
- Stunting** Children who fall beneath the bottom five percentile for height in comparison to weight. See [Growth Chart](#).
- Under-nourishment** Individuals who do not have enough food to develop or function normally. (Princeton University)
- Underweight** Those who are [underweight](#) have a [Body Mass Index \(BMI\)](#) that is under 18.5. Being underweight has mortality rates equal to those who are obese.
- Wasting** Children who fall beneath the bottom five percentile for weight in comparison to height. See [Growth Chart](#).

Links to Websites

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Building the Bridge

<http://www.foodsecurity.org/BuildingBridges.pdf>

Serving Up Justice

http://www.whyhunger.org/uploads/fileAssets/bdf8b4_fbe3f5.pdf

Survey

<https://docs.google.com/spreadsheets/viewform?formkey=dGJ2YjdaYXJzaWJIMWwtbnVTYU1EVmc6MQ>

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What's Cooking in Your Food System: A Guide to Community Food Assessment

http://foodsecurity.org/pub/whats_cooking.pdf

Community Food Security: A Guide to Concept, Design and Implementation

<http://www.foodsecurity.org/CFSguidebook1997.PDF>

Moving to the Future

<http://www.movingtothefuture.org/>

Preparing for a Collaborative Community Assessment

<http://www.extension.iastate.edu/Publications/CRD334.pdf>

Community Health Assessment Clearinghouse

<http://www.health.ny.gov/statistics/chac/>

Food Security Learning Center: Community Food Assessment

<http://www.whyhunger.org/portfolio?topicId=29>

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It's Dinnertime: A Report on Low-Income Families' Efforts to Plan, Shop for, and Cook Healthy Meals

<http://www.strength.org/cmstudy/>

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Highlander Research and Education Center

<http://www.highlandercenter.org/>

Institute for Cultural Affairs

<http://www.ica-usa.org>

Just Food's Training of Trainers video

<http://www.youtube.com/watch?v=6290yezM9es>

Training for Change

<http://www.trainingforchange.org/>

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Growing Chefs

<http://growingchefs.org/>

Eagle Street Rooftop Farm

<http://rooftopfarms.org/>

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Edible School Yard New Orleans (ESY NOLA)

<http://www.esynola.org/>

FirstLine Schools

<http://www.firstlineschools.org>

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Edible Schoolyard

<http://edibleschoolyard.org/>

Delta Service Corps

<http://www.ladeltacorps.org/>

Body Mass Index (BMI)

<http://www.nhlbisupport.com/bmi/>

Center for Disease Control

<http://www.cdc.gov/nccdphp/dnpa/obesity/index.htm>

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Nutrition.gov

<http://www.nutrition.gov/>

SNAP-Ed Connection

<http://snap.nal.usda.gov/>

Click n'Go Educational Materials

<http://snap.nal.usda.gov/resource-library/click-n-go-education-materials>

Eat Right When Money's Tight

<http://snap.nal.usda.gov/resource-library/eat-right-when-moneys-tight>

Nutrition Education Materials from Food and Nutrition Service (FNS)

<http://snap.nal.usda.gov/resource-library/nutrition-education-materials-fns>

Nutrition Education For Older Adults

<http://snap.nal.usda.gov/resource-library/nutrition-education-materials-fns/eat-smart-live-stong>

Recipe Finder Database

<http://recipefinder.nal.usda.gov/>

Resource Finder

http://www.nal.usda.gov/fsn/resource_finder_basic_search.php

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Nutrition through the Seasons

http://snap.nal.usda.gov/foodstamp/nutrition_seasons.php

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Sustainable Food Center (SFC): The Happy Kitchen/ La Cocina Alegre

<http://www.sustainablefoodcenter.org/happy-kitchen>

CDC's Diabetes Public Health Resource

<http://www.cdc.gov/diabetes/projects/comm.htm>

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Shopping Matters

http://join.strength.org/site/PageNavigator/SOS/SOS_ofl_shoppingmatters_home

Cooking Matters

<http://cookingmatters.org/>

Recipe for Diversity

http://www.familycookproductions.com/index.php?option=com_content&view=article&id=52&Itemid=51

Exploring Food Together

<http://cookingmatters.org/what-we-do/exploring-food-together/>

The Happy Kitchen

<http://www.sustainablefoodcenter.org/happy-kitchen/learn>

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Portion Distortion

<http://hp2010.nhlbihin.net/portion/>

Sugar Stacks

<http://www.sugarstacks.com/>

Share Our Strength

<http://www.strength.org/>

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It's Dinnertime: A Report on low-Income Families' Efforts to Plan, Shop for and Cook Healthy Meals

<http://www.strength.org/cmstudy/>

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Share Our Strength's Cooking Matters

<http://cookingmatters.org/get-involved/partner/>

Shopping Matters

<http://shoppingmatters.org/>

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Cooking Matters Colorado: Partnering With Food Pantries

<http://cookingmatters.org/cooking-matters-colorado/>

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From Hunger to Health

<http://hungerintohealth.com>

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FamilyCook Productions

<http://www.familycookproductions.com/>

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Strategies to Promote High School Students' Healthful Food Choices

http://www.familycookproductions.com/JNEB757_HealthfulFoodChoices.pdf

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Youth Risk Behavior Surveillance System (YRBSS)

<http://www.cdc.gov/HealthyYouth/yrbs/index.htm>

http://www.cdc.gov/healthyyouth/yrbs/pdf/system_overview_yrbs.pdf

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Campus Kitchens Project

<http://www.campuskitchens.org/national/>

The Campus Kitchens Project Nutrition Initiatives Guide

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WhyHunger brings its unique
assets and history to **building**
a broad-based social movement
to *end hunger.*



Edible Schoolyard New Orleans (ESY NOLA)



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