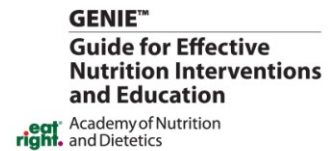

GENIE : Guide for Effective Nutrition Interventions and Education

Sample Proposal-Second Draft Composition Format

For information on the intended purpose of this document visit

<http://sm.eatright.org/GENIE>

© 2014 Academy of Nutrition and Dietetics



After writing a draft proposal, Robin used GENIE to assess her work. Robin noticed that her proposal was missing a number of elements that would help her create a stronger program. She realized that her program was missing an evaluation component, lacked elements of sustainability and fell short in a few other categories. Robin contacted her local Marvin County Extension and nearby alma mater, Overton College for assistance with her proposal. The nutrition educators at Marvin Extension were able to provide a validated pre and post assessment for her to use with her workshops. Robin also learned that the Extension offers a number of nutrition and cooking programs and other services for lower income participants. Robin's former professors were excited to learn about her personal initiative and workshop proposal. One professor referred her to Share Our Strength's Cooking Matters Program. The director of Overton's dietetic internship program asked if interns could assist her in instructing the workshops.

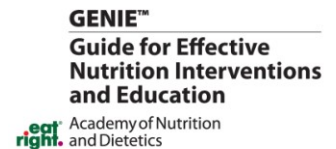
GENIE : Guide for Effective Nutrition Interventions and Education

Sample Proposal-Second Draft Composition Format

For information on the intended purpose of this document visit

<http://sm.eatright.org/GENIE>

© 2014 Academy of Nutrition and Dietetics



1 Robin's revised attempt (Composition):

2 The Town of Franklin is a place I love to call home. According to the State Economic Resource Board,
3 Franklin has a cost of living 12 points lower than the national average, relatively stable home prices, low
4 crime rates, and high performing schools. Our town is a great place to work, play and learn, but there
5 are some areas where Franklin falls short. Sixty-five percent of adults in the town are overweight and
6 only 25% consume the minimum recommended servings of fruit and vegetables each day. Similar
7 trends are seen among children and teens with reported rates of overweight and obesity at 16%, and
8 less than 10% of youth consuming recommended amount of vegetables on a regular basis. It's clear that
9 the people of Franklin need to eat healthier foods.

10 The median household income in Franklin is only \$27,000, far below the state average, with roughly 25%
11 living below the poverty line. As a member of the local school board, I've had the opportunity to talk to
12 other parents and learn about the barriers they face to healthy eating. Overwhelmingly, I heard that
13 parents wish they could prepare healthier meals for their families, but feel they don't have the time,
14 money, or knowledge to do so. Instead, many rely on fast food restaurants and take-out options.

15 As a mother, I know caring for my family is important and I have also struggled to find a balance
16 between my busy schedule and a healthy lifestyle. As a Registered Dietitian, I have the training and
17 experience to know that healthy eating doesn't have to be costly, difficult or time-consuming. I would
18 like to share my experiences and knowledge with others in my town by offering two sessions of 4
19 healthy eating workshops as part of the established Franklin Adult Education program. Each session will
20 include hands on food preparation experiences, a tour of the local grocery store, nutrition tips and
21 quick, easy recipes to help families eat healthier. The emphasis will be on experiential learning.
22 Participants will practice reading labels, shopping for healthy foods, preparing fast delicious meals, and
23 enjoying those meals with their family and fellow community members. Practicing these skills in a
24 "safe", non-judgmental environment will allow participants to gain confidence and increase their self-
25 efficacy to continue performing healthy behaviors after the program concludes. These workshops will
26 provide my community with the skills they need to prepare fast, healthy, inexpensive meals at home.
27 Funding from ABC would allow us to reduce the cost to participants attending the workshop making the
28 classes accessible to all residents of Franklin.

29 After participating in the workshop series attendees will:

- 30 1. Consume one more serving of fruit and vegetables each day.
31 2. Express greater self-efficacy preparing healthy meals.

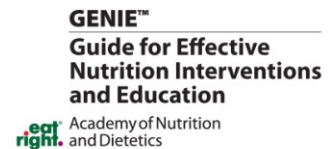
GENIE : Guide for Effective Nutrition Interventions and Education

Sample Proposal-Second Draft Composition Format

For information on the intended purpose of this document visit

<http://sm.eatright.org/GENIE>

© 2014 Academy of Nutrition and Dietetics



- 32 3. Prepare a meal at home one more time each week.
- 33 4. Use nutrition labels when shopping at the grocery store.
- 34

35 Robin Green is a Registered Dietitian and Certified Diabetes Educator with a degree and Dietetics from
36 Overton College. After working at the Marvin County WIC office for 6 years, she now oversees patient
37 care and food service operations at Franklin Gardens, a long term care facility. She is experienced
38 working with low income populations throughout the lifecycle and has a passion for healthy cooking.
39 Ms. Green will lead 2 sessions of workshops on preparing fast, healthy meals and snacks.

40 Ms. Green will be joined by at least one dietetic intern at each workshop. Dietetic interns are students
41 completing post graduate experiences to obtain eligibility to earn the Registered Dietitian credential.
42 Participating interns are students at Overton College's internship program and will assist help prepare
43 for lessons, demonstrate cooking techniques and provide assistance to participants. Interns will be
44 overseen by Ms. Green and the dietetic internship faculty at Overton College.

45 The workshops will be held weekly as part of the Franklin Adult Education (FAE) program's Fall series.
46 FEA offers free childcare during all evening workshops for children age 2 and older. Classes will each be
47 2 hours long and held in Franklin High School's cooking classroom. The classroom has 4 "kitchens", each
48 able to accommodate 4 participants. Therefore, the maximum number of participants is 16 per session.
49 Since two sessions will be held, a total of 32 participants can be accommodated.

50 The Franklin High School cooking classroom is equipped with all cooking tools necessary for the
51 program. Market Fresh Grocery has agreed to donate healthy snacks after our grocery stores tour, but
52 all other foods will need to be purchased. Since the classes are in the evening and tasting will not occur
53 until the end of each session, whole fruit will be offered to participants at the beginning of each
54 workshop. Additional funds will be needed for printing recipes and handouts. Participants that attend
55 all 4 workshops will receive a ten dollar grocery gift card donated by Market Fresh Grocery.

56 Table 1

Expense	Description	Amount
Staffing	Robin Green, RD, CDE \$25/hr	\$800
Food	For cooking workshops \$300/session x2 session	\$600
Overhead	Franklin Adult Education-advertising, registration and payment processing, childcare, space rental	\$500
Printing	Handouts, recipes	\$40
Travel	Program related travel	\$20

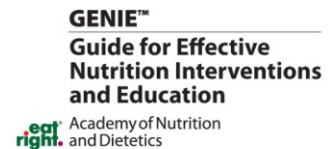
GENIE : Guide for Effective Nutrition Interventions and Education

Sample Proposal-Second Draft Composition Format

For information on the intended purpose of this document visit

<http://sm.eatright.org/GENIE>

© 2014 Academy of Nutrition and Dietetics



TOTAL COST		\$1960
<i>Total Amount Requested from ABC</i>		<i>\$1000</i>
Other Funding Sources	Participant fees (\$30/ person x 32 participants)	\$960

Each class will include a learning component, a practicing component, an active change component, a cooking/tasting component, and an evaluation component. The program was designed to include elements of social learning theory, with goal setting, self-efficacy, and social as the primary mediators of behavior change.

Table 2

Class Number	Learning	Practicing	Active Change	Cooking/ Tasting	Evaluation Component
1	The basics of healthy eating- the food groups	Reading labels to find whole grains	What am I doing well, what can I improve- group discussion; Whole grain goal setting	Best Breakfasts: Apple- Cinnamon Oatmeal Italian Egg Bake Peanut Butter Banana Smoothie	Food Behavior Checklist; Feedback survey
2	Shop for Success: Trip to Market Fresh Grocery in Franklin	Grocery Store Scavenger Hunt; Worth its salt? Sodium guessing game	Try a new healthy food	Fast Snacks: Variety of fruit, raw veggies, yogurt, whole grain crackers	Feedback survey
3	More Matters- Fruits and Vegetables	Produce taste test	Eat one more serving of fruit or vegetable	Delicious Dinner: One Pot Pasta Spring Salad Baked Apples	Feedback survey
4	Family Meal	Food Fear	What have I	Family Affair:	Food

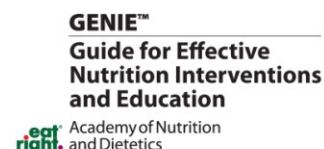
GENIE : Guide for Effective Nutrition Interventions and Education

Sample Proposal-Second Draft Composition Format

For information on the intended purpose of this document visit

<http://sm.eatright.org/GENIE>

© 2014 Academy of Nutrition and Dietetics



	Time	Factor Game	improved-group discussion; Support in Community	Pizza Dippers Veggies and Dip Fruit Salad	Behavior Checklist; Feedback Survey
--	------	-------------	---	---	-------------------------------------

64

65 Learning:

66 The didactic component of the workshop will be based on existing curricula including Share Our
67 Strength's research validated Cooking Matters program. Although the curriculum is designed to be
68 taught over 6 weeks, it will be modified to accommodate the 4 week FAE model. Cooking Matters
69 requires completion of 8 hours of training to "graduate", so program integrity should be preserved¹.
70 Each week's lesson will focus on just one or two concepts. It has been shown that focusing education on
71 fewer concepts can actually lead to more successful implementation of those concepts².

72 Practicing:

73 Each class includes the opportunity to practice the skills and knowledge learned. This will include
74 activities such as reading nutrition labels to find whole grain products, identifying high sodium foods,
75 and tasting new fruits and vegetables. Skill mastery is an important means of increasing self-efficacy³.
76 Practicing these skills that facilitate healthy eating in a safe environment with other learners and
77 experiencing success will allow participants to feel that changing their eating habits is an attainable
78 goal³.

79 Active Change:

80 Goal setting is a key element to successful nutrition education programs and is a potential mediator of
81 behavior change³. Roughly 20 minutes of every session will be spent planning change. Each participant
82 will be encouraged to set a dietary goal for themselves and their families for the coming week.
83 Participants will be prompted to set goals that are small and simple enough to be achieved within a
84 week and examples of such goals will be provided. The following week, participants will be prompted to
85 reflect on their previous week's goal. Successful behavior change will serve as models for other
86 participants and social recognition of attainment will be positively reinforced. Barriers to success will be
87 addressed and social support will be provided for those not reaching their goals.

88 Cooking/Tasting:

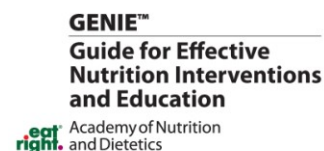
GENIE : Guide for Effective Nutrition Interventions and Education

Sample Proposal-Second Draft Composition Format

For information on the intended purpose of this document visit

<http://sm.eatright.org/GENIE>

© 2014 Academy of Nutrition and Dietetics



89 Numerous studies have identified taste as a dominant factor in choosing foods³. Providing hands-on
90 experiences preparing healthy foods has been shown to enhance self-efficacy more than other types of
91 hands on activities⁴. Hands-on cooking experiences will be a cornerstone of the program. Recipes will
92 be tested by members of the target group prior to beginning the FAE program. New ingredients or
93 preparation techniques will be modeled before cooking begins (modeling) and the instructor and
94 assistants will be available to help as needed. Participants will work cooperatively to prepare recipes,
95 practice new techniques and gain experience with new ingredients while learning from one another.
96 Recipes selected are inexpensive, quick to prepare, and nutritionally balanced. Recipes will reflect the
97 nutrition concept of the day. After preparing their dishes, all participants will eat together as a group,
98 reflecting on the recipes themselves and their experiences preparing them. Constructive feedback will
99 be encouraged and recipe modifications discussed. All participants will be responsible for cleaning up
100 after the meal.

101 Evaluation:

102 During the first and last workshop of each session, participants will be asked to complete a Food
103 Behavior Checklist (see attached). The University of California Cooperative Extension Food Behavior
104 Checklist is a research validated tool that is available in English and Spanish. It was designed for low
105 literacy adults and features pictures to correspond to each question. We are confident that this tool will
106 be a good fit with our goals based on guidance from the Marvin County Extension and published
107 validation studies^{5,6}. Pre and post results will be compared within individual participants and across the
108 group to analyze program impact. After each lesson, participants will also complete a brief evaluation
109 form asking them to rate each portion (lesson, practice, active change, cooking/ tasting) of the day's
110 workshop. Participant will be asked to briefly comment on what they found to be the most and least
111 valuable parts of the workshop. These process evaluation surveys will be distributed at the end of each
112 lesson and collected before participants leave. Although these surveys will be kept anonymous, handing
113 in a completed survey is required for the grocery gift card eligibility at the end of the program.

114 Table 3

Activity	Date
Submit Grant Proposal	February
Expected Grant Notification	May
FAE Fall session description deadline	June
Program preparation, recipe testing, coordination with program partners; FAE registration	July-August
FAE Fall Session I	September-October
FAE Fall Session II	October-November

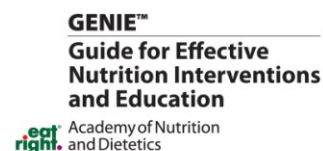
GENIE : Guide for Effective Nutrition Interventions and Education

Sample Proposal-Second Draft Composition Format

For information on the intended purpose of this document visit

<http://sm.eatright.org/GENIE>

© 2014 Academy of Nutrition and Dietetics



Results analysis and report	December
-----------------------------	----------

115

116 Funding from ABC would allow the FAE cooking workshops to run for only 2 sessions, but we are
117 confident that, through partnerships within the community, these workshops could become a
118 permanent fixture in the FAE offerings.

119 Overton College's Dietetic Internship Program has taken a great interest in the FAE program and sees
120 the workshops as a learning opportunity for their students. The program director has committed to
121 provide interns to staff two additional sessions of the workshop next fall. Two interns will be assigned
122 to lead each session and Ms. Green will serve as a preceptor for this field experience. Since the interns
123 will be receiving credit for their internship and the cost of printing will be covered by Overton College,
124 participant fees will only need to cover the cost of food and FAE overhead. Marvin County Extension has
125 pledged to remain available as a resource for the interns. (Please see attached letters of support from
126 Overton College and Marvin County Extension).

127 Feedback collected from participants after each workshop will be used to improve future sessions.
128 Information gathered regarding participant's self-efficacy, shopping habits, and consumption patterns
129 will provide indicators of our program's success. All participants will receive information about
130 additional nutrition programs offered through the Marvin County Extension at the end of the session.
131 We can also use the data that we gather with the validated tool to advocate to other funders about the
132 importance of our program, as well as to future participants as to reasons why they should attend.

133 1. Strength SO. Cooking Matters. Available at: <http://cookingmatters.org/>.

134 2. Goodrick GK, Foreyt JP. Why treatments for obesity don't last. *J. Am. Diet. Assoc.* 1991;91(10):1243-7.
135 Available at: <http://www.ncbi.nlm.nih.gov/pubmed/1918743>. Accessed November 11, 2013.

136 3. Contento IR. *Nutrition Education*. 2nd ed. Sudbury, MA: Jones and Bartlett Publishers, LLC; 2011.

137 4. Ammerman AS, Lindquist CH, Lohr KN, Hersey J. The Efficacy of Behavioral Interventions to Modify
138 Dietary Fat and Fruit and Vegetable Intake: A Review of the Evidence. *Prev. Med. (Baltim)*.
139 2002;35(1):25-41. Available at: <http://www.sciencedirect.com/science/article/pii/S0091743502910285>.
140 Accessed November 8, 2013.

141 5. Townsend MS, Kaiser LL, Allen LH, Block Joy A, Murphy SP. Selecting Items for a Food Behavior
142 Checklist for a Limited-Resource Audience. *J. Nutr. Educ. Behav.* 2003;35(2):69-82. Available at:
143 <http://www.sciencedirect.com/science/article/pii/S1499404606600432>. Accessed October 21, 2013.

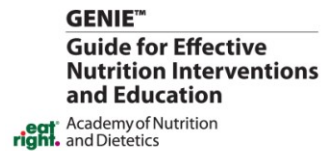
GENIE : Guide for Effective Nutrition Interventions and Education

Sample Proposal-Second Draft Composition Format

For information on the intended purpose of this document visit

<http://sm.eatright.org/GENIE>

© 2014 Academy of Nutrition and Dietetics



- 144 6. MURPHY SP, KAISER LL, TOWNSEND MS, ALLEN LH. Evaluation of Validity of Items for a Food Behavior
145 Checklist. *J. Am. Diet. Assoc.* 2001;101(7):751–761. Available at:
146 <http://www.sciencedirect.com/science/article/pii/S0002822301001894>. Accessed October 21, 2013.

147