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## GENIE : Guide for Effective Nutrition Interventions and Education

### Sample Proposal-Second Draft Q&A Format

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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.

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### 1 Robin's Revised Attempt (Q&A Format)

#### 2 **1. Please provide a brief overview of your proposed program and why it should be funded.**

3 I would like offer two sessions of 4 healthy eating workshops as part of the established Franklin Adult  
4 Education program. Each session will include hands on food preparation experiences, a tour of the local  
5 grocery store, nutrition tips and quick, easy recipes to help families eat healthier. Participants will  
6 practice reading labels, shopping for healthy foods, preparing fast delicious meals, and enjoying those  
7 meals with their family and fellow community members in a non-judgmental environment. Participants  
8 will gain confidence and increase their self-efficacy to continue performing healthy behaviors after the  
9 program concludes. Funding from ABC would allow us to reduce the cost to participants attending the  
10 workshop making the classes accessible to all residents of Franklin.

11

#### 12 **2. Describe your population of interest and its needs. How will the proposed program addresses** 13 **those needs? Please cite relevant research, best practice examples, or needs assessment results.**

14 As a member of the local school board, I've had the opportunity to talk to other parents and learn about  
15 the barriers they face to healthy eating. Overwhelmingly, I heard that parents wish they could prepare  
16 healthier meals for their families, but feel they don't have the time, money, or knowledge to do so.

17 As a Registered Dietitian and mother, I not only have the professional training, but also the personal  
18 experience to know that healthy eating doesn't have to be costly, difficult or time-consuming. Sixty-five  
19 percent of adults in the town of Franklin are overweight and only 25% consume the minimum  
20 recommended servings of fruit and vegetables each day. Among children and teens with reported rates  
21 of overweight and obesity at 16%, and less than 10% of youth consuming recommended amount of  
22 vegetables on a regular basis.

23

#### 24 **3. Please describe the expertise available within your organization and/or available to you through** 25 **program partners that will allow you to carry out the proposed program.**

26 Robin Green is a Registered Dietitian and Certified Diabetes Educator with a degree and Dietetics from  
27 Overton College who is experienced working with low income populations throughout the lifecycle. Ms.  
28 Green will lead the proposed workshops. She will be assisted by dietetic interns (students completing  
29 post graduate experiences to obtain eligibility to earn the Registered Dietitian credential) who will be  
30 overseen by Ms. Green and the dietetic internship faculty at Overton College.

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### **4. Please list the goals of your proposed program. Address both proximal and intermediate/distal outcomes.**

After participating in the workshop series attendees will:

1. Consume one more serving of fruit and vegetables each day.
2. Express greater self-efficacy preparing healthy meals.
3. Prepare a meal at home one more time each week.
4. Use nutrition labels when shopping at the grocery store.

### **5. Please describe the overall design and content of your proposed program using health/education models or frameworks. Cite relevant research or best practice examples to support your choices.**

Each class will include 5 components as explained below. The program was designed to include elements of social learning theory, with goal setting, self-efficacy, and social learning as the primary mediators of behavior change.

Table 1

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	Delicious Dinner: One Pot Pasta	Feedback survey

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			vegetable	Spring Salad Baked Apples	
4	Family Meal Time	Food Fear Factor Game	What have I improved- group discussion; Support in Community	Family Affair: Pizza Dippers Veggies and Dip Fruit Salad	Food Behavior Checklist; Feedback Survey

### Learning:

The didactic component of the workshop will be based on existing curricula including the research validated Cooking Matters program. Although the curriculum is designed to be taught over 6 weeks, it will be modified to accommodate the 4 week FAE model. Cooking Matters requires completion of 8 hours of training to “graduate”, so program integrity should be preserved<sup>1</sup>. Each week’s lesson will focus on just one or two concepts (as opposed to many concepts) which has been shown to lead to more successful implementation<sup>2</sup>.

### Practicing:

Each class includes the opportunity to practice the skills and knowledge learned. This will include activities such as reading nutrition labels to find whole grain products, identifying high sodium foods, and tasting new fruits and vegetables. Skill mastery is an important means of increasing self-efficacy<sup>3</sup>. Practicing these skills in a safe environment with other learners and experiencing success will allow participants to feel that changing their eating habits is an attainable goal<sup>3</sup>.

### Active Change:

Goal setting is a key element to successful nutrition education programs and is a potential mediator of behavior change<sup>3</sup>. During each session, every participant will be encouraged to set an achievable dietary goal for themselves and their families for the coming week. The following week, participants will be prompted to reflect on their previous week’s goal. Successful behavior change will be recognized through positive reinforcement and serve as models for other. Barriers to success will be addressed and social support will be provided for those not reaching their goals.

### Cooking/Tasting:

Hands-on cooking experiences with target group tested recipes will be a cornerstone of the program. Providing hands-on experiences preparing healthy foods has been shown to enhance self-efficacy more than other types of hands on activities<sup>4</sup>. New ingredients or preparation

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techniques will be modeled before cooking begins and assistance will be provided as necessary. Participants will work cooperatively to prepare recipes, practice new techniques and gain experience in the kitchen while learning from one another. After preparing their dishes, all participants will eat together as a group.

**6. Please describe the logistics of your proposed program. Cite relevant research or best practice examples to support your choices.**

The workshops will be held weekly as part of the Franklin Adult Education (FAE) program's Fall series. FEA offers free childcare during all evening workshops for children age 2 and older. Classes will each be 2 hours long and held in Franklin High School's cooking classroom. Each session can be offered to a maximum of 32 participants. Participants that attend all 4 workshops will receive a ten dollar grocery gift card donated by Market Fresh Grocery.

**7. How will you evaluate the success of your proposed program? Please describe what you will evaluate, when you will conduct your evaluation, what tools you will use to complete your evaluation and why your methods are appropriate using related research, best practice, or pilot testing results.**

During the first and last workshop of each session, participants will be asked to complete The University of California Cooperative Extension Food Behavior Checklist, a research validated tool that is available in English and Spanish. The picture-enhanced checklist was designed for low literacy adults and will be a good fit with our goals based on guidance from the Marvin County Extension and published validation studies<sup>5,6</sup>. Pre and post results will be compared within individual participants and across the group to analyze program impact. After each lesson, participants will also complete a brief, anonymous evaluation form asking them to rate each portion of the day's workshop.

**8. How and to whom will you disseminate the results of your evaluation?**

Feedback collected from participants after each workshop will be used to improve future sessions. Information gathered regarding participant's self-efficacy, shopping habits, and consumption patterns will provide indicators of our program's success. This information can be used to advocate to other funders about the importance of our program and attract future participants for possible expansion. All participants will receive information about additional nutrition programs offered through the Marvin County Extension at the end of the session.

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### 9. How will the program be sustained after the end of the grant term? Please address the following questions:

a. What role will community partners play in your sustainability plan?

b. Does program has the potential to expand, reach a broader audience, or be replicated by another organization in the future? How?

Funding from ABC would allow the FAE cooking workshops to run for only 2 sessions, but through partnerships within the community, these workshops could become a permanent fixture in the FAE offerings. Overton College's Dietetic Internship Program is excited to use the workshops as a learning opportunity for their students. The program director has committed to provide supervised interns to staff two additional sessions of the workshop next fall. Participant fees will only need to cover the cost of food and FAE overhead. Marvin County Extension has pledged to remain available as a resource for the interns. (Please see attached letters of support from Overton College and Marvin County Extension).

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

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