

“GET FRESH”

Final Evaluation Report

2015

Second Harvest
Food Bank of
Santa Clara and
San Mateo
Counties



Table of Contents

Executive summary	3
Acknowledgments.....	4
Program description	5
“Get Fresh” Program.....	5
“Get Fresh” Logic Model.....	5
Purpose of the Evaluation.....	7
Data sources and methods	9
Approach 1: Support Partner Agency’s Ability to Promote Produce.....	9
Approach 2: Support SNAP	9
Approach 3: Nutrition Education for CalFresh or Potential CalFresh Participants.....	9
Methods.....	11
Results.....	12
Approach 1: Support Partner Agency’s Ability to Promote Produce.....	12
Approach 2: Support the Supplemental Nutrition Assistance Program (SNAP).....	13
Approach 3: Nutrition Education to CalFresh Participants or Potential CalFresh Participants for Family Harvest Sites.	13
Approach 3: Nutrition Education to CalFresh Participants or Potential CalFresh Participants for Pantry Sites.....	14
Discussion.....	15
Recommendations	17
Appendix	18
FigureA1. Train-the-trainer written questionnaire, lesson 1 pre-test (English Version).	18
FigureA2. Train-the-trainer written questionnaire, lesson 1 post-test (English Version).	21
FigureA3. Train-the-trainer written questionnaire, lesson2 pre-test (English Version).	25
FigureA4. Train-the-trainer written questionnaire, lesson2 post-test (English Version).	27
Figure A5. Vocational Services questionnaires, lesson “Rethink your drink” pre-post-test.....	29
FigureA6. Vocational Services questionnaires, lesson “Whole grain” pre-post- test.....	30
FigureA7. Modified Food Frequency Questionnaire for Family Harvest sites (English version).	31
FigureA8. Modified Food Frequency Questionnaire for Family Harvest sites (Spanish version)	32
FigureA9. Written Questionnaire for Pantry sites (English version).....	33
FigureA10. Written Questionnaire for Pantry sites (Spanish version).....	34

Figure A11. Tip Card sample. 35

Table A1. Stakeholders 36

Table A2. Knowledge in Training 1. Support Partner Agency Approach (the answers in bold are the correct ones). 37

Table A3. Knowledge in identifying food groups Training 1. Support Partner Agency Approach. 38

Table A4. Knowledge in Training 2. Support Partner Agency Approach. 39

Table A5. Self-efficacy Training 1. Support Partner Agency Approach..... 40

Table A6. Self-efficacy Training 2. Support Partner Agency Approach..... 40

Table A7. Overview of site breakdown 41

Table A8. Process of delivering nutrition education..... 41

Table A9. Demographic Approach 3 42

Table A10. Approach 3: change in nutrition knowledge..... 42

Executive summary

Program description

The “Get Fresh” program was designed to provide nutrition education to CalFresh participants or potential CalFresh participants and the Supplemental Nutrition Assistance Program (SNAP) in Santa Clara County. Second Harvest Food Bank of Santa Clara and San Mateo Counties developed and implemented “Get Fresh” by adopting the following three approaches: 1) support partner agency’s ability to promote produce; 2) support the Supplemental Nutrition Assistance Program (SNAP); and 3) provide nutrition education for CalFresh participants or potential CalFresh participants. The objective of the program was to increase access to and awareness/knowledge of nutritious foods in order to promote a behavioral change towards a healthier diet in low-income county residents.

Methods

The program had the following three implementation approaches:

- Approach 1: Support Partner Agency’s Ability to Promote Produce
17 partner agencies attended a Second Harvest train-the-trainer nutrition and food safety class. In both sessions, they received and completed a pre- and post- survey assessing knowledge gain on topics taught in class. In addition, a three-month post-training evaluation was conducted to measure increased capacity to offer more fresh produce as well as increased use of Second Harvest resources and nutrition education materials.
- Approach 2: Support the Supplemental Nutrition Assistance Program (SNAP)
Second Harvest taught 561 clients through the Vocational Services program. One hundred and eleven unduplicated clients were randomly selected to complete a pre- and post-survey to measure knowledge gain on topics taught in class (Whole grains & Re-think Your Drink).
- Approach 3: Provide Nutrition Education to CalFresh Participants or Potential CalFresh participants
Ninety-seven Second Harvest direct service sites, including approximately 11,812 Second Harvest clients, received nutrition education. To evaluate the impact of the education on consumption, 490 clients at six of the sites completed a pre-and post- survey evaluating food selection behavior.

Results

Overall, the program was successful in supporting partner agencies ability to promote produce, supporting SNAP, and educating CalFresh participants or potential CalFresh participants. For Approach 1, partner agencies showed a significant increase in self-efficacy as measured by their confidence level for implementing food demonstrations and interacting with people of different cultural backgrounds. Agencies also showed a significant increase in knowledge regarding the USDA MyPlate. This suggests that the curricula used for the Train-the-Trainer sessions are an effective means of increasing partner agency capacity. The three-month follow-up evaluation showed that agencies increased the amount of nutrition education provided and the majority of the participants stated that their agency’s use of Second Harvest resources increased. In addition, 31% of the participants said that their agencies increased their capacity to distribute fresh produce. For Approach 2, clients showed significant results in increasing knowledge in one of the two topics that was taught at the Vocational Services Program.

Clients scored higher results in the “whole grain” topic evaluation and therefore, showed an increase in “whole grain” knowledge. The outcomes of the evaluation of Approach 3 suggest that the “Get Fresh” education contributed to a positive improvement in dietary behaviors. This is evidenced by the fact that over half of the people who received recipe tip cards said they prepared the recipe. Furthermore, there was a significant increase in consumption and preference for the foods which the nutrition education focused on, primarily yellow squash. Further research is needed to pinpoint which aspects of the nutrition education most contributed to effectively increasing consumption, preferences, and partner capacity.

Acknowledgments

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Program description

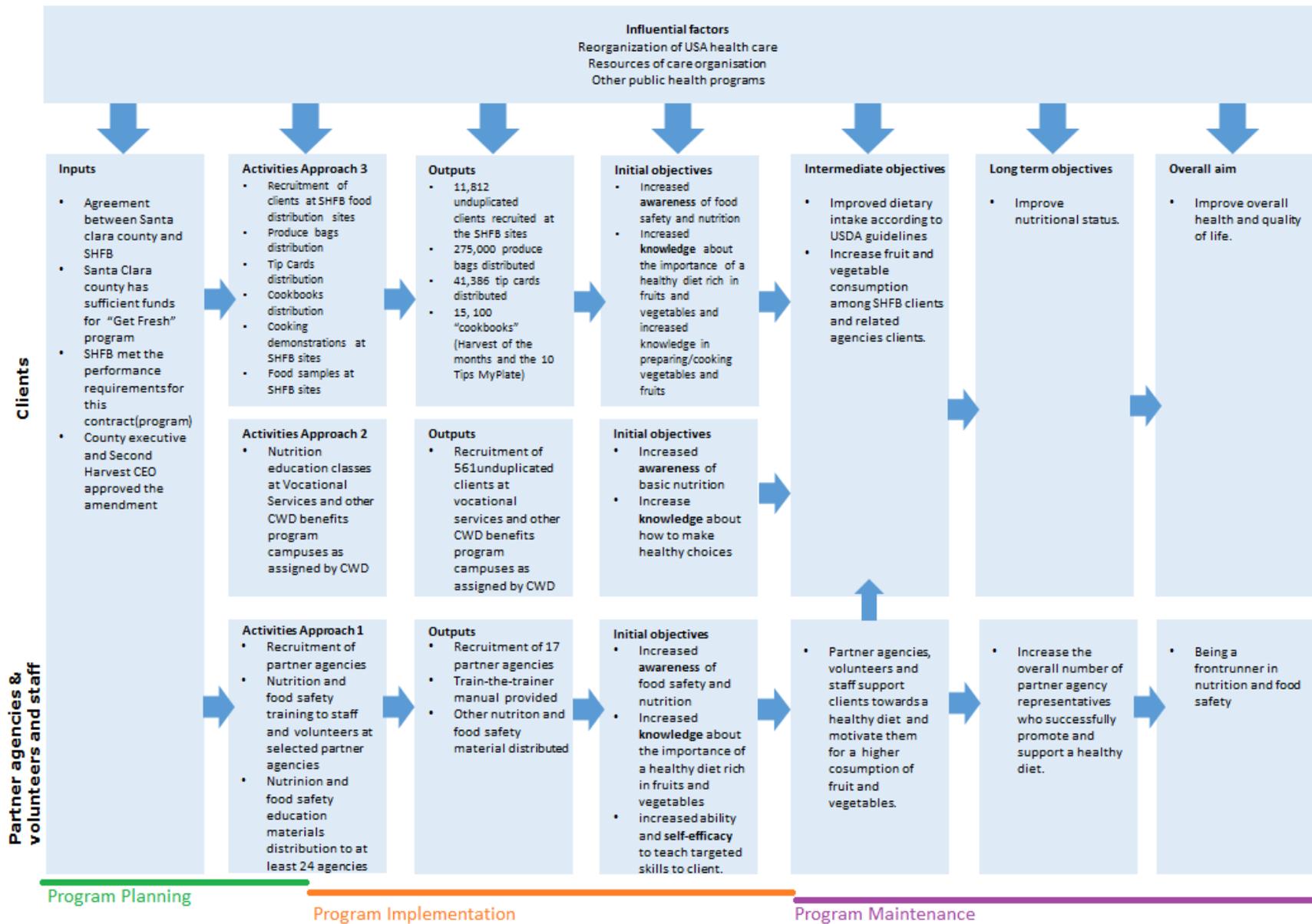
“Get Fresh” Program

In agreement with the California Department of Social Services (CDSS) and the Social Services Agency, Second Harvest developed and implemented a nutrition program, “Get Fresh”, to provide nutrition education to CalFresh participants or potential CalFresh participants and to support the Supplemental Nutrition Assistance Program (SNAP) in Santa Clara County. The core elements of the program were developed based on the studies conducted by the California Association of Food Banks (CAFB) in 2011 and 2012. The nutrition education provided at produce distribution was now implemented and tested on a real-life setting. The program was developed, implemented and evaluated between October 1, 2014, and September 30, 2015. The objective of the program was to increase access to and knowledge of nutritious foods in order to promote a behavioral change towards a healthier diet in low-income county residents. Specifically, the “Get Fresh” program aimed to increase fruit and vegetable consumption among the clients and thus improve overall health and quality of life. Furthermore, the project trained partner agencies, volunteers and Second Harvest staff members to implement the intervention and thus increased the number of partner agency representatives who successfully promote and support a healthy diet. The program adopted three different approaches in order to achieve optimal results: 1) Support partner agency’s ability to promote produce; 2) Support the Supplemental Nutrition Assistance Program (SNAP); and 3) provide nutrition education for CalFresh participants or potential CalFresh participants. The approaches all used different implementation methods. Approach 1 aimed to support partner agency’s ability to promote produce by training partner agencies, volunteers, and Second Harvest staff members to implement the intervention. Approach 2 aimed to support SNAP by offering nutrition education classes to vocational services clients. Finally, approach 3 aimed to provide nutrition education to CalFresh participants or potential CalFresh participants. This nutrition education consisted of a variety of educational resources for Second Harvest clients while they waited in line for food at direct distribution sites. These resources included cooking demonstrations, food samples, produce bags, recipe cards and other educational materials.

“Get Fresh” Logic Model

A visual overview of the “Get Fresh” program is displayed in the logic model below (Figure1). In addition, the logic model shows the different stages of the program such as planning (green line), implementation (orange line) and maintenance (purple line). The program is implemented on two different levels, the individual and environmental level. The individual level represents the clients of “Get Fresh” such as distribution site clients and Vocational Services clients. The environmental level represents Second Harvest Food Bank and partners. Considering the content of the intervention and assuming that the professionals and volunteers are willing to make an effort to implement the intervention as planned this evaluation mainly focuses on detecting a behavioral change at the individual level.

Figure 1. "Get Fresh" Logic Model.



Purpose of the Evaluation

The purpose of this evaluation is to enable the stakeholders involved (a full list of the stakeholders is provided in Table A1 in the Appendix) to have a greater understanding of the project process (process evaluation) and its outcomes (impact evaluation) to inform best practices. This evaluation assesses the effectiveness of the program in generating a behavioral change among Second Harvest clients and investigates to what extent clients and partner agencies believe the program is useful for supporting nutrition education efforts.

The evaluation report will assess the three approaches in the following ways:

Approach 1: Support Partner Agency's Ability to Promote Produce

- If the train-the-trainer classes increased knowledge in food safety and nutrition among the partner agencies.
- If the train-the-trainer classes increased partner agency's ability and self-efficacy to teach targeted skills to clients.
- Quality of the train-the trainer program:
 - If the train-the trainer classes provided were considered clear by partner agencies.
 - If the materials provided were considered helpful by partner' agencies.
- Three-month post-training evaluation to assess if partners:
 - Increased capacity to offer more fresh produce.
 - Used more of the Second Harvest resources.
 - Provided nutrition education materials.

Approach 2: Support SNAP

- If the nutrition education delivered increased nutrition knowledge among Vocational Services clients.

Approach 3: Nutrition Education to CalFresh Participants or Potential CalFresh Participants

- If nutrition education impacted food selection behaviors (two implementation methods used for different sites)
 - Family Harvest Sites:
 - If the nutrition education delivered increased fruit and vegetable consumption among Family Harvest clients.
 - If the nutrition education delivered increased clients preferences (on a Likert Scale) for fruits and vegetables.
 - If the material provided inspired clients to try a new way of preparing foods and vegetables (willingness to try new recipes).

- Pantry sites:
 - If the nutrition education delivered increased knowledge in nutrition among Pantry clients.
- Evaluation of the process of delivering nutrition education (different for Family Harvest and Pantry sites):
 - Family Harvest sites:
 - The extent to which clients received tip cards at the distribution sites.
 - The extent to which clients used the tip cards that were distributed.
 - Pantry sites:
 - The extent to which participants actively engage with, interact with, are receptive to, and/or use recommended resources such as fruits and vegetables.
 - Clients' perceptions of feasibility and confidence in being able to eat healthy.

Data sources and methods

Approach 1: Support Partner Agency's Ability to Promote Produce

Approach 1 aimed to support partner agency's ability to promote produce. In order to achieve this goal, the program trained partner agencies, volunteers, and Second Harvest staff members to implement the intervention. Twenty-four participants from 17 partner agencies attended the train-the-trainer nutrition and food safety education program and completed a pre- and post- survey (Figures A1-A4 in Appendix) that measured participants' knowledge on the topics that were taught during the program. In addition, a three-month post-training evaluation was conducted via email or phone, based on participants availability, to measure increased capacity to offer more fresh produce as well as increased use of Second Harvest resources and nutrition education materials.

Approach 2: Support SNAP

Nutrition education classes were offered to 561 unduplicated clients at vocational services classes from Santa Clara County Social Services between January and August 2015. Among the 561 clients who received the intervention, 150 unduplicated clients were selected to complete the pre and post evaluation to measure knowledge on the different topics that were taught during the classes (Whole Grains & Re-think Your Drink). Between the 150 clients, a total of 111 completed both pre- and post-survey (Figures A5-A6 in Appendix), whereas 39 clients were lost to follow up.

Approach 3: Nutrition Education for CalFresh or Potential CalFresh Participants

The "Get Fresh" program was implemented from the beginning of April 2015 until the end of June 2015 at approximately 97 distribution sites and ultimately reached 11,812 clients. In order to assess the impact of the intervention, a pre-test post-test control group design is used. The intervention group received nutrition education, including cooking demonstrations, food samples, produce bags, recipes cards on yellow squash and other educational materials throughout the implementation of the program while standing in line at distribution sites. The control group received a small amount of nutrition education from Second Harvest, which included the distribution of recipe cards for carrots and cabbage over the same period of time.

Among the 97 distribution sites and 11,812 clients served, Stanford University Prevention Research Center assisted Second Harvest to randomly selected six sites to use a sample to evaluate the program. The six included 490 clients, all of whom took a pre-test. Out of those clients, 333 completed the post-survey (Figure A7-A10 in Appendix).

Both the control and intervention were comprised of three sites, one pantry and two Family Harvest sites. The Family harvest and pantry sites were chosen instead of produce mobile sites because they have a consistent ongoing client population, which increases the likelihood of matching pre- and post-surveys.

Due to practical reasons, the evaluation at the Pantry and Family Harvest sites measured two different outcomes using two types of written questionnaires (Figures A7-A10 in the Appendix). Pantry sites measured a change in nutrition knowledge and Family Harvest sites measured a change in fruit and vegetable consumption (modified food frequency questionnaire). An overview of Approach 3 can be found in Table 2.

Table2. Overview of Approach 3.

Type of Program	Intervention Group			Control Group		
	Sites	No. of clients who completed the matching survey		Sites	No. of clients who completed the survey	
		Pre-test	Post-test		Pre-test	Post-test
Pantry	Sacred Heart	87	68	7 th Day	94	87
Family Harvest	Rebekah's Children Services	66	45	Morgan Hill	98	34
	Sherman Oaks	72	46	Maria Goretti	73	53
# TOTAL		225	159		265	174

Methods

The table below (table 3) provides an overview of what was measured, where, how and when it was measured within each approach adopted by the program.

Table 3. What, how and when it was measured.

Approaches		What was measured?	How was it measured?	When was it measured?
Approach 1	Train-the-trainer	<ul style="list-style-type: none"> ▪ Change in knowledge in nutrition, cultural competency, and food safety ▪ Change in ability and self-efficacy to teach target skills to clients ¹ 	Written questionnaire	Pre-test & post-test: on the same day in the months of March/May
		<ul style="list-style-type: none"> ▪ Increased capacity to offer more fresh produce ▪ Used more of the Second Harvest resources ▪ Provided nutrition education materials 		Three-month post evaluation: August & September
Approach 2	Nutrition education at Vocational Classes	<ul style="list-style-type: none"> ▪ Change in knowledge in nutrition and how to make healthy choices 	Written questionnaire	Pre-test & post-test: on the same day of the class between the months of January and September.
Approach 3	Family Harvest distribution sites	<ul style="list-style-type: none"> ▪ Change in consumption of vegetables and fruits ▪ Change in preference for specific foods and willingness to try new recipes. 	Modified food frequency questionnaire	Pre-test: pre-intervention, early April Post-test: post-intervention, end of June
	Pantry distribution sites	<ul style="list-style-type: none"> ▪ Change in knowledge of healthy eating, and fruit and vegetable consumption 	Written questionnaire	Pre-test & post-test: on the same day in the month of April.

¹ Example of target skill: follow MyPlate guidelines.

Results

Approach 1: Support Partner Agency's Ability to Promote Produce Knowledge

- The results from training 1 showed a slight increase in participants' knowledge. In the pre-test, 86.9 % of the participants were able to identify the correct answers, whereas the participants able to identify the correct answers in the post-test went up to 90.7%. Each question and corresponding answer and percentage is reported in TableA2 in the Appendix. Moreover, participants' knowledge in identifying food groups increased by 7% (see results in Table A3 in Appendix).
- The results from training 2 showed an increase in participants' knowledge. In the pre-test, 62% of the participants were able to identify the correct answers, whereas the post-test results increased to 84% of participants able to answer correctly. Each question and corresponding answer and percentage is reported in TableA4 in the Appendix. This shows that, the participants acquired more knowledge after attending two trainings and they were more familiar with the training in general and test process allowing them to improve their performance at the test.

The evaluations of training 1 and training 2 showed an increase in participant knowledge.

Self-efficacy

- The results from two of the five survey questions meant to measure self-efficacy showed a significant change (P Value <0.05). The two questions that showed an increase measured "being more familiar with MyPlate" and "being more comfortable in interacting with people of different cultural backgrounds in the food bank" with a P-Value of <0.005 and <0.006 respectively. The other markers did not show significant change. The results are reported in table A5 in the Appendix.
- The only significant change in training 2 showed an increase in being comfortable with doing a food demonstration (P-Value of <0.005). These results are reported in table A6 in the Appendix.

Two self-efficacy markers showed significant increases and there was a significant increase in "being comfortable with doing a food demonstration."

Quality of the train-the trainer program:

- Post-surveys from training 1 and training 2 showed that the majority of participants (64%) considered the material "very helpful", while 34% rated the material "helpful" and only 2% considered the material "a little helpful". Thus, overall the material was rated a useful source.
- All of the participants (100%) considered the information presented at the training "very clear" or "clear."

The majority of participants considered the training to be very helpful and clear.

Three-month post-training evaluation

- Since the trainings, 69% of the participants stated that their agency capacity to distribute more fresh produce “stayed the same” whereas the remaining 31% stated that their capacity to distribute more fresh produce “increased.” Since the trainings, the majority of the participants (52%) thought that their agency’s use of Second Harvest resources, such as flyers, posters, produce bags, tip cards and other materials “increased”. Six percent of the participants said that their agency’s use of Second Harvest resources “decreased” and the remaining 41% stated “it stayed the same.”
- Since the trainings, 64% of the participants indicated that their agency “increased” the amount of nutrition education provided, whereas 36% said that “it remained the same.”

The majority of participants indicated that their agency increased the amount of nutrition education provided, but only about half increased use of resources and less than a third said their capacity to distribute fresh produce increased.

Approach 2: Support the Supplemental Nutrition Assistance Program (SNAP)

Knowledge

The results from the “Re-Think Your Drink” survey did not show any significant change in knowledge and or/in the intent to make healthy choices. Whereas, the results from three of the four “Whole Grain” survey questions meant to measure knowledge showed a significant change. Knowledge significantly increased in identifying examples of whole grain foods (p-value of < 0.007), identifying enriched wheat flour foods (p-value of <0.02) and reading whole grain food labels (p-value <0.03).

Approach 3: Nutrition Education to CalFresh Participants or Potential CalFresh Participants for Family Harvest Sites.

Demographic/Background information

The majority of the respondents who completed pre- and/or post-test were more familiar with the Spanish language and therefore 89 % of the surveys were completed in Spanish. Moreover, only 57 % of the 309 clients completed the post-survey evaluation. Thus, 42% of the clients were lost to follow up probably due to survey administration during a different time of the year (summer) where clients might have been busier with families or children being out of school. An overview of site breakdown is provided in TableA7 in the Appendix.

Change in clients’ preference (on a Likert Scale) for specific fruits and vegetables

Clients showed a significant change in preference only for yellow squash in the intervention group (Rebekah’s Children Services & Sherman Oaks). On a Likert scale, the mean for clients’ preferences changed from 3.02 to 3.43 (p-value of <0.02) showing a significant increase in preference for yellow squash following the intervention.

Change in clients' consumption of fruits and vegetables

The intervention group showed a significant increase in fruit and yellow squash consumption with a p-value of <0.005 and <0.005 respectively. The control group did not show any significant change in fruit and vegetable consumption. Furthermore, the change in fruit consumption between the intervention and the control group was not significant.

Change in clients' willingness to try new recipes

Clients in the intervention group didn't show a significant change in trying a new way of preparing carrots and yellow squash, whereas the control group surprisingly showed a significant increase in trying new recipes for cabbage and celery with a p-value of <0.005 and <0.005 respectively.

Process of delivering nutrition education

Both the intervention and control group received nutrition education. However, the control group received a smaller amount of nutrition education and different tip cards (celery, cabbage, and carrots as opposed to yellow squash and carrots). As shown in the Table A8 in the Appendix, the intervention group received 85 tip cards on yellow squash and 54 of the 95 clients said they prepared the recipe.

Approach 3: Nutrition Education to CalFresh Participants or Potential CalFresh Participants for Pantry Sites.

Demographic/Background information

The majority of the respondents who completed pre- and/or post-tests were more familiar with the Spanish language and therefore 67% of the surveys were completed in Spanish. Moreover, 86 % of the 181 clients completed the post-survey evaluation. Thus, only 14% of the clients were lost to follow up. Table A9 in the Appendix provides an overview of how clients were distributed per site.

Change in nutrition knowledge

At baseline measurements, among the total numbers of clients that completed the survey, 13 % vs 22% of the clients stated they remembered and/or have heard about MyPlate, in the intervention group and control group respectively. Whereas, at post-test measurements, among the total numbers of clients that completed the survey, 88% vs 39% of the clients stated they remembered and/or have heard about MyPlate, in the intervention group and control group, respectively. Moreover, the change in knowledge in the intervention showed a significant increase (p-value of <0.001). Results are reported in Table A10 in the Appendix.

Process of delivering nutrition education

Clients at the pantry sites have not shown any significant change in the extent to which they actively engage with, interact with, are receptive to, and/or use recommended resources such as fruits and vegetables. Furthermore, clients' perceptions of feasibility and confidence of actions that are advocated by the program, such as consuming more fruits and vegetables, have not showed a change.

Discussion

The purpose of this study was to evaluate the effect of nutrition and food safety education on knowledge, self-efficacy and produce consumption in low-income county residents and partner agency participants. The intervention adopted 3 different approaches and an impact evaluation was conducted for each approach.

Approach 1: Support Partner Agency's Ability to Promote Produce

Approach 1 aimed to support partner agency ability to promote produce. Knowledge was measured after both trainings 1, and 2, and both trainings showed an increase in knowledge in nutrition and food safety. However, participants scored higher in training 2 than training 1. This may be because participants in the first training were not familiar with the lecture and test process. Furthermore, training 2 was one hour longer than training 1. This might have allowed participants to acquire more knowledge in training 2 and score higher in the test.

Participants reported a significant increase in self-efficacy (confidence) in conducting food demonstrations and in interacting with people of different cultural background at their pantry or soup kitchen. In addition, a significant increase was reported in "being familiar with MyPlate". Several studies have shown how an increase in self-efficacy can contribute to a behavioral change and therefore facilitate the achievements of health promotion intervention goals². The increase in self-efficacy in only few subjects can be explained by participants' idea of what their role and responsibilities might be and thus, topics such as food labelling and packing pantry bags, which were included in the training, might not be seen their own responsibilities. Therefore, further training might be needed to cover topics that agencies find directly relevant to their needs and responsibilities.

The quality of the training was high since the training was considered very helpful and clear by the participants, suggesting that this strategy can be considered an effective educational tool in other food bank settings. This provides further evidence for USDA curricula and its relevance to food banks.

The three-month post-training evaluation assessed that 31% of the agencies "increased" their capacity to distribute more fresh produce, whereas the remaining 69% said "it stayed the same". Participants were free to comment on why capacity stayed the same. Six of the 9 participants who assessed that the agency capacity "stayed the same" gave the following explanations: size of the agency (either too small to fulfill such a task or too large to efficiently organize increasing produce distribution), the distribution of produce was not their responsibility (some agencies do not distribute fresh produce, but rather provide cooked meals), lack of personnel, and the fact that what they distribute highly depends on what they receive from the Second Harvest and grocery rescue stores so they do not have a direct impact on the amount of produce they provide. For the agencies that did increase produce distribution, only one left a comment explaining why and stated that they purchased a freezer to enhance capacity. Overall, it seems that if produce distribution is to be increased, agencies will need structural and logistical assistance in addition to the trainings and educational materials. Second Harvest is currently working to provide agencies with necessary infrastructure to increase produce distribution and storage capacity.

² Holloway A. and Watson H.E. Role of self-efficacy and behavior change. Int J Nurs Pract. 2002 Apr; 8 (2):106-15.

Further research is needed on the effect of this infrastructure increase in conjunction with nutrition education.

Approach 2: Support the Supplemental Nutrition Assistance Program (SNAP)

Approach 2, which provided nutrition education for Vocational Services clients, showed significant results in one of the two topics that were taught during the program. The evaluation of the “Whole Grains” topic showed an increase in clients’ knowledge in identifying examples of whole grain foods, identifying enriched wheat flour foods and reading the whole grain food label. The “Re-think Your Drink” evaluation did not show any significant results. There are many reasons that might have influenced these outcomes. One reason could be because clients simply preferred the “Whole Grains” curriculum module better. Furthermore, the two questionnaires used for the evaluation used two different formats. Clients might have found it easier to understand the questions in the “Whole Grains” questionnaire. Therefore, the use of a standardized and validated format for evaluation questionnaires is highly recommended for future evaluation.

Approach 3: Nutrition Education to CalFresh Participants or Potential CalFresh Participants

Approach 3 provided nutrition education for CalFresh participants or potential CalFresh participants at Family Harvest sites. The evaluation showed that the recipe tip cards, such as those shown in Figure A11 in the Appendix, are effective in increasing preference, willingness to try new recipes, and consumption. Clients showed a significant increase in yellow squash preference and an increase in fruits and yellow squash consumption, suggesting that the strategy adopted by the program enabled clients to appreciate the benefits of specific produce and ultimately to learn how to use it in their diet. Therefore, the “Get Fresh” intervention contributed to a positive improvement in dietary behaviors.

Over half of the people who received the tip cards, including the control, prepared the suggested recipe. This is an important finding because this method of education is simple, easy to scale, and effective for food banks reaching a large population with limited income and low literacy levels. However, further research is needed to show exactly what information on the tip cards provoked change.

The nutrition education for CalFresh participants or potential CalFresh participants at the pantry sites showed a significant increase in the change in knowledge in the intervention group. Thus, the “Get Fresh” intervention positively contributed to clients’ nutrition knowledge and therefore, the overall intervention can be considered successful. However, clients have not showed significant change in the extent to which they actively engage with and/or use recommended resources such as fruits and vegetables. Moreover, clients’ perceptions of feasibility and confidence of actions (such as consuming fruits and vegetables), which are advocated through the program have not showed any change. This might be due to the limited timeframe in which the intervention took place because pre- and post-surveys were administered on the same day, giving clients no opportunity to make significant changes. Moreover, the lack of consistent attendance at food distribution sites made the implementation and delivery of the intervention more challenging. Thus interventions with a longer implementation timeframe are needed to measure a change in clients’ ability to receive and actively engage with confidence the behaviors advocated by the program.

Recommendations

Educational programs with health messages can induce an immediate and lasting change in health related behavior³. However, long term nutrition education programs should be developed and implemented to ensure acceptability and promote a lasting behavioral change. Moreover, follow-up evaluations should be developed and implemented to guarantee the maintenance of the core elements of the program and evaluate long-term outcomes. In addition, a process evaluation should always be included along with the impact evaluation to better interpret outcomes information. Process evaluations can also provide more information on how and why the program was successful.

Furthermore, there is a scarcity of published literature on feasibility and efficacy of health promotion projects within a food bank setting. There is a need to have evidence-based nutrition education programs within this particular setting to help food banks to develop and better administer health services.

³ WHO (2012). Health education: theoretical concepts, effective strategies and core competencies. A foundation document to guide capacity development of health educators. WHO Regional office for the Eastern Mediterranean, Cairo.

Appendix

FigureA1. Train-the-trainer written questionnaire, lesson 1 pre-test (English Version).



Name of trainer:

Today's date:

Location:

Training 1

Thank you for taking the time to fill out the evaluation. We appreciate your honest answers!

1. What is the main purpose of the Healthy Foods Champion Training? (Check **all** that apply)
 - € Become an expert in nutrition and health related information
 - € Instruct and train other agency personnel in a variety of agency related responsibilities
 - € Promote produce consumption and healthy eating by clients
 - € Promote produce consumption and healthy eating among your family and friends

2. A client who regularly comes to the pantry is talking with you and mentions that his doctor told him that he has high blood pressure. He asks you what foods would help with high blood pressure. Please select the best answer. (Check **only one** answer)
 - € Tell him that whole grains are great for preventing heart attacks
 - € Politely let him know that he should talk to his health care provider for medical advice
 - € Tell him that your friend had high blood pressure and one time ate too much fried food and had a heart attack
 - € Tell him that getting lots of physical activity is important for lowering blood pressure

3. As a Healthy Food Champion, your role is to give information about: (check **all** that apply)
 - € Nutritional quality of specific brand name products (coke-a-cola™, Reese's™ Peanut Butter Cup)
 - € Basic nutritional content of foods (for example: calories, fats, vitamins)
 - € Specific medical conditions
 - € How to use various foods in culturally appropriate dishes

4. What are some important things to keep in mind in packing a healthy pantry bag? (check **all** that apply)
 - € Use a rainbow variety of fruits and vegetables
 - € Make sure to use what you have
 - € Making a full pantry bag is the goal
 - € Use moderation with for foods high in sugar, fat, and salt

5. Identify the food group for each food below. The options are Fruit, Grain, Dairy, Vegetable, Protein

Bananas	<input type="checkbox"/> Fruit <input type="checkbox"/> Don't know	<input type="checkbox"/> Grain	<input type="checkbox"/> Dairy	<input type="checkbox"/> Vegetable	<input type="checkbox"/> Protein	<input type="checkbox"/>
Eggs	<input type="checkbox"/> Fruit <input type="checkbox"/> Don't know	<input type="checkbox"/> Grain	<input type="checkbox"/> Dairy	<input type="checkbox"/> Vegetable	<input type="checkbox"/> Protein	<input type="checkbox"/>
Cottage Cheese	<input type="checkbox"/> Fruit <input type="checkbox"/> Don't know	<input type="checkbox"/> Grain	<input type="checkbox"/> Dairy	<input type="checkbox"/> Vegetable	<input type="checkbox"/> Protein	<input type="checkbox"/>
Tortilla	<input type="checkbox"/> Fruit <input type="checkbox"/> Don't know	<input type="checkbox"/> Grain	<input type="checkbox"/> Dairy	<input type="checkbox"/> Vegetable	<input type="checkbox"/> Protein	<input type="checkbox"/>
Broccoli	<input type="checkbox"/> Fruit <input type="checkbox"/> Don't know	<input type="checkbox"/> Grain	<input type="checkbox"/> Dairy	<input type="checkbox"/> Vegetable	<input type="checkbox"/> Protein	<input type="checkbox"/>
Cauliflower	<input type="checkbox"/> Fruit <input type="checkbox"/> Don't know	<input type="checkbox"/> Grain	<input type="checkbox"/> Dairy	<input type="checkbox"/> Vegetable	<input type="checkbox"/> Protein	<input type="checkbox"/>
Oranges	<input type="checkbox"/> Fruit <input type="checkbox"/> Don't know	<input type="checkbox"/> Grain	<input type="checkbox"/> Dairy	<input type="checkbox"/> Vegetable	<input type="checkbox"/> Protein	<input type="checkbox"/>
Granola bars	<input type="checkbox"/> Fruit <input type="checkbox"/> Don't know	<input type="checkbox"/> Grain	<input type="checkbox"/> Dairy	<input type="checkbox"/> Vegetable	<input type="checkbox"/> Protein	<input type="checkbox"/>
Milk	<input type="checkbox"/> Fruit <input type="checkbox"/> Don't know	<input type="checkbox"/> Grain	<input type="checkbox"/> Dairy	<input type="checkbox"/> Vegetable	<input type="checkbox"/> Protein	<input type="checkbox"/>
Peanut Butter	<input type="checkbox"/> Fruit <input type="checkbox"/> Don't know	<input type="checkbox"/> Grain	<input type="checkbox"/> Dairy	<input type="checkbox"/> Vegetable	<input type="checkbox"/> Protein	<input type="checkbox"/>

6. Why is cultural competency important to food bank agencies and their clients? (Check **all** that apply)

- Agency clients come from many different cultures
- When clients feel they are understood they are more likely to have positive experiences
- When trust is established, staff may be more successful in promoting produce
- Important to make everyone feel welcome
- To become an expert in different cultures

7. You see that another staff/volunteer looks stressed while talking with clients. You think it may be because she is having a hard time at home. What do you do? (Check **only one** answer)

- Ignore it because everyone has a hard day once in a while
- When she is not with a client, remind her that good communication includes friendly face
- Tell her she should go home
- Tell her about good posture in front of clients

8. When talking with a client that does not speak English, you should: (Check **only one** answer)

- Talk loudly to make sure you are heard
- Politely tell them it is important to learn English, and give them a handout for free classes
- Maintain a positive attitude, speak clearly, and use simple language
- Talk fast to get it over with

9. How comfortable do you feel about what information is and is not permitted to share with agency clients? (check **only one** answer)

- Extremely comfortable
- Very comfortable
- Comfortable
- Not very comfortable
- Extremely uncomfortable

10. How often have you trained other agency personnel? (check **only one** answer)
- € Never
 - € Sometimes
 - € Often
 - € Always
11. How comfortable do you feel packing a healthy pantry bag? (check **only one** answer)
- € Extremely comfortable
 - € Very comfortable
 - € Comfortable
 - € Not very comfortable
 - € Extremely uncomfortable
12. How familiar would you say you are with MyPlate? (check **only one** answer)
- € Extremely familiar
 - € Very familiar
 - € Familiar
 - € Not very familiar
 - € Extremely familiar
13. How often do you pack a healthy pantry bag using the principles of balance, variety and moderation? (check **only one** answer)
- € Never
 - € Sometimes
 - € Often
 - € Always
 - € Not sure
14. How comfortable do you feel interacting with clients of a different cultural background? (check **only one** answer)
- € Extremely comfortable
 - € Very comfortable
 - € Comfortable
 - € Not very comfortable
 - € Extremely uncomfortable
15. How often do you feel comfortable in your interactions with people of different cultural background in the food bank? (check **only one** answer)
- € Never
 - € Sometimes
 - € Often
 - € Always

FigureA2. Train-the-trainer written questionnaire, lesson 1 post-test (English Version).

Training 1 Post Test



Thank you for taking the time to fill out the evaluation. We appreciate your honest answers!

1. What is the main purpose of the Healthy Foods Champion Training? (Check **all** that apply)
 - € Become an expert in nutrition and health related information
 - € Instruct and train other agency personnel in a variety of agency related responsibilities
 - € Promote produce consumption and healthy eating by clients
 - € Promote produce consumption and healthy eating among your family and friends

2. A client who regularly comes to the pantry is talking with you and mentions that his doctor told him that he has high blood pressure. He asks you what foods would help with high blood pressure. Please select the best answer. (Check **only one** answer)
 - € Tell him that whole grains are great for preventing heart attacks
 - € Politely let him know that he should talk to his health care provider for medical advice
 - € Tell him that your friend had high blood pressure and one time ate too much fried food and had a heart attack
 - € Tell him that getting lots of physical activity is important for lowering blood pressure

3. As a Healthy Food Champion, your role is to give information about: (check **all** that apply)
 - € Nutritional quality of specific brand name products (coke-a-cola™, Reese's™ Peanut Butter Cup)
 - € Basic nutritional content of foods (for example: calories, fats, vitamins)
 - € Specific medical conditions
 - € How to use various foods in culturally appropriate dishes

4. What are some important things to keep in mind in packing a healthy pantry bag? (check **all** that apply)
 - € Use a rainbow variety of fruits and vegetables
 - € Make sure to use what you have
 - € Making a full pantry bag is the goal
 - € Use moderation with for foods high in sugar, fat, and salt

5. Identify the food group for each food below. The options are Fruit, Grain, Dairy, Vegetable, Protein

Bananas	€ Fruit Don't know	€ Grain	€ Dairy	€ Vegetable	€ Protein	€
Eggs	€ Fruit Don't know	€ Grain	€ Dairy	€ Vegetable	€ Protein	€
Cottage Cheese	€ Fruit Don't know	€ Grain	€ Dairy	€ Vegetable	€ Protein	€
Tortilla	€ Fruit Don't know	€ Grain	€ Dairy	€ Vegetable	€ Protein	€
Broccoli	€ Fruit Don't know	€ Grain	€ Dairy	€ Vegetable	€ Protein	€
Cauliflower	€ Fruit Don't know	€ Grain	€ Dairy	€ Vegetable	€ Protein	€
Oranges	€ Fruit Don't know	€ Grain	€ Dairy	€ Vegetable	€ Protein	€
Granola bars	€ Fruit	€ Grain	€ Dairy	€ Vegetable	€ Protein	€

	Don't know					
Milk	€ Fruit	€ Grain	€ Dairy	€ Vegetable	€ Protein	€
	Don't know					
Peanut Butter	€ Fruit	€ Grain	€ Dairy	€ Vegetable	€ Protein	€
	Don't know					

6. Why is cultural competency important to food bank agencies and their clients? (Check **all** that apply)
- € Agency clients come from many different cultures
 - € When clients feel they are understood they are more likely to have positive experiences
 - € When trust is established, staff may be more successful in promoting produce
 - € Important to make everyone feel welcome
 - € To become an expert in different cultures
7. You see that another staff/volunteer looks stressed while talking with clients. You think it may be because she is having a hard time at home. What do you do? (Check **only one** answer)
- € Ignore it because everyone has a hard day once in a while
 - € When she is not with a client, remind her that good communication includes friendly face
 - € Tell her she should go home
 - € Tell her about good posture in front of clients
8. When talking with a client that does not speak English, you should: (Check **only one** answer)
- € Talk loudly to make sure you are heard
 - € Politely tell them it is important to learn English, and give them a handout for free classes
 - € Maintain a positive attitude, speak clearly, and use simple language
 - € Talk fast to get it over with
9. How comfortable do you feel about what information is and is not permitted to share with agency clients? (check **only one** answer)
- € Extremely comfortable
 - € Very comfortable
 - € Comfortable
 - € Not very comfortable
 - € Extremely uncomfortable

10. How often have you trained other agency personnel? (check **only one** answer)
- € Never
 - € Sometimes
 - € Often
 - € Always
11. How comfortable do you feel packing a healthy pantry bag? (check **only one** answer)
- € Extremely comfortable
 - € Very comfortable
 - € Comfortable
 - € Not very comfortable
 - € Extremely uncomfortable
12. How familiar would you say you are with MyPlate? (check **only one** answer)
- € Extremely familiar
 - € Very familiar
 - € Familiar
 - € Not very familiar
 - € Extremely familiar
13. How often do you pack a healthy pantry bag using the principles of balance, variety and moderation? (check **only one** answer)
- € Never
 - € Sometimes
 - € Often
 - € Always
 - € Not sure
14. How comfortable do you feel interacting with clients of a different cultural background? (check **only one** answer)
- € Extremely comfortable
 - € Very comfortable
 - € Comfortable
 - € Not very comfortable
 - € Extremely uncomfortable
15. How often do you feel comfortable in your interactions with people of different cultural background in the food bank? (check **only one** answer)
- € Never
 - € Sometimes
 - € Often
 - € Always
16. Please rate the materials that were used in this lesson: (check **only one** answer)
- € Not helpful
 - € A little helpful
 - € Helpful
 - € Very helpful
17. How clear was the information presented in this lesson: (check **only one** answer)
- € Not clear

- € A little clear
- € Clear
- € Very clear

18. Please share any other information that you would like to:

FigureA3. Train-the-trainer written questionnaire, lesson2 pre-test (English Version).



Name of trainer: _____
Today's date: _____
Location: _____

Training 2

Thank you for taking the time to fill out the evaluation. We appreciate your honest answers!

1. What are the steps needed to do a successful food demonstration? (Check **all** that apply)
 - € Know it - become an expert in nutrition and health related information
 - € Plan it – know your goal, audience and topic
 - € Do it - organize what can be done before hand and what needs to be done during the demo
 - € Make it – prepare a 3 course meal during the demonstration
 - € Communicate it - smile, speak clearly, be non-judgmental, make eye contact, be accessible, be flexible

2. It is against the law to allow clients to sample food from a food demonstration.
 - € True
 - € False

3. A client who regularly comes to the pantry is talking with you and mentions that he doesn't like to eat canned produce because he has been told that canned food can be high in salt and sugar. He asks you what he should do. Please select the best answer. (Check **only one** answer)
 - € Tell him this is not true
 - € Tell him not to eat canned produce
 - € Tell him that if he drains out the liquid and rinses the canned food before eating it, that will reduce the amount of salt and sugar in the food
 - € Tell him to take a vitamin and mineral supplement instead of eating canned produce

4. The food label dates that say “expiration”, “exp” or “use by”, “sell by”, or “enjoy by”, “best by”, or “best if used by” all mean the same thing.
 - € True
 - € False

5. If the label on packaged or canned food reads *best by* or *best if used by* what does this mean? (check **all** that apply)
 - € The foods cannot be eaten after the date and should be thrown away
 - € Non-acidic foods such as canned soups or vegetables can safely be used 2-3 years after the date on the label
 - € Foods high in acid such as tomatoes, cranberries or pineapples can be used up to 1 year after the label date
 - € The food can be used for a few days after this date

6. If the label on packaged or canned food reads *expiration*, *exp* or *use by* the foods can still be safely eaten after this date.

- € True
- € False

7. Which food legally cannot be distributed after the date on the package ? (Check **only one** answer)

- € Canned fruit and vegetables
- € Baby food
- € Canned meat products
- € Dairy products

8. How comfortable do you feel about how to do a food demonstration? (check **only one** answer)

- € Extremely comfortable
- € Very comfortable
- € Comfortable
- € Not very comfortable
- € Extremely uncomfortable

9. How comfortable do you feel about what the label dates on packaged or canned products mean? (check **only one** answer)

- € Extremely comfortable
- € Very comfortable
- € Comfortable
- € Not very comfortable
- € Extremely uncomfortable

FigureA4. Train-the-trainer written questionnaire, lesson2 post-test (English Version).

Training 2 Post Test



Thank you for taking the time to fill out the evaluation. We appreciate your honest answers!

1. What are the steps needed to do a successful food demonstration? (Check **all** that apply)
 - € Know it - become an expert in nutrition and health related information
 - € Plan it – know your goal, audience and topic
 - € Do it - organize what can be done before hand and what needs to be done during the demo
 - € Make it – prepare a 3 course meal during the demonstration
 - € Communicate it - smile, speak clearly, be non judgmental, make eye contact, be accessible, be flexible
2. It is against the law to allow clients to sample food from a food demonstration.
 - € True
 - € False
3. A client who regularly comes to the pantry is talking with you and mentions that he doesn't like to eat canned produce because he has been told that canned food can be high in salt and sugar. He asks you what he should do. Please select the best answer. (Check **only one** answer)
 - € Tell him this is not true
 - € Tell him not to eat canned produce
 - € Tell him that if he drains out the liquid and rinses the canned food before eating it, that will reduce the amount of salt and sugar in the food
 - € Tell him to take a vitamin and mineral supplement instead of eating canned produce
4. The food label dates that say “expiration”, “exp” or “use by”, “sell by”, or “enjoy by”, “best by”, or “best if used by” all mean the same thing.
 - € True
 - € False
5. If the label on packaged or canned food reads *best by* or *best if used by* what does this mean? (check **all** that apply)
 - € The foods cannot be eaten after the date and should be thrown away
 - € Non-acidic foods such as canned soups or vegetables can safely be used 2-3 years after the date on the label
 - € Foods high in acid such as tomatoes, cranberries or pineapples can be used up to 1 year after the label date
 - € The food can be used for a few days after this date
6. If the label on packaged or canned food reads *expiration*, *exp* or *use by* the foods can still be safely eaten after this date.

- € True
- € False

7. Which food legally cannot be distributed after the date on the package ? (Check **only one** answer)

- € Canned fruit and vegetables
- € Baby food
- € Canned meat products
- € Dairy products

8. How comfortable do you feel about how to do a food demonstration? (check **only one** answer)

- € Extremely comfortable
- € Very comfortable
- € Comfortable
- € Not very comfortable
- € Extremely uncomfortable

9. How comfortable do you feel about what the label dates on packaged or canned products mean? (check **only one** answer)

- € Extremely comfortable
- € Very comfortable
- € Comfortable
- € Not very comfortable
- € Extremely uncomfortable

10. Please rate the materials that were used in this lesson: (check **only one** answer)

- € Not helpful
- € A little helpful
- € Helpful
- € Very helpful

11. How clear was the information presented in this lesson: (check **only one** answer)

- € Not clear
- € A little clear
- € Clear
- € Very clear

12. Please share any other information that you would like to:

Figure A5. Vocational Services questionnaires, lesson “Rethink your drink” pre-post-test.

PRE TEST

1. Do you know that having too much sugar in our diets can cause obesity, diabetes and some other health issues?	YES	NO	HAVE HEARD ABOUT IT
2. Do you check the amount of sugar in your beverages or food?	YES	NO	SOMETIMES
3. If you check the nutrition label and the amount of sugar in that drink of food is 26grs, do you think is too much sugar?	NO, STILL OK	IN THE LIMIT	YES, TO MUCH
4. Do you count your drinks as way to consume sugar?	NO	YES	_____

POST TEST

1. Do you know that having too much sugar in our diets can cause obesity, diabetes and some other health issues?	YES	NO	HAVE HEARD ABOUT IT
2. Do you check the amount of sugar in your beverages or food?	YES	NO	SOMETIMES
3. If you check the nutrition label and the amount of sugar in that drink of food is 26grs, do you think is too much sugar?	NO, STILL OK	IN THE LIMIT	YES, TO MUCH
4. Do you count your drinks as way to consume sugar?	NO	YES	_____

SECOND HARVEST FOOD BANK of SANTA CLARA and SAN MATEO COUNTIES
 Need Food? (800) 984-3663 | Want to Donate? (866) 234-3663
 www.SHFB.org
Providing food for people in need in our community.

FigureA6. Vocational Services questionnaires, lesson “Whole grain” pre-post-test.

Whole Grain Pretest

1. True or False: If a food label says that the food is made from wheat or multigrain, it is a whole grain food.

True

False

2. You can tell when a food is a good source of whole grains because the:
- Food inside has seeds and on it, like on some breads
 - The front of the package says that there is whole grains in it
 - Food inside of the package is brown in color
 - None of the above

3. If a food is made from enriched wheat flour means that
- It is made from whole wheat
 - It is made from processed wheat flour with added vitamins
 - I’m not sure

4. True or False: Examples of whole grains are whole wheat, brown rice, brown rice cakes, 100% whole wheat pasta.

True

False

Whole Grain Post test

1. True or False: If a food label says that the food is made from wheat or multigrain, it is a whole grain food.

True

False

2. You can tell when a food is a good source of whole grains because the:
- Food inside has seeds and on it, like on some breads
 - The front of the package says that there is whole grains in it
 - Food inside of the package is brown in color
 - None of the above

3. If a food is made from enriched wheat flour means that
- It is made from whole wheat
 - It is made from processed wheat flour with added vitamins
 - I’m not sure

4. True or False: Examples of whole grains are whole wheat, brown rice, brown rice cakes, 100% whole wheat pasta.

True

False

FigureA7. Modified Food Frequency Questionnaire for Family Harvest sites (English version).

Survey 2

2015 Get Fresh Survey for Direct Service Distribution Site

Site: **Morgan Hill Community Center Family Harvest** Date: **June 9, 2015**

1.	Once per week	2-4 times/ week	5-6 times/ week	Once per day	2-3 per day	4+ per day
a. In the past week how often, have you eaten <i>Fruit?</i> (Such as APPLES, ORANGES, PEARS)						
b. In the past week how often, have you eaten or cooked with vegetables? (such as ONIONS, CARROTS, CELERY)						
c. How often have you eaten [CARROTS] within the last week?						
d. How often have you eaten [CELERY] within the last week?						

2. On a scale of 1-5, 5 meaning Strongly like and 1 meaning Strongly dislike, how much do you like the following:

	1-Strongly Dislike	2-Somewhat Dislike	3-No Preference	4-Somewhat Like	5-Strongly Like
CELERY	☹		☺		☺
CARROTS	☹		☺		☺

3. Did you receive a recipe about **CARROTS** or **CELERY** last month when you were here at this site?
 No Yes (if **NO** skip to #6)

If yes, did you prepare the recipe? _____

4. Have you tried a new way of preparing [**CELERY**] since last month when you were here?
 No Yes

5. Have you tried a new way of preparing [**CARROTS**] since last month when you were here?
 No Yes

If yes, how do you prepare it? _____

6. When was the last time you came to a Family Harvest, Produce Mobile Distribution or Pantry?

() Last month () before last month

Thank you for helping Second Harvest Food Bank by completing this survey.

FigureA8. Modified Food Frequency Questionnaire for Family Harvest sites (Spanish version)

Survey 2

2015 Get Fresh Survey for Direct Service Distribution Site

Site: **Morgan Hill Community Center Family harvest** Date: **June 9, 2015**

1.	1 Vez por Semana	2-4 veces/ Semana	5-6 veces/ semana	1 vez al día	2-3 veces al día	4+ veces al día
e. ¿En la última semana que tan seguido a comido <i>Fruta</i> ? (como por ejemplo, MANZANAS, NARANJAS, PERAS)						
f. En la última semana que tan seguido ha comido o cocinado con <i>vegetales</i> ? (como por ejemplo, CEBOLLA, ZANAHORIA, APIO)						
g. ¿Qué seguido ha comido [ZANAHORIA] dentro de la última semana?						
h. ¿Qué seguido ha comido [APIO] dentro de la última semana?						

2. En una escala de 1-5, Siendo 5 que le gusta mucho y 1 que no le gusta nada, que tanto te gusta lo siguiente:

	1-No me Gusta Nada	2-Me Gusta un Poco	3-Sin Preferencia	4- Me gusta	5-Me gusta Mucho
[APIO]	☹		☺		☺
[ZANAHORIA]	☹		☺		☺

3. ¿Recibió una receta **ZANAHORIA** o **APIO** el mes pasado cuando vino a esta distribución?
 No Si (Si marco **NO**, proceda a la #6)

¿Si marco si, preparo la receta? _____

4. ¿A encontrado alguna nueva manera de preparar **[APIO]** desde el último mes que vino a esta distribución?
 No Si

5. ¿A encontrado alguna nueva manera de preparar **[ZANAHORIA]** desde el último mes que vino a esta distribución?
 No Si

¿Si marco si, como la preparo? _____

6. Cuando fue la última vez que usted vino a la distribución de Family Harvest, Produce Mobile o al Pantry?

() El mes Pasado

() Antes del mes pasado

¡Gracias por ayudar al Banco de Comida Second Harvest a completar esta encuesta para mejorar nuestros servicios!

SPANISH

FigureA9. Written Questionnaire for Pantry sites (English version)

Survey 1

2015 SECOND HARVEST FOOD BANK PANTRY SITE SURVEY

Pantry: *Sacred Heart Community Services* **Date:** April 9, 2015

1. **Do you know about MyPlate? Where did you hear about it?**

If YES, Mark all that apply. ----- If NO skip to #3

- a. This pantry site
- b. WIC
- c. Nutrition Classes
- d. Media (TV show, radio, internet)
- e. Child's school
- f. Other (doctor's office/clinic, Headstart, church, community center)

2. **What do you remember about how to use MyPlate for feeding your family?**

- a. Eat from the five food groups throughout the day.
- b. MyPlate is made up of 5 different food groups: (or they mentioned the different food groups together-fruit, vegetables, grains, protein, and dairy)
- c. Make half your plate fruits and vegetables
- d. Make at least half of your grains whole (or they mentioned eating whole grains)
- e. Add lean protein (or mentioned adding lean proteins like ground turkey, chicken, fish, beans, or tofu).
- f. Eat low-fat dairy products.
- g. Don't know/don't remember

Comments: _____

3. **How much of the *fruits* that you received or will receive today will your family eat?**

- a. All
- b. Most
- c. Some
- d. None

If None, why? _____

4. **How much of the *vegetables* that you received or will receive today will your family eat?**

- a. All
- b. Most
- c. Some
- d. None

If None, why? _____

5. **How confident are you that you can make the *fruits* and *vegetables* that you receive today in such a way that your family will like and eat them?**

- a. Not at all sure
- b. A little sure
- c. Very sure

Why? _____

FigureA10. Written Questionnaire for Pantry sites (Spanish version)

Survey 1

2015 SECOND HARVEST FOOD BANK PANTRY SURVEY

Pantry: Sacred Heart Community Services Date: April 9, 2015

1. ¿Usted sabe algo acerca de Mi Plato? En donde se entero acerca de Mi Plato?
Si usted SI sabe de Mi Plato, Marque todas las siguientes opciones que apliquen. Si NO, proceda a #3
 - a. Aquí en esta distribución de comida
 - b. WIC
 - c. Clases de nutrición
 - d. Medios de comunicación (TV, radio, internet)
 - e. Escuela de mi hijo/a
 - f. Otro (oficina del doctor/clínica de salud, HeadStart, Iglesia, centro comunitario)

2. ¿Qué es lo que usted recuerda acerca de cómo usar Mi Plato cuando alimenta a su familia?
 - a. Hay que comer de los 5 grupos de alimentos a lo largo del día.
 - b. Mi Plato está compuesto de 5 diferente grupos de alimentos: (o mencionaron los diferentes grupos en la conversación- fruta, vegetales, granos, proteína, y los productos lácteos o Leche)
 - c. Agregar fruta y verdura a la mitad del plato
 - d. La mitad de los granos tienen que ser granos integrales (o mencionaron comer granos integrales)
 - e. Comer proteína baja en grasa (o mencionaron comer proteína baja en grasa como carne de pavo molida, pollo, pescado, frijoles, o tofu).
 - f. Comer productos lácteos bajos en grasa.
 - g. No se/no lo recuerdoComentarios: _____

3. ¿Cuánta de la *fruta* que usted recibió o recibirá hoy piensa usted que su familia se comerá?
 - a. Toda
 - b. Casi Toda
 - c. Alguna
 - d. Ninguna¿Si ninguna, porque? _____

4. ¿Cuántos de los *vegetales* que usted recibió o recibirá hoy piensa usted que su familia se comerá?
 - a. Todos
 - b. Casi Todos
 - c. Algunos
 - d. Ningunos¿Si Ningunos, porque? _____

5. ¿Qué tan seguro/a está de que puede cocinar o usar las *frutas y verduras* que usted recibió en una manera que le gustara a su familia?
 - a. No estoy seguro/a
 - b. Un poco seguro
 - c. Bien seguro/a¿Si no está seguro/a, porque? _____

¡Gracias por ayudar al Banco de Comida Second Harvest a completar esta encuesta para mejorar nuestros servicios!

SPANISH

Figure A11. Tip Card sample.

SUMMER SQUASH

STORAGE
Keep it in an open plastic bag in the refrigerator for up to 6 days.

HELPS SUPPORT
Heart health, immune system, vision, and digestion.

COMMON VARIETIES
Zucchini (green), yellow summer squash (yellow and green), yellow crookneck squash (yellow) pattypan squash (yellow, green, and white).

HOW TO USE
Add it to vegetable stir fry, soup, or pasta sauce; sprinkle it with salt and other seasonings and roast it in the oven.

SUMMER SQUASH SAUTE

Servings: 5
Preparation Time: 15 Minutes

INGREDIENTS
3 medium zucchini or yellow squash (or 6 pattypan squash)
½ teaspoon oil
2 cloves garlic, finely chopped
1 tablespoon grated cheese
¼ tablespoon ground black pepper



Photo: Champions for Change Program

OPTIONAL
1 teaspoon grated lemon peel

INSTRUCTIONS

1. Cut squash in half crosswise, then cut each half into 4 lengthwise sticks.
2. Heat oil in a heavy nonstick skillet over medium-high heat.
3. Add garlic and cook for about 2 minutes.
4. Add summer squash and lemon peel (if using), and cook for about 3 minutes until summer squash is lightly browned.
5. Mix in cheese and pepper.

Adapted from the Champions for Change Program

Adapted from the California Association of Food Banks' Produce Education Program. This institution is an equal opportunity provider and employer. This material was funded by the USDA's Supplemental Nutrition Assistance Program—SNAP



SHFB.org

Table A1. Stakeholders

Stakeholders			
County of Santa Clara			
California Department of Social Services (CDSS)			
SECOND HARVEST staff (Nutrition department, Director of Services, Administrative assistant, Staff Accountant, Database administrator)			
<p>Key Partners' agencies that were recruited for Train-the-trainer program:</p> <ol style="list-style-type: none"> 1. <i>Rahima Foundation</i> 2. <i>Asian American Recovery</i> 3. <i>First Christina Recovery Café San Jose</i> 4. <i>Next Door Solutions</i> 5. <i>Loaves & Fishes Family Kitchen</i> 6. <i>C.O.M.E</i> 7. <i>St. Joseph's Cathedral Social Ministry Office</i> 8. <i>Alpha Public School</i> 9. <i>St. James A.M.E Emergency Food Pantry</i> 10. <i>Catholic Charities of Santa Clara</i> 11. <i>Hope's Corner</i> 12. <i>AACI</i> 13. <i>Down Town Streets Team</i> 14. <i>Martha's Kitchen</i> 15. <i>St. Julie's Pantry</i> 16. <i>Sacred Heart Community Services</i> 17. <i>INVSN</i> 			
<p>Other Partners' agencies that received SECOND HARVEST resources and educational material:</p> <table style="width: 100%; border: none;"> <tbody> <tr> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> 18. <i>Sacred Heart Community Service</i> 19. <i>Santa Maria Urban Ministry</i> 20. <i>True Vine</i> 21. <i>Catholic Charities of Santa Clara County</i> 22. <i>C.O.M.E</i> 23. <i>First Christian Recovery Café</i> 24. <i>Salvation Army</i> 25. <i>Martha's Kitchen</i> 26. <i>St. Julie's Food Pantry</i> 27. <i>Cathedral of Faith Reaching Out</i> 28. <i>Gloria Dei Lords Pantry</i> 29. <i>Our Lady of Guadalupe</i> </td> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> 30. <i>Washington Youth Center</i> 31. <i>East Side COGIC</i> 32. <i>Health Trust Basket</i> 33. <i>St. Joseph's Cathedral Social Ministry</i> 34. <i>Columbia Neighborhood Center</i> 35. <i>Social Services Agency</i> 36. <i>Community Services Agency</i> 37. <i>Home Church</i> 38. <i>El Buen Pastor Church</i> 39. <i>Sunnyvale Community Services</i> 40. <i>Logos Christian Food Pantry</i> 41. <i>IVSN Breaking Bread</i> </td> </tr> </tbody> </table>		<ol style="list-style-type: none"> 18. <i>Sacred Heart Community Service</i> 19. <i>Santa Maria Urban Ministry</i> 20. <i>True Vine</i> 21. <i>Catholic Charities of Santa Clara County</i> 22. <i>C.O.M.E</i> 23. <i>First Christian Recovery Café</i> 24. <i>Salvation Army</i> 25. <i>Martha's Kitchen</i> 26. <i>St. Julie's Food Pantry</i> 27. <i>Cathedral of Faith Reaching Out</i> 28. <i>Gloria Dei Lords Pantry</i> 29. <i>Our Lady of Guadalupe</i> 	<ol style="list-style-type: none"> 30. <i>Washington Youth Center</i> 31. <i>East Side COGIC</i> 32. <i>Health Trust Basket</i> 33. <i>St. Joseph's Cathedral Social Ministry</i> 34. <i>Columbia Neighborhood Center</i> 35. <i>Social Services Agency</i> 36. <i>Community Services Agency</i> 37. <i>Home Church</i> 38. <i>El Buen Pastor Church</i> 39. <i>Sunnyvale Community Services</i> 40. <i>Logos Christian Food Pantry</i> 41. <i>IVSN Breaking Bread</i>
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Table A2. Knowledge in Training 1. Support Partner Agency Approach (the answers in bold are the correct ones).

		Pre-test Train 1	Score ⁴	Post-test Train 1	Score ³
What is the main purpose of the Healthy Foods Champion Training? (Check all that apply)	Become an expert in nutrition and health related information	12	-6	6	-3
	Instruct and train other agency personnel in a variety of agency related responsibilities	20	-10	18	-9
	Promote produce consumption and healthy eating by clients	26	26	25	25
	Promote produce consumption and healthy eating among your family and friends	26	26	17	17
	Total	52	36	52	30
	Percentage Correct		69%		58%
A client who regularly comes to the pantry is talking with you and mentions that his doctor told him that he has high blood pressure. He asks you what foods would help with high blood pressure. Please select the best answer. (Check only one answer)	Tell him that whole grains are great for preventing heart attacks	2	-1	1	-0.5
	Politely let him know that he should talk to his health care provider for medical advice	25	25	29	29
	Tell him that your friend had high blood pressure and one time ate too much fried food and had a heart attack	1	-0.5	1	-0.5
	Tell him that getting lots of physical activity is important for lowering blood pressure	2	-1	0	0
	Total	25	22.5	29	28
	Percentage Correct		90%		97%
As a Healthy Food Champion, your role is to give information about: (Check all that apply)	Nutritional quality of specific brand name products (Coke a Cola, Reeses Peanut Butter Cup)	5	-2.5	2	-1
	Basic nutritional content of foods (for example: Calories, fats, vitamins)	24	24	21	21
	Specific medical conditions	5	-2.5	2	-1
	How to use various foods in culturally appropriate dishes	16	16	19	19
	Total	40	35	40	38
	Percentage Correct		88%		95%
What are some important things to keep in mind in packaging a healthy pantry bag? (Check all that apply)	Use a rainbow variety of fruits and vegetables	28	28	25	25
	Make sure to use what you have	14	-7	2	-1
	Making a full pantry bag is the goal	11	-5.5	2	-1
	Use moderation with for foods high in sugar, fat, and salt	22	22	8	8
	Total	50	37.5	33	31
	Percentage Correct		75%		94%
Why is cultural competency important to food bank agencies and their clients? (Check all that apply)	Agency clients come from many different cultures	20	12	25	26
	When clients feel they are understood they are more likely to have positive experiences	24	24	23	23
	When trust is established, staff may be more successful in promoting produce	22	22	23	23
	Important to make everyone feel welcome	22	22	21	21
	To become an expert in different cultures	2	-1	2	-1
	Total	88	79	92	92
	Percentage Correct		90%		100%
You see that another staff/volunteer looks stressed while talking with clients. You think it may be because she is having a hard time at home. What do you do? (Check only one answer)	Ignore it because everyone has a hard day once in a while	1	-0.5	0	0
	When she/he is not with a client, remind him/her that good communication includes a friendly face	27	27	28	28
	Tell her she should go home	0	0	0	0
	Tell her about good posture in front of clients	2	-1	2	-1
	Total	27	25.5	28	27
	Percentage Correct		94%		96%

⁴ Each correct answer was coded +1 and each incorrect one was coded -0.5. The percentages indicate mean percent correct, so the higher the number the more people were getting higher scores on the test.

When talking with a client that does not speak English, you should: (Check only one answer)	Talk loudly to make sure you are heard	0	0	0	0
	Politely tell them it is important to learn English and give them a handout for free classes	1	-0.5	3	-1.5
	Maintain a positive attitude, speak clearly, and use simple language	29	29	28	28
	Talk faster to get it over with	0	0	0	0
	Total	29	28.5	28	26.5
	Percentage Correct		98%		95%

Table A3. Knowledge in identifying food groups Training 1. Support Partner Agency Approach.

Identify the food group for each food below. The options are Fruit, Grain, Dairy, Vegetable and Protein.	% of correct answers	
	Pre-test	Post-test
<i>Bananas</i>	100	93
<i>Eggs</i>	96	96
<i>Cottage Cheese</i>	73	74
<i>Tortilla</i>	93	93
<i>Broccoli</i>	100	100
<i>Cauliflower</i>	100	93
<i>Oranges</i>	100	97
<i>Granola Bars</i>	86	90
<i>Milk</i>	86	96
<i>Peanut Butter</i>	100	96
Average of correct answers	86%	93%

Table A4. Knowledge in Training 2. Support Partner Agency Approach.

Knowledge		Pre-test Train 2	Score ⁵	Post-test Train 2	Score
What Are the Steps needed to do a successful food demonstration? (Check all that apply)	Know it-become an expert in nutrition and health related information	8	-4	13	-6.5
	Plan it-know your goal, audience and topic	15	15	21	21
	Do it-organize what can be done before hand and what needs to be done during the demo	16	16	22	22
	Make it-prepare a 3 course meal during the demonstration	9	-4.5	7	-3.5
	Communicate it-smile, speak clearly, be non-judgmental, make eye contact, be accessible, be flexible	18	18	19	19
	Total	49	40.5	62	52
	Percentage correct		83%		84%
Is it against the law to allow clients to sample food from a food demonstration?	True	3		16	
	False	15		6	
	Total	18		22	
	Percentage correct		16%		73%
A client who regularly comes to the pantry is talking with you and mentions that he doesn't like to eat canned produce because he has been told that canned food can be high in salt and sugar. He asks you what he should do. Please select the best answer. (Check only one answer)	Tell him this is not true	0	0	0	0
	Tell him not to eat canned produce	2	-1	0	0
	Tell him that if he drains out the liquid and rinses the canned food before eating it, that will reduce the amount of salt and sugar in the food	17	17	22	22
	Tell him to take a vitamin and mineral supplement instead of eating canned produce	0	0	0	0
	Total	17	16	22	22
	Percentage correct		94%		100%
The food label dates that say "expiration", "exp", or "use by", "sell by", or "enjoy by", "best buy" all mean the same thing.	True	8	-4	3	-1.5
	False	10	10	18	18
	Total	10	6	18	16.5
	Percentage correct		60%		92%
If the label on packaged or canned food reads best by or best if used by what does this mean? (check all that apply)	The foods cannot be eaten after the date and should be thrown away	3	-1.5	1	-0.5
	Non-acidic foods such as canned soups or vegetables can safely be used 2-3 years after the date on the label	8	8	20	20
	Foods high in acid such as tomatoes, cranberries, or pineapples can be used up to 1 year after the label date	9	9	21	21
	The food can be used for a few days after this date	10	-5	8	-4
	Total	17	10.5	41	36.5
	Percentage correct		62%		89%
If the label on packaged or canned food reads <i>expiration</i> , <i>exp</i> or <i>use by</i> the foods can still be safely eaten after this date.	True	14		11	
	False	5		10	
	Total	19		21	
	Percentage correct		74%		52%
Which food legally cannot be distributed after the date on the package? (Check only one answer)	Canned fruit and vegetables	1	-0.5	1	-0.5
	Baby food	10	10	20	20
	Canned meat products	2	-1	1	-0.5
	Dairy products	6	-3	0	0
	Total	10	5.5	20	19
Percentage correct		55%		95%	

⁵ Each correct answer was coded +1 and each incorrect one was coded -0.5. The percentages indicate mean percent correct, so the higher the number the more people were getting higher scores on the test.

Table A5. Self-efficacy Training 1. Support Partner Agency Approach.

Self-Efficacy			Pre-test Train 1	Post-test Train 1
	How comfortable do you feel about what information is and is not permitted to share with agency clients? (check only one answer)	Extremely comfortable	4	8
		Very comfortable	8	14
		Comfortable	15	8
		Not very comfortable	2	0
		Extremely comfortable	0	1
		mean	2.51	2.09
		Std.	0.82	0.90
		SE	0.15	0.16
		P Value	0.06	
	How comfortable do you feel packing a healthy pantry bag? (check only one answer)	Extremely comfortable	5	8
		Very comfortable	12	16
		Comfortable	13	6
		Not very comfortable	0	0
		mean	2.26	1.93
		Std.	0.74	0.70
		SE	0.14	0.13
	P value	0.07		
	How familiar would you say you are with MyPlate? (check only one answer)	Extremely familiar	0	6
		Very familiar	7	17
		Familiar	14	7
		Not very familiar	9	0
mean		3.06	2.03	
Std.		0.74	0.67	
SE		0.13	0.12	
P Value	4.63009E-07			
How comfortable do you feel interacting with clients of a different cultural background? (check only one answer)	Extremely comfortable	5	8	
	Very comfortable	13	17	
	Comfortable	10	5	
	Not very comfortable	1	0	
	mean	2.24	1.9	
	Std.	0.77	0.65	
	SE	0.14	0.12	
P Value	0.07			
How often do you feel comfortable in your interactions with people of different cultural background in the food bank? (check only one answer)	Never	2	0	
	Sometimes	9	3	
	Often	13	13	
	Always	5	11	
	Mean	2.72	3.30	
	Std.	0.83	0.66	
	SE	0.15	0.13	
	P Value	0.006		

Table A6. Self-efficacy Training 2. Support Partner Agency Approach.

Self-Efficacy			Pre-test Train 2	Post-test Train 2
	How comfortable do	Extremely comfortable	0	9
		Very comfortable	1	11
		Comfortable	5	2

	you feel about how to do a food demonstration? (check only one answer)	Not very comfortable	1	0
		mean	3	1.68
		Std.	0.57	0.65
		SE	0.22	0.14
		P Value	5.08885E-05	
	How comfortable do you feel about what the label dates on packaged or canned products mean? (check only one answer)	Extremely comfortable	0	3
		Very comfortable	3	13
		Comfortable	3	6
		Not very comfortable	1	0
		Extremely uncomfortable	0	0
		mean	2.71	2.14
		Std.	0.75	0.64
		SE	0.28	0.14
		P Value	0.06	

Table A7. Overview of site breakdown

	Sites	Pre-test responses	Post-test responses
Intervention group	Sherman Oaks	72	46
	Rebekah's children's services	66	45
Control group	Maria Goretti	73	53
	Morgan Hill	98	34
	Total #	309	178

Table A8. Process of delivering nutrition education

The extent to which clients used tip cards at the distribution sites		Post-test Intervention Group		Post-test Control group	
		Tip cards received	Prepared recipe	Tip cards received	Prepared recipe
	Yellow squash or carrots	85	54	1	0
	Celery or carrots	0	0	20	11
	Celery or cabbage	0	0	32	19
	Percentages	85	63.5 %	53	56.6%

Table A9. Demographic Approach 3

	Site	Pre-test responses	Post-test responses
Intervention group	Sacred Heart Community Services	87	68
Control group	7th Day Pantry	94	87
	Total#	181	155

Table A10. Approach 3: change in nutrition knowledge

	Intervention Group			Control Group		
	Pre-test	Post-test	Δ^6	Pre-test	Post-test	Δ^1
a. Eat from the five food groups throughout the day.	4	14	0.56	4	8	0.33
b. MyPlate is made up of 5 different food groups: (or they mentioned the different food groups together-fruit, vegetables, grains, protein, and dairy)	1	4	0.6	5	11	0.37
c. Make half your plate fruits and vegetables	3	38	0.85	15	16	0.03
d. Make at least half of your grains whole (or they mentioned eating whole grains)	1	13	0.86	8	11	0.16
e. Add lean protein (or mentioned adding lean proteins like ground turkey, chicken, fish, beans, or tofu).	2	10	0.67	5	4	-0.11
f. Eat low-fat dairy products.	0	5	1	2	0	-1
g. Don't know/don't remember	1	4	0.6	1	6	-0.71
Total Respondents	11	60		21	34	
Total # of clients	87	68		94	87	
Mean			0.73			-0.13
P-value	0.001					

⁶ Δ = pretest – posttest divided by the total responses for that specific question [(#pre+#post)/total responses for that specific question]