The Creation of Community-Based Nutrition Education Materials to Accompany CSA Program

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What is a CSA?

Community Supported Agriculture

❖ The consumer buys fresh, local and seasonal foods directly from farmer

❖ Subscription for a weekly box of vegetables

October CSA, photo by: Zenger Farm
Goal

Maximize use and benefits of CSA prescriptions for participants living in underserved neighborhoods of outer southeast Portland, Oregon.
Goal Specifics

★ Provide evidence-based, client-centered nutrition and food preparation education materials.

★ These materials, along with the CSA boxes, will increase nutrition knowledge and overall fruit and vegetable consumption among participants.
ZENGER farm

A working urban farm that models, promotes and educates about sustainable food systems, environmental stewardship, community development and access to good food for all.
Objectives

Conduct focus group
Objectives

- Conduct focus group
- Develop CSA cooking skill sheets and written nutrition education materials
Objectives

- Conduct focus group
- Develop CSA cooking skill sheets and written nutrition education materials
- Administer survey to focus group participants
Significance
Significance

In the past, interventions have successfully increased the knowledge and skills of participants and have resulted in behavior changes leading to better health.
Significance
Significance
Program Design

Focus group

Experiences, attitudes & beliefs on education materials

Food preparation and knife skills

Vegetable corner in weekly newsletter on gardening, cooking & nutrition
Focus Group

❖ 6 participants
❖ 8 questions
❖ 2-hours in length
❖ Dinner incentive
Focus Group: Q&A

When you collect your CSA box, which item is hardest to eat?

“Green tomatoes, knowing when to let them ripen up, when to cook them green. Tried ripening them in a paper bag; it didn’t work.”

What nutrition or food-related topic is most interesting to you that you would like to know more about?

“The farm used to have someone prepare/demo the more unusual vegetables at CSA pick-up, so that members could sample them as they’re picking up their box. Getting to taste it right away...that was helpful.”
What aspects of the skill sheets and newsletter have been most useful for you?

- “Cooking times and temperatures”
- “...Rather than getting a recipe book out, went right to the grilled vegetables skill sheet. Very handy.”
- “The step-by-step layout of the skill sheet was helpful, with the arrows and diagram format”
- “Assume that everyone is a beginner”
Focus Group Findings

- How to prepare and cut certain vegetables and which knives to use
- Short, easy cooking demonstrations right at CSA pick-up
- All 3 types of information in educational material (gardening, cooking and nutrition)
- Link eating the produce to health outcomes
- Organizable and accessible skill sheets
  - Hole punched for booklet
  - Available online
Three Areas of Education

Gardening

Nutrition

Cooking
Newsletter

Content:

1. Weekly CSA basket ingredients
2. General farm announcements
3. Food and nutrition education
4. Recipes

Example blurbs on turnips:

1. “Roasted Root Vegetable Medley”
2. “How Turnips Grow”
3. “Turnip Nutrition”
Knife Skill Sheet

How-to-guide

- parts of a knife
- types of knives
- types of cuts (vegetable specific)
- cuts that save time in the kitchen
3-Step Evaluation of Education Materials

1. Focus Group
2. Validated evaluation tools
   ○ SAM
   ○ DANEH
3. Validated survey adapted from the Marin County Office of Education
## Evaluation: using validated survey questions

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The content or learning materials addressed a need or gap in my knowledge or skills.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If given an opportunity, I can apply the knowledge gained as a result of these education materials.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can identify (insert new skills based on created education materials here).</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can identify (insert new skills based on created education materials here).</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>If you disagree/ strongly disagree with any of the above statements, please explain your reasoning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please share your comments about the content/learning material and make suggestions to improve the quality.</td>
<td></td>
<td></td>
<td></td>
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</table>
## Program Costs

### I. Personnel

<table>
<thead>
<tr>
<th>Employee</th>
<th>Salary</th>
<th>%FTE</th>
<th>Multiplier</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>No new employees</td>
<td></td>
<td></td>
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</table>

B. Fringe Benefits (25% of Salaries)

<p>| | | | | |</p>
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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>PERSONNEL SUBTOTAL</td>
<td>$0</td>
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</table>

### II. Operating Costs

#### A. Consultant and Contract Services

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hourly</th>
<th>Number of</th>
<th>Multiplier</th>
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</thead>
<tbody>
<tr>
<td>Educational material development</td>
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<td>1</td>
<td>$0</td>
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</table>

#### B. Materials and Supplies

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<thead>
<tr>
<th>Item</th>
<th>Unit Cost</th>
<th>Multiplier</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-going infrastructure development</td>
<td>$500</td>
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<td>$500</td>
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<tr>
<td>Curriculum materials and printing</td>
<td>$500</td>
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<td>$500</td>
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<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>OPERATING COSTS SUBTOTAL</th>
<th>$1,000</th>
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C. Indirect Costs

#### C. Indirect Costs

<table>
<thead>
<tr>
<th>Item</th>
<th>% of Program Costs</th>
<th>Total</th>
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<tbody>
<tr>
<td>15% of Program Costs</td>
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<td>$150</td>
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Program Revenue

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<tr>
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<th>Unit Amount</th>
<th>Multiplier</th>
<th>Total</th>
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<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
<td>$0</td>
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<table>
<thead>
<tr>
<th></th>
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<th></th>
<th>TOTAL PROGRAM REVENUE</th>
<th>$0</th>
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<tbody>
<tr>
<td>Program costs - program revenue</td>
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<td></td>
<td>$0</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>TOTAL AMOUNT REQUESTED</th>
<th>$1,150</th>
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</table>
Sustainability

- Maintain participant engagement
- Program materials readily available and transferable among staff
- Community involvement through Outreach Ambassadors
Acknowledgements

Jeri Finn MS RD LD

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Thank you

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