Action Packet

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Healthy Maine Partnerships
The people dedicated to helping us live longer and healthier.
Maine Cardiovascular Health Program
in collaboration with the Maine Nutrition Network

Develop Policies that Support Healthy Eating at Group Events

Action Packet Contents *1*

Acknowledgments

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Develop Policies that Support Healthy Eating at Group Events

Table of Contents *1*

Take action to promote healthy eating. This packet will guide you, step by step.

This Action Packet focuses on developing policies that support healthy eating at group events. It provides the tools and resources you need to create partnerships that will help you achieve your goals.

This Action Packet contains:

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Table of Contents 1

Section 6—Resources

Section 7—Support Materials

Feel free to make photocopies of any pages you need to use.

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Background *2*

Putting health on the menu.

- More than 45% of money spent on food goes to foods eaten away from the home. These foods are higher in fat, sodium and calories and are lower in fiber and calcium.
- Foods eaten away from home, including at group events, have become a much larger part of Americans' lives. This has a major impact on the quality of the American diet and contributes to the obesity epidemic.
- Healthy food and beverage choices need to be included as options at group events including business meetings, school and classroom events, community suppers and potluck meals.

Why this is important.

- Improving nutrition and increasing physical activity can prevent and control the epidemic of overweight and obesity, as well as decrease the risk of chronic diseases including cardiovascular disease, diabetes, cancer and osteoporosis.
- Policy and environmental changes for nutrition and physical activity make it easy for everyone to choose healthier options.
- Developing policies for healthy meetings and events makes healthy choices more widely available. Policies include written laws, regulations and rules that have the power to guide behavior.
- Environmental interventions include changes to the economic, social or physical environment. Settings where food is provided are especially suitable for environmental interventions.

For more information.

- See Section 5 for Fact Sheet, pages 33–34.
- See Section 6 for References, page 40.

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Examples *3*

Healthy Choice Food and Beverages at Madison Paper Industries: Informal Policy

What: Workplace healthy choice food and beverage policy for all meetings and training sessions where food and beverages are provided at Madison Paper Industries (MPI). Fresh fruit will be available as a choice when food is provided at company meetings and training sessions. Water and 100% fruit juice will be available as healthy choices when coffee and other beverages are provided at meetings or training sessions.

Why: Doughnuts and coffee were consistently being provided by the Guest House Caretaker for breaks to employees in attendance at meetings and training sessions. It was recognized by the Wellness Group at MPI that poor nutrition is a risk factor for preventable disease. Offering fresh fruit, water and 100% fruit juice provides support for and encourages employees to eat healthy food during the workday and increases the opportunities for employees to eat five servings of fruit per day. The healthy choice food and beverage policy is in place to demonstrate that healthy behaviors are closely linked with employee performance.

Who: Madison Paper Industries is a manufacturer of supercalendared papers employing 270 people in the town of Madison, Maine. MPI has had a somewhat active Wellness Group since mid-1999. The group was formed to address concerns specifically related to an increased incidence of cancer diagnoses among employees and their dependents and increasing healthcare costs. Group members consist of employees from all levels of the company, both salaried (exempt and nonexempt) and unionized. Twelve employees participate regularly in the group. Leadership of the group is assigned to a Safety and Health Professional. That person holds a valid Registered Nurse's license. The Director of Human Resources and the Manager of Safety and Security are both active members of the group. This group became increasingly active when awarded the CDC Cardiovascular Infrastructure Grant in November 2001. Previous to the grant, the group did not have its own working budget.

How: The initial focus of the group was to address the risk factors of preventable disease. Poor nutrition being a risk factor of preventable disease was considered. Healthy choice offerings were not initiated until after the grant work plan was developed with good nutrition being a goal of the plan. The Wellness Group Leader personally invited the Guest House Caretaker to join the Wellness Group. At a future meeting the idea of providing fresh fruit, water and 100% juice was introduced. The Guest House Caretaker agreed to entertain the idea and provide the fruit, water and juice. The offerings were inconsistent. The Caretaker attributed the inconsistencies in the offerings to lack of people making the choice to eat and drink the healthy choices. The leader of the group stressed the need to make the choices consistently available. Through several conversations and repeated requests the healthy choices are being offered consistently. There has been no formal communication that the healthy choice offerings are available.

When: Healthy choice offerings at all training sessions and meetings where food and beverages are provided were made available initially December 2001. The initial idea was presented in November 2001. The offerings have been consistent since about March 2002.

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Examples *3*

Healthy Choice Food and Beverages at Madison Paper Industries: Informal Policy (continued)

Lessons Learned: The process of offering the healthy choices was relatively easy since other foods were already being provided. Having one or two specific people providing the foods and beverages covered the administrative need. The biggest obstacle was the buy-in of the Guest House Caretaker regarding the need to make these offerings available on a consistent basis at every meeting or training session where food and beverages were provided. This policy ensures healthy choices for those who may be on restricted diets, i.e., those with diabetes, hypertension, high cholesterol, etc. It supports those who are attempting to make healthy choices and encourages healthy eating and good nutrition. Specific requests for healthy meals are honored.

Resources: MPI owns and operates a company guesthouse. One full-time employee and a contracted part-time helper operate the guesthouse. The guesthouse workers provide snacks and meals for employees during meetings and training sessions. The guesthouse also provides housing, meals and snacks for customer and owner visits.

Key Contacts: Eula DeRocle, Wellness Group Leader
Madison Paper Industries
P.O. Box 129 Madison ME 04957
207-696-1202 • Fax: 207-696-1125 • Email: eula.derocle@madpaper.com

Future Plans: Presently this is an unwritten, informal policy. It is the intention of the Wellness Group to make this a formal written policy. Our intention is to continue to provide healthy choice food and beverages at all meetings and training sessions whether this remains an informal or becomes a formal written policy.

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Action Steps *4*

Action Steps

Step 1 – Make room at the table.

- Identify potential partners and designate a leader.

Step 2 – Shop around.

- Assess and identify current policies and/or environments related to the project.

Step 3 – Serve up a plan.

- Identify clear goals and create an evaluation plan with measurable outcomes.

Step 4 – Make provisions.

- Outline key activities, locate resources ($) and create a timeline.

Step 5 – Get cooking!
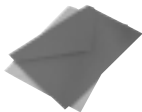
- Implement your plan.

Step 6 – R.S.V.P.

- Evaluate and monitor results.

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Action Steps *4*

Step 1 — Make room at the table.

Identify potential partners and designate a leader.

These are the questions to ask:

- Who is leading this project?
- Check for existing groups/committees with an interest in this project.
- Who are the supporters? How can they help you?
- Who is opposed to this project? How can you get them interested?
- How can you create a win/win situation for everyone in the community?
- Who are the decision-makers? How can you get them to support the change?
- Is there anyone else you should consider?

Use the sign-up sheet on the next page to develop a list of contacts for the project.

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Action Steps *4*

Identify interested partners to work on the project.

Sign-Up Sheet

_____   _____   _____
NAME   **ORGANIZATION**   **PHONE #**

_____   _____   **Interested?** ❑ Yes ❑ No
ADDRESS   **E-MAIL**

Notes: _____

_____   _____   _____
NAME   **ORGANIZATION**   **PHONE #**

_____   _____   **Interested?** ❑ Yes ❑ No
ADDRESS   **E-MAIL**

Notes: _____

_____   _____   _____
NAME   **ORGANIZATION**   **PHONE #**

_____   _____   **Interested?** ❑ Yes ❑ No
ADDRESS   **E-MAIL**

Notes: _____

_____   _____   _____
NAME   **ORGANIZATION**   **PHONE #**

_____   _____   **Interested?** ❑ Yes ❑ No
ADDRESS   **E-MAIL**

Notes: _____

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Action Steps *4*

Identify interested partners to work on the project.
Sign-Up Sheet

_____
NAME

_____
ORGANIZATION

_____
PHONE #

_____
ADDRESS

_____
E-MAIL

Interested? ❑ Yes ❑ No

Notes: _____

_____
NAME

_____
ORGANIZATION

_____
PHONE #

_____
ADDRESS

_____
E-MAIL

Interested? ❑ Yes ❑ No

Notes: _____

_____
NAME

_____
ORGANIZATION

_____
PHONE #

_____
ADDRESS

_____
E-MAIL

Interested? ❑ Yes ❑ No

Notes: _____

_____
NAME

_____
ORGANIZATION

_____
PHONE #

_____
ADDRESS

_____
E-MAIL

Interested? ❑ Yes ❑ No

Notes: _____

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Action Steps *4*

Step 2 – Shop around.

Assess and identify current policies and/or environments related to the project.

THIS IS THE MOST CRITICAL STEP. IT WILL DETERMINE THE COURSE OF ACTION FOR THE REST OF YOUR PROJECT.
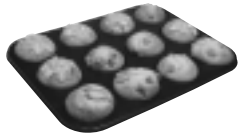
- What changes need to be made in the current environment? Are policies currently in place? Are they monitored and/or enforced? Is it clear what the areas of greatest need are or is a survey or focus group needed?

- Set an assessment timeline for completion of the following steps and assign key people to each task:

  - Seek out the top decision-makers regarding policy and/or environmental changes.

  - Meet with the decision-makers to identify current policies.

  - Scan the current environment to identify potential areas for change.

  - Conduct a focus group including people who will be affected by the changes.

Use assessment timeline form on the next page.

Assessment Timeline Form

Steps and Tasks	Who's Responsible	Deliverables	Jan 0__	Feb 0__	Mar 0__	Apr 0__	May 0__	Jun 0__	Jul 0__	Aug 0__	Sep 0__	Oct 0__	Nov 0__	Dec 0__	Jan 0__
1. Find out who the top-level decision-makers are regarding policy and/or environmental changes.																
a.																
b.																
c.																
2. Meet with the decision-makers to identify potential areas where changes could be made.																
a.																
b.																
c.																
3. Scan the current environment to identify potential areas where changes could be made.																
a.																
b.																
c.																
4. Conduct a focus group discussion including people who will be affected by the change.																
a.																
b.																
c.																

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Action Steps 4

Step 3 — Serve up a plan.

Identify clear goals and create an evaluation plan with measurable outcomes.

Once the area of need is clearly identified, the next step is to establish outcomes and a plan to evaluate them. An outcome is the desired end result, what you eventually want to accomplish with the project.

Use the following questions and the evaluation model to guide you in establishing and measuring outcomes:

- Is there an existing policy that needs modification or enforcement?
- Does a new policy need to be made?
- Is there a need for an environmental change or modification?
- How can you let everyone know why this is so important?
- Do you need to create and conduct a survey to find out who would support your desired outcome?
- How will you evaluate the final outcomes of your project?

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Action Steps *4*

Evaluation Model

Introduction

Evaluation is a process of using collected information to understand the effectiveness of an activity, project or program. Project evaluation helps answer questions about how your activities are working. It can help you make informed decisions, clarify options and provide information about projects and policies.

Evaluation findings help you to demonstrate that your efforts are making a difference in many ways. Evaluation can help projects do the following:

- Promote your project to potential participants
- Provide direction for people working on the project
- Identify partners for collaboration
- Guide budget planning
- Retain and increase funding
- Enhance your project's public image
- Recruit talented staff and coworkers
- Support long-range planning

Outcome Measurement

Outcome evaluation helps determine whether your project has met the stated goals or outcomes derived from an action plan. Outcome evaluation, or more specifically, **outcome measurement,** provides a clear method for tracking what happens in your project.

Outcomes are the benefits or changes experienced by individuals or groups during or after participating in project activities. Exhibit 1 provides examples of program outcomes and the programs from which they developed.

Measuring Program Outcomes can be viewed as a step-by-step approach whereby a system is developed for measuring outcomes and using the results. Most outcome measurement plans require that you:

- Choose the outcomes you want to measure
- Specify the indicators that fit your outcomes
- Prepare to collect data on your indicators
- Analyze and report your findings

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Evaluation Model (continued)

Choosing Outcomes to Measure

Your project may feature a succession of **initial outcomes,** then progress to a set of **intermediate outcomes,** finally arriving at the ultimate, **long-term outcome(s).**

For example, a project's desired **long-term outcome** may be the *reduction of smoking-related illness* in an elderly population. In order to reach this outcome, the population may first need to *attend a class* in smoking cessation to *build the knowledge and skills that informs them of the hazards of smoking* (**initial outcome).** Armed with new knowledge and skills, the population may actually be able to *quit smoking* (**intermediate outcome).** Finally, as a result of smoking cessation, the population may indeed *reduce the occurrence of smoking-related illnesses* (**long-term outcome).**

Specifying Indicators that Match Outcomes

An **indicator** is that observable, measurable characteristic or change that will tell you whether an outcome has been achieved. If you take a look at the indicators represented in the examples in Exhibit 2, you will notice that almost all the indicators are expressed in *number or percent* of participants achieving an outcome.

Data Collection Methods

Once an indicator, or a series of indicators, has been chosen, the next step is the design of a data collection method.

Questionnaires are widely used and may provide a good fit for your indicators. Please see **Helpful Hints for Building Good Questionnaires on page 19,** which includes tips for writing workable survey questions.

Interviews with key participants in your program provide rich sources of data. Formal interview formats, or pre-designed questions that identify the topic areas associated with your set of indicators help to guide this method.

Focus groups are pre-designed interviews conducted with small groups around a specific topic. They are relatively easy to arrange and can be an efficient way of gathering specific responses from a small, usually select, targeted, group. It can be helpful to use a professional to conduct these groups.

Archival forms of data already exist and may be useful. The Federal Bureau of Census (www.census.gov), the Behavioral Risk Factor Surveillance System (www.cdc.gov/brfss) and the Youth Risk Behavior Surveillance System (www.cdc.gov/nccdphp/dash/yrbs/index.htm) all provide a wealth of applicable data. Law enforcement, health departments, foundations, universities, media, all at state and local levels, are sources of valuable data. The University of Maine Cooperative Extension system provides both information and, in some instances, tips on the evaluation process.

When to Implement your Data Collection Method

Because outcome measurement emphasizes viewing the *results* of your project activities, it makes sense to present questionnaires or other data collection methods at the end of your program. However, if you

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Evaluation Model (continued)

are trying to gauge the success of a particular activity with a particular group or population by administering a simple test, it will be helpful to "test" participants both *before* and *after* program activities or interventions. This method is commonly referred to as the *Pre- and Post-Test* method.

Analyze and Report Your Findings

A straightforward data analysis process is presented here in a step-by-step fashion. If a more complex analysis seems appropriate, help often exists within state government or university communities.

Task 1: Enter Data and Check for Errors

Once questionnaire or other source data have been collected, the information can be transferred to a computer or handwritten spread sheet.

Task 2: Tabulate Data

Most outcome indicators are expressed as the number or percent of a given measurement. To calculate basic data:

- Count the total number of participants for whom you have data.
- Count the number achieving the chosen outcomes (e.g., number who have demonstrated knowledge presented in your program; number who have demonstrated behavioral change, etc.).
- Calculate the percentage of participants achieving each outcome status.
- Calculate other needed statistics, such as averages or medians.

Task 3: Analyze and Compare the Data by Key Characteristics

Comparing program indicator data "broken out" by gender, ethnicity, socioeconomic status or age may demonstrate that your project activities have been more successful for some types of participants than for others.

Data for participants at different program sites or locations may add perspective and meaning to your data interpretation.

Task 4: Present Data in Clear and Understandable Form

As you prepare reports for various audiences, remember that presenting data in tables and charts will make your data more understandable for many readers. Narrative discussion and description, especially the results of more open-ended interview or focus group results, can balance the presentation of numerical data, or provide more context for understanding your data's significance. It may also be informative to review the goals you set for your project in narrative form so that your findings can be compared to those original initiatives. You may choose to make recommendations for a continuing project or suggest changes in project direction based upon your outcome findings.

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Exhibit 1: Examples of Diverse Programs and Possible Outcomes

(Adapted from "Measuring Program Outcomes: A Practical Approach," United Way of America, 1996)

These are illustrative examples only. Programs should identify their own outcomes, matched to and based on their own experiences and missions and input of their staff, volunteers, participants and others.

Program	Possible Outcomes
Comprehensive child care	• Children exhibit age-appropriate physical, mental and verbal skills. • Children are school-ready for kindergarten.
Outpatient treatment for adolescent substance abusers	• Adolescents increase knowledge about the effects of substance abuse and about substance abuse addiction. • Adolescents change their attitude towards substance abuse. • Graduates remain free of substance abuse for six months after program completion.
Emergency shelter beds on winter nights	• Homeless persons agree to come off the street and use the shelter. • Those sheltered do not suffer from frostbite or die from exposure to cold.
Homework guidance by volunteer tutors to children enrolled in after-school program.	• Youths' attitudes towards schoolwork improves. • Youths complete homework assignments. • Youths perform at or above grade level.
Full-day therapeutic child care for homeless preschoolers	• Children get respite from family stress. • Children engage in age-appropriate play. • Children exhibit fewer symptoms of stress-related regression. • Parents receive respite from child care.
Overnight camping for 8–12-year-old inner-city boys	• Boys learn outdoor survival skills. • Boys develop enhanced sense of competence. • Boys develop and maintain positive peer relationships.
Congregate meals for senior citizens	• Participants have social interaction with peers. • Participants are not homebound. • Participants eat nutritious and varied diet. • Seniors experience decrease in social and health problems.

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Exhibit 2: Example Outcomes and Outcome Indicators for Various Programs

(Adapted from "Measuring Program Outcomes: A Practical Approach," United Way of America, 1996)

These are illustrative examples only. Programs should identify their own outcomes, matched to and based on their own experiences and missions and input of their staff, volunteers, participants and others.

Type of Program	Outcome	Indicator(s)
Smoking cessation class	Participants stop smoking.	• Number and percent of participants who report that they have quit smoking by the end of the course. • Number and percent of participants who have not relapsed six months after program completion.
Information and referral program	Callers access services to which they are referred or about which they are given information.	• Number and percent of community agencies that report an increase in new participants who came to their agency as a result of a call to the information and referral hotline. • Number and percent of community agencies that indicate these referrals are appropriate.
Tutorial program for 6th grade students	Students' academic performance improves.	• Number and percent of participants who earn better grades in the grading period following completion of the program than in the grading period immediately preceding enrollment in the program.
English-as-a-second-language instruction	Participants become proficient in English.	• Number and percent of participants who demonstrate increase in ability to read, write, and speak English by the end of the course.
Counseling for parents identified as at risk for child abuse or neglect	Risk factors decrease. No confirmed incidents of child abuse or neglect.	• Number and percent of participating families for whom Child Protective Service records report no confirmed child abuse or neglect during 12 months following program completion.

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Action Steps *4*

Helpful Hints for Building Good Questionnaires

(Adapted from "The Art of Asking Questions," Support Center for Nonprofit Management, 1995; and "Measuring Program Outcomes: A Practical Approach," United Way of America, 1996)

Hints on sound wording

1. Ask questions the person is qualified to answer.

    Poor: Do students at your school feel pressure to smoke?

    Better: Do you feel pressure to smoke?

2. Keep each question short. Use simple sentences.

3. Use basic vocabulary.

4. Begin the questionnaire by catching respondents' interest. For example, start with objective, interesting, easy questions. Let respondents know how the survey results will be used. Consider providing respondents with the survey results or other benefit.

5. Be concrete.

    Poor: Do you think it was a good movie?

    Better: Do you think the movie reflected good values?

6. Avoid words or phrases that may have double meanings. Watch out for this especially if the writer differs in background from the respondents.

7. Try not to ask leading questions.

    Poor: Since starting this program, have you had any dreams about cigars?

    Better: What objects have you seen in your dreams since starting this program?

8. Ask only one question at a time.

    Poor: Do you plan to get married and have children?

    Poor: Should this organization focus on teaching abstinence and providing mentors to curb teen pregnancies?

    Poor: When you discipline your child, do you state the rule clearly and explain the consequences of breaking the rule?

9. Watch out for hidden biases.

    Poor: Do you think racial conflict will continue to increase?

    Better: In your opinion, in the next two years, how do you think the relationships between races will change?

    a) for the better   c) stay about the same
    b) for the worse   d) I don't have an opinion

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Action Steps *4*

Helpful Hints for Building Good Questionnaires (continued)

10. Don't ask questions that are too complicated.

> Poor: Please rank the following 40 movies in the order you enjoyed them, with "1" being the movie you enjoyed the most and "40" being the one you enjoyed the least.

11. Be specific about time frames.

> Poor: Have you smoked a cigarette recently?

> Better: Have you smoked a cigarette in the last week?

12. Read questions aloud as a way to spot wording problems.

13. Translate the questionnaire into other languages if a significant proportion of the target audience is not likely to speak English.

14. Be aware of cultural issues that may affect how people respond (for example, reluctance to offend the interviewer, cultural focus on the collective instead of the individual, reluctance to answer more personal questions until after trust is established).

15. If the questionnaire is administered by interviewers, be sure the interviewer is appropriate for the respondents.

> Poor: Having an African-American interviewer ask white subjects about racial tension.

> Poor: Having a county social worker ask social workers about their feelings toward social workers.

16. Don't ask questions that are too personal if you can avoid it.

> Poor: What was your annual income last year?

17. Be sure there is an appropriate response option for every possible respondent.

> Poor: What is your race/ethnicity?
>
> ___White/European   ___Asian
> ___African American ___Puerto Rican

> Poor: What is the religion of the people you date?
>
> ___I only date people from my faith
> ___I date people from other faiths

18. If the response options are numeric, be sure that the ranges do not overlap.

> Poor: How old are you?
>
> ___Less than 18 years old   ___18 to 30 years old
> ___30 to 50 years old   ___Over 50 years old

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Action Steps 4

Helpful Hints for Building Good Questionnaires (continued)

19. Resist the urge to include questions just because you are curious what the answers will be. This may lengthen the survey so much that respondents will be less likely to complete it.

> Poor: Asking respondent income when you have no reason to think income affects the answers respondents will give.

20. If you use a series of rating questions, avoid "response set" (that is, the same response option consistently associated with the "right" answer).

> Poor:
>
> Case managers should assess the needs of the client.   SA   A   N   D   SD
>
> Case managers should be readily available to the client.   SA   A   N   D   SD
>
> Case managers should know about other services in the community.   SA   A   N   D   SD

Hints on format/style

1. Group related questions together, starting with least personal and most obviously relevant.

2. Be sure instructions are short and explicit.

3. Minimize skip patterns (for example, "If you answered no to this question, please go to question 17").

4. Avoid having the questionnaire copied on both sides of the paper.

5. Make the questionnaire easy to read (for example, plenty of white space, a clean typeface).

6. If the survey is on colored paper, be sure that it is a shade that copies well.

7. Leave enough space on written surveys so that the answers are clearly readable.

8. If you use scales or checklists, make them all run in the same direction.

> Poor: I like answering survey forms.   ___Yes   ___No
>
>   I like working in my garden.   ___Yes   ___No

9. Make parallel statements.

> Poor: I like answering survey forms.   ___Yes   ___No
>
>   I don't like chocolate.   ___Yes   ___No

Remember to pre-test the questionnaire!

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Action Steps 4

Step 4 — Make provisions.

Outline key activities, locate resources ($) and create a timeline.

At this point, it is essential to plan activities and assign tasks with a specific timeline for completion.

CREATING POLICY AND ENVIRONMENTAL CHANGES CAN BE A SLOW PROCESS, SO PLAN ACCORDINGLY.

Sample Activities:

- Develop an evaluation plan.
- Schedule regular meetings with partners. Document meeting activity.
- Identify and recruit various audiences for presentations.
- Schedule and give advocacy presentations.
- Identify potential resources including funding and manpower.
- Create short- and long-term timelines for the entire project.

> **Use the planning worksheet provided to document names and dates assigned to key activities.**

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Action Steps *4*

Planning Worksheet

Date:_____ Time:_____ Location:_____

Partners Present:_____

Project Name:_____ Next Meeting: _____
Use this worksheet to help you with your planning process.

Activities	Who is assigned activity?	Due Date
1) _____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
2) _____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Action Packet
Healthy Maine Partnerships
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**Maine Cardiovascular Health Program
in collaboration with the Maine Nutrition Network**

Develop Policies that Support Healthy Eating at Group Events

Action Steps *4*

Activities	Who is assigned activity?	Due Date
3) _____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
4) _____	_____	_____
_____	_____	_____
_____	_____	_____
5) _____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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Develop Policies that Support Healthy Eating at Group Events
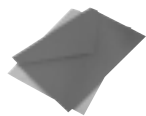
Action Steps *4*

Step 5 — Get cooking!

Implement your plan.

- Use the Planning Worksheet on the previous page to continually guide the work of the group. (Make copies as needed.)

- Make partners accountable for completing key activities and reporting progress.

- Include a progress report from each partner at all regular meetings.

- Modify your plan as needed according to how work proceeds.

- Highlight, celebrate and share successes along the way.

- Share ongoing accomplishments with decision-makers, supporters, interested partners and those affected by changes.
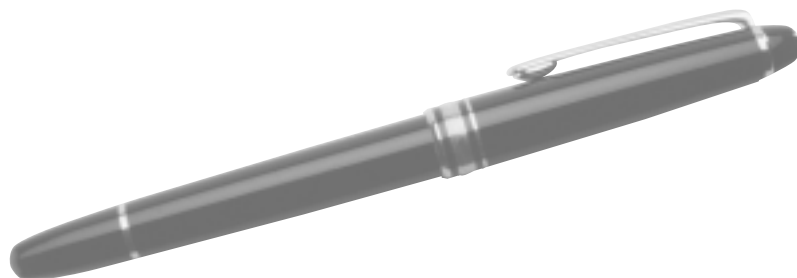
Action Packet

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Develop Policies that Support Healthy Eating at Group Events

Action Steps *4*

Step 6 – R.S.V.P.

Evaluate and monitor results.

Use the following questions to guide you in evaluating and monitoring the project:

- Has a change occurred in the social or economic environment?
- Has a change occurred in the physical environment?
- Has a policy been developed?
- Has a shift occurred in healthy behaviors because of your work?
- Are policies followed?
- What is not working? Why? Other options?
- Did you reach your outcome(s)?
- What lessons have you learned along the way?
- How have you informed key audiences of progress and changes?
- How have you promoted the project?
- How have you celebrated your success?

Check back to the evaluation plan you've created for outcome results.

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**Presentation Materials** 5

Presentation Script

Slide 1

Hello and welcome. My name is _____ and I'm from _____. Thank you all for coming to this important presentation. The title of this presentation is "Developing Policies that Support Healthy Eating at Group Events." I invite you to participate in a discussion at the end of these slides. Please add your name and contact information to the attendance sheet I'm circulating.
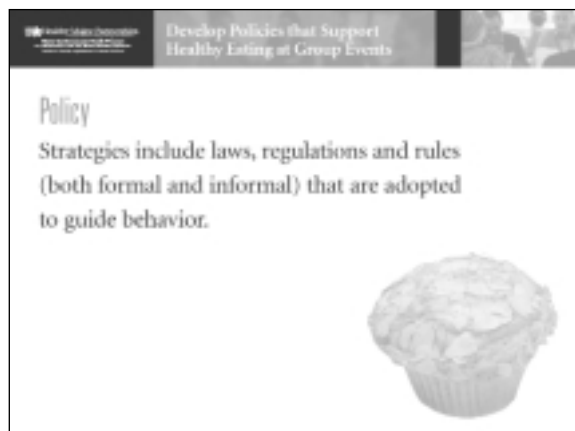
Note to presenter:
Attendance sheet is at the end of the presentation script.
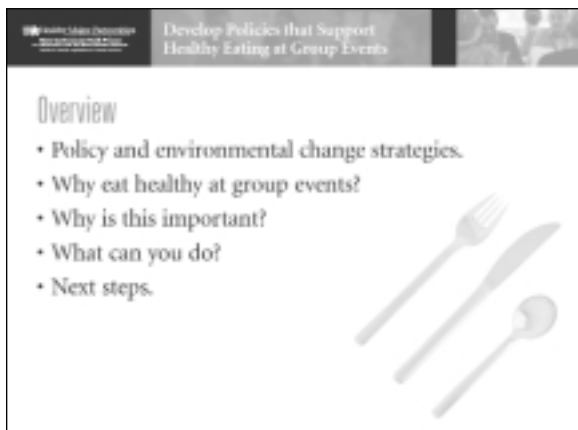
Slide 2

The presentation today will cover the following components: policy and environmental change strategies; putting health on the menu, why this is important; what you can do and next steps.

Slide 3

Public health experts recommend policy and environmental change strategies that make it easy for everyone to eat wisely. Policies include laws, regulations and rules (both formal and informal) that have the power to guide behavior. By developing policies that promote healthy food and beverage options at group events, the healthy choice can also become the easy choice.

Action Packet

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Develop Policies that Support Healthy Eating at Group Events

Presentation Materials 5

Presentation Script (continued)

Slide 4

Environmental change strategies include changes to the economic, social or physical environments. A group event where food is provided is an ideal setting for environmental changes.
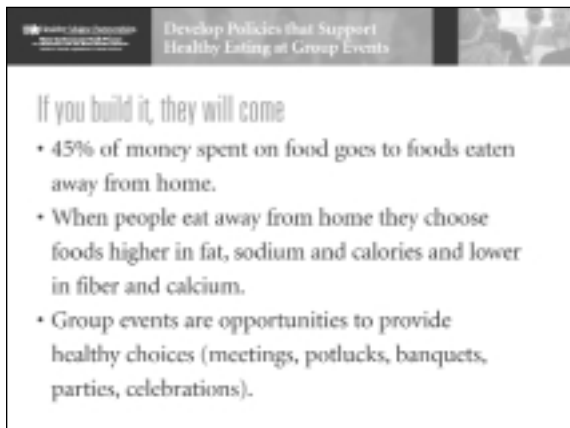
Slide 5

The Dietary Guidelines for Americans recommends eating a diet moderate in total fat, choosing foods with less salt and eating a variety of whole grain foods daily.

Currently in the U.S., over 45% of money spent on food goes to foods eaten away from the home. These foods eaten away from home are higher in fat, sodium and calories and lower in fiber and calcium.

Food and beverages served at group events can include healthy options that will improve the quality of our diets and our health.

References: U.S. Department of Agriculture and U.S. Department of Health and Human Services. Nutrition and your health: dietary guidelines for Americans. 5th Ed. Washington, DC: U.S. Department of Agriculture and U.S. Department of Health and Human Services, 2000. Clauson, A. Share of food spending for eating out reaches 47 percent. *FoodReview.* 1999; 22(3): 20-22. Guthrie, J.F.; Lin, B.H.; and Frazao, E. Role of food prepared away from home in the American diet, 1977-78 versus 1994-96: changes and consequences. *Journal of Nutrition Education and Behavior.* 2002; 34: 140-150.

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Develop Policies that Support Healthy Eating at Group Events

Presentation Materials 5

Presentation Script (continued)

Develop Policies that Support
Healthy Eating at Group Events

Why is this important?

• 56% of Maine adults are overweight or obese.
• 10% of Maine high school students are overweight and 15% are at risk for becoming overweight.
• Maine people are not eating enough vegetables and fruits.
• Group events are environments where food is often the focus.

Slide 6

There is a national obesity epidemic and more than half of Maine people are overweight or obese.

The financial burden of overweight and obesity in the U.S. in 2000 was estimated at $117 billion, nearly 10% of U.S. health care expenses.

Recent studies show that obesity is more strongly associated with chronic medical conditions and reduced health-related quality of life, than smoking, heavy drinking or poverty.

Improving nutrition by developing policies that support healthy eating at group events can prevent and control this epidemic, as well as decrease the risk of chronic diseases including cardiovascular disease, diabetes, cancer and osteoporosis.

References: Maine Behavioral Risk Factor Surveillance System, 2000. Wolf, A. What is the economic case for treating obesity? *Obesity Research* 1998; 6 (S1): 2S-7S. Sturm, R.M., Wells, K.B. Does obesity contribute as much to morbidity as poverty or smoking? *Public Health.* 2001; 115: 229-235

Develop Policies that Support
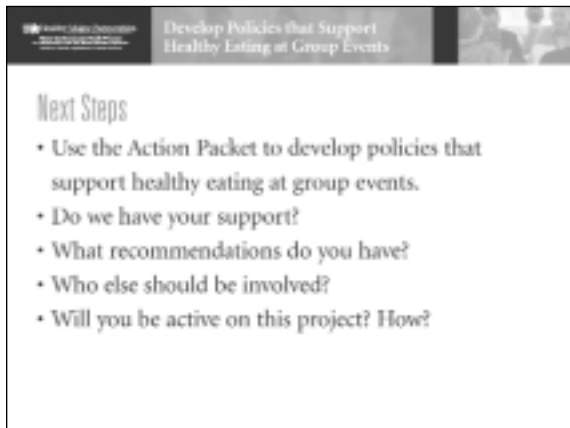Healthy Eating at Group Events

What can you do?

• Join our partnership team.
• Identify and contact key players.
• Share your ideas and resources.
• Identify group events where food is served.
• Develop policies that guarantee healthy foods are provided at group events.
• Use the Action Packet.

Slide 7

Our plan is to identify those who are interested in developing policies that support healthy eating at group events in this community. We need to assess the current environment and policies and identify a clear goal for this project. We have an Action Packet specifically designed to guide the process.
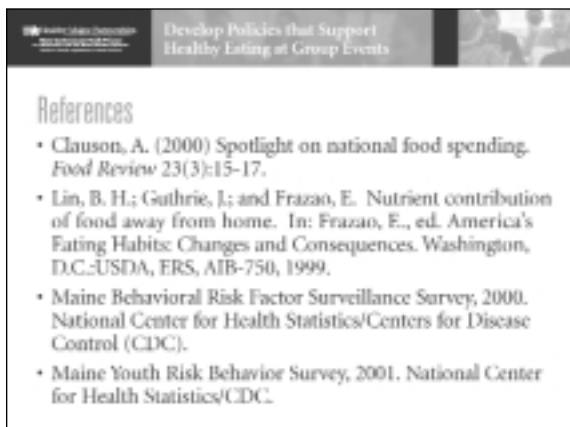
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Develop Policies that Support Healthy Eating at Group Events

Presentation Materials 5

Presentation Script (continued)

Slide 8

We plan to use this Action Packet from the very beginning to the end of this project. The first step is to gather interested parties. That's why we are here today. We would like to hear your reaction and feedback to this idea of developing policies to support healthy eating at group events. Our next step is to set up a meeting of interested partners to begin the action planning process.

Note to presenter:

At this time prompt the audience by asking, one by one, the questions on slide 8. Be patient. Allow people to be silent for a while at first, often they are still thinking. Circulate a copy of the table from Step 1 on page 8 called **Identify interested partners to work on the project.** Your goal should be to have a meeting date and time set with these newly identified partners before leaving the presentation.

Slide 9

Here are several references for the information presented here. Thank you.

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Develop Policies that Support Healthy Eating at Group Events

Presentation Materials 5

Attendance Sheet

Date of Presentation: _____ Location: _____ Time: _____

Number of Attendees: _____ Presenter's Name: _____

Attendees:

Name	**Phone**	**Address**
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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Develop Policies that Support Healthy Eating at Group Events

Presentation Materials *5*

Attendance Sheet

Attendees:

Name	Phone	Address
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Action Packet

Develop Policies that Support Healthy Eating at Group Events

Healthy Maine Partnerships
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5

Fact Sheet

Foods eaten away from home:

- More than 45% of money spent on food goes to foods eaten away from the home (Clauson, A. Share of food spending for eating out reaches 47 percent. *FoodReview.* 1999; 22(3): 20-22).

- Foods eaten away from home are higher in fat, sodium and calories and are lower in fiber and calcium. This has a major impact on the quality of foods Americans are eating and contributes to the obesity epidemic (Guthrie, J.F.; Lin, B.H.; and Frazao, E. Role of food prepared away from home in the American diet, 1977-78 versus 1994-96: changes and consequences. *Journal of Nutrition Education and Behavior.* 2002; 34: 140-150).

- Group events include business meetings, staff meetings, school-wide events and celebrations, classroom parties, community suppers, potluck meals and any group event where food and/or beverages are included.

- Foods eaten away from home, including at group events, have become a much larger part of Americans' lives (Lin, B.H.; Guthrie, J.; and Frazao, E. American children's diets not making the grade. *FoodReview.* 2001; 24(2): 8-17).

Obesity epidemic:

- 56% of Maine adults are overweight or obese (Maine Behavioral Risk Factor Surveillance System, 2000).

- 10% of Maine high school students are overweight and 15% are at risk for becoming overweight (Maine Youth Risk Behavior Survey, 2001).

- During the past two decades the percentage of children who are overweight has nearly doubled and the percentage of adolescents who are overweight has almost tripled in the U.S. (National Center for Health Statistics, Centers for Disease Control and Prevention. Prevalence of overweight among children and adolescents: United States, 1999 [Internet]. [Hyattsville (MD)]: NCHS [cited 2001 Oct 31]. Available from: www.cdc.gov/nchs/products/pubs/pubd/hestats/over99fig1.htm).

- Overweight children have an increased risk of high blood pressure, high cholesterol levels, Type 2 diabetes, early heart disease and becoming obese adults (Dietz, W.H. Health consequences of obesity in youth: Childhood predictors of adult disease. *Pediatrics.* 1998 Mar; 101(3) Suppl: 518-525).

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Fact Sheet (continued)

Eating habits:

- 75% of Maine adults and 75% of Maine high school students do not eat the recommended five servings of fruit and vegetables each day (Maine Behavioral Risk Factor Surveillance System, 2000; Maine Youth Risk Behavior Survey, 2001).

- Fruit, vegetables, and whole grain foods are excellent sources of fiber with little or no fat or sodium and are healthy options to be included at group events (U.S. Department of Agriculture and U.S. Department of Health and Human Services. Nutrition and your health: dietary guidelines for Americans. 5th ed. Washington, DC: U.S. Department of Agriculture and U.S. Department of Health and Human Services, 2000).

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Presentation Materials 5

Press Release Tips

Below are some commonsense tips for using a press release:

- Know who your audience is, why you are writing the release and what you want them to learn by the time they have finished reading.

- Know which media your audience reads, keep accurate lists.

- Know each media's deadlines and follow them.

- When possible, include a black and white photo with your release (for print media). Including a photo often improves the likelihood that your release will be used.

- Sunday afternoon or evening is a great time to get your story to either a wire service or newspaper.

> **Use the Sample Press Release on the next page to announce your community's effort for healthy eating.**

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Presentation Materials 5

Sample Press Release

FOR IMMEDIATE RELEASE
CONTACT (name, phone number):

(Community) puts health on the menu at group events.

(City, Maine, date) – (community) is taking measures to improve nutrition and promote better health. (community leader) has announced a community-wide effort to develop policies that support healthy eating at group events. This is seen as an important step in addressing today's obesity epidemic and reducing the incidence of heart disease, stroke, diabetes and other related diseases.

"Foods eaten away from home, including at group events, have become a much larger part of Americans' lives," says (source). Because these foods tend to be higher in fat, sodium and calories and lower in fiber and calcium, they are taking a toll on our health. It's important to make healthy food options more widely available. Business meetings, school and classroom events, community suppers and social events are ideal venues for change."

This project brought many concerned citizens and community leaders to the table. Together, they organized community presentations and met with local decision-makers to identify current policies and see how changes could be made. As a result of this effort, several groups have agreed to add healthy food choices to their upcoming gatherings. These groups include: (list).

"In time, fresh fruits and vegetables will take the place of chips and dip," says (source). Our goal is to make it easy for everyone to choose healthier options."

This is a project of (local project). To receive more information or to get involved in the project, call (local project phone #).

- END-

Action Packet

Healthy Maine Partnerships
Maine Cardiovascular Health Program
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Develop Policies that Support Healthy Eating at Group Events

Support Materials 6

Key Contact List

Joan M. Atkinson, MS, RD, Maine State 5-A-Day Coordinator
Maine Nutrition Network
295 Water Street, Augusta, Maine 04330
207-626-5033 • Fax: 207-626-5210 • E-mail: joan.atkinson@Maine.gov

- Provides technical assistance regarding assessment, planning, development, implementation and evaluation of 5-A-Day for Better Health-sponsored nutrition programs.

- Directs fruit and vegetable advocates to supportive resources at the local, state and national levels.

- Provides state and local fruit and vegetable advocates with updates and news regarding 5-A-Day for Better Health initiatives via Maine Nutrition Network Web site and electronic mail.

Judy Gatchell, MS, RD, LD, Coordinator, Child Nutrition Projects
Maine Nutrition Network
295 Water Street, Augusta, Maine 04330
207-626-5273 • Fax: 207-626-5210 • E-mail: judy.gatchell@Maine.gov

- Provides resources for healthy quantity recipes.

- Provides tips for working with restaurants and other food establishments to provide healthy food choices at group events.

- Shares policies and guidance to assure the availability of healthy food choices at group events.

Andy Spaulding, Worksite Health Coordinator
Maine Cardiovascular Health Program
Medical Care Development
Parkwood Drive, Augusta, Maine 04330
207-622-7566, x262 • E-mail: aspaulding@mcd.org

- Provides examples of how Maine employers have created/modified their work environments to support health improvement regarding physical activity, nutrition and tobacco.

Action Packet

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Support Materials 6

Web Resources

Expert Advice

Centers for Disease Control and Prevention, Division of Nutrition and Physical Activity
www.cdc.gov/nccdphp/dnpa
Provides science-based resources for children and adults that address the role of nutrition and physical activity in health promotion and the prevention and control of chronic diseases.

The Center for Nutrition Policy and Promotion
http://www.usda.gov/cnpp
Created in the U.S. Department of Agriculture on December 1, 1994, the Center is the focal point within USDA where scientific research is linked with the nutritional needs of the American public.

Five-A-Day for Better Health Program from National Cancer Institute
www.5aday.gov
Promotes five fruits and vegetable servings every day with resources, recipes and promotional materials.

Center for Science in the Public Interest
www.cspinet.org
An education and advocacy organization that focuses on improving the safety and nutritional quality of our food supply; represents citizens' interests before legislative, regulatory and judicial bodies and works to ensure advances in science are used for the public good.

Community

Community Toolbox
http://ctb.lsi.ukans.edu/tools/tools.htm
An essential resource created as an online community health/development-organizing manual. Includes topics related to community capacity building and resource development.

Eat Smart, Move More…North Carolina
http://www.eatsmartmovemorenc.com
North Carolina statewide initiative that promotes increased opportunities for physical activity and healthy eating through policy and environmental change.

Maine State Resource

Maine Department of Agriculture, Food and Rural Resources
http://www.getrealmaine.com
The Maine Department of Agriculture, Food and Rural Resources Web site provides information, contacts and resources on where to find Maine producers of farm-fresh locally grown, raised or harvested food, plants and other farm products.

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Support Materials 6

Web Resources (continued)

Schools

USDA Team Nutrition
http://www.fns.usda.gov/tn/Default.htm
Team Nutrition is a part of the National School Lunch Program and is designed to promote implementation of healthy eating policies and environments in schools.

National Association of State Boards of Education
http://www.nasbe.org/healthyschools/index.mgi
National Association of State Boards of Education aims to help policymakers and practitioners create safe, healthy and nurturing school environments for children and youth. *Fit, Healthy and Ready to Learn: A School Health Policy Guide* is a resource for schools to address nutrition policies.

National School Board Association
http://www.nsba.org/schoolhealth/101packets.htm
National School Board Association has information regarding Coordinated School Health. The *Healthy Eating 101* packet focuses on adopting coordinated school nutrition policies and programs that promote healthy eating through classroom lessons and a supportive school environment.

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Support Materials 6

References

Clauson, A. Share of food spending for eating out reaches 47 percent. *FoodReview.* 1999; 22(3): 20-22.

Clauson, A. Spotlight on national food spending. *FoodReview.* 2000; 23(3): 15-17.

Guthrie, J.F.; Lin, B.H.; and Frazao, E. Role of food prepared away from home in the American diet, 1977-78 versus 1994-96: changes and consequences. *Journal of Nutrition Education and Behavior.* 2002; 34: 140-150.

Lin, B.H.; Guthrie, J.; and Frazao, E. American children's diets not making the grade. *FoodReview.* 2001; 24(2): 8-17.

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Develop Policies that Support Healthy Eating at Group Events

Resources *7*

Sample Policy

Purpose of the Policy

To improve the health of (students/staff/employees/members/citizens) by providing healthy food and beverage choices wherever and whenever food and/or beverages are offered, served or sold at group events.

Rationale

Improving nutrition can prevent and control the epidemic of overweight and obesity, as well as decrease the risk of chronic diseases including cardiovascular disease, diabetes, cancer and osteoporosis. Policies that support healthy food and beverage choices at group events make it easy for everyone to choose those options.

Nutritious Food and Beverage Choices

Nutritious and appealing foods, such as fruits, vegetables, whole grain and low fat grain products, low fat dairy foods, lean meats, fish and poultry will be available wherever and whenever food is offered, served or sold at group events. Nutritious and appealing beverages, such as water, 100% fruit juices and low fat or fat-free milks will be available wherever and whenever beverages are offered, served or sold at group events. Efforts will be made to encourage and promote choosing nutritious foods and beverages at these events.

Food and beverages offered, served or sold at group events shall meet nutritional standards set by the (government/state organization/school health council/wellness team/nutrition committee). This includes food and beverages offered, served or sold at:

- Meetings
- Celebrations
- Parties
- Fund-raising events
- Potluck meals
- Sports events
- Fairs
- Community meals
- Other group events

Action Packet

Develop Policies that Support Healthy Eating at Group Events

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Resources *7*

Defining Healthy Food

U.S. Food and Drug Administration (FDA)
Nutrition Labeling and Education Act of 1990 (NLEA)
http://vm.cfsan.fda.gov

- Healthy food is defined as follows:
  - Must be low in fat (3 grams or less per serving) and low in saturated fat (1 gram or less per serving) and contain limited amounts of cholesterol (60 mg or less per serving for a single-item food) and sodium (cannot exceed 360 mg per serving for a single-item food and 480 mg per serving for meal-type products).
  - Single-item foods that are not raw fruits or vegetables must provide at least 10% of the daily value of one or more of the following nutrients: vitamin A, vitamin C, iron, calcium, protein and fiber. Exempt from this "10%" rule (and considered healthy) are certain raw, canned and frozen fruits and vegetables and certain cereal-grain products.

American Heart Association
Food Certification Program
http://www.aha.org

- Based on the standard serving sizes established by the U.S. government, a product may:
  - Include up to 3 grams total fat, up to 1 gram saturated fat and up to 20 mg cholesterol.
  - Must not exceed a sodium disqualifying level of 480 mg.
  - Must include at least 10% of the Daily Value for at least one of six nutrients: protein, dietary fiber, vitamin A, vitamin C, calcium or iron.
  - Seafood, game meats and meat and poultry products must contain less than 5 grams total fat, less than 2 grams saturated fat and less than 95 mg cholesterol per standard serving and per 100 grams.

U.S. Department of Agriculture Food and Nutrition Services
http://www.fns.usda.gov

- National School Lunch and Breakfast Programs
  - Nutrition standards for these school meal programs have been established for calories, total fat, saturated fat, protein, calcium, Vitamins A and C and iron.
  - Foods of Minimal Nutritional Value.
  - Regulations that identify food and beverages that may not be sold in competition with breakfast and school lunch periods in food service areas.

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Resources 7

Catering Guidelines
Institute for Public Sector Innovation (IPSI)

The purpose of these catering guidelines is to assure the availability of healthful food choices at IPSI-sponsored events. The following guidelines should be shared with all caterers providing services to IPSI.

For additional information, please call 207-626-5200 and ask for Chris Sady or Judy Gatchell.

For catered meals and snacks

- Fresh fruit and vegetable choices are offered.
- When soda is offered, juice is also available.
- When juices are served, 100% fruit juice choices are offered.
- Water is always available as a beverage choice.
- 1% fat or skim milk is offered as a beverage.
- When spreads are offered, soft margarine and reduced-fat and/or nonfat cream cheese are available.
- When chips are offered, baked varieties and/or pretzels are available.
- When serving coffee and tea, reduced-fat milk will be a choice along with half-and-half or creamer.

For catered meals

- When more than one entrée is offered, one will be vegetarian.
- When a variety of breads are offered, at least one choice will be whole grain.
- Reduced fat or fat-free cheeses (i.e., hard cheeses, such as cheddar and mozzarella, and soft cheese, such as ricotta and cottage cheese) will be used in the preparation of entrees and sauces.
- Low fat or fat-free salad dressing and mayonnaise will be offered as an option.
- Mayonnaise-based salads will be prepared with reduced-fat mayonnaise or other low fat ingredients, i.e., yogurt.
- If meat is offered as an entrée on deli platters or in sandwich fillings, lean meats will be used.
- Skin will be removed from poultry.
- Cooked foods will be baked, broiled, steamed or poached and not fried.
- When prepared foods are served, low-salt versions will be used when available.