

# Iowa Nutrition Network, Iowa Department of Public Health Program Evaluation

## Evaluation

### Process

Every nutrition educator in the 3rd grade random sample will complete the monthly online nutrition educator survey. This collects data on lesson frequency, content, duration, etc.

### Sampling

The sampling design is based on the 2010 project census approved by USDA. The sampling unit is the classroom. Classrooms are randomly selected using a table of random numbers and a random starting point. All surveys are matched pre to post and parents' surveys are matched to their individual child. This allows us to analyze the dynamics between parent and child changes in the mediating variables we study.

### Impact Evaluation

Theoretical constructs that form the underpinning for the Network's youth/parent nutrition education also guide the evaluation plan. Pre- and post-surveys are the core evaluation tool for youth and parents. A post-retrospective survey is used with older adults and young moms in the Stork's Nest program.

### Qualitative Evaluation

High quality, effective social marketing hinges on an accurate understanding of the target audience. Each year the Iowa Nutrition Network conducts some type of qualitative evaluation.

### Findings

1. The current data show that using the child as a channel to reach the parent is effective. Analysis shows that the children have significant influence on their parents after participating in our program.
2. Children who participated in the education program demonstrated significant improvements pre to post in four theoretical constructs: awareness, knowledge, preference, and self-efficacy.
3. As in previous years, children who reported more positive preferences towards a variety of fruits and vegetables also reported significantly more frequent consumption of fruits and vegetables.
4. Self-efficacy measures improved for all grades. Self-efficacy items measured specific skills that have been shown to positively influence consumption such as asking their parents to purchase fruits and veggies.
5. Students in third grade reported increased confidence that they could eat fruits and vegetables as snacks at home. Students in fifth grade reported increased confidence that they could prepare their favorite fruit or vegetable at home.
6. As in previous years, children who reported greater self-efficacy toward preparing fruit and vegetable snacks also reported significantly more frequent consumption of fruits and vegetables.

