

Healthy Eating is in Store for You™ (HESY)

Extension 2004 -2005



Healthy Eating is in Store for You™
Faites provision de saine alimentation^{MC}



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Evaluation Report

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Executive Summary

The extension of Healthy Eating is in Store for You™ (HESY) project allowed for the development and delivery of workshops for health intermediaries, grocery retailers and consumers. From April 2004 to March 2005 eight workshops were held for health intermediaries (7 teleconferenced; 1 in-person), for grocery retailers (2) and for consumers (18). These workshops extended the direct reach of HESY resources across the country to 179 health intermediaries, 43 representatives from grocery retail chains and 345 consumers.

The evaluation results show that the workshops for health intermediaries enhanced knowledge and skills needed to educate others about nutrition labelling. This group felt empowered to use HESY resources in a professional capacity and identified that they would extend the reach of HESY resources to the target groups defined for this project. The results from impact evaluations show that health intermediaries utilized HESY resources when teaching consumers about nutrition labelling.

Some health intermediaries said that the consumer workshop was too long for one session and that the resources were loaded with information. Accessibility to the resources was a challenge for remote users as they reported limited access to the internet and having less capacity to make numerous or coloured photocopies.

The evaluation results show that representatives from 2 grocery retail chains had enhanced knowledge and skills needed to educate others about nutrition labelling. The results from impact evaluations show that participants in these workshops applied the nutrition labelling knowledge to assist consumers select healthier food choices.

Both grocery chains saw the fit with this project as being with head office and marketing personnel or with pharmacists. The comments from all participants indicate a sustained belief that point of purchase nutrition information is a not only valid but a marketing advantage.

The evaluation results from the workshops for consumers show that the reach of HESY resources was extended to consumers in rural and remote locations across Canada with an increase in the number of persons with modest income and literacy levels. This group noted better knowledge and skills around nutrition labelling and stated a high likelihood of using this capacity at point of purchase. Results from impact evaluations show that those consumers who agreed to be contacted had applied their nutrition labelling knowledge and skills when making food purchases. It was noted that there was an increase in percentage of respondents who:

- state that it is very or extremely important to review nutrition information before purchase
- often or always use nutrition information to help make decisions
- are comfortable comparing 2 products based on nutrition information

Overall, the extension of Healthy Eating is in Store for You™ resulted in a greater dissemination of resources to health intermediaries, grocery retailers and consumers. The efforts made to extend this reach specifically to consumers with modest income and low literacy were successful.

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- Short-term impact Evaluation – Health Intermediaries*
- Workshop Evaluation – Pre-Session Questionnaire*
- Workshop Evaluation –Consumers*
- Short-term impact Evaluation – Consumers*
- Workshop Evaluation – Retailers*
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Introduction

Extension of funding for Healthy Eating is in Store for You™ (HESY) allowed for the development and delivery of workshops for health intermediaries, grocery retailers and consumers. Delivery of these workshops extended the reach of HESY resources to target groups defined in the original project, HESY 2001-2004. A complete copy of the 2001-04 evaluation report is available at www.healthyeatingisinstore.ca. The final evaluation of HESY extension reviews the evaluation results from these workshops and from short-term impact evaluations. This information was gathered and analysed from September 2004 to March 2005.

The evaluation framework for the HESY extension was finalized in August 2004. The goal of this evaluation was to determine whether HESY resources were further disseminated to the predefined target groups and to see if this intervention had any impact in the short-term. The reach to consumers with low literacy and those with modest income was of specific importance as this group was less accessed by the work of HESY 2001-2004.

The evaluation has a descriptive/non-experimental design with convenience sampling. Methods chosen were based on effectively collecting information from the population of interest with the resources available. Convenience sampling will ensure that members of target groups are included in the surveyed sample. As this is not random sampling, the degree of confidence that the results obtained are representative of all Canadians is limited. As with the previous evaluation the focus will be on 'contribution' (how HESY contributed to the effect) versus 'attribution' (HESY caused the effect).

A short-term impact evaluation was completed with the majority of participants who agreed to be contacted. This evaluation addressed whether HESY resources were used and what impact they had when used.

Please see Table 1 – Description of Workshops and Evaluation Methods below for more detail on the target audiences, dates and evaluation methods.

Table 1 – Description of Workshops and Evaluation Methods

Target Audience	Workshop	Dates	Evaluation Methods
Community Health Educators (CHEs)	Teleconference workshops	September/October 2004 (4 English – 1 French)	<ul style="list-style-type: none"> ▪ Workshop evaluation questionnaire
	In-person workshop	January 2005 December 2004	<ul style="list-style-type: none"> ▪ Impact evaluation ~ 2 months post- workshop
Retailers	In-person workshop	November/December 2004	<ul style="list-style-type: none"> ▪ Workshop evaluation questionnaire ▪ Impact evaluation ~ 2 months post- workshop
Consumers	Workshops run by HESY trained facilitators	November/December 2004	<ul style="list-style-type: none"> ▪ Pre-workshop target group identification questionnaire ▪ Workshop evaluation questionnaire ▪ Impact evaluation ~ 2 months post- workshop

The evaluation results are presented in 3 separate reports as follows:

1. Evaluation of Teleconferenced Workshops for Health Intermediaries
2. Evaluation of Workshops for Retailers
3. Evaluation of Consumer Workshops

Evaluation of Workshops for Health Intermediaries

Evaluation of Teleconferenced Workshops for Health Intermediaries

Background

The goal of the HESY teleconferenced workshops was to provide Community Health Educators (CHEs) with the information, resources and application guidance to work effectively with consumers.

The HESY teleconferenced workshop outcome objectives were:

1. Community Health Educators (CHEs) will be able to develop and/or enhance their knowledge and skills needed to interpret the information and educate others about nutrition labelling.
2. CHEs will apply their nutrition labelling knowledge and utilize the HESY resources and tools to teach the HESY target audiences to select healthy food choices.
3. The CHEs will remind consumers that the sponsors of the HESY initiative (CDA and DC) are trusted sources of nutrition labelling information

Teleconferenced workshops were planned for Fall 2004. Due to popular demand a second series of workshops for CHEs was planned for January 2005.

Participants were sent a binder of resources prior to the workshop. They then attended the workshop by teleconference and were emailed an evaluation form the day following the workshop.

Methods

This evaluation had 2 elements. First, each health intermediary was asked to complete a questionnaire following the workshop. This questionnaire was emailed to all participants following the workshop and a reminder was sent approximately 1 week after the original email.

The second element of this evaluation was to document changes in attitudes and application at about 2 months post-workshop. Impact evaluations were emailed to CHEs who agreed to be contacted approximately 2 months post-workshop. Those CHEs who conducted HESY sponsored consumer workshops were emailed this questionnaire immediately following notification that their consumer workshop had been held. The participants from the January teleconferenced workshops received their impact evaluations only 5-6 weeks after their workshop. They had been previously made aware of this short turn around time and appreciated that it was due to deadlines for this project.

Due to the lower than anticipated response rate from the first series of workshops the Steering Committee decided that participants of the January 2005 teleconferenced workshop be offered a small incentive. The incentive offered was that each participant who submitted a workshop evaluation would receive a record of their attendance.

Please see below for a sample:

Thank you for your evaluation feedback. We are please you were able to take part in this three-hour professional development workshop provided through the Healthy Eating is in Store for You (TM) program.

The Healthy Eating is in Store for You (TM) program is a partnership of the Canadian Diabetes Association and the Dietitians of Canada that is made possible by a financial contribution from the Health Canada National Diabetes Strategy, Prevention and Promotion Contribution Program.

To see an example of the evaluation tool please refer to the appendix.

Results

Workshop Evaluation

Seven teleconferenced workshops were held for health intermediaries during September and October, 2004 and January 2005. Based on the language preference of registrants 6 workshops were conducted in English and 1 in French. One workshop was facilitated in-person giving a total of 8 workshops.

For evaluation purposes this in-person workshop will be treated the same as the teleconferenced workshops as the material covered and the facilitator were the same.

Response Rate

A total of 187 health intermediaries registered for the 8 workshops and 179 participants were able to attend. A total of 130 evaluations were returned resulting in a 73% response rate. The majority of evaluations were received shortly after the workshop attended, with a few coming in after a reminder was emailed.

For more detail on the response rate for evaluation please see Table 2 – Workshop Participation and Evaluation.

Table 2 - Workshop Participation and Evaluation

	<i>Attended</i>	<i>Evaluations Received</i>	<i>% Response</i>
Sep-22	24	15	63%
Oct-05	13	9	69%
Oct-06	20	16	80%
Oct-12	23	16	70%
Oct-13	27	15	56%
In-person	23	22	96% ¹
Jan-12	28	20	71%
Jan-18	21	17	81%
TOTAL	179	130	73%

Attitudes and Applicability

There was an overwhelming positive response from participants. Comments received showed that these health intermediaries have clients who are members of HESY target groups.

For detailed results on each evaluation question please see results below in tables 3, 4 and 5.

¹% response rate high because evaluation forms collected by facilitator at end of workshop. Removal of this value results in a response rate of 69%.

Table 3 - Usefulness of Package Received Prior to Workshop

Please rate the Healthy Eating is in Store for You™ (HESY) package you received prior to the training session.

	Power Point	HESY Binder	Facilitator's Resources
Sep-22	4.2	4.7	4.7
Oct-05	4.0	4.4	4.6
Oct-06	4.4	4.8	4.8
Oct-12	4.3	4.9	4.8
Oct-13	4.5	4.9	4.9
In-person	3.4	4.3	4.3
Jan-12	4.2	4.6	4.4
Jan-18	4.3	4.9	4.6
Overall Average	4.2	4.7	4.6

The first question participants were asked concerned the materials received prior to the workshop. All components rated high with scores of 4.2, 4.7 and 4.6 out of 5 (range 2-5²). The vast majority of comments received reiterated these high marks with statements like 'very complete'; 'turn-key presentation' 'thorough'.

²a rating of 2 or less was given by 3% of respondents (4/130)

Some ideas for resources to include were (frequency in parentheses, multiple answers are possible):

- Nutrition Facts to Help You Make Informed Food Choices [Health Canada] [1/130]
- Summary sheet on Questions and Answers for Educators [2/130]
- Section on what worked and what didn't from those who already did the workshops
- The Added Value for Retailers document [3/130]
- Short version of labelling regulations [1/130]
- More information on reaching the target groups – perhaps some information on shopping on a budget [1/130]
- Labelling of coloured tab dividers on the tabs themselves [2/130]
- Power Point slides with notes; access on website or on disk/DVD for facilitator presentation along with overheads [6/130]
 - Need for CD of VGS and electronic version of slides because of cost to reproduce overheads and accessibility to internet in remote sites
- Letter to send out to target agencies (i.e. Food banks, prenatal programs etc) explaining HESY and offering a workshop [1/130]
- A list by province of other participants on line [1/130]
- Provide participants with an information sheet orientating them to the use of the web [2/130]
- Option of a shorter workshop [2/130]
- 1 colour copy of resources [1/130]
- Copies of labels with new information [1/130]
- Child focused activities/fact sheets [2/130]
- More concrete examples for determining healthy choices [1/130]
- Modifications for low-income mothers and diabetics [1/130]
- Make package more environmentally-friendly (e.g. Over-heads, laminated worksheets that can be reused) [1/130]
- Less activity worksheets and more tactile interactive activities [1/130]
- Results of focus testing [1/130]
- List of names and locations of workshop facilitators (i.e. For networking) [1/130]
- Appendix and table of contents for binder [1/130]
- Large poster, advertising HESY event [1/130]
- Grocery store tour guide [1/130]

The majority of participants were quite pleased with the presentation and organization of the resources:

'I was impressed with the layout of the manual. It is evident that a lot of thought, creativity and experience went into the design'

'I found the teleconference was very well organised and easy to follow. All of the supporting documents such as the Power Point Presentation and the HESY Binder were in a logical order and well matched with the presentation.'

However some individuals found the binder poorly organized:

'It would have been a little more user-friendly for facilitators if the information could be found in one place, instead of spread out. For example, have all the consumer resources in one section, the facilitator resources in another, etc...'

'The HESY binder is not laid out well. Too many colour coded sections which aren't labelled. Too much flipping back & forth. All of the components needed for each module should be in the same section i.e. Learning outcomes, fact sheets, activity sheets & FAQs.'

The second question dealt with how useful the participants found the information presented. Table 4 – Usefulness of Information Presented shows that the workshop met the interests and needs of the participants with scores of 4.1, 4.4, 4.6 and 4.6 out of 5 (range 2-5³).

³ a rating of 2 was given by less than 2% (2/130) of respondents

Table 4 - Usefulness of Information Presented

Thinking of the different sections of the workshop, please rate the usefulness of the information. [1=least useful; 5=most useful]

	Add Value Through in-Store Nutrition Education	Virtual Grocery Store	HESY Website	Tool Kit (modules 1 and 2; diabetes section)
Sep-22	3.9	4.4	4.6	4.5
Oct-05	4.1	4.4	4.6	4.7
Oct-06	4.0	4.7	4.6	4.8
Oct-12	4.4	4.6	4.9	4.8
Oct-13	4.3	4.7	4.7	4.8
In-person	3.6	4.0	4.4	4.4
Jan-12	3.9	3.9	4.3	4.3
Jan-18	4.4	4.5	4.7	4.7
Overall Average	4.1	4.4	4.6	4.6

Participants were next asked whether they would be likely to use the knowledge and skills gathered at this workshop for their own professional purposes. Table 5 – Use of Knowledge and Skills shows that virtually all participants will be using the HESY resources in a professional capacity.

Table 5 – Use of Knowledge and Skills

Do you think you will be able to use any of the knowledge or skills gained from the workshop?

YES	127
NO	3 [2 participants indicated that they did not work with clients; 1 participant felt they did not learn new material]
If “yes”, how do you anticipate using the knowledge or skills? (frequency in parentheses, multiple answers are possible)	<ul style="list-style-type: none"> • Group sessions /workshop/ classes [37/127] • Clients/ individual counseling (diabetes, cholesterol, students) [32/127] • Supermarket tours [15/127] • Professions with whom i work [8/127] • Shop smart tours [5/127] • Clients in first nations communities [5/127] • CPNP [4/127] • Give out hand outs/mail-outs [3/127] • Clients in rural communities [3/127] • Schools- children [3/127] • Within community kitchens [2/127] • Public awareness campaign/kiosk [2/127] • Nutrition month [1/127] • Facilitate a series on label reading [1/127] • Newsletter [1/127] • Community college [1/127] • Telehealth presentation [1/127]

The response to how participants anticipated they would use HESY resources shows that they would be extending the reach to target groups such as persons with or at risk for type 2 diabetes; persons with literacy and income challenges. As well, the use of HESY resources will extend to point of purchase learning opportunities.

Finally, participants were asked how the workshop impacted on their knowledge, skill and likelihood of using HESY resources. Table 6 – Impact of Workshop shows that participants were empowered by the topics discussed and the materials received with average ratings of 4.4, 4.3 and 4.5 out of 5 (range 1-5⁴).

Table 6 - Impact of Workshop

Please rate the impact of the workshop on the following:

	Knowledge of HESY resources	Skill of using HESY resources	Likelihood of using HESY resources
Sep-22	4.3	4.3	4.3
Oct-05	4.6	4.4	4.4
Oct-06	4.6	4.2	4.7
Oct-12	4.4	4.3	4.5
Oct-13	4.6	4.6	4.7
In-person	4.0	4.0	4.4
Jan-12	4.5	4.3	4.3
Jan-18	4.3	4.2	4.6
Overall Average	4.4	4.3	4.5

⁴ a rating of 2 or less was made by 5% (7/130) of respondents

Finally participants were asked to share any general comments or suggestions they had. The following comments were received (frequency in parentheses, multiple answers are possible):

- Too long for my clientele [31/130]
- Excellent, helpful workshop , thank you [17/130]
- Good format [11/130]
- Increased motivation to use HESY materials [6/130]
- Had been using HESY materials prior to workshop [5/130]
- Great to increase awareness across the country [5/130]
- Appreciated focus of low literacy [2/130]
- Able to incorporate bits and pieces into existing programming [1/130]
- Better able to see difference between targets of HESY materials versus Health Canada's [1/130]

A couple of comments on the website were also included. These comments are listed below with frequency in parentheses, multiple answers are possible:

- Love the searchable resource section [2/130]
- Have page for downloading resources translated [1/130]
- Add Value Through in-store Nutrition Education is hard to find [1/130]
- Remove suggestion to contact the Canadian Home Economics Association [1/130]

Impact Evaluation

Results

For evaluation purposes all responders were treated the same as they were all engaging in this evaluation as individual health professionals in the context of their work and no longer within the context of their workshop group (i.e. no longer a potential 'workshop effect').

Response Rate

A total of 83 impact evaluations were returned resulting in a 56% response rate. The total number of impact evaluations emailed (148) is smaller than the total number of CHE participants because not all participants consented to be contacted in the future and not all email addresses were still valid. Again the majority of evaluations were received shortly after the first email was sent. One reminder was sent, about a week after the original email.

Attitudes and Applicability

Of the 83 CHEs who responded to the impact evaluation, 56 (67%) had used HESY materials and 27 (33%) had not. The reason given for not using HESY resources was simply one of time constraints. Interestingly, there was no difference between whether materials had been used or not between workshop participants in fall 2004 versus winter 2005. It seemed to be a result of how long in advance programming is planned.

Again there was an overwhelming positive response from participants. When asked how useful the HESY resources were when used with clients the average rating was 4.4 out of 5 (range 3-5).

CHEs were asked to identify the target groups represented within their outreach work with HESY resources. There is an almost equal distribution of use of HESY resources amongst target groups. HESY resources were used most frequently with *individuals with type 2 diabetes or who are at risk* (72%; 38/56) while *individuals with literacy challenges* were cited as the least (40%; 21/53).

Please see Table 7 - Cited Use of HESY Resources with Target Groups below for more detail on the reported use of HESY resources with target groups.

Table 7 – Cited Use of HESY Resources with Target Groups		
	# of Times Sited (multiple responses possible)	Percent of All Impact Evaluations (n=56)
Individuals with type 2 diabetes or who are at risk	38	72%
Adult women with families	36	68%
Individuals with low income (including seniors on a fixed income)	30	57%
Individuals with literacy challenges	21	40%
Other	22	42%

When respondents indicated *other* as the group with whom HESY resources were used they specified the following groups (frequency in parentheses, multiple answers are possible):

- School presentations / youth (3/53)
- Prenatal groups / teenaged moms (3/53)
- Parent groups (3/53)
- First Nations (3/53)
- Teachers / school nutrition programming coordinators (3/53)
- Healthy heart groups (2/53)
- Grocery retailers and pharmacists (2/53)
- Community wellness coordinators (2/53)
- Weight loss group (1/53)
- Shop Smart tours (1/53)
- Public Health Nurses (1/53)

CHEs were asked to rate the impact HESY resources had on clients' knowledge, skill and likelihood to use knowledge and skill at point of purchase. These results are presented below in Table 8 - Impact of HESY Resources. All scores are based on a scale of 1 to 5 with 1 being poor and 5 being excellent. Range of rating is presented beside the average score.

Table 8 - Impact of HESY Resources

Please rate the impact of the workshop on the following:

Client's knowledge of HESY resources	4.0 (1-5⁵)
Client's skill at using HESY resources	3.9 (2-5⁶)
Likelihood of client using HESY resources at point of purchase	4.0 (3-5)

⁵ a rating of 2 or less was given by 4% (2/56) of respondents

⁶ a rating of 2 was given by 7% (4/56) of respondents

Finally, CHEs were asked to share any comments or suggestions they may have on how HESY resources can help them better in their professional practice. All respondents had an opportunity to comment; whether they had used the resources or not.

The comments are listed below with frequency in parentheses, multiple answers are possible:

- Resources are well done / user friendly [22/79]
- A lot of material to cover in one workshop [6/79]
- Need VGS on CD [4/79]
- Question reading level /could be better geared to low literacy [4/79]
- Too much information on handouts [3/79]
- Need more concrete examples in binder [3/79]
- Power point format needed [3/79]
- Make colour handouts available as tear sheets /colour overheads [2/79]
- Focus more on label reading versus other health messages [1/79]
- Returning clients make errors; could be due to limited time available for teaching [1/79]
- Ease of use of handouts and website makes it easy coach clients [1/79]
- Need more interactive activities [1/79]
- More information on nutrient content and health claims [1/79]

Discussion

The evaluation results show that the workshops for health intermediaries were successful. The results show that CHEs report enhanced knowledge and skills needed to educate others about nutrition labelling. Their responses on the workshop evaluation forms document a high level of satisfaction with the information and resources received. This group felt empowered to use HESY resources in a professional capacity and they identified that they would extend the reach of HESY resources to the target groups defined for this project.

The results from impact evaluations show that CHEs applied their nutrition labelling knowledge and utilized the HESY resources when teaching consumers about nutrition labelling. Furthermore, the results show that CHEs used the knowledge and skills from the HESY workshops to teach consumers who fit into the predefined target groups.

Some weaknesses have been identified namely that the suggested workshop is too long for one session and that the resources are loaded with information. These comments were more common amongst CHEs who work closely with lower literacy groups. Also accessibility to the resources is challenging for remote users as they have limited access to the internet and aren't as well equipped to make numerous or coloured photocopies. These comments were reported by CHEs who work with low literacy groups and in remote communities.

Some of the suggestions documented are beyond the scope of this project as they seem to originate when HESY resources were used with groups for which they were not necessarily intended (e.g. youth; prenatal classes for teenaged Moms) or outside of the web-based context. Replacing worksheets with interactive activities is a great suggestion but this would prove challenging to enact as the HESY resources were planned from the onset to be downloadable from the web-site. However, putting the VGS on a CD could create an interactive activity that would easily allow CHEs to evaluate the impact of their intervention.

The funding extension of Healthy Eating is in Store for You™ resulted in a greater dissemination of resources to health intermediaries by the delivery of 8 workshops to 179 CHEs. A strong positive impression of HESY resources has been sustained from the training workshop to use in professional practice.

Evaluation of Workshops for Grocery Retailers

Evaluation of Workshops for Retailers

Background

Grocery retailers are in-direct target group for this project. Shoppers at their stores are potentially members of the consumer target groups this project intended to reach.

Two workshops were planned for grocery retailers, one in Alberta and one in New Brunswick. These workshops were facilitated by CHEs who had participated in one of the teleconferenced 'train the trainers' HESY workshops.

Methods

This evaluation had 2 elements. First, each retailer was asked to complete a questionnaire immediately following the workshop. This questionnaire provided feedback as to the effectiveness of workshop for retailers.

Secondly, at approximately 2 months post-workshop each retailer was contacted by email and asked to complete an impact evaluation. This short-term impact survey documented how retailers have used the information learned at the workshop in their work place. To encourage high response rates, participants were offered a CD of updated HESY resources as an incentive to submit their impact evaluations. The 2 facilitators were also asked to assist in strategies to garner engagement in the impact evaluation.

To see an example of the evaluation tool please refer to the appendix.

Results

Workshop Evaluation

Response Rate

The workshop held in New Brunswick had 13 participants while there were 30 participants at the Alberta workshop. In both cases the recruitment was initiated with the head office of a grocery retail chain. The response rate to both workshops' evaluation is ~100% as the forms were filled out and completed within the in-person workshop.

While it was explained to the head office recruitment coordinator that the workshops were intended for grocery store managers both chains sent some head office executives, marketing personnel and pharmacists. In the case of the workshop held in New Brunswick almost all of the participants were head office personnel.

Attitudes and Applicability

Despite the fact that the workshops and evaluations were not oriented specifically to the majority of participants the results are quite positive. First, both groups rated the workshop material on average as 4.2 out of 5 (range 3-5). Subsequently, the overall workshop, the Add Value Through in-Store Nutrition Education piece and the handouts were rated above average for both groups. Based on the evaluations received it appears the Alberta group did not access the website during their workshop.

Please see Table 9- Usefulness of Information Presented (Retailers) for more detail on the elements of the workshop.

Table 9 - Usefulness of Information Presented (Retailers)

Thinking of the different sections of the workshop, please rate the usefulness of the information.

	Workshop Overall	Add Value Through in-Store Nutrition Education	Handouts	Website
New Brunswick	4.1 (2-5 ⁷)	4.2 (3-5)	4.2 (3-5)	4.6 (4-5)
Alberta	4.1 (3-5)	4.1 (3-5)	4.5 (2-5 ⁸)	n/a
Overall Average	4.1	4.2	4.4	4.6

All 40 participants indicated that they would be able to use the knowledge or skills gained from the workshop. When asked how participants anticipated using the knowledge or skills the following comments were received:

- Personally [14/40]
- Answering customers questions [14/40]
- Teaching customers how to read nutritional information [5/40]
- Identifying tsp of sugar vs grams [1/40]
- For diabetic and heart/stroke patients/ aid in counselling individuals needs [2/40]
- Explain %'s are for comparison only [1/40]
- Sharing information with retailers who will pass on to consumer [1/40]
- Providing literature/handouts at retail stores [1/40]
- Developing owner/member education programs [1/40]
- In e-flyers [1/40]
- Contact suppliers re: advertising [1/40]

⁷ a rating of 2 was given by 1/13 respondents

⁸ a rating of 2 was given by 1/30 respondents

Participants were asked how the workshop specifically impacted on their knowledge, skill and likelihood of using HESY resources. The results show that participants felt positively about the topics discussed and the materials received. Average ratings for knowledge, skill and likelihood of use were 4.0, 3.9 and 4.1 out of 5.

Please see Table 10 – Impact of Workshop (Retailers) below for more detail on these results

Table 10 - Impact of Workshop (Retailers)

Please rate the impact of the workshop on the following:

	Knowledge of HESY resources	Skill of using HESY resources	Likelihood of using HESY resources
New Brunswick	4.2 (3-5)	4.2 (3-5)	4.4 (4-5)
Alberta	3.7 (2-5 ⁹)	3.6 (2-5 ¹⁰)	3.8 (2-5 ¹¹)
Overall Average	4.0	3.9	4.1

Finally, participants were asked to share any comments or suggestions they may have on how HESY resources can better help them in the grocery retail setting. The following comments were received:

- Prepare handouts for consumers [3/40]
- Providing clinics /workshops at store [2/40]
- Inform people about website [2/40]
- Follow-up workshops [1/40]
- Better use in ad development [1/40]
- Create teaching displays [1/40]
- Shelf-talkers [1/40]

⁹ a rating of 2 was given by 1/30 respondents

¹⁰ a rating of 2 was given by 2/30 respondents

¹¹ a rating of 2 was given by 1/30 respondents

Impact Evaluation

In this case the 2 groups will be treated separately for evaluation purposes. This is because of the significant difference in response rates between the 2 groups. This difference appears to be attributable to the fact that the New Brunswick group did not have any of the intended target group in attendance.

Response Rate

A total of 12 impact evaluations were returned from the Alberta group resulting in a 46% (12/26) response rate. The total number of impact evaluations successfully emailed (26) is smaller than the total number of participants because not all email addresses were still valid. Some evaluations were received shortly after the first email was sent, while the majority were submitted after a reminder was sent which detailed the incentive. Assistance of the facilitator resulted in the reception of 1 more impact evaluation.

A total of 3 impact evaluations were returned from the New Brunswick group resulting in a 25% (3/12) response rate. The total number of impact evaluations successfully emailed (12) is smaller than the total number of participants because 1 email address was no longer valid. One evaluation was received shortly after the first email was sent, while the other 2 were submitted after the reminder was sent which detailed the incentive. When this facilitator was asked to help increase participation for this evaluation she explained that her group would be unlikely to respond to the impact evaluation as they were marketing and head office personnel who would not be able to directly use HESY resources with consumers. Based on this information no further action was taken.

Attitudes and Applicability

The points raised in response rate for the New Brunswick group are further validated by the fact that all 3 respondents stated that they had not used HESY resources. Two respondents gave the reason of not working in a store and 1 said she was having a meeting soon to work out a plan of use.

Of the 12 participants from the Alberta group who responded to the impact evaluation, 8 had used HESY resources and 4 had not. Of the 8 that had used HESY resources, 6 were pharmacists, 1 was from the head office and 1 a grocery store manager. The results that follow all originate from the Alberta group.

There was a positive response from participants. When asked how useful the HESY resources were when used with clients the average rating was 3.9 out of 5 (range of 3-5). The examples given of how the HESY resources were used included:

- Able to share info with groups not able to attend
- Downloaded consumer info from website for distribution and handouts
- Talking to diabetics and people with heart conditions; showing them what to watch for on labels
- Help customers understand the new labels
- As patient information handouts
- Patient counseling

The facilitated workshops enhanced the knowledge and skill of some grocery retail personnel. They subsequently shared this information on nutrition labelling to representatives of all HESY target groups.

Please see Table 11- Cited Use of HESY Resources with Target Groups (Retailers) below for more detail on the reported use of HESY resources with target groups.

Table 11 – Cited Use of HESY Resources with Target Groups (Retailers)	
	# of Times Sited (multiple responses possible)
Individuals with type 2 diabetes or who are at risk	3
Adult women with families	2
Individuals with literacy challenges	2
Individuals with low income (including seniors on a fixed income)	2
Other	3

When respondents indicated *other* as the group with whom HESY resources were used they specified the following groups:

- Anyone who asked or that we thought would benefit
- Any customer questioning on diet

Participants were asked to rate the impact of HESY resource had on shoppers' knowledge and skill for nutrition labelling. These results are presented below in Table 12 - Impact of HESY Resources (Retailers).

Table 12 - Impact of HESY Resources (Retailers)

Please rate the impact HESY resources had on the following:

Client's knowledge of nutrition labelling	3.0 (2-4¹²)
Client's skill at using nutrition labelling	2.9 (1-4¹³)

Finally, participants were asked to share any comments or suggestions they may have on how HESY resources can help them better in the grocery retail setting. All respondents had an opportunity to comment; whether they had used the resources or not.

The comments are listed below:

- A CD with all the resources would be nice
- Further updates would be appreciated
- Signage in the aisles; pamphlets in the racks
- Tear off sheets for customers comparing old vs. new
- Shelf labels with website address /tear sheets
- Quick reference sheet
- Pamphlets placed in grocery aisles would be good
- Prepared handouts or brochures and summaries would be helpful for customers
- Kiosk in store

¹² a rating of 2 was given by 1/7 respondents

¹³ a rating of 2 or less was given by 2/7 respondents

Discussion

The evaluation results show that the objectives for the in-person workshops for retailers were met. Two workshops were held and as a result the reach of HESY resources was further extended to point of purchase.

The limited number of responses seems to show the engagement of grocery retailers remains a challenge. The results show that those who took part in the in-person workshops deemed them successful. Representatives from 2 grocery retail chains indicated that they had enhanced their knowledge and skills needed to educate others about nutrition labelling. Their responses on the workshop evaluation forms document a high level of satisfaction with the information and resources received. While the majority of this group was not the intended target audience the ratings show that they left the workshop feeling confident to use HESY resources at point of purchase. Furthermore their comments identified a potential extension of the reach of HESY resources in the manner intended.

The results from impact evaluations show that participants of these workshops applied the nutrition labelling knowledge learned with consumers in helping them to select healthy food choices. The sample size was small but HESY resources did reach the predefined target groups via the grocery retail environment. The impact on consumers' knowledge and skill were rated lower than with any other results (rating of 'average'). This could indicate that more training needs to be done directly at point of purchase.

Two interesting angles can perhaps be drawn from the job profile of the people who did attend the grocery retailers' workshop.

First, both grocery chains saw the fit with this project as being with head office and marketing personnel. This was the link presented in the first version of HESY. So once again the results are showing that if the grocery retail environment is to adopt more point of purchase nutrition education then the first and second steps are to be taken with head office. The message seems to be that with a pro-nutrition corporate philosophy, head office and marketing personnel are the ones who should be trained and they will bring it to point of purchase.

Second, a new 'trainer' group emerged – the pharmacist. As grocery stores continue to expand and include pharmacies as part of food shopping, training on nutrition labelling for pharmacists becomes an obvious choice. These are trusted healthcare professionals to whom consumers go for many health related questions. The new nutrition label perhaps is seen by grocery retail personnel as an identifier of a 'health value' to foods thus narrowing the gap between food and medicine. With this thinking the pharmacist becomes the obvious in-store resource person for nutrition labelling.

The comments from all participants indicate a sustained belief that point of purchase nutrition information is a not only valid but a marketing advantage.

Evaluation of Consumer Workshops

Evaluation of Consumer Workshops

Background

The goal of the consumers' workshops was to help consumers use the HESY information in understanding the nutrition information on the packaged food label in order to make food choices that promote healthy weights and overall health, and to reduce the risk of developing chronic illness, including type 2 diabetes.

Distinct consumer target groups were identified for the HESY project and certain target groups were found to be less accessed by HESY in 2002/2003. These groups were persons with modest income and persons with literacy challenges. This extension had as an objective to extend the reach of HESY materials to these groups. This evaluation then attempts to document whether HESY resources further reached these target groups and whether their interests and needs were met.

It was decided that the consumers who participated in the focus groups of 2002 and 2003 not be re-evaluated. This decision was based on the following criteria:

- mandate of the focus groups, to test the developing resources, differs from the mandate of the current consumer workshops
- participants at the focus groups received no take home materials that would remind them of HESY or give direction to the website
- given that no HESY resources were made available to focus group participants it would be difficult to pull out any effect of HESY on current label reading and nutrition habits

When appropriate, results from this evaluation were compared with those of HESY 2001-2004.

Methods

This evaluation had 3 elements. First, a questionnaire was completed at the beginning of the workshop (pre-questionnaire) to identify which target groups were represented. The questionnaire used in the original project was applicable as it proved to be a successful tool for this purpose.

Second, all participants were asked to complete a questionnaire at the end of the workshop. This questionnaire provided feedback on the effectiveness of the workshop for consumers.

Finally, at approximately 2 months post-workshop a 10% convenience sample of consumers were contacted by email and/or telephone. This short-term impact survey attempted to document how consumers have used the information learned at the workshop in their day to day lives. Each consumer who submitted an impact evaluation had a chance to win 1 of 5 DC or CDA cookbooks.

To see an example of the evaluation tools please refer to the appendix.

Results

Pre-Questionnaire

Response Rate

Consumer workshops were facilitated by CHEs who had been trained in the teleconference workshops of Fall 2004. A total of 18 workshops with 345 participants were held across the country. From these workshops 310 pre-questionnaires were collected resulting in a 90 % (310/345) response rate. These consumer workshops were held primarily in rural and remote locations.

Demographics

The objective of the pre-questionnaire is to help identify target groups. Overall the numbers show that the reach of HESY resources was extended to all target groups with almost 5 times the number of consumer participants than with HESY 2001-2004 (310 vs. 69). When compared to the results of HESY 2001-2004 we can see that there has been an increase in the percent of participants who could be identified as low (31% vs. 20%) and modest income (27.4% vs. 19.5%). There was a slight increase in the percent of participants who had completed some or all of high school (47.1% vs. 45%) which is this evaluation's only indicator of literacy level.

Please see Table 13 - Demographic Data for Consumers below for more detail on the consumer participants of this year's workshops.

Table -13 - Demographic Data for Consumers

Demographic	Number	Percent of total
Gender		
Man	63	20.3%
Woman	243	78.4%
Age		
Less than 18	22	3.5%
18-34	154	30.3%
35-54	153	31.6%
55-64	95	19.0%
>65	391	15.2%
Children		
Yes	132	42.6%
No	178	57.4%
Education		
some high school	61	19.7%
high school	85	27.4%
some college or university	60	19.4%
college or university	93	30.0%
Income		
\$25 000 or less	96	31.0%
\$25 000 to \$45 000	85	27.4%
more than \$45 000	90	29.0%
Self-reported Health Concerns		
YES	188	60.6%
Diabetes	112	36.1% ¹⁴
Heart Disease	69	22.3%
Obesity	66	21.3%
Cancer	7	2.3%
Osteoporosis	28	9.0%
Other	112	8.7%

¹⁴ Percentage of those who indicated 'yes'

Attitudes and Applicability

This year's participants were perhaps more in need of nutrition labelling education as more consumers reported less capacity for label reading when compared to consumers in HESY 2001-2004. Consumers surveyed this year prior to their workshop were found to:

- place less importance on reviewing nutrition information before purchase
- find nutrition information less informative
- be less comfortable comparing 2 products based on nutrition information

Please see Table 14 – Comparison of Label Reading Attitudes and Behaviours below for more detail.

Table 14- Comparison of Label Reading Attitudes and Behaviours

	HESY Extension	HESY 2001-2004
<i>Is it important to you to review the nutrition information on a packaged food label before buying that food?</i>		
Not important	6.1%	0.0%
Somewhat important	20.3%	4.0%
Important	27.4%	36.0%
Very important	22.9%	28.0%
Extremely important	19.4%	32.0%
<i>Does the nutrition information on packaged food labels help you make decisions about what packaged foods to buy?</i>		
Never	7.7%	0.0%
Seldom	8.1%	4.0%
Sometimes	37.4%	36.0%
Often	31.3%	44.0%
Always	13.2%	16.0%
<i>I can use the nutrition information on a food label to compare 2 products</i>		
Uncomfortable	7.4%	4.0%
Slightly comfortable	21.6%	20.0%
Comfortable	30.3%	52.0%
Very comfortable	24.8%	16.0%
Extremely comfortable	10.3%	4.0%

Finally, consumers were asked to indicate their 3 top choices for who they would turn to for trusted information on nutrition labelling. The recognition of nutritionist/dietitians as trusted sources is highest with 79% (245/310). Health associations like Dietitians of Canada and the Canadian Diabetes Association was the next highest choice with 55.2% (171/310), followed by family physician at 38.7% (120/130) and nurses at 31.6% (98/310).

Workshop Evaluation

Response Rate

Immediately following the consumer workshop participants were asked to complete a questionnaire on its effectiveness. A total of 304 workshop evaluations were submitted with an 88% (304/345) response rate. All data from the workshops will be evaluated together as the responses are very similar and to treat all facilitators equally.

Attitudes and Applicability

Consumers rated the materials received at the workshop positively with an average score of 4.5 out of 5 (range 2-5¹⁵). The following comments were received concerning the inclusion of other material that would have been helpful:

- Height / weight/age and need for calories, fat etc
- Good / bad parts of label
- More information on fats (types, good/bad, %)
- Foods with potassium
- How to get food companies to reduce the amount of sugar, fat and salt in store bought foods
- Explain what words in brackets mean
- Relationship between carbohydrates and fibre
- Information on additives
- Names of healthy food books
- Websites

¹⁵ a rating of 2 or less was given by less than 2% of responders (<4/304).

Overall consumers seemed to be quite satisfied with the workshop, rating the overall workshop, the handouts and the activities above average. Based on the evaluations received it appears that none of the consumer workshop groups were able to access the website during their workshop. Please see Table 15 – Impact of Workshop (Consumers) below for more detail.

Table 15 - Impact of Workshop (Consumers)

Thinking of the different sections of the workshop, please rate the usefulness of the information

	Average Score	Range ¹⁶
Overall workshop	4.4	2-5
Handouts	4.5	2-5
Activities	4.2	1-5

Further highlighting the positive impressions was that 96% of consumers who attended these workshops said they would use the knowledge and skills. Comments that support this response were:

- Use when shopping for myself/family
- To monitor good/bad foods
- To maintain healthy body weight /weight control
- To eat right /portion control
- For meal planning
- To tell others
- Increased confidence to make informed choices
- For diabetes prevention
- Makes more sense now
- Understand % daily value

¹⁶ a rating of 2 or less was given by less than 2% of responders (<4/304).

Consumers were also asked to specifically rate the impact of the workshop on their knowledge and skills of nutrition label reading and the likelihood of using this knowledge and skill set at the grocery store. Again there was an overwhelmingly positive response with average scores of 'good' or better. For more detail please see Table 16 – Impact of HESY Resources (Consumers).

Table 16 - Impact of HESY Resources (Consumers)

Please rate the impact of the workshop on the following:

	Average	Range¹⁷
Knowledge of HESY resources	4.4	1-5
Skill at using HESY resources	4.3	1-5
Likelihood of using HESY resources the grocery store	4.3	1-5

Finally, all participants were asked to share general comments. A few examples of comments are listed below:

- Liked being able to ask many questions
- Hands on, group activities and discussion helpful
- Facilitator had good knowledge base
- Need to start with basic nutrition
- Workshop should be longer
- Wish there were more workshops
- Learned a lot more than expected / better than expected
- Dragged a bit / needed activities
- Limited time to read labels
- Little long / information overload

¹⁷ a rating of 2 or less was given by less than 2% of responders (<4/304).

Impact Evaluation

Response Rate

A response rate cannot be calculated for this impact evaluation as a sample size was of 10% (35 evaluations) was established at the onset of the project. Consumer participants were given the option to leave contact information on the workshop evaluation form and 135 participants (44.4%) did. A 10% convenience sample was drawn from this pool as follows:

- impact evaluations sent to all who left an email address (37)
- randomly select 1-2 consumer participants/workshop and contact them by phone.

As a result 35 impact evaluations were completed. This represents a 10% convenience sample of the original total number (345) of consumers registered for the nutrition labelling workshops.

Demographics

Of the 35 consumers who responded to the impact evaluation the majority were women (89%) between 35 and 54 (43%), with no children in the home (66%), who completed high school education (51%), earned a good income (37%) and had health concerns (60%).

Please see Table 17 – Demographics for Consumers (Impact Evaluation) below for more detail.

Table 17 - Demographic Data for Consumers (Impact)

Demographic	Number	Percent of total
Gender		
Man	4	11.4%
Women	31	88.6%
Age		
	35	
less than 18	0	0.0%
18-34	5	14.3%
35-54	15	42.9%
55-64	7	20.0%
>65	8	22.9%
Children		
Yes	12	34.3%
No	23	65.7%
Education		
some high school	5	14.3%
high school	18	51.4%
some college or university	6	17.1%
college or university	6	17.1%
Income		
\$25 000 or less	9	25.7%
\$25 000 to \$45 000	11	31.4%
more than \$45 000	13	37.1%
no answer	2	5.7%
Self-reported health concerns		
No	14	40.0%
Yes: Please specify	21	60.0%
Diabetes	11	52.4%
Heart Disease	7	33.3%
Obesity	9	42.9%
Cancer	1	4.8%
Osteoporosis	0	0.0%
Other	2	9.5%

Attitudes and Applicability

Consumer participants rated the impact of the workshop on their knowledge, skill and use of this knowledge and skill at the grocery store on average as 'good'. Please see Table 18 – Impact of HESY Workshop on Knowledge, Skill and Use at the Grocery Store below for more detail.

Table 18 - Knowledge, Skill and Use at the Grocery Store

Please rate the impact of the workshop on the following:	Average	Range
Knowledge Of Nutrition Labelling	4.0	2-5
Skill At Using Nutrition Information On Labels	3.8	2-5
Use Of Knowledge And Skills At The Grocery Store	4.0	2-5

Consumers were once again asked about their attitudes and behaviours around reading nutrition information on the package label. A comparison with responses from the pre-questionnaire help to gauge whether there has been any shift in attitudes and behaviour since the workshop. Based on the results from the convenience sample there has been a positive shift in attitudes and behaviours concerning nutrition information on labels 3 months after the workshop. The majority of responses are now in the 'positive' end of the scale with:

- 66% of respondents now state that it is very or extremely important to review nutrition information before purchase (vs. 42%)
- 83% now state that they often or always use nutrition information to help make decisions (vs.45%)
- 63% are now comfortable comparing 2 products based on nutrition information (vs. 35%)

Please see Table 19 - Comparison of Label Reading Attitudes and Behaviour below for more detail.

Table 19- Comparison of Label Reading Attitudes and Behaviour		
	Pre-questionnaire	Impact Evaluation
<i>Is it important to you to review the nutrition information on a packaged food label before buying that food?</i>		
Not important	6.1%	0.0%
Somewhat important	20.3%	8.6%
Important	27.4%	25.7%
Very important	22.9%	40.0%
Extremely important	19.4%	25.7%
<i>Does the nutrition information on packaged food labels help you make decisions about what packaged foods to buy?</i>		
Never	7.7%	0.0%
Seldom	8.1%	2.9%
Sometimes	37.4%	14.3%
Often	31.3%	51.4%
Always	13.2%	31.4%
<i>I can use the nutrition information on a food label to compare 2 products</i>		
Uncomfortable	7.4%	0.0%
Slightly comfortable	21.6%	0.0%
Comfortable	30.3%	37.1%
Very comfortable	24.8%	40.0%
Extremely comfortable	10.3%	22.9%

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Finally, consumers were asked to share any comments or suggestions they had on nutrition labelling education. Some examples of comments are listed below:

- Wish you could hold more events such as this last workshop
- Would attend another workshop
- It was great
- How to determine serving size and compare that to nutritional information
- We have more than 20 people living with diabetes and we should have more of these workshops
- Very useful and interesting
- It was well worth the time
- Great information
- Visual presentation works well for lots of people
- No new information (already in nutrition field)
- New label much clearer than the old one / prefer new label

Discussion

The evaluation results show that the workshops for consumers were successful. Results from the pre-questionnaires show that the reach of HESY resources was extended to consumers in rural and remote locations across Canada. The target groups that were of significance were also reached with an increase in percent of the sample being persons with modest income and lower literacy levels.

The workshops enhanced the knowledge and skills of the consumers surveyed. Their responses on the workshop evaluation forms document a high level of satisfaction with the information and resources received. This group noted better knowledge and skills around nutrition labelling and stated a high likelihood of using this capacity at point of purchase after the workshop.

The results from impact evaluations show that those consumers who agreed to be contacted had applied their nutrition labelling knowledge and skills to when making food purchases. This sample includes a sub-set of consumers who have literacy and income challenges.

The results seem to indicate that the workshop empowered consumers to use the nutrition information on the label to their benefit. It was noted that there was an increase in percentage of respondents who:

- state that it is very or extremely important to review nutrition information before purchase
- often or always use nutrition information to help make decisions
- are comfortable comparing 2 products based on nutrition information

The funding extension of Healthy Eating is in Store for You™ resulted in a greater dissemination of resources to consumers with the delivery of 18 workshops attended by 345 consumers. A strong positive impression of HESY resources has been sustained from the consumer workshop to the grocery store.

Appendix – Evaluation Tools

Workshop Evaluation – Health Intermediaries

Healthy Eating is in Store for You™
Community Health Educator - Teleconference Workshop
Evaluation Form

1. a) **Please rate the Healthy Eating is in Store for You™ (HESY) package you received prior to the training session.**

	Not useful				Very useful
Power Point	1	2	3	4	5
HESY Binder	1	2	3	4	5
Facilitator Resources	1	2	3	4	5

b) Please identify any other information that you would have found helpful to have been included in the participant package?

2. **Thinking of the different sections of the workshop, please rate the usefulness of the information using the legend below:**

1=poor	2=fair	3=average	4=good	5=excellent
--------	--------	-----------	--------	-------------

Add Value Through in-Store Nutrition Education	1	2	3	4	5
Virtual Grocery Store	1	2	3	4	5
HESY Website	1	2	3	4	5
Tool Kit (modules 1 and 2; diabetes section)	1	2	3	4	5

3. Do you think you will be able to use any of the knowledge or skills gained from the workshop?

YES

NO

If "yes", how do you anticipate using the knowledge or skills?

If "no", why not?

4. Please rate the impact of the workshop on the following, using the legend below:

1=poor	2=fair	3=average	4=good	5=excellent
--------	--------	-----------	--------	-------------

Knowledge of HESY resources	1	2	3	4	5
Skill of using HESY resources	1	2	3	4	5
Likelihood of using HESY resources	1	2	3	4	5

Comments:

We would like to contact you again to see if this workshop has been useful. Please leave your name and contact information if you are agreeable to this:

NAME:

EMAIL:

TELEPHONE:

THANK YOU!

Short-term impact Evaluation – Health Intermediaries

1. Did you use resources from Healthy Eating is in Store for You™ (HESY) when teaching your clients about nutrition labelling?

NO

YES

If 'no' why not?

Please go to question #4 if you answered "no" to this question

If 'YES' please rate the usefulness of the resources:

Not useful

Very useful

1

2

3

4

5

Please share with us how you used these resources:

2. Please tell us with what groups you used HESY resources for teaching about nutrition labelling? (choose all that apply)

- 1 adult women with families
- 2 individuals with low income (including seniors on fixed income)
- 3 individuals with literacy challenges
- 4 individuals with type 2 diabetes or who are at risk
- 5 other:
- 6 none of the above

3. Please rate the impact HESY resources had on the following, using the legend below:

1=poor	2=fair	3=average	4=good	5=excellent
--------	--------	-----------	--------	-------------

Client's knowledge of nutrition labelling	1	2	3	4	5
Client's skill at using nutrition information on labels	1	2	3	4	5
Likelihood of client using knowledge and skills at point of purchase	1	2	3	4	5

4. Please share with us any comments or suggestions on how HESY resources can better help you in your professional practice:

THANK YOU

Workshop Evaluation – Pre-Session Questionnaire

1. **How many people, including yourself, live in your home:**

1 2 3 4 5 or more

2. **How many children live in your home:**

0 1 2 3 4 or more

4. **How old are you?**

Less than 18 18-34 35-54 55-64
65 or older

5. **Are you a:**

Woman Man

6. **Please tell us your highest level of school?**

Some high school
High school
Some college/university
College or university

7. **What is your family's yearly income?**

\$25,000 or less \$25,000 to 45,000 more than \$45,000

8. **Are there health problems you must take into consideration before you buy food?**

No Yes (please specify below)

_____ Diabetes
_____ Heart Disease
_____ Obesity
_____ Cancer
_____ Osteoporosis
_____ Other: (specify)

9. **Does the nutrition information on packaged food labels help you make decisions about what packaged foods to buy?**

Always Often Sometimes Seldom Never

10. **How do you feel about this statement?
“I can use the nutrition information on packaged food labels to compare foods before I choose one to purchase”.**

Extremely comfortable
Very Comfortable
Comfortable
Somewhat Comfortable
Not comfortable

11. **How important is it to you to review the nutrition information on a packaged food label before buying that food?**

Extremely Important
Very Important
Important
Somewhat Important
Not at all Important

3. Do you think you will be able to use any of the knowledge or skills gained from the workshop?

YES

NO

If "yes", how do you anticipate using the knowledge or skills?

If "no", why not?

4. Please rate the impact of the workshop on the following, using the legend below:

1=poor	2=fair	3=average	4=good	5=excellent
--------	--------	-----------	--------	-------------

Knowledge of nutrition labelling	1	2	3	4	5
Skill at using nutrition information on labels	1	2	3	4	5
Likelihood of using knowledge and skills at the grocery store	1	2	3	4	5

Comments:

We would like to contact you again to see if this workshop has helped. Please leave your name and contact information if you are agreeable to this:

NAME:

EMAIL:

TELEPHONE:

THANK YOU!

Short-term impact Evaluation - Consumers

1. Please tell us a little bit about yourself:

Are you are a:

Man

Woman

How old are you:

18

19-34

35-54

55-64

>65

Are there children living in the home with you:

Yes

No

What is your highest level of schooling:

some high school

high school

some college or university

college or university

What is your family income

\$25 000 or less

\$25 000 to \$45 000

more than \$45 000

2. Are there health problems you must take into consideration when shopping for food?

1 No

Yes: Please specify

Diabetes

Heart Disease

Obesity

Cancer

Osteoporosis

Other

3. **Please rate the impact the workshop had for the following, using the legend below:**

1=poor	2=fair	3=average	4=good	5=excellent
--------	--------	-----------	--------	-------------

Knowledge of nutrition labelling	1	2	3	4	5
Skill at using nutrition information on labels	1	2	3	4	5
Use of knowledge and skills at the grocery store	1	2	3	4	5

3. **Please tell us how you feel about the 3 following statements:**

a) *How important is it to you to review the nutrition information on a packaged food label before buying that food?*

- Not important
- Somewhat important
- Important
- Very important

b) *Does the nutrition information on packaged food labels help you make decisions about what packaged foods to buy?*

- Never
- Seldom
- Sometimes
- Often
- Always

c) *How comfortable are you at using the nutrition information on a food label to compare 2 products*

- Uncomfortable
- Slightly comfortable
- Comfortable
- Very comfortable

Please share any other comments or suggestions concerning nutrition labelling education:

THANK YOU

3. **Do you think you will be able to use any of the knowledge or skills gained from the workshop?**

YES

NO

If "yes", how do you anticipate using the knowledge or skills?

If "no", why not?

4. **Please rate the impact of your participation in the workshop on the following, using the legend below:**

1=poor	2=fair	3=average	4=good	5=excellent
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Knowledge of HESY resources	1	2	3	4	5
Skill of using HESY resources	1	2	3	4	5
Likelihood of using HESY resources	1	2	3	4	5

5. **Please let us know how HESY resources can better help you in the grocery retail setting:**

We would like to contact you again to see if this workshop has helped. Please leave your name and contact information if you are agreeable to this:

NAME:
EMAIL:
TELEPHONE:

THANK YOU!

Short-term Impact Evaluation - Retailers

1. Did you use resources from Healthy Eating is in Store for You™ (HESY) in your store(s)?

NO

YES

If 'no' why not?

Please go to question #4

If 'YES' please rate the usefulness of the resources:

Not useful					Very useful
1	2	3	4	5	

Please share with us how you used these resources:

2. Please tell us with which of the following groups you used HESY resources in your store(s)? (choose all that apply)

- 7 adult women with families
- 8 individuals with low income (including seniors on fixed income)
- 9 individuals with literacy challenges
- 10 individuals with type 2 diabetes or who are at risk
- 11 other:
- 12 none of the above

3. **Please rate the impact HESY resources had on the following, using the legend below:**

1=poor	2=fair	3=average	4=good	5=excellent
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Shopper's knowledge of nutrition labelling 1 2 3 4 5

Shopper's skill at using nutrition information on labels 1 2 3 4 5

4. **Please let us know how HESY resources can better help you in the grocery retail setting:**

THANK YOU!