

COOKING WITH KIDS: A STORY OF PARTNERSHIPS

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Purpose of Presentation

- Introduce myself – my educational background and work history
- Describe process of working with community partner to write and receive 2 grant proposals
- Lessons learned and advice for writing a successful proposal and managing a funded integrated project

Education History

- B.A. – Medical Anthropology w/minor in Community Nutrition, Michigan State University
- M.S. – Human Nutrition, University of Arizona
- R.D. – University of Arizona
- Ph.D. – Health Education/Promotion, University of New Mexico

Professional Experience

- Community & clinical nutrition positions prior to graduate education
- Primarily community nutrition research focus since graduate education
- Since 2007 Assistant Professor at CSU

Research Interests



- Multi-component, school-based interventions addressing health promotion & disease prevention
- Studying the *processes* of community-based participatory research & the use of prevention research by communities

Multi-component School-based Interventions

- Since 1990 - project/nutrition coordinator & PI or co-investigator
- NIH funding (NCI, NHLBI)
- USDA funding
 - ▣ *Cooking With Kids*

Cooking with Kids™

Cooking with Kids™

- Innovative food & nutrition education program
- Engages elementary school students in hands-on learning with fresh, affordable foods from diverse cultures
- Models healthy food choices in the classroom & school cafeteria
- Funded through SNAP-ed (FSNE), & foundations

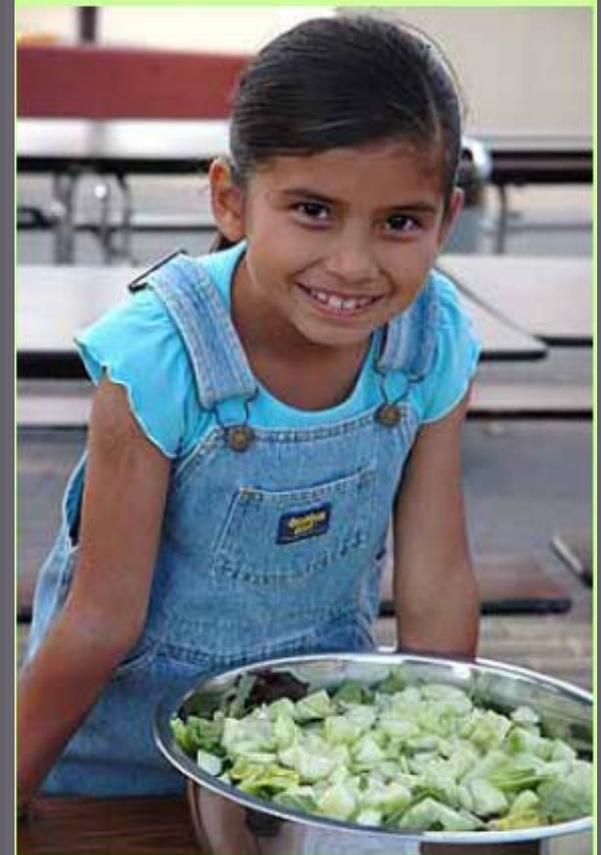
CWK History

1996

- Launched in 2 Santa Fe schools by Lynn Walters (former chef & restaurateur)

2009

- Operating in 12 schools
 - 4450 pre-kindergarten – 6th grade
 - 2090 hands-on classes
 - 1177 family volunteers
 - CWK cafeteria meals in 21 schools
 - Community collaborations



CWK Curriculum*

- Age appropriate levels: K-1, 2-3, & 4-6
- Bilingual: Spanish/English
- Aligned with NM Academic Standards
- Interdisciplinary:
 - ▣ Math
 - ▣ Literacy
 - ▣ Science
 - ▣ Social Studies
 - ▣ Art



*Funded through non-SNAP Ed sources

CWK Program

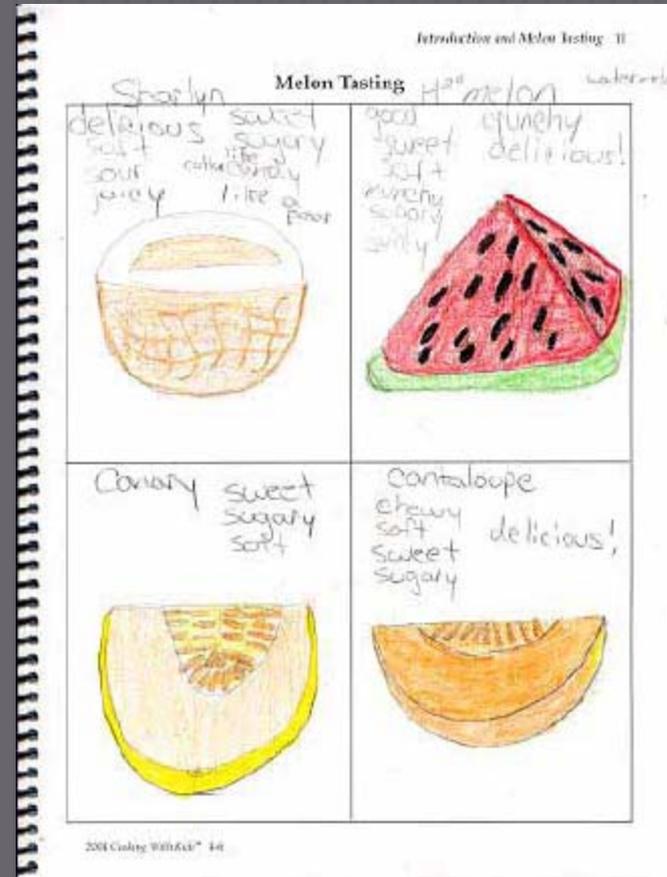
- Fruit & vegetable tastings
- Cooking classes
- School Lunches
- Farm to School



Tasting Curriculum*

- Age appropriate: K-1, 2-3, & 4-6
- Bilingual: Spanish/English
- Interdisciplinary: math, reading, science, social studies, and art
- Aligned with New Mexico Academic Standards

*Funded through non-SNAP Ed sources



Fruit & Vegetable Tastings



Cooking Class Curriculum*

- Students prepare fresh, affordable foods from diverse cultural traditions
- Lessons include nutrition information, foods in history, botanical information, maps, food journal activities, and take-home recipes
- 2-hour classes taught by Cooking with Kids food educators, in partnership with classroom teachers and parent volunteers

*Funded through non-SNAP Ed sources

Cooking Classes





School Lunches

Partnership with CWK

- Met CWK program developer & director, Lynn Walters, MS, in 1999
- Mutual admiration, desire to work together
 - ▣ Synergistic strength in partnership
- Successfully applied for USDA pilot evaluation funding
- Applied for more extensive USDA funding & were successful on 2nd try

CWK Pilot Evaluation

- USDA NRI /CSREES SEED Grant; 2002- 2004
- Goal: develop & test a comprehensive evaluation plan for this existing multicultural food exploration program for elementary schoolchildren

Evaluation Questions

Using a participatory process...

- Everyone loves CWK, but what does it accomplish?
 - What does it intend to accomplish?
 - What are short, intermediate and long-term outcomes?
- What is needed for CWK to become sustainable?
- How is it best to disseminate CWK?

Review of Literature & CWK Partner Experience

What do similar programs measure?
What is reasonable to measure?

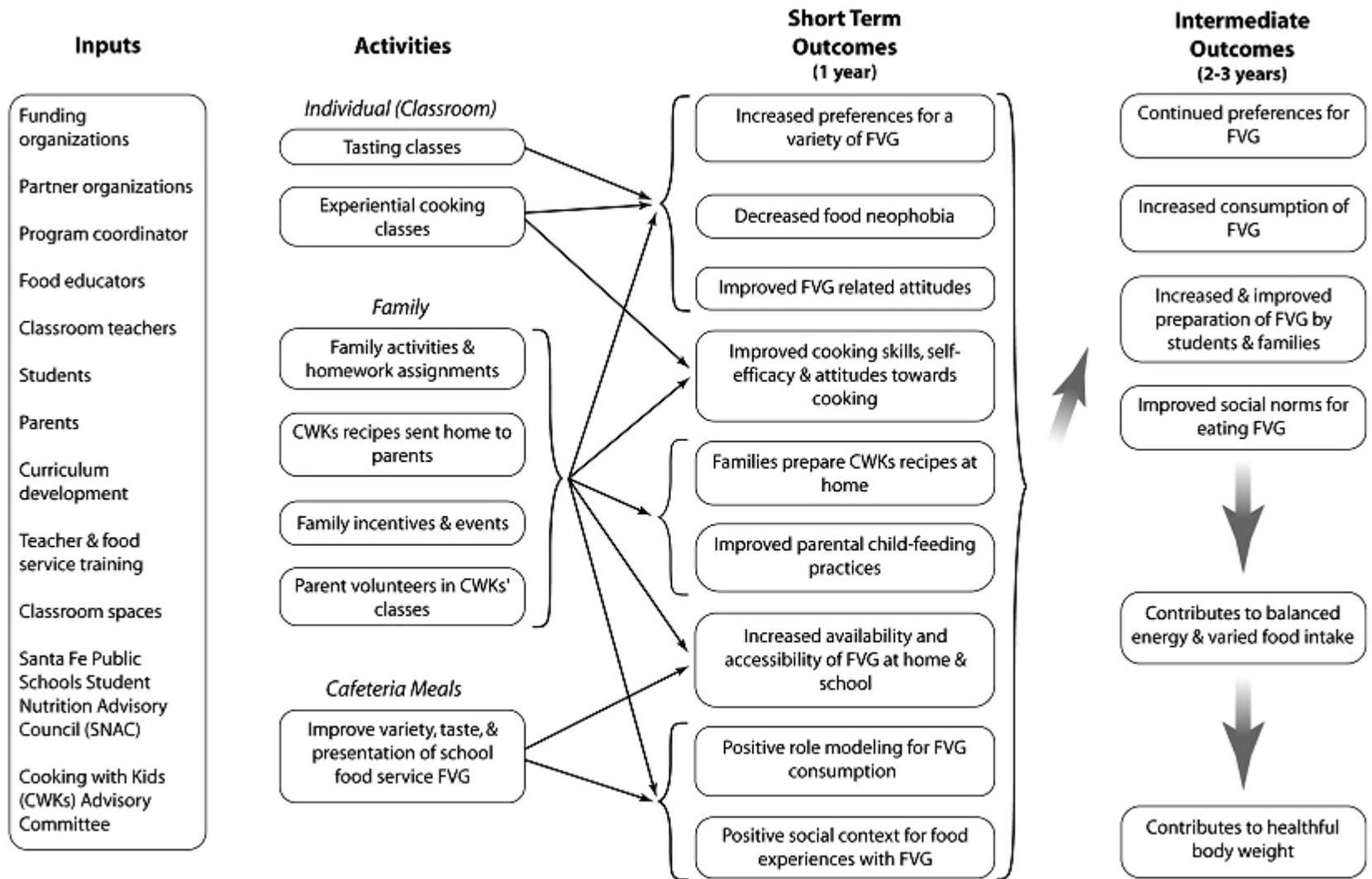
Answers to these questions led us to focus on these areas:

- ▣ Knowledge & attitudes
- ▣ Food acceptance & preferences
- ▣ Cooking self-efficacy

Pilot Evaluation Methods

- Created program logic model
- Developed & tested student assessment instruments
- Conducted group interviews with teachers and parents
- Conducted individual interviews with other users of *CWK* curriculum

Cooking with Kids™



FVG fruits, vegetables & whole grains

CWK logic model developed in collaboration with Leslie Cunningham-Sabo, Ph.D. and Nancy Hood, M.P.H. of the UNM PRC, with funding from USDA (CSREES 2002-35200-12409).

Pilot Evaluation Results

- Valuable experiences!
- Answers to our evaluation questions
- Insight from key stakeholders about CWK
- Valid and reliable student assessment instrument
- Preliminary data for our next step...

Next Steps

- Applied for USDA NRI – Human Nutrition & Obesity Program in 2004
 - ▣ Didn't get funded!
- Re-Tooled proposal for ADA funding
 - ▣ Didn't get funded!!
- Third time was a charm...

Funded Proposal

Cooking With Kids: Integrating Classroom, Cafeteria, & Family Experiences to Increase Fruit & Vegetable Preference & Intake

- USDA NRI – Human Nutrition & Obesity Program (integrated project)
- 2006 – 2010
- PD – Leslie Cunningham-Sabo
- Lynn Walters Co-PD

Specific Aims - Phase I

Formative Assessment, Year 1

- Test & refine classroom, cafeteria, & family components
- Refine previously developed instruments to assess determinants of food choice
 - Barbara Lohse from Penn State as psychometric consultant; further reliability & validity testing
 - Test process & outcome evaluation measures

Specific Aims - Phase II

Years 2 & 3

- Design & carry out investigation of effects of 2 versions of CWK
 - Full cooking & tasting curriculum + cafeteria + family components compared with
 - Tasting (only) curriculum + cafeteria + family components compared with
 - Control students/schools
- 1200 4th grade students (over 2 years)

Specific Aims - Phase III

- Year 4
 - ▣ Disseminate CWK intervention & evaluation components
 - ▣ Through training & technical assistance to other school districts & community nutrition programs
 - ▣ Using the Cooperative Extension network

Research Hypotheses

Compared to students in control condition, students in both intervention conditions will report ↑:

- Intake & preference of FV
- Cooking self-efficacy &
- Cooking attitudes

We expect students receiving the *Cooking & Tasting* intervention will report ↑ ↑ changes than those in less intensive *Tasting* classes

Logic Model Defines Outcomes

- Process Evaluation
 - ▣ Classroom level
 - ▣ Cafeteria level

- Outcome Evaluation
 - ▣ Student level
 - ▣ Parent level

Decision-Making

Distinct Teams

- Intervention – Lynn Walters & CWK team
 - ▣ Responsible for implementing intervention
- Evaluation – CSU team
 - ▣ Input by CWK leaders but no involvement
 - ▣ Responsible for implementing evaluation
- Interpretation of results – both teams

Where We Are Now

- Finishing up Phase II
 - ▣ Completing data collection & analysis
 - ▣ Submitting abstracts, writing papers

- Actively planning Phase III
 - ▣ Activating NMSU subaward
 - ▣ Planning dissemination training intervention

Lessons Learned

- Writing grant proposals
 - Start small
 - Focus your research
 - Find good collaborators
 - Be realistic with the time required
 - Don't take 'rejection' personally
 - Maintain relationships with stakeholders
 - Persevere

Lessons Learned

- Managing an integrated project
 - ▣ You get what you asked for!
 - ▣ Research activities – implementing your specific aims, collecting & analyzing data, presentations & manuscripts
 - ▣ Administration – personnel, financial
 - ▣ Collaborators in all these areas are key

Win-Win-Win

- Outcomes for Stakeholders
 - Community benefits
- Outcomes for Graduate Students
 - Research experience (theses, dissertations)
- Outcomes for Researchers
 - Valuable research experiences, professional growth

THANK YOU
Any questions?