Exploring Community-Based Nutrition Education Programs on Children’s Knowledge of Effective Budgeting and Nutritional Analysis

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**Recommended Citation**

Beard, Danielle; Harris, Katie; Harrison, Charlotte; Hawley, Amanda; Healy, Kerri; and Tuttle, Ashley (2017) "Exploring Community-Based Nutrition Education Programs on Children's Knowledge of Effective Budgeting and Nutritional Analysis," *OUR Journal: ODU Undergraduate Research Journal*  Vol. 4 , Article 7.  DOI: 10.25778/806t-1b09

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This poster is available in OUR Journal: ODU Undergraduate Research Journal: https://digitalcommons.odu.edu/ourj/vol4/iss1/7
Exploring community-based nutrition education programs on children’s knowledge of effective budgeting and nutritional analysis

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Abstract
Children from low-income areas, ages 5-18, are at high risk for obesity and other related nutritional issues, partially due to lack of knowledge about effective budgeting and nutritional content analysis. Little information is known about the education provided by current community programs in Hampton Roads. We propose a longitudinal (12-week) observational study to determine what community-based education is provided to children on how and why to shop smart and read nutritional content; and to determine whether or not the education is effective. The data will be collected via researcher-developed questionnaires on nutritional education and attendance at community programs, then analyzed using the Pearson’s product-moment correlation technique.

Background and Significance
• 2016: 32.8% of children live in poverty in Norfolk, VA
• 91% of children in America exhibit deficient diets
• Children in low-income areas have an increased risk for obesity by 20%-60%
• Average of 6 hours of nutritional education in public schools per year
• 2016: 27 million meals received through kids’ food programs nationally

Research Questions
1) What education is provided in current community programs for teaching children from low-income areas to 1) shop smart, 2) read nutrition labels, and 3) the importance of eating healthier?
2) Are they effective?

Hypothesis
Community nutrition programs for children do not provide adequate nutritional education and are therefore ineffective at teaching children from low-income areas how to 1) shop smart, 2) read nutrition labels, and 3) the importance of eating healthier.

Methods
DESIGN: Prospective, descriptive observational study
SAMPLE: Children, ages 5-18, who attend community food programs in Norfolk or Hampton Roads
PROCEDURE: 12-week observation of education provided during afterschool food program sessions
EXCLUSION CRITERIA: Children < age 5 and > age 18

INSTRUMENTS:
• 3 different questionnaires given to the staff, children, and parents at a community program
• Assessment of Children’s Nutritional Knowledge (researcher-developed):
  • 10 questions, graded out of 100 points
  • Topics included: healthy foods, shopping smart, nutritional labels
• Evaluation of Educational Community Programs for Parents (researcher-developed):
  • Yes or no format
  • Topics included: child’s attendance, what foods are provided, educational flyers given
• Staff Responsibilities in Community Programs of Nutritional Education (researcher-developed):
  • Yes or no format
  • Education provided through staff

Analysis
• Descriptive and inferential statistics
• Measures of central tendencies analyzed to determine average children’s test score
• Measure correlation between attendance and score on Assessment of Children’s Nutritional Knowledge (researcher-developed) using Pearson’s Product-Moment Correlation Technique
• Evaluate trends in educational teaching based on staff and parent answers

Expected Outcomes
• Community feeding programs do not provide sufficient nutritional education to children in Hampton Roads
• Educational sessions that are provided, if any, will not be sufficient in teaching children to shop smart and read nutritional content
• Overall Goal: Observe nutritional education provided at Kids Café and assess its effectiveness

Limitations
• Confining the study to Hampton Roads
• Lack of parental participation
• Skewed answers due to fear of stereotypes
• Age restrictions, the participants’ reading level
• Their knowledge of being observed
• Assume parents responses are reliable on child’s attendance

Interprofessional Roles and Responsibilities
• Improve physical and mental health by setting simple, measurable, and attainable goals
• Self-care management strategies
• Provide emotional support
• Support and help overcome developmental obstacles

Acknowledgements
We would like to acknowledge Jamela M. Martin, PhD, RN for her mentorship with this project and Dean Metzger, Honors College.