

Interventionist Manual of Procedures
Version 11, March 30, 2016

BALTIMORE

HEALTHY STORES

Providing & Promoting Healthy Food Choices



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- KAGRO Article
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NOTE:

This document has been a work in progress since the start of the project and will be revised and expanded throughout the completion and evaluations of the BALTIMORE HEALTHY STORES project in 2007. DO NOT COPY OR DISTRIBUTE THESE MATERIALS TO ANYONE WITHOUT PERMISSION.

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WELCOME TO

BALTIMORE

HEALTHY STORES



MISSION

BALTIMORE HEALTHY STORES

The Baltimore Healthy Stores program seeks to improve the availability of healthy food options at local stores and to promote these foods at the point of purchase. These programs have the intention of improving the nutritional content of foods purchased and consumed by the population and doing so in a way that the changes made can be sustained after the project is complete.

HEALTHY STORES PROGRAMS

The Baltimore Healthy Stores program is part of several Healthy Stores programs which are intended to improve the availability of healthy foods, promote them at the point of purchase, and improve local food systems in general to disadvantaged populations throughout the United States and other select populations. To date, the Healthy Stores programs include a completed pilot trial in the Republic of the Marshall Islands, the one-year intervention with the Apache (completed in July 2004) and a planned intervention with consumers, food retailers, producers and distributors in Hawaii (Healthy Foods Hawaii). A project with First Nations Communities in Canada (Zhiwaapenewin Akino' maagewin: Teaching to Prevent Diabetes) (ZATPD) Round 1 was completed in 2006 and Round 2 in the comparison communities is ongoing. The Apache Healthy Stores Project (AHS) is being re-initiated as Apache Healthy Foods (AHF) in collaboration with the Tribal Diabetes Prevention Program in the 2 reservations. The Navajo Healthy Stores (NHS) Project is an extension of AHS program on the Navajo Nation. The formative research phase for NHS has been completed and baseline data collection will begin soon. Check our website at www.healthystores.org for up-to-date information.



INTERVENTIONIST RESPONSIBILITIES & DUTIES

This section of the Manual of Procedures lists the primary responsibilities of the Interventionist. More information on specific interventionist responsibilities is included in later sections of this manual. NOTE: The interventionist should make a timeline of events outlining what needs to happen and where. Doing this before the intervention begins will help organize and prepare for what is to come.

The Interventionist is responsible for all of the different components of the BHS program in his or her assigned store(s). The interventionist will:

1. **STOCKING OF FOODS:** Make sure each store has stocked the promoted foods during the appropriate phase of the Baltimore Healthy Stores (BHS) project.
*See Baltimore Healthy Stores Food Promotion List, p. X
2. **SHELF LABELS:** Make sure the store has the appropriate shelf labels up for each of the promoted foods at the appropriate times.
*See Promoted Food Shelf Label List, p. X
3. **POSTERS:** Put up and maintain posters for each of the promotional phases.
4. **FLYERS:** Make sure stores have an adequate number of flyers to be handed directly to customers or given out in shopping bags. Hand out flyers to customers during the cooking demonstrations.
5. **KOREAN MATERIALS:** Provide Cultural Guidelines and BHS FAQ in Korean to store owners and explain their importance.
6. **EDUCATIONAL DISPLAYS:** Set up educational displays in each store for the intervention activity.
7. **COOKING DEMONSTRATIONS/TASTE TESTS:** Set up, conduct and clean up after cooking demonstrations and taste tests at each of the assigned intervention stores. Complete Cooking Demonstration/Taste Test Log for every one conducted.
8. **GIVEAWAYS:** Hand out giveaways and other promotional items at the stores.
*See Giveaways, p. This will usually be tied to specific cooking demonstrations and taste tests.
9. **INCENTIVE CARDS and COUPONS:** Provide incentive cards and/or coupons (depending on phase) to store owners to give out to their loyal customers. Explain to store owners the purpose of the card/coupon and how it should be used.

*See Incentive Cards and Coupons, p. X

- 10. BUTTONS/ POST CARDS/ PHOTONOVELLA:** These should be distributed along with the giveaways during the intervention of the respective phases.
- 11. GIFT CARDS:** Provide gifts cards for store owners to purchase promoted food items.
- 12. NUTRITION INFORMATION:** Be prepared to answer questions about nutrition and the function of the Baltimore Healthy Stores project.
- 13. PUBLIC RELATIONS:** Represent the project in a professional manner.
 - a. Maintain good relationships with all intervention store staff and managers.
 - b. Meet briefly with each store manager to update them weekly.
 - c. Respond appropriately to feedback about the BHS project.
- 14. REPORTS AND FORMS:** Complete Interventionist Weekly Reports and all forms to document program activities.

POLICY & PUBLIC RELATIONS ISSUES

As the person associated with the Baltimore Healthy Stores project with the greatest contact with the public, the Interventionist will frequently have to deal with the public and multiple requests for information. This section is intended to give you guidance for the most common issues you are likely to face:

REQUESTS FOR MATERIALS: We have completed Round 1 intervention and the post-intervention evaluation will be completed by August 2007. Round 2 intervention will begin soon after and will be conducted in West Baltimore. During the nine month intervention, we are conducting a careful implementation and evaluation of the entire program. It will not be possible to pass out materials until the study has been completed and evaluated. We will be moving to a city-wide trial after that. At this point materials will be available for dissemination and use through our website (www.healthystores.org).

PRESS REQUESTS: Contact Dr. Joel Gittelsohn (Principal Investigator), Associate Professor, Center for Human Nutrition, Johns Hopkins Bloomberg School of Public Health, Phone: 410-955-3927, Email: jgittels@jhspsh.edu

ARTICLES PUBLISHED: (Refer to Appendix)

- Baltimore Sun Article
- JHSPH Magazine Article
- KAGRO Article
- Article for Independent Reader

INTERVENTION PLAN

OVERVIEW OF INTERVENTION PLAN

The Baltimore Healthy Stores intervention has the aim of promoting consumption of healthy foods through a store-based promotion program. The table below outlines the lessons or phases in each component.

TABLE OF PHASES FOR THE BHS FEASIBILITY TRIAL

Phase	NAME OF THE PHASE	DATES
0		
1	LOW CALORIE BEVERAGE	OCT
2	HEALTHY BREAKFAST	NOV
3	COOKING AT HOME/YOUTH FOODS	DEC
4	CARRY-OUT	JAN
5	HEALTHY SNACKS	FEB-MAR

PHASE 0:
TEASERS

SEP 2007

THEMES	Kickoff
MESSAGES	INTRODUCING THE NEW BALTIMORE HEALTHY STORES PROGRAM
FOODS	None
BEHAVIORS	Increasing awareness of BHS program in local stores Building anticipation for the BHS program
SHELF LABELS	None
COOKING DEMO/ TASTE TEST	None
EDUCATIONAL DISPLAY	None
POSTERS	1. COMING SOON-BALTIMORE HEALTHY STORES 2. ALL 5 PHASE POSTER



FLYERS **Make Your Food Last the Month – “Independence”**
10% RULE FLYER
Eat Healthy, Save Money (Cost Comparison)

GIVEAWAY None

BUTTONS/
POST CARDS/
PHOTONOVELLA None

CORNER STORE Korean Corner Store Training: Store FAQ, Cultural Guidelines, Corner Store Guidelines

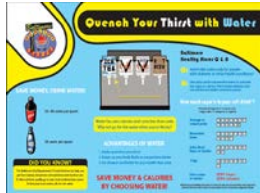
PHASE 1:
LOW-CALORIE DRINKS

OCTOBER 2007



- THEMES** Drinking Lower-Calorie Drinks
- MESSAGES** Low-calorie drinks are healthier
- FOODS** Water
 Diet Soda
 Sugar-Free drink mixes
- BEHAVIORS** Choosing healthier drinks
- SHELF LABELS** Lower in Sugar
 No sugar
- COOKING DEMO/
 TASTE TEST** Low calorie drink taste test
- Regular coke vs. Diet coke vs. Coke zero
 - Regular pepsi vs. Diet pepsi vs. Pepsi one
 - Flavored water

**EDUCATIONAL
 DISPLAYS** Quench Your Thirst with Water



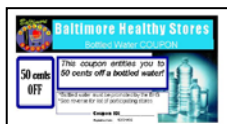
POSTERS

1. Take steps towards better health
2. Drink 100% Juice, You deserve it



FLYER How many calories are you drinking?

GIVEAWAY Water Bottle with BHS Logo
 Coupon for 50 cents off on bottled water for customers



BUTTONS/
POST CARDS/
PHOTONOVELLA



CORNER STORE \$50 gift card to corner store owners

PHASE 2:

HEALTHY BREAKFAST

NOVEMBER 2007

- THEMES
 - Eat a healthy breakfast
 - Give kids a choice for a healthy breakfast
 - Know portion size
- MESSAGES
 - Eat a healthy breakfast to give you energy
- FOODS
 - Low sugar and high fiber cereals
 - Low fat Milk
- BEHAVIORS
 - Eat a healthy breakfast to give you energy
 - Choose lower sugar and higher fiber cereals
 - Choose low fat milk for your kids
- SHELF LABELS
 - Lower in Sugar
 - Higher in Fiber
 - Lower in Fat
- COOKING DEMO/
TASTE TEST
 - Low sugar and high fiber cereal taste test
 - Low fat milk taste-test



EDUCATIONAL DISPLAY START YOUR DAY WITH A HEALTHY BREAKFAST



POSTER There's a big day ahead! Start it off with a healthy breakfast (Poster with Cereal Bowl Superimposed on the Rising Sun



FLYER Toasted Os vs. Sugar Flakes



GIVEAWAYS

Low sugar and high fiber cereal samples
Jar Openers
Incentive card for customers



BUTTONS/
POST CARDS/
PHOTONOVELLA



CORNER STORE

\$50 gift card to corner store owners to buy cereals and other items

PHASE 3:

COOKING AT HOME/YOUTH FOOD

DECEMBER 2007



THEMES	Healthy Cooking at Home Integrating youth interests
MESSAGES	Use cooking spray for lower-fat cooking Drain and rinse the fat away Eat more vegetables Save money and eat healthy
FOODS	Cooking Spray Canned Vegetables
BEHAVIORS	Drain off excess fat from ground beef Use cooking spray Buy healthier foods Recognizing store intervention materials Eat more vegetables
SHELF LABELS	Lower in Fat Healthy choice
COOKING DEMO/ TASTE TESTS	Pan-frying with cooking spray
EDUCATIONAL DISPLAY	Providing and promoting healthy choices for Baltimore

POSTERS

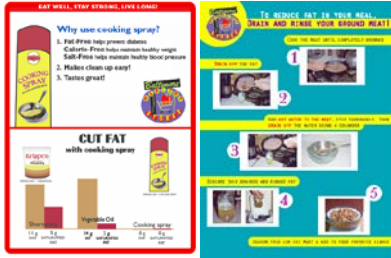


1. Make food less greasy, Cooking with spray Is Easy
2. Stay lean, Use smoked turkey in your green beans



FLYERS

Eat well, Stay strong, Live long (cooking spray flyer)
To reduce fat in your meal, drain and rinse your ground meat



GIVEAWAY

Colander
Jar Opener
Cooking Spray Coupons



BUTTONS/

YES



POST CARDS/

YES



PHOTONOVELLA None

CORNER STORE

Korean Corner Store Training: Store FAQ, Cultural Guidelines, Corner Store Guidelines
5 Cans of cooking spray per store
\$50 gift card to corner store owners to buy cooking spray, low far turkey for seasoning

YOUTH

Begin implementing youth ideas to promote healthy food

PHASE 4:

CARRY-OUT FOODS

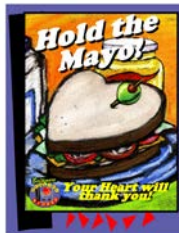
JANUARY 2007



- THEMES Lower fat carry-out
Moderation
- MESSAGES Choose lower-fat carry-out options
Reduce the mayonnaise
Eat fattening carry-out (i.e. fried chicken) in moderation
- FOODS Wheat bread
Water
Fruit
- BEHAVIORS Choosing lower-fat carry-out meals
Eating high-fat carry-out in moderation
Request less mayonnaise on foods
- SHELF LABELS Lower in Fat
Higher in fiber
- COOKING DEMO/
TASTE TEST Whole wheat bread with low sugar jelly
- EDUCATIONAL Are you making the correct choice?
DISPLAYS



- POSTERS
1. Hold the Mayo, your heart will thank you
 2. Pack a lunch, Save a bunch



FLYER Try healthy choices at carry-out or deli



GIVEAWAY Free bottled water or piece of fruit with healthy carry-out option
Coupons for sandwich with whole wheat bread
Samples of fat free and low fat condiments

BUTTONS/ YES



POST CARDS/
PHOTONOVELLA None

CORNER STORE Pictures of breads on display
Guidelines for employees
"Meal Deals" Menu
\$50 gift card to corner store owners at stores where they buy supplies to encourage the purchase of healthier foods

PHASE 5:

HEALTHY SNACKS

FEBRUARY – MARCH 2008



THEMES	Healthy snacks (baked chips, pretzels) Higher fiber snacks
MESSAGES	Baked chips and pretzels are healthier snacks
FOODS	Baked potato chips and baked tortilla chips Reduced fat chips Low Sodium Pretzels Fruits
BEHAVIORS	Eat fruit for snacks Choose baked chips and low sodium pretzels for snacks
SHELF LABELS	Lower in Fat Lower in Sodium Healthy Food Choice

COOKING DEMO/
TASTE TEST Baked chips and pretzels taste test

EDUCATIONAL
DISPLAY Make lifelong changes (Steps display)



- POSTERS
1. FRUITS AND VEGGIES ARE FINE TO SNACK-ON ANYTIME (CLOCK POSTER)
 2. Have a Snack Attack Without the Fat (Poster of African-American woman eating healthy snacks)



FLYER

Start Your Day in a Fruitful Way
Baked Tortilla chips versus regular chips versus reduced fat chips



GIVEAWAYS

BHS Chip clips
Samples of promoted snacks
Incentive card for customers



BUTTONS/

YES



POST CARDS/

NONE

PHOTONOVELLA yes



CORNER STORE \$50 gift card to corner store owners

YOUTH FOCUS ON SNACKS CONSUMED BY YOUNG PEOPLE

SUMMARY:

FOODS & BEHAVIORS

Phase	Name of the phase	Promoted Behavior	Promoted foods
0	-	Increasing awareness of BHS program in local stores Building anticipation for the BHS program	0
1	Healthy beverage	Choose healthier and low calorie drinks- water or diet sodas over regular sodas	Diet Sodas : (selected diet sodas) Water
2	Healthy breakfast	Eat a healthy break to give you energy Consume low-sugar, high-fiber cereals and low-fat milk	Low-Sugar Cereals: Cheerios, Wheat Chex, Toasted O's, Special K, Cornflakes, Kix High-Fiber Cereals: Wheaties, Cheerios, Wheat Chex, Grapenut, Total Whole Grain Milk: 1% And Skim Milk
3	Cooking at home/ Youth foods	Use cooking spray for eggs, pancakes and vegetables Drain-and-rinse excess fat from ground beef Buy healthier foods Recognizing store intervention materials	Cooking Sprays Canned vegetables
4	Carry-out	Choose lower-fat carry-out meals Eat high-fat carry-out in moderation Request less mayonnaise on foods Choose whole wheat bread over white bread	Whole Wheat Bread Low fat and fat free mayonnaise, ketchup, mustard
5	Healthy snacks	Eat fruit for snacks Choose baked chips and pretzels for snacks	Fruits: Apple, Bananas, Oranges Low Fat Snacks: Baked Chips, UTZ Baked Tortilla Chips, Low-Sodium Pretzels, Sun Chips, UTZ Delite

INTERVENTIONIST WORK PLAN

EVERY WEEKLY VISIT:

1. Complete the [Interventionist Weekly Progress Report](#) (See Appendix A for form) by Monday at 10am EST.
2. Complete and send Fieldnotes to the Interventionist team. Fieldnotes should be a brief written summary of the visit, your interaction with the store owner and/or customers, any striking conversations or reactions, and should be titled as follows "[Store name_your surname_date](#) (e.g., [Jos Grocery_Gittelsohn_2006_02_27](#))."

IN THE WEEK BEFORE A PHASE BEGINS:

1. Make sure store has stocked/ordered foods to be promoted.
2. Make sure you have at least 25 copies of each flyer.
3. Have the educational display ready to go for the upcoming phase.
4. Arrange with store manager for a space to conduct the cooking demonstrations/taste tests.
5. Make sure you have all food (non-perishable) and materials needed for each cooking demonstration/taste test.

IN THE FIRST WEEK OF A PHASE:

1. Put up the appropriate shelf labels for the foods being promoted.
2. Put up all posters for that phase at stores.
3. Complete the [Interventionist Weekly Report](#) when posting materials. (See Appendix A for forms.)

DURING THE PHASE:

1. Check at least once a week to make sure promoted foods are in stock (if running low, and at early stage of promotion, ask manager / store owner to order more).
2. Make sure the shelf labels are under the appropriate foods (sometimes food stocks are shifted around).
3. Regularly check to make sure the posters are still up. Re-attach if they are falling down.
4. Conduct cooking demonstrations and taste-tests once weekly.
5. Post Educational Display and hand out flyers at each cooking demonstration.

AFTER THE PHASE HAS BEEN COMPLETED:

1. Take down all posters, but leave up shelf labels for promoted foods.

INSTRUCTIONS FOR COMPLETING COOKING DEMO & TASTE TEST LOG AND INTERVENTION WEEKLY PROGRESS REPORT (Forms in Appendix A)

The [Cooking Demo & Taste Test Log](#) will be used by the interventionist to record the following. One form will be used for each store visit during each phase of the intervention.

To fill out the form, the interventionist will follow these steps:

1. Enter his/her name.
2. Enter the date.
3. Check the name of the store.
4. Check the number corresponding the current promotional phase.
5. Record the type of cooking demonstration or taste test (e.g. cereal, milk, chips, etc).
6. Record where the cooking demo or taste test was done in the store (e.g. anteroom, back of the store, outside).
7. Enter start time.
8. Enter end time (when completed).
9. Record attendance of visitors, marking tick marks as you go along, distinguishing between brief visitors (10 seconds to 1 minute) and longer visitors (greater than 1 minute, discussion) and grouped by age and gender.
10. Record with tick marks/tallies the number of food samples, flyers and giveaways handed out during the cooking demo or taste test.
11. Record questions asked or comments made by customers participating in cooking demonstrations or taste tests. This can be continued on the reverse side of the form.
12. Turn in completed form to BHS office.

The [Intervention Weekly Progress Report](#) is a tool to help the interventionist keep track of activities that need to be completed and to keep track of posting of any intervention materials in stores.

To complete the form, the interventionist will follow these steps:

1. Enter the week ending date (using Sunday's date).
2. Enter his/her name.
3. Check intervention store.
4. Check appropriate phase.
5. Record the date, start and finish time.
6. Check off all activities conducted during the store visit.
7. Record number of materials posted in the store during each visit (shelf labels, posters).
8. Record number of materials displayed (educational displays) or distributed (flyers, incentive cards or coupons given either to customers directly or store owners).
9. Describe activity details for the visit, including interactions with store owners and customers.
10. Record total number of hours worked and sign the report.
11. Turn in report to BHS office.
12. Complete fieldnote and send out via email to the interventionist team (see description of fieldnote in Interventionist Plan- [mentioned above](#)).

FEASIBILITY TRIAL INTERVENTION MATERIALS STANDARDS

Material/Intervention Component	Supermarkets/large stores	Corner stores/small stores	Community organizations
Stocking of healthy food choices	Minimum of 20-30 units of target foods stocked for the duration of their promotional phase Encourage stores to continue stocking food for remainder of the trial We will need to check with SSS for procedures on stocking additional foods	Minimum of 5-10 units of the target foods stocked for the duration of their promotional phase	N/A
Posters	Two of each developed for the phase posted in plain view; full size Posted at the beginning of its phase Taken down at the end of its phase	One of each developed for the phase posted in plain view; full size or reduced size May need some specialized posters for corner stores (eg. F&V may focus on canned and frozen) Posted at the beginning of its phase Taken down at the end of the phase	One of each developed for the phase posted in plain view; full size or reduced size Posted at the beginning of its phase Taken down at the end of the phase
Flyers - posted	Minimum of 10 posted in store	Minimum of 5 posted in store or nearby for each phase	Minimum of 5 posted in organization
Flyers	Minimum 100 passed out during cooking demonstrations/taste test per phase	Minimum 25 passed out during cooking demonstrations/taste test per phase	Minimum 50 passed out during each phase [passed out by organization staff]
Educational Displays	Put up during cooking demonstrations/taste test Put up as part of standing display throughout the phase	Put up during cooking demonstrations and taste tests	Standing display if permitted

Material/Intervention Component	Supermarkets/large stores	Corner stores/small stores	Community organizations
Shelf labels	Post at the beginning of its phase Remains up throughout the intervention	Post at the beginning of its phase, in stores where foods are accessible to consumers [In stores where foods are not plainly visible to consumers, some sort of poster of foods/labels will need to be developed]	Not done
Cooking demonstrations	Conduct a minimum of 4 times per promotional phase Duration no less than 2 hours Performed at different times of the day and days of the week to maximize exposure	Conduct a minimum of 2 times per promotional phase in those small stores which have room for demos [Taste tests may be substituted in some cases]	Conducted a minimum of 2 times per promotional phase in those community settings which have room for demos [Taste tests may be substituted in some cases]
Taste tests	Conducted a minimum of 4 times per promotional phase	Conducted a minimum of 2 times per promotional phase	Conducted a minimum of 2 times per promotional phase
Giveaways	Passed out during cooking demonstrations and taste tests	The giveaways may need to be different for corner stores	Not done
Buttons/ Post cards/ Photonovella	Minimum 10 of whatever is applicable for the phase	Minimum 10 of whatever is applicable for the phase	
Kickoff event	3-4 hour event conducted once at the beginning of the program in each intervention store	1-2 hour event conducted once at the beginning of the program in each intervention store	Not done

Interventionist notes:

- need to make sure materials are posted and remain up throughout their phase
- the standards above are per store
- if a particular phase does not have a specific type of material developed, the standard does not have to be met

ETHNIC CORNER STORES

IMAGES AND DESCRIPTIONS OF

KOREAN CORNER STORES

Each of the participating Korean corner stores is unique, and therefore each interventionist will need to tailor the intervention activities to fit with the organizational layout and space of their assigned store, as well as the foods available. There are generally two types of corner stores, those with plexiglass compartments for the store owners and limited space for customers to shop (small), and those with open aisles and ample room for shoppers (large). Images of each type of store are below, with specific descriptions of corresponding stores.

IMAGES OF STORES

SMALL/CLOSED-IN KOREAN STORES:



LARGER/OPEN KOREAN STORES:



A relatively larger corner store



?



INSIGHTS ABOUT WORKING IN THE CORNER STORES

- Varying up the time that cooking demonstrations are held is useful to contact a variety of customers: conduct some on weekday, some on weekends, at different times.
- Offer for store owners to put up the posters for each phase themselves. This allows them to feel comfortable about posting materials, especially if space is limited in the store.
- Post shelf labels under shelves so they don't take up space
- Make sure not to hide any WIC labels

SMALL STORES

- Space is limited, so be flexible about where you conduct taste-tests. You may choose to work at the back of the store, in an ante-room, or even outside if the weather is nice.
- Be considerate of the needs of the store owners. Many owners may feel uncomfortable about having other activities in the store due to theft, disruption, spilling of food, etc. Talking with the store owner about how to ease their worries will aid in planning for these activities.
- Customers in smaller stores may have little space to talk; handing out flyers and engaging in small discussions about the demonstrations can be helpful to engage them.
- Ask the corner store owner where to Set up the table, that will be most convenient and will not block traffic.
- Some corner store owners may prefer that we don't distribute materials to the children. In such cases, do as the owner suggests and apologize for any inconvenience caused to them.

LARGER STORES

- Be considerate of the needs of the store owners. Many owners may feel uncomfortable about having other activities in the store due to theft,

CORNER STORE MENUS AND SIGNS

Offering to create colorful menus and welcome signs for each of the corner stores is a way to improve rapport. Interventionists may record menu offerings from the carry-out stores and have them graphically designed as color menus. Those stores without carry-out options should be offered posters as welcome signs. For Phase 4, Carry Out Foods, small symbols can be put next to the labels for the healthier choices on the menus, and encouraged store owners to provide healthy options. An example is shown below:



PROMOTED FOODS

FOODS TO BE STOCKED IN STORES

WORKING WITH STORE PARTNERS TO STOCK FOODS

Store partners of the Baltimore Healthy Stores project have agreed to stock specific minimum quantities of foods for promotion for specific phases of the intervention.

The interventionist needs to work with store managers and vendors to ensure that:

- the appropriate foods are ordered*
- the foods to be stocked are on the shelves
- promoted foods are visible when customers walk through the aisles
- promoted foods are labeled with BHS shelf labels,
- promoted foods are priced appropriately (i.e. not more than less-healthy options)

The interventionist should make sure the promoted foods are stocked at the beginning of each phase and at least every other week during the phase. This should be done by direct observation.

The interventionist should provide the store owner with a list of the promoted foods for each phase during the prior phase. For instance, the list of high-fiber, low-sugar cereals that will be promoted should be given to the store owner during Phase 0.

If the promoted foods are not available, the interventionist should immediately meet with the store manager/owner and/or vendor, discuss barriers to stocking the food, problem solve, and encourage them to stock the food. The interventionist should talk to the store owner/manager about sales of the food, what could be done to enhance sales, such as positioning the food better.

The interventionist should encourage the store owners/managers to continue to stock the promoted foods AFTER the phase has been completed.

*The interventionist needs to make sure that stores do not substitute alternatives for the promoted foods. For instance, Honey Nut Cheerios are NOT an acceptable substitution for Cheerios.

NOTE: This is probably the single most important part of the store component. If we cannot get the stores to consistently stock promoted foods, we will not succeed.

PROMOTED FOODS BY PHASE

Baltimore Healthy Stores Food Stocking List (June 2007)

Date	Food	Minimum needed per large supermarket	Minimum needed per corner store
PHASE 1:	Water	20 units	5 units
	Diet Soda	20 units	5 units
	Sugar-free drink mixes	20 units	5 units
PHASE 2:	Low sugar cereals (<10g total sugar/serving)	20 units	5 units
	High fiber cereals (>10% daily value for fiber per serving)	20 units TBA	5 units TBA
	Lower fat Milk: 1% and Skim	20 units	5 units
PHASE 3:	Cooking spray Canned vegetables	20 units	5 units
PHASE 4:	Wheat Bread	20 units	5 units
	Water	20 units	5 units
	Healthy Carry-out Meal**	NA	TBA
PHASE 5:	Baked chips	20 units	5 units
	Pretzels	20 units	5 units
	Fruit*	20 units	5 units

*can be fresh, frozen or canned (in water or juice only)

**only if store has a carry-out business

Local Produce

Fresh fruit and vegetables from around Baltimore area farms and community gardens will be recruited to participate in the program. These will especially be promoted in phase 3 and phase 5.

STOCKING IN THE STORES

The following is a list of the high-fiber and low sugar cereals stocked prior to Phase 0 in participating corner stores. In addition, the types of milk that were stocked are listed.

Cereals for phase 1.

- **High-fiber (5 cereals)**

Cheerios, Wheaties, Wheat Chex, Grape-nuts, Total (whole grain)

- **Low-sugar (5 cereals)**

Cheerios, Toasted oats, Wheat chex, Special K, Corn flakes

Brand	Serving size in grams/cups	Fiber (g/serving)	Sugar (g/serving)
Cheerios	30g/1c	3	1
Wheaties	30g/1c	3	4
Special K	31g/1c	<1	4
Corn flakes	28g/1c	1	2
Wheat chex	50g/1c	1	5
Toasted oats	This wasn't at any of my corner stores or Safeway. I had trouble finding the information on the web regarding serving size.	<i>6.6 per 100 g cereal</i>	<i>3 per 100 g cereal</i>
Grape-nuts	0.75 c	3	4
Kix	30 g/1.3 c	1	3
Total (Whole grain)	30g/0.75 c	3	5

- Multi-grain cereals are relatively higher in fiber, but also higher in sugar (Multi bran (13g fiber, 22g sugar per 100g), Life (6.6g fiber, 20g sugar per 100g), Multigrain Cheerios (9g fiber, 20g sugar per 100g)), so I didn't include those cereals.
- Kix and Special K are lower in fiber, but also lower in sugar.

COMMUNICATIONS MATERIALS

SHELF LABELS BY PHASE

Phase/Date	Food	Shelf Label(s)*
PHASE 1:	Low sugar, high fiber cereals	LS, HF
	Low fat Milk: 1% and Skim	LF
PHASE 2:	Cooking spray	LF
PHASE 3:	Baked chips	LF, LSo
	Pretzels	LF, LSo
	Fruit*	HC
PHASE 4:	Wheat Bread	HF
	Water	HC
	Fruit*	HF
	Healthy Carry-out Meal	TBA
PHASE 5:	Water	LS
	Diet Soda	NS
	Flavored water	LS
	100% fruit juice	HC

*Shelf Labels Key	
LS	Lower in Sugar
NS	No Sugar
LF	Lower in Fat
HF	Higher in Fiber
HC	Healthy Choice
LSo	Lower in Sodium

SHELF LABELS

DESCRIPTION OF SHELF LABELS AND INSTRUCTIONS FOR USE

The interventionist is responsible for making sure the appropriate BHS shelf labels are up for every promoted food. The shelf labels are intended to serve as an easy reference for shoppers - to help them choose healthier alternatives over less healthy offerings in the food section.

The following shelf labels have been developed:

HEALTHY FOOD CHOICE: intended to refer to an overall healthy food choice, not so much a direct alternative to other foods (i.e. fruits and vegetables)

LOWER IN SUGAR: intended to refer to a food choice which has substantially less sugar than foods in a similar category that are more commonly consumed (e.g. Lower sugar cereals like regular Cheerios).

LOWER IN FAT: intended to refer to a food choice which has substantially less fat than foods in a similar category that are more commonly consumed (e.g. low fat hotdogs).

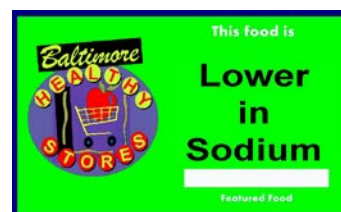
HIGHER IN FIBER: intended to refer to a food choice which has substantially more fiber than foods in a similar category that are more commonly consumed (e.g. Wheaties).

LOWER IN SODIUM:

Shelf labels from previous phases should stay up for the remainder of the intervention. They should be checked up on with each new phase and replaced if damaged.

It is likely that items on the shelves may shift when foods are restocked and that the shelf label may no longer sit under the appropriate food. Therefore the interventionist should **write the name of the promoted food in permanent black ink** in block letters in the space at the bottom of the label. The interventionist will need to check the label placement weekly and make sure labels are properly located, and shift them if necessary. In smaller stores it may help to give the manager and store staff a list of the promoted food shelf labels.

Note: The interventionist should make sure she/he has the permission of the manager before making these adjustments.



GUIDELINES FOR USING POSTERS

ABOUT THE POSTERS:

Posters are one of the main mass media communication methods that are being used in the Baltimore Healthy Stores program. Each phase of the BHS intervention has one or more posters that have been developed for that phase. We will use larger posters (30" x 40") in the larger stores. Post the tabloid size posters (11" x 17") or flyers in smaller stores since space is limited and the smaller ones are less likely to be removed by store staff.

WHEN TO HANG:

The appropriate posters must be put up in the first 3 days of the intervention phase. At the end of each promotional phase, the Interventionist will take down the old posters, and put up the new posters.

LOCATIONS:

They should be evenly divided between stores. The interventionist will need to get permission to put up the posters and select a suitable location at each site.

DOCUMENTATION AND MAINTENANCE:

The interventionist will need to record where and when each poster is put up using the MASS MEDIA LOGS (see Appendix A). The interventionist will need to monitor store posters to ensure that they are securely posted and re-hang posters that may have fallen or been torn down. Damaged posters should be replaced. Old posters (in good condition) should be stored in the project office.

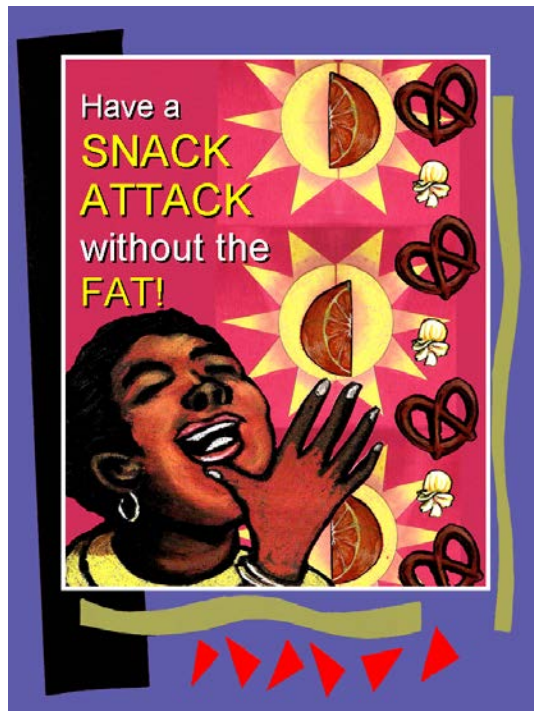
POSTERS BY PHASE

Posters will be printed in 30" x 40" and 2' x 3' formats depending on location.

PHASE 0 – TEASERS



PHASE 1 – HEALTHY SNACKS



We have
fresh fruits



FRESH FRUIT ADVERTISING

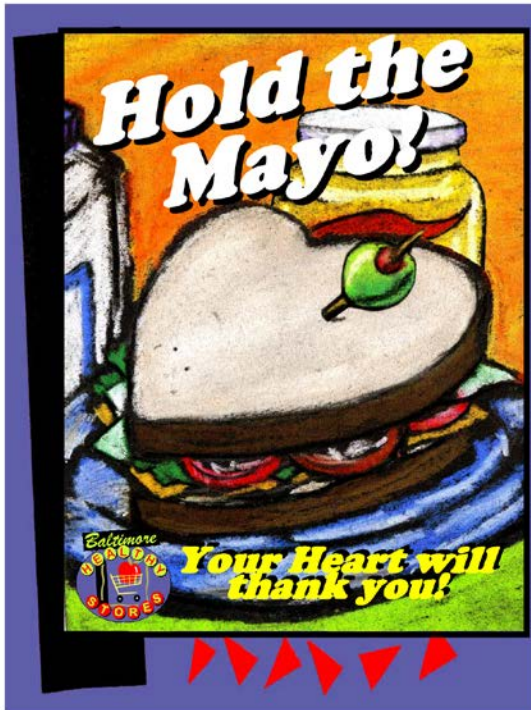
PHASE 2 – HEALTHY BREAKFAST



PHASE 3: COOKING AT HOME



PHASE 4 - CARRY-OUT FOODS



PHASE 5 – LOW-CALORIE DRINKS



USING FLYERS

Flyers are a form of educational material on which more information about a topic may be conveyed. They are used in multiple ways in the Baltimore Healthy Stores project:

COOKING DEMOS: Flyers may be handed out by the interventionist during cooking demos and taste tests.

DOCUMENTATION AND MAINTENANCE

The interventionist will need to record where and when flyers are distributed using the **interventionist weekly progress report** (see Appendix A). The interventionist will need to ensure that there are enough flyers available at each site and that they are appropriately used during each phase of the program.

FLYERS BY PHASE

PHASE 0 – RECRUITMENT/TEASERS

baltimore healthy stores

Eat Healthy, Save Money!

Sample Junk Food Shopping List:

loaf of white bread	\$1.29
large bag of crackers	\$2.50
large bag of Doritos	\$2.50
pack of 4 fruit slices	\$2.00
pack of 4 fruit slices	\$2.00
1 Therm of Popcorn	\$5.00
2 Therm of Mountain Dew	\$5.00
large bag of Oats	\$5.00
large bag of Biscuits	\$5.00
4 pieces fried chicken	\$4.79
Total cost:	\$29.00

Sample Whole Food Shopping List:

loaf of whole bread	\$1.29
ground of apples	\$0.79
ground of bananas	\$0.25
ground of carrots	\$0.79
ground of tomatoes	\$0.50
3 oranges	\$0.50
gallon of low fat milk	\$2.79
6 eggs, large grade	\$2.50
chicken eggs	\$1.00
1 lb of ground beef, extra lean	\$3.99
large jar of pasta sauce	\$3.00
large box Tostitos	\$2.50
Total cost:	\$22.22

EAT HEALTHY SAVE MONEY

PHASE 1 – LOW CALORIE BEVERAGES

PHASE 2: HEALTHY BREAKFAST

Toasted Os vs. Sugar Flakes

Nutrition Facts		Nutrition Facts	
Serving Size 1/2 cup (30g)		Serving Size 1/2 cup (30g)	
Amount per Serving		Amount per Serving	
Calories 100		Calories 120	
Total Fat 1g	2%	Total Fat 1g	2%
Total Carbohydrate 15g	3%	Total Carbohydrate 15g	3%
Total Sugar 1g	2%	Total Sugar 12g	24%
Fiber 2g	4%	Fiber 1g	2%
Protein 1g	2%	Protein 1g	2%

2 grams of Fiber
1 gram of Sugar

SERVING SIZE = 1/4 cup

SERVING SIZE = 1/4 cup

PHASE 3 – COOKING AT HOME

EAT WELL. STAY STRONG. LIVE LONG!

Why use cooking spray?

1. Fat-Free helps prevent diabetes
- Calorie-Free helps maintain healthy weight
- Salt-Free helps maintain healthy blood pressure
2. Makes clean up easy!
3. Tastes great!






CUT FAT with cooking spray


Product	Total Fat (g)	Saturated Fat (g)
Shortening	11g	5g
Vegetable Oil	14g	2g
Cooking spray	0g	0g

To REDUCE FAT IN YOUR MEAL, DRAIN AND RINSE YOUR GROUND MEAT!

COOK THE MEAT UNTIL COMPLETELY BROWNED

1. Drain off the fat
2. Add hot water to the meat, stir thoroughly, then drain off the water using a colander
3. Squeeze the drained and rinsed fat
4. Season this low fat meat & add to your favorite dishes
5. Season this low fat meat & add to your favorite dishes




USE COOKING SPRAY-FAT COMPARISON




DRAIN AND RINSE FAT FROM MEAT

PHASE 4 – CARRY-OUT

PHASE 5: HEALTHY SNACKS




Baked Tortilla Chips vs. Regular Chips vs. Reduced Fat Potato Chips

Product	Calories	Fat (g)
Baked Tortilla Chips	120	1.5
Regular Chips	160	10
Reduced Fat Potato Chips	130	6.7


Baked vs. Regular Chips vs. Unsalted Pretzels

Product	Calories	Fat (g)
Baked Chips	130	1.5
Regular Chips	160	10
Unsalted Pretzels	130	1

Start your day in a fruitful way

put fruit where everyone can get it!



EDUCATIONAL DISPLAYS

Educational displays will serve as an ongoing information source in the larger stores. The displays will be linked to each phase of the intervention. They will be designed to grab attention and to send a clear, simple, visual message reinforcing the project messages. The interventionist should take an educational display with them when conducting taste tests or cooking demonstrations. Any permanent displays should be recorded in the **INTERVENTIONIST WEEKLY PROGRESS REPORT** (See Appendix A).

SAMPLE EDUCATIONAL DISPLAYS

PHASE 1: LOW CALORIE BEVERAGES

Baltimore Healthy Stores

Quench Your Thirst with Water

Baltimore Healthy Stores Q & A

Q: Aren't diet sodas only for people with diabetes or other health conditions?

A: Diet sodas are for anyone who wants to consume less sugar or calories. This includes diabetics, but can include any health-conscious person.

SAVE MONEY, DRINK WATER!

33-44 cents per quart

20 cents per quart

ADVANTAGES OF WATER

1. Really quenches your thirst
2. Keeps up your body fluids so you perform better
3. Far cheaper and better for your health than soda

SAVE MONEY & CALORIES BY CHOOSING WATER!

How much sugar is in your soft drink*?

*Amount of sugar in a 12 ounce can
1 sugar cube = 1 teaspoon or 4 grams

Orange or cream sodas: [Visual representation of 10 sugar cubes]

Mountain Dew: [Visual representation of 10 sugar cubes]

Cola, Root Beer, or Sprite: [Visual representation of 10 sugar cubes]

7 Up: [Visual representation of 10 sugar cubes]

Diet sodas or water: **ZERO Sugar, ZERO Calories!**

NOTE: If you are drinking more than 12 ounces of soda, you are consuming more sugar than potatoes! To make a glass of sugar-free pop, use a sweetener 1 teaspoon of sugar.

PHASE 2: HEALTHY BREAKFAST

Baltimore Healthy Stores

Start your day with a HEALTHY BREAKFAST

Choose one item from each group for a delicious breakfast:

FRUIT

- apple
- bananas
- strawberries
- blueberries
- peaches
- melon
- 100% fruit juice

CEREAL

- whole grain cereal
- oatmeal
- whole grain toast
- (Cheerios, Wheaties, Whole Chaz, Gingersnaps)
- toasted oat, Special K
- Corn Flakes

DAIRY

- skim or low-fat milk
- low-fat yogurt
- low-fat cottage cheese

Healthy food can be cheaper

whole grain cereal, milk, & fruit: **only 65 cents per serving**

egg, cheese and sausage breakfast waffle: **\$2.00 per serving**

HOW MUCH FAT IS IN THE MILK YOU DRINK?

Whole Milk: [Visual representation of 100% fat]

Reduced Fat Milk, 2%: [Visual representation of 20% fat]

Low-fat Milk, 1%: [Visual representation of 10% fat]

Skim Milk (non-fat): [Visual representation of 0% fat]

CHOOSE LOWER FAT!

Note: Skim and low-fat milk have all the same vitamins, calcium, and protein as whole milk, without all the fat!

Did you know?

The Baltimore City Department of Social Services can help you get food stamps, temporary cash assistance and medical care. To find out if you qualify, go to your local social services center. To find your local center, call 410-361-4600.

A HEALTHY BREAKFAST GIVES YOU ENERGY!

Look for cereals with >10% DV of fiber and/or <10g sugar per serving.

PHASE 3: COOKING AT HOME

Providing & Promoting healthy choices for Baltimore

MAKE FOOD LESS GREASY!
COOKING WITH SPRAY IS EASY!

RELEASING THE FAT FROM YOUR HEART!
WHICH METHOD WOULD YOU CHOOSE?

Blotting: GOOD
Blotting the excess grease from fried foods can reduce the fat content by 1/3.

Draining: BETTER
Draining the fat from fried foods can reduce the fat content by 1/2.

Draining & Rinsing: BEST
Draining and rinsing fried foods can reduce the fat content by 2/3.

Look for the following shelf labels when you shop:

- High in Fiber
- Lower in Fat
- Lower in Sugar
- Healthy Choices

Introducing... Baltimore Healthy Stores
The Johns Hopkins Center for Human Nutrition, local community organizations, and food vendors like the Stop, Shop, & Spry are working together to increase healthy food options in Baltimore.

Healthy food can be cheaper

- only 3 cents per serving! (Mustard)
- 7 cents per serving! (Ketchup)
- 8 cents per serving! (Mayo)

Which fat would you choose?

- Trans fat (100% trans fat)
- Saturated fat (50% saturated fat)
- Unsaturated fat (100% unsaturated fat)

BENEFITS OF COOKING SPRAY:

- 1. FAT FREE: helps prevent diabetes.
- 2. CALORIE FREE: helps maintain healthy weight.
- 3. SALT FREE: helps maintain healthy blood pressure.

Baltimore Healthy Stores

PHASE 4: CARRY-OUT

ARE YOU MAKING THE CORRECT CHOICE?

If you must eat out, here's what you can do to STAY HEALTHY!

- Choose Mustard/Ketchup with your sandwich
- Avoid Chili on your hotdog
- Ask for tuna/turkey/chicken sandwich or sausages
- Ask for Whole Wheat Bread
- If you cannot resist fried foods, choose the smallest serving, or eat less often
- Pick water/diet beverages.

	Mustard*	Ketchup*	Mayo
Serving Size	2 tsp (16 grams)	1 Tbsp (15 grams)	1 Tbsp (15 grams)
Calories	5	20	110
Total Fat	0	0	12

	Turkey Breast Subway Sandwich*	Chicken Sandwich with mayo*	Steak Sandwich
Amount	100 grams	100 grams	100 grams
Calories	146	174	225
Total Fat	1 gram	4 grams	7 grams

	Turkey Sausage*	Pork Sausage	Beef Sausage
Amount	100 grams	100 grams	100 grams
Calories	161	326	332
Total Fat	10	20	28

*Healthy Choices

PHASE 5: HEALTHY SNACKS

Make Lifelong Changes One Step at a Time

VEGETABLE
FRUIT
PRETZEL
BAKED POTATO CHIPS
REGULAR POTATO CHIPS

FRUITS AND VEGGIES ARE FINE TO SNACK-ON ANYTIME!

Regular potato chips

Serving Size	1 oz (28 chips)
Calories	140
Calories from Fat	55
Total Fat	10 grams
Sodium	180 mg

Healthier Snacks

Baked potato chips

Serving Size	1 oz (31 chips)
Calories	138
Calories from Fat	44
Total Fat	10 grams
Sodium	150 mg

Pretzels (Unsalted)

Calories	130
Calories from Fat	10
Total Fat	1 gram
Sodium	62 mg

1 medium apple

Calories	72
Fat	0 grams

1 bowl of whole grain cereal with 1% milk

Calories	102
Fat	1 gram

More than 3lbs of apples for \$3.29

1 bag of chips for \$3.29 (regular size 8 grams)

Have a SNACK ATTACK without the FAT!

YOUTH AND ELDERLY MATERIALS

Materials are being modified to meet the needs of different age groups.

YOUTH:

- BHS is working with Kids on the Hill to develop catchy promotional materials

POSTCARDS- PHASE 2



BUTTONS- PHASE 1 AND 2



PHOTONOVELLA-PHASE 1

ELDERLY

- Focus group studies in West Baltimore gives BHS suggestions to modify our material (for example: enlarging print so it is easier for the elderly to read)





HEY MEGAN! YOU READY FOR YOUR GAME?

HEY DONNETRA... ALMOST READY

MEGAN, DONNETRA AND JANAE GET SOMETHING TO EAT

WE WERE MAKING YOU SOME BROCCOLI BECAUSE WE KNOW IT'S GOOD FOR YOU... I THOUGHT IT MIGHT MAKE YOU WIN!

YUM, I LOVE VEGETABLES

IN HEALTH CLASS TODAY OUR TEACHER TALKED ABOUT HOW HARD IT CAN BE TO EAT WELL.

1) Media
2) Family/ Friends
3) Availability

WE KNOW ARTIFICIAL FOODS ARE BAD FOR US BUT BECAUSE OF THE MEDIA, OUR FAMILY TRADITIONS AND THE LACK OF HEALTHY STORES IT CAN BE HARD TO EAT WELL... BUT YOU MUST TRY

YOU SEE VEGGIES WINNING DON'T YOU?

WHAT KIND OF VEGETABLES DID YOU SAY SHE ATE?

BROCCOLI ALL DAY!

THAT'S MY GIRL!

I'LL NEVER EAT JUNK FOOD AGAIN!

BE HEALTHY WITH ME!

HEALTHY HEALTHY YUM

GOOD GOOD GOOD...

I HOPE THIS HELPS MEGAN GET HER GAME ON!

SAVE SOME FOR ME

HEY BABY YOU JUST IN TIME FOR SOME CHITTLINS!

HI GRANDMA

I'M GLAD YOU COOKED, I GOT A GAME TODAY

WELL I'M GLAD TO PUT SOME MEAT ON THEM BONES

WHAT ARE CHITTLINS ANYWAY?

CHITTLINS BABY ARE SOME PIG INTESTINES AND THIS HERE IS YOUR GREAT GRANDMA'S RECIPE.

MMMM GOOD... I HOPE THIS GIVES SOME ENERGY SO I CAN WIN THE GAME TODAY

MARCUS VISITS GRANDMA BEFORE HEADING TO THE COURT

DID SHE REALLY SAY PIG INTESTINES?

MATERIALS FOR KOREAN-AMERICAN STORE OWNERS

The majority of corner stores in the intervention area are owned by Korean-Americans. Unfortunately, some animosity exists between these store owners and the predominately African-American community. Some of this is the result of cultural differences. Therefore, the interventionist will provide to Korean-owned corner stores eleven important guidelines for improving relations with their customers. Further, the owners will be provided answers to frequently asked questions regarding the Baltimore Healthy Stores project. Both of these will be written in Korean and in English.

We are providing two documents for the store owners in order to aid with implementation of the BHS program. The first is Cultural Guidelines for Store Owners. This document is available in both Korean and English (see below). The second is BHS FAQ for Store Owners. This will also be available in both Korean and English. Finally, are providing a booklet for Korean Store Owners

STORE OWNER SCHEDULE

Baltimore Healthy Stores

August 2007 Schedule

July 31-August 2	Store visit Review of the program
August 3 – 14	Phase 0 of the program (“teaser phase”) Interventionist comes and puts up posters for phase 0, gives store owner first wholesaler gift card (for phase 1 foods) Kickoff event will take place at some stores Nutrition education session for store owners and staff, discuss cultural guidelines and store stocking guidelines Introduction of Interventionist
August 15 – Sept 31	Phase 1 of the program (“Healthy Breakfast”) begins Interventionist comes and puts of posters, shelf labels, ect., begins taste tests
October 1 – April 15	Phase 2-5 will be described later

GUIDELINES FOR KOREAN CORNER STORES

상점을 운영하시는 분들을 위한 안내문



흑인 지역사회에서 안전하고 장기적인 비즈니스를 위해서, 지역 사회와 좋은 관계를 유지하는 것은 매우 중요한 일입니다. 아래는 간단하지만, 도움이 되는 12가지 지침입니다.

1. 한달 동안 일정한 물건가격을 유지해주세요. 장기적으로 보면 신뢰를 바탕으로 한 거래가 더 많은 이윤으로 되돌아 올 것입니다.
2. 도매상에서 쇼핑하실 때 유통기간이 오래 남아있는 물건을 고르세요. 최소한 유통기한이 1-2달 이상 남은 물건을 구입하세요.
3. 상점이윤의 일부를 커뮤니티를 위해 쓰시고 그것을 홍보하세요. 특히 가난한 이웃에게 먹을 것을 제공하고, 학교나 커뮤니티 시설들에 재정적 지원을 하는 것은 좋은 예가 됩니다.
4. 상점에 들어오는 손님에게 간단하지만 친절한 인사말을 건네세요.
(Hi, Hello, How are you?)
5. 손님과 눈을 마주치며 사소한 이야기를 건네보세요. 작은 농담이나 날씨에 관한 이야기도 좋은 소재거리가 됩니다.
6. 손님을 무시하지 마세요. 이런 행동은 직접적인 모욕이 됩니다.
7. 손님을 계속적으로 감시하지 마세요.
8. 계산대에 잔돈을 내려놓는 것보다 손님의 손에 직접 잔돈을 건네보세요. 이것이 더 친절한 방법입니다.
9. 상점을 나가는 손님에게 간단한 배웅인사를 해주세요.
(Thank you. See you later, Take care, Have a nice day)
10. 때때로 단골 손님들에게 어떤 물건을 상점에 갖다 놓으면 좋을지 의논해 보세요. 그들은 잘 팔리는 상품에 대한 아이디어를 줄 것입니다.
11. 믿을 만한 곳을 통해 소개를 받은 흑인 종업원을 고용해 보세요.
12. 주민들을 위해 지역정보를 나눌 수 있는 게시판을 만들어 놓아보세요.

KOREAN CORNER STORES



Cultural Guidelines for Korean Store Owners in Local Community

For the long term success of your store, it is important to build a strong relationship with local community. There are TWELVE guidelines to follow which can help:

1. Keep prices steady throughout the month.
2. Buy foods for your shelves that are not close to expiration. Check to see that all packaged foods are at least 1–2 months before expiration.
3. Contribute part of your profits back to the community and advertise it. (For example, donate food to needy residents, provide support for schools, recreation and public safety)
4. Greet your customers when they enter your store. (Hi, Hello, How are you?) In American culture, it is appropriate to greet.
5. Make eye-contact and small talk (jokes, comment on the weather, discuss personal experiences).
6. Do not ignore customers (it is considered a direct insult).
7. Do not watch customers constantly.
8. Do not put change on the counter; put it back into the customer's hand.
9. Say goodbye when they leave (Thank you. See you later, Take care, Have a nice day).
10. From time to time, ask regular customers what they would like you to stock and get those items.
11. Hire workers from the community.
12. Set-up a bulletin board for community members to post information.

BHS FAQ FOR STORE OWNERS

DO GOOD FOR THE NEIGHBORHOOD!

For more information, please see: www.healthystores.org. Contact: Dr. Joel Gittelsohn, 410-955-3927



BALTIMORE HEALTHY STORES **Frequently Asked Questions**

WHAT IS THE BALTIMORE HEALTHY STORES PROJECT?

“Baltimore Healthy Stores” (BHS) is a health promotion project being led by the Johns Hopkins Center for Human Nutrition in collaboration with the Baltimore City Health Department, community-based organizations, and large and small food stores in the city.

WHAT DOES BALTIMORE HEALTHY STORES WANT TO DO?

BHS wants to improve city residents’ access to a nutritious diet and increase their knowledge about healthy food choices and preparation methods. This will reduce the risk for diseases like diabetes and heart disease. We will work in both large supermarkets as well as smaller food stores, which play an important role in the diets of local residents.

WHAT WILL THIS PROJECT DO FOR MY STORE?

BHS will show that you care about the people in your neighborhood – your customers – and show that your store is interested in doing its part to keep local people healthy and improve their food choices. In addition to in-store promotions, there will be posters, and other media promoting the program. Your store will be advertised as a “healthy store,” a public relations benefit which will possibly result in an increase in customers.

WHAT IS THE TIME FRAME FOR THE BALTIMORE HEALTHY STORES PROJECT?

We plan to run the main program in East and West Baltimore from January 2006- September 2006 in about 18-20 stores.


WHAT WILL ACTUALLY HAPPEN IN THE STORES?

Participating stores will be asked to stock between 10 to 20 healthy foods (5-10 healthy foods for corner stores) during promotional periods. The program consists of five phases and each phase will run for two months. We will use shelf labels to bring customer attention to these healthier choices (e.g., lower fat products) along with recipe suggestions, posters or other displays, and product taste-testing demonstrations. The promotional materials will be provided free of charge.


WHO WILL ORDER THE PROMOTED FOODS?

We will assist the stores in ordering the promoted foods, but it is our hope that the stores will want to stock the foods after the promotional phase. We would prefer that stores work through their regular distributors/vendors in order to get the foods. This way the food will be easily gotten should the stores decide to continue stocking the foods.


NUTRITION EDUCATION BOOKLET




볼티모어 건강 식품점
(BALTIMORE HEALTHY STORES)
그로서리몰 운영하시는 분들을 위한 영양교육 책자



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BALTIMORE HEALTHY STORES
Nutrition Training booklet for store owners



This booklet was developed by the Baltimore Healthy Stores project of the Center for Human Nutrition at Johns Hopkins University. Funded by the United States Department of Agriculture/Food Assistance and Nutrition Research Program and Center for Livable Future at Johns Hopkins University. Visit the Baltimore Healthy Stores site at www.healthystores.org

MASS MEDIA

INTERVENTIONIST WEEKLY PLANS

BY PHASE

Phase 0

Store Visit

1. The lead interventionist visits each corner stores with the assigned interventionist to introduce them and get them acquainted.
2. Put up “Coming soon posters” and “Five steps to a longer life” when you visit your store.
3. “Eat healthy, Save money” flyers will be distributed in CSs and SSSs (25 copies for each CS, 50 copies for each SSS)
4. Corner store owners will be given \$ 50 cash for phase 1 to purchase promoted foods for phase 1. You must get a signed receipt for the check.
5. Interventionists need to identify what kinds of high fiber cereal, healthy snacks they are stocking.
6. Provide stocking list highlighted to store owners.
7. Check their milk stocking status. If they are stocking whole milk, then ask them to stock 2% or lower fat milk. If they are stocking 2% milk, ask them to stock 1% or lower fat milk.
8. Introduce the idea of coupons to store owners. It would be better to bring a sample of coupons to show them even though it is not the final version.
9. Carry Interventionist MOP when you visit the store.

Phase 1: LOW CALORIE BEVERAGES

Week 1

Materials Needed

- Shelf Labels (LOW SUGAR, NO SUGAR, HEALTHY CHOICE)
- Tape
- Phase 1 posters
- Phase 1 flyers (25 each CS, 50 each SSS)
- [“Closed” Corner Store: mini-poster]

Store Visit

1. Put up the new Phase 1 posters in the store.
2. Give Phase 1 flyers to store owner for distribution (25 for CS, 50 for SSS).
3. Post BHS food labels under the appropriate diet sodas, water, fruit juices etc. For “closed” corner stores where shoppers don’t have access to food items, post the mini-poster that Hee-Jung created, with samples of foods offered at that store.
4. Inventory the current stock of sodas, fruit juices and encourage owners to stock the promoted sodas and juices and water if not available for next week’s taste test.
5. Introduce the idea of a soda “taste test” to the store owner. Coordinate with store owner on appropriate times and places to hold the taste tests. Note: if owners seem reluctant to have taste tests during busy store hours, you may suggest doing the taste test outdoors (if it’s not too cold)—directly in front of the store.
6. Interventionists will be meeting in week 1 in the BHS office to label Dixie cups and print the soda taste-test poster.

Week 2

Materials Needed

- Shelf Labels
- Tape
- Educational Display, Phase 1
- Phase 1 Flyers
- Diet sodas
- Cooler and ice packs
- Labeled Dixie cups
- Soda taste-test poster, marker and stickers
- Coupons
- Cooking demo/taste test log and clip board

Store Visit

1. Before the visit, read over the MOP for taste-test specific instructions and materials needed.
2. Check if posters are damaged, missing, etc and make note to replace if necessary.
3. Post labels for any newly stocked foods and check positioning of existing labels to ensure that they correspond with foods (in case they were moved).
4. Check stocking of promoted foods and encourage store owners to stock foods that are missing.
5. Put up educational display where taste-test will be conducted.
6. Conduct taste-tests. See MOP for guidelines.
7. Handout flyers to taste-test customers to promote this phase.
8. Distribute ~10 coupons to each store owner for distribution to their “best” customers and also distribute some coupons directly to customers at the time of intervention activity.

Photos: Please take photos of the stores—the shelf labels, posters, and taste-tests!

Week 3 onwards

Materials Needed

- Shelf Labels (same as mentioned above)
- Tape
- Coupons
- Phase 1 flyers (25 each CS, 50 each SSS)
- Soda taste-test materials:
 - Table
 - Educational Display
 - Sodas
 - Cooler and ice packs
- [Digital camera, if possible]

Store Visit

1. Walk through store to see if all BHS shelf labels and posters are posted and if food is stocked correctly. For “closed” corner stores, ensure that the “mini-poster” is visible and still posted.
2. Inventory the current stock of diet sodas, juices and water and encourage owners to stock.
3. Talk to store owner about flyers to see if they have already been handed out and need more, or need to continue handing them out.
4. Give 10 more Phase 1 coupons if needed, to store owners and ask them to give them to their “best” customers.
5. Conduct the taste-test. Coordinate with store owner to find the best place in the store (back, front, anteroom, etc).
6. Complete the cooking demo/taste-test log and weekly report.
7. Write the field notes and email them to the team.
9. Clean up! ☺

Phase 2: HEALTHY BREAKFAST

Week 1

Materials Needed

- Shelf Labels (LOW SUGAR, HIGH FIBER, LOW FAT)
- Tape
- Phase 2 posters
- Phase 2 flyers (25 each CS, 50 each SSS)
- [“Closed” Corner Store: mini-poster]

Store Visit

1. Put up the new Phase 2 posters in the store after removing the previous phase poster.
2. Give Phase 2 flyers to store owner for distribution (25 for CS, 50 for SSS).
3. Post BHS food labels under the appropriate cereals (SEE THE PROMOTED CEREAL LIST ON PAGE ____) and milk. For “closed” corner stores where shoppers don’t have access to food items, post the mini-poster that Hee-Jung created, with samples of foods offered at that store.
4. Inventory the current stock of cereals and milk and encourage owners to stock the promoted cereals and milk if not available for next week’s taste test.
5. Introduce the idea of a cereal and milk “taste test” the store owner. Coordinate with store owner on appropriate times and places to hold the taste tests. Note: if owners seem reluctant to have taste tests during busy store hours, you may suggest doing the taste test outdoors (if it’s not too cold)—directly in front of the store.
6. Interventionists will meet in week 1 of the phase in the BHS office to label Dixie cups and print the soda taste-test poster.

Week 2

Materials Needed

- Shelf Labels
- Tape
- Educational Display, Phase 2
- Phase 2 Flyers
- Baggies of cereals
- Boxes of promoted cereals
- Coupons and boxes of cereals
- Cooking demo/taste test log and clip board
- Jar openers with BHS logo and buttons

Store Visit

1. Before the visit, read over the MOP for taste-test specific instructions and materials needed.
2. Check if posters are damaged, missing, etc and make note to replace if necessary.
3. Post labels for any newly stocked foods and check positioning of existing labels to ensure that they correspond with foods (in case they were moved).
4. Check stocking of promoted foods and encourage store owners to stock foods that are missing.
5. Put up educational display where taste-test will be conducted.
6. Conduct taste-tests. See MOP for guidelines.
7. Handout flyers to taste-test customers to promote this phase.
8. Distribute ~10 coupons to each store owner for distribution to their “best” customers and also distribute some coupons directly to customers at the time of intervention activity.

Photos: Please take photos of the stores—the shelf labels, posters, and taste-tests!

Week 3 onwards

Materials Needed

- Shelf Labels (same as mentioned above)- for potential replacement
- Tape
- Coupons
- Phase 2 flyers (25 each CS, 50 each SSS)
- Cooler and ice packs
- Milk (whole, 2%, 1% and skim)
- Milk taste test poster
- Labeled Dixie cups
- Taste-test poster, marker and stickers
- [Digital camera, if possible]

Store Visit

1. Walk through store to see if all BHS shelf labels and posters are posted and if food is stocked correctly. For “closed” corner stores, ensure that the “mini-poster” is visible and still posted.
2. Inventory the current stock of cereals and milk and encourage owners to stock.
3. Talk to store owner about flyers to see if they have already been handed out and need more, or need to continue handing them out.
4. Give 10 more Phase 2 coupons if needed, to store owners and ask them to give them to their “best” customers.
5. Conduct the milk taste-test. Coordinate with store owner to find the best place in the store (back, front, anteroom, etc).
6. Complete the cooking demo/taste-test log and weekly report.
7. Write the field notes and email them to the team.
8. Clean up! ☺

Phase 3: COOKING AT HOME/YOUTH FOOD

Week 1

Materials Needed

- Shelf Labels (LOW FAT, HEALTHY CHOICE)
- Tape
- Phase 3 cooking spray posters
- Phase 3 flyers (25 each CS, 50 each SSS)
- ["Closed" Corner Store: mini-poster]

Store Visit

1. Put up the new Phase 3 posters in the store.
2. Give Phase 3 flyers to store owner for distribution (25 for CS, 50 for SSS).
3. Post BHS food labels under the appropriate food items. For "closed" corner stores where shoppers don't have access to food items, post the mini-poster that Hee-Jung created, with samples of foods offered at that store.
4. Inventory the current stock of cooking spray and canned vegetables/or any vegetables (onion/potatoes) and encourage owners to stock the promoted foods if not available for next week's activity.
5. Introduce the idea of a soda "taste test" to the store owner. Coordinate with store owner on appropriate times and places to hold the taste tests. Note: if owners seem reluctant to have taste tests during busy store hours, you may suggest doing the taste test outdoors (if it's not too cold)—directly in front of the store.
6. Interventionists will be meeting in week 1 in the BHS office to label Dixie cups and print the soda taste-test poster.

Week 2

Materials Needed

- Shelf Labels
- Tape
- Educational Display, Phase 1
- Phase 1 Flyers
- Diet sodas
- Cooler and ice packs
- Labeled Dixie cups
- Soda taste-test poster, marker and stickers
- Coupons
- Cooking demo/taste test log and clip board

Store Visit

10. Before the visit, read over the MOP for taste-test specific instructions and materials needed.
11. Check if posters are damaged, missing, etc and make note to replace if necessary.
12. Post labels for any newly stocked foods and check positioning of existing labels to ensure that they correspond with foods (in case they were moved).
13. Check stocking of promoted foods and encourage store owners to stock foods that are missing.
14. Put up educational display where taste-test will be conducted.
15. Conduct taste-tests. See MOP for guidelines.
16. Handout flyers to taste-test customers to promote this phase.
17. Distribute ~10 coupons to each store owner for distribution to their “best” customers and also distribute some coupons directly to customers at the time of intervention activity.

Photos: Please take photos of the stores—the shelf labels, posters, and taste-tests!

Week 3 onwards

Materials Needed

- Shelf Labels (same as mentioned above)
- Tape
- Coupons
- Phase 1 flyers (25 each CS, 50 each SSS)
- Soda taste-test materials:
 - Table
 - Educational Display
 - Sodas
 - Cooler and ice packs
- [Digital camera, if possible]

Store Visit

8. Walk through store to see if all BHS shelf labels and posters are posted and if food is stocked correctly. For “closed” corner stores, ensure that the “mini-poster” is visible and still posted.
9. Inventory the current stock of diet sodas, juices and water and encourage owners to stock.
10. Talk to store owner about flyers to see if they have already been handed out and need more, or need to continue handing them out.
11. Give 10 more Phase 1 coupons if needed, to store owners and ask them to give them to their “best” customers.
12. Conduct the taste-test. Coordinate with store owner to find the best place in the store (back, front, anteroom, etc).
13. Complete the cooking demo/taste-test log and weekly report.
14. Write the field notes and email them to the team.
18. Clean up! ☺

COOKING

DEMONSTRATIONS

&

TASTE

TESTS

ABOUT COOKING DEMOS & TASTE TESTS

CONDUCTING COOKING DEMONSTRATIONS AND TASTE TESTS

Cooking demonstrations/taste tests are one of the activities of the BHS Interventionist that takes up the greatest amount of his/her time. The cooking demonstrations will highlight the promoted foods and cooking methods for each phase of the BHS intervention, and will seek to engage community members. Because several of the participating stores lack room for cooking demonstrations and taste tests, the interventionist will have to conduct them at other **community locations** as well. The interventionist is responsible for making sure she/he has all needed materials (see tables that follow) ready before beginning a demonstration.

TIMING

- **Cooking demonstrations will be conducted ONCE EVERY 2 WEEKS IN EAST BALTIMORE STORES/ phase space and weather permitting and ONCE EVERY WEEK IN WEST BALTIMORE STORES.**
- Conduct demos especially at days of maximum attendance (ie. During paydays or other days when checks are issued)

DURATION

Demonstrations should last approximately **1 hour in corner store and about 2 hours in SSS**, and should be conducted at times where there is likely to be a higher attendance (late afternoon, evening).

FOOD SAFETY

It is important to practice good food safety to prevent bacteria from getting into food or growing in food. Bacteria can make you sick - like a stomachache, diarrhea, fever, throwing up, etc. Steps to remember in keeping food safe:

1. Wash your hands thoroughly with soap and water, scrubbing all parts of your hands. Use a paper towel to turn off the faucet.
2. **If you handle raw meat, wash your hands or use hand sanitizer before touching anything else. Make sure all surfaces that have come in contact with raw meat are washed as well.**
3. Keep raw meat separate from other foods when preparing for a demo.
4. Wash all fruits and vegetables before using.
5. Remember to keep foods cool or hot. Raw or prepared foods should not be left out for more than two hours at room temperature.
6. Thaw foods in the refrigerator or a microwave.

DOCUMENTATION

The interventionist will need to document when and where cooking demos or taste tests were conducted. The [Cooking Demo & Taste Test Log](#) will be used by the Interventionist to record when and where demos or taste tests were conducted.

PHASE 1

LOW CALORIE DRINKS

LEARNING OBJECTIVES

1. Customers will taste test diet sodas
2. Customers will compare the sugar content of a variety of beverages using sugar jars
3. Customers will guess the amount of soda in one serving.

MATERIALS NEEDED

- Dixie cups
- Cans of regular and diet soda
- Cooler and ice packs

FLYERS

- Comparison of sugar content of regular and diet sodas

EDUCATION DISPLAY

- Quench your thirst with water

GIVEAWAYS

- Water bottle with logo
- Buttons

FREQUENTLY ASKED QUESTIONS

- Q. Isn't the stuff in diet pop bad for you?
- A. No studies have shown that Nutrasweet (aspartame) increases risks of getting cancer or any other illness. Note: *Nutrasweet contains phenylalanine, which is dangerous for phenylketonurics (a genetic disease)*
- Q. I thought diet pop is only for people with diabetes, sick people like that.
- A. Diet pop is for anyone who wants to consume less sugar or calories. This includes diabetics, but can include any health-conscious person. (I'd also avoid the word "sick" here, especially in reference to diabetics.)
- Q. Diet pop tastes funny to me... like it has chemicals in it.
- A. All parts of foods are chemicals. Sugar is a chemical. Salt is a chemical. Different chemicals, even when they are all natural, have different tastes. The taste is a little different because it comes from something different. But it's safe to drink. Many people actually prefer the taste of diet pop once they are used to them. If you don't like the taste, water is another great alternative to pop.

<p>Activity #1 DIET POP/DRINKS TASTE TEST</p>	<p>Do soda taste test:</p> <ol style="list-style-type: none"> 1. Provide 3-4 different types of diet pop/drinks, giving a variety of tastes. Do offer regular pop. 2. Alternatives to frequently consumed drinks: diet Pepsi, pepsi one, diet coke, coke zero, diet 7UP/ diet ginger ale 3. Allow people to drink diet version of the pop they usually drink. 4. Let people taste whichever ones they want. 5. Ask if they would drink any of these occasionally.
<p>Activity #2 SUGAR JAR DEMO</p>	<p>Do the sugar jar demonstration:</p> <ol style="list-style-type: none"> 1 Show them the TWO jars- one with amount of sugar in a can of regular soda and another jar with no sugar to represent absence of sugar in diet sodas. 2 Tell customers that they represent the amount of sugar in 12 ounces of different kinds of beverages. 3 Ask them to identify the drinks they just tasted 4 Explain the flyer showing the amount of sugar in the jar that is present in one can of regular soda. 5. Then show them an empty jar and point out that diet pop or diet drinks, in any amount, are free of sugar.
<p>Activity #3 TALK ABOUT BENEFITS OF WATER</p>	<p>EMPHASIZE THAT WATER IS THE BEST CHOICE FOR A BEVERAGE</p> <p>Advantages of water:</p> <ol style="list-style-type: none"> 1. Quenches your thirst 2. Helps maintain your body fluids so you perform better 3. Far cheaper and better for your health <p>If people do not like the taste of their tap water suggest a filter. In areas where water quality is questionable, remind people they can boil the water.</p>

NOTE: IF THE PERSON IS DIABETIC, DO NOT OFFER REGULAR SODA.

PHASE 2

HEALTHY BREAKFAST

LEARNING OBJECTIVES

1. Consumers will do a blind taste-test of lower-fat milk.
2. Customers will taste test lower sugar, higher fiber cereals

MATERIALS NEEDED

Low-sugar and high-fiber cereals
Small baggies
Dixie cups
Whole and Lower fat milk (2%, 1%, skim)
Cooler and ice packs
Milk Taste Test Chart and stickers
Phase 1 Educational Display

FLYERS

Toasted Os and Sugar Flakes

EDUCATION DISPLAY

Start your day with a healthy breakfast

GIVEAWAYS

Free samples of lower sugar, higher fiber breakfast cereals and low fat milk
Jar openers with BHS logo
Buttons

FREQUENTLY ASKED QUESTIONS

TBD

<p>Activity #1 SAMPLE LOWFAT MILK</p>	<p>Conduct the blinded taste test of milks:</p> <ol style="list-style-type: none"> 1. Ask customer what kind of milk he/she usually drinks. 2. If they already drink 1% or skim, congratulate them and ask if other members of their household also drink the same milk. 3. If the consumer drinks skim, and other members of their household also drink skim, go to the giveaway. DON'T have them do the taste test -- they can't do better! 4. If the consumer drinks any other type of milk, then ask them to do a "blind taste test of different milks." 5. If they are drinking 1%, they would only taste 1% and skim -- one cup of 1% and 2 cups of skim. 6. If they drink 2%, then have them taste one cup each of 2%, 1%, and skim. 7. If they normally drink whole, then they can taste one cup each of whole, 2%, 1%, and skim. Then instead of asking them which is the milk they usually drink, ask which they like the best. This will make an even bigger impression if they choose a lower-fat milk! 8. Behind a screen, mark the bottom of each cup with what kind of milk it has. (Note: you may wish to Pre-mark several stacks of Dixie cups) 9. If they choose a lower-fat milk than they normally drink, then record their response as "PREFERS LOWER-FAT MILK" on the taste test chart using stickers. If they choose their regular milk, then record this as "PREFERS OWN MILK" on the taste test chart using stickers. 10. In both cases, ask them, "what do you think of the lower fat milk?" "would you think about getting it in the future?"
<p>Activity #2 TASTE CEREALS</p>	<p>Do the cereals taste tests:</p> <ol style="list-style-type: none"> 1. Give customers small plastic bags of sample lower sugar, higher fiber cereals to sample 2. Remind people that cereals make good snacks, as well as breakfast food 3. Mention that breakfast cereals (even high sugar ones) are generally better options than other kinds of breakfast items like sweet rolls, donuts, Pop Tarts, etc. We don't want people giving up cereals in favor of these less healthy options. 4. They may have the cereal with some of the lower fat milk they tried.
<p>Activity #3 COMPARE SUGAR</p>	<p>Amount of sugar in different breakfast foods:</p> <ol style="list-style-type: none"> 1. Show the amount of sugar you would consume in a week if you ate ONE serving of a variety of cereals AND other types of breakfast foods. 2. Foods: high sugar cereal (Frosted flakes), low sugar cereal (Cheerios), Pop-tart (19gm per tart), a cinnamon bun. 3. Set out packages with jars of sugar and ask people to match them. 4. Note: avoid cereals high in sugar due to dried fruit.
<p>Activity #4 FREE FOOD</p>	<p>Give free small boxes of cereal, lower fat milk to people who do activities #1 & 2</p> <ol style="list-style-type: none"> 1. Hand out the flyer and discuss the information on cereal labels

PHASE 3

COOKING AT HOME/YOUTH FOOD: COMMUNITY

LEARNING OBJECTIVES

1. Consumers will see the cooking spray and learn about ways to use it for different foods.
2. Consumers will learn about the benefits of cooking spray (in terms of reducing intake of fat)
3. Consumers will see how to use cooking spray by observing and tasting a commonly-eaten foods prepared with spray instead of grease or oil.
4. Consumers will learn new cooking method for ground meat – “Drain and rinse” method.

MATERIALS NEEDED

Pancake mix, mixing bowl, spatula and ladle
Cooking spray
Griddle
Extension cord
Small paper plates
Tooth picks
Napkins

Jars showing the amount of fat present in one pound of beef when cooked in its own fat, amount of fat when the fat is drained and last one showing the amount of fat after the meat has been drained and rinsed.

FLYERS

Why Use Cooking Spray flyers
Drain and rinse your ground meat flyer

EDUCATION DISPLAY

Providing and promoting healthy choices for Baltimore

GIVEAWAYS

Coupons for cooking spray
Colander

FREQUENTLY ASKED QUESTIONS

Q. How long does a can of cooking spray last?

A. A can of cooking spray, depending on size, can be used 500-2000 times (that is for a quick squirt). If you use it a lot, it will still last for over a month.

Q. How does cooking spray taste?

A. Cooking sprays are just vegetable oil, so plain types don't taste like anything much. Go ahead and taste some of the flavored varieties we have here for you.

Q. Isn't cooking spray more expensive?

A. Well, a can of canola oil cooking spray has about 340 servings and costs about \$3.89 (Safeway), so that is about 1cent per serving. One serving of canola oil is 2 tsp. (10ml)

so a \$6.29 (Safeway 3000ml) bottle would hold about 300 servings which is about 2 cents a serving. Margarine (Safeway) cost \$3.09 for 907g, and a serving is about 2 tsp (10g), or about 3.4 cents. There is a flyer which illustrates this as well.

Q. What are the different foods you can cook with cooking spray?

A. Many of the foods you commonly prepare with grease or oil can be prepared with cooking spray. These include stir-fry vegetables, meats, grilled sandwiches, fried eggs, or pancakes, anything that you might cook in a skillet. In terms of baked goods, the spray is for coating pans, and not a substitute for oil or shortening in the recipe.

Q. Is cooking spray safe to use?

A. Lecithin is a natural part of many foods, and all products in stores must be proven safe.

Q. What are the health benefits of using cooking spray?

A. When used according to the directions, cooking spray is calorie free, fat free and cholesterol free.

<p>Activity #1 PANCAKE COOKING DEMO</p>	<ol style="list-style-type: none"> 1. Prepare the pancake mixture and put it in a bowl to carry it to the store or prepare the batter at the store. 2. Turn on the griddle after setting up the table for the cooking demo. 3. Show customers how to use the cooking spray to make pancakes. Make small size pancakes of about 3" diameter. 4. Explain the flyer and uses of cooking spray.
<p>Activity #2 DRAIN AND RINSE METHOD</p>	<ol style="list-style-type: none"> 1 Explain the drain and rinse method using the colander and flyer. There are 2 ways of doing this: <ol style="list-style-type: none"> a) Drain off the fat from the skillet/pot while cooking the ground meat and then rinse it under running water using the colander. b) Put excess amount of water while cooking the ground meat and then drain off all the water after cooking is complete using the colander. 2. Show the jars containing the different amounts of fat from ground meat that is removed when it is cooked in different ways. Emphasize the importance of removing the fat from the meat.

PHASE 4

CARRY-OUT FOODS

LEARNING OBJECTIVES

1. Consumers will see and taste healthier carry-out options.
2. Consumers will learn about the benefits of using whole wheat bread and less mayonnaise (in terms of increasing fiber and reducing fat in foods)
3. Consumers will taste-test whole wheat bread
4. Consumers will blind taste test lower fat mayonnaise

MATERIALS NEEDED

Whole wheat bread
Regular mayo, low-fat mayo, light mayo
Butter knives
Small plates
Napkins
Screen to prepare foods behind

FLYERS

Nutrition Guides

GIVEAWAYS

Small jar of lowfat mayo
Free bottled water or piece of fruit with purchase of healthy carry-out option

FREQUENTLY ASKED QUESTIONS

Q. What is fiber?

A. Fiber is found in plants. For instance in a whole grain of wheat or rice, the thick outside part is fiber, or the stringy part of celery, that's fiber.

Q. Why is fiber good for me?

A. Dietary fiber helps to move food through your intestines (and prevent constipation). It also makes you feel more full so you eat less, and it takes longer to digest, so your blood sugar does not rise as quickly after eating a high fiber meal. In addition, it helps lower your blood cholesterol and prevent things like heart disease, some kinds of cancer, and diabetes.

Q. I guess I could try whole wheat bread, but my family won't go for it.

A. If you don't think they are ready for 100%, you can try 60% whole wheat first. This still has more fiber than white bread.

Q. What about rye bread?

A. If it is made with whole rye grains, rye bread also has more fiber than white bread.

Q. Isn't whole wheat bread more expensive?

A. Not always. For instance, at Safeway, the Safeway brand white, 60%, and 100% whole wheat loaves are all the same price.

<p>Activity #1 BLIND TASTE TEST</p>	<p>Conduct the blinded taste test of mayonnaise:</p> <ol style="list-style-type: none"> 1. Ask customer what s/he usually puts on his/her bread. 2. If they already use light mayonnaise, praise them and offer them a piece of bread/toast (cut a slice up into smaller pieces) with light mayonnaise. 3. If the consumer uses regular mayonnaise, have them try pieces of bread with regular and light mayonnaise. 4. Behind a screen, mark the bottom of each plate with what kind of mayonnaise it was. 5. If they choose the light mayonnaise, then record their response as "PREFERS LIGHT MAYO." If they choose the regular mayonnaise, then record this as "PREFERS OWN MAYO." 6. In both cases, ask them, "What do you think of the light mayonnaise?" "Would you think about getting it in the future?"
<p>Activity #2 FAT JAR</p>	<p>Do the fat jar demonstration:</p> <ol style="list-style-type: none"> 1. Show them the four jars of fat. 2. Tell customers that they represent the amount of fat if you were to use 2 tablespoons of butter, margarine, light spread, or no sugar added jam per day for 30 days in a month. 3. Ask them to guess which one is the butter, margarine, light spread, or no sugar added jam.
<p>Activity #3 WHOLE WHEAT</p>	<ol style="list-style-type: none"> 1. Ask the participants what kind of bread they usually eat. 2. Ask them what they thought about the whole wheat bread they tried the mayonnaise on. 3. If they don't usually eat whole wheat, ask them if they would try it in the future. 4. Explain that 100% whole wheat bread has twice the fiber of white bread and since most people don't eat enough fiber at all, it's important to eat high fiber foods.

PHASE 5

HEALTHY SNACKS

LEARNING OBJECTIVES

1. Consumers will taste-test baked / reduced fat chips and low sodium pretzels

MATERIALS NEEDED

- Baked chips, baked tortilla chips, low sodium pretzels
- Small baggies
- Napkins

FLYERS

- Baked vs regular chips vs pretzels
- Baked tortilla chips vs. regular chips vs reduced fat chips
- Start your day in a fruitful way

GIVEAWAYS

- BHS chip clips
- Buttons
- Post cards

FREQUENTLY ASKED QUESTIONS

TBD

Activity #1 SAMPLES	Provide samples of baked chips and pretzels in plastic bags for customers to try.
Activity #2 Potato Chip Smash!	Crush regular potato chips in paper towels to show customers how much grease is in those chips (see AHS MOP).

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GIVEAWAYS

GIVEAWAYS

Giveaways are a tangible incentive that serve an important reinforcing purpose.

Giveaways with the project logo include:

- Free samples of lower sugar, higher fiber breakfast cereals and milk (Phase 1)
- Jar Openers with BHS logo (Phase 1 and Phase 2)
- Colander (Phase 2)
- BHS Refrigerator Magnet (Phase 3)
- Free bottle of water or piece of fruit (Phase 4)
- Water bottle with logo (Phase 5)
- Sugar-free drink mixes (Phase 5)
- Incentive Cards for Customers (Phase 1, 3, 5)

INCENTIVE CARDS

Incentive cards will be used to encourage shoppers to buy healthier food items. Use of the card will be restricted to such promoted items in Phases 1, 3 and 5. The cards will allow shoppers to buy three healthy food items and receive the fourth one free. Corner store owners will collect the cards and each month interventionists will collect the cards and reimburse the store owners \$4.00 for each card collected. The expiration date will be the last day of the intervention, September 30, 2006. The cards will only be valid at participating stores which are listed on the back.

If store owners choose to hold the incentive cards in the store, the interventionist should remind them that they should promote the BHS foods not only to those who are already buying them, but to those customers that are buying other foods in the same category. Other people may be using the cards, especially if they were handed out during Community Action Center events or church events. Store owners should be notified.

Healthy Reward Card (phase 1)

Age _____ Gender (M/F) _____
 Date _____ ID# _____


Buy 3 promoted foods*, Get 4th one FREE! (Up to \$4.00)

EXPIRES SEPTEMBER 30, 2006

1	2	3

Look for the logo to identify the promoted foods!

*See back of card for participating stores.
 Card must be signed by store staff at time of purchase to redeem free item.
 Customers can get only one signature per one visit per day.




BALTIMORE HEALTHY STORES

ABOUT US:
 Baltimore Healthy Stores is a collaborative project between the Johns Hopkins Center for Human Nutrition, local community organizations and food stores to provide and promote healthy foods in Baltimore, Maryland.

<p>*PARTICIPATING STORES</p> <p>Jo's Market - 25 N. Chester St. Super Save - 2100 E. Monument Roman's Food - 931 E. 22nd St. Sun Grocery - 2338 E. Monument King's Korner - 1713 Federal St. Hye's Grocery - 2819 E. Madison Green's - 1301 N. Luzerne Ave.</p>	<p>PROMOTED FOODS (Check if purchased)</p> <p>☐ Low-Fat (2%, 1%, Skim) Milk _____</p> <p>☐ Low sugar/ _____ High fiber cereals (Cheerios, Kix, Rice Krispies, Total Life, Corn Flakes, Chex, Grape Nuts)</p> <p>☐ Other cereals approved by WIC</p>
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COUPONS

Coupons will be used to encourage shoppers to buy healthier food items during Phases 2 and 4. The coupons will allow shoppers to purchase promoted healthy food items at a discounted price. Corner store owners will collect the cards and each month interventionists will collect the cards and reimburse the store owners the amount listed on each coupon. The expiration date will be the last day of the intervention, September 30, 2006. The coupons will only be valid at participating stores which are listed on the back.



Baltimore Healthy Stores

COOKING SPRAY COUPON

\$2.00 OFF

*This Coupon entitles you to
\$2.00 Off ONE can of
Cooking Spray**

*Cooking spray must be promoted by the BHS Project
*See reverse for list of participating stores

Coupon ID: _____

Expiration Date: 04/31/06




Baltimore Healthy Stores

Please fill out to redeem coupon:

Age _____ Gender (circle) F or M

Participating Stores:

- Jo's Market—25 N. Chester
- Super Save—2100 E. Monument
- Roman's Food—931 E 22nd
- Sun Grocery 2338 E Monument
- King's Korner 1713 Federal
- Hye's Grocery—2819 E Madison
- Green's 1301 N. Luzerne



FUNDING & ADDITIONAL RESOURCES

FUNDING RESOURCES

There are a many sources of funding for a variety of health promotion projects. These may be a valuable tool in continuing promotion of health and well-being across your community. This section will identify funding sources and include some tips for applying for grants.

The Atkinson Charitable Foundation www.atkinsonfoundation.ca

The Atkinson Foundation has early childhood development and economic justice programs. These focus on evaluation of new strategies for improving health, education, and economic well-being.

Bell Community Support Fund <http://www.truesportpur.ca/index.php/language/en/category/98>

This fund helps communities promote inclusion and accessibility for hockey or soccer programs. This could be through improving rink facilities or establishing equipment sharing programs or increasing coaching opportunities. Grants are \$5,000 or \$25,000.

General Mills www.generalmills.com

Under the commitment section, General Mills offers grants for Youth Nutrition & Fitness as well as several other related areas. For some grants affiliation with a Registered Dietician is required. The program is administered from the United States, so applicants should investigate whether Canadian entities are eligible.

HBC Foundation www.hbc.com/hbc/socialresponsibility/foundation/

Grantee must be a registered charity or non-profit organization registered with Revenue Canada. Most bands are eligible to apply for such status if not already obtained. HBC provides grants focused on Building Healthy Families, Creating Strong Communities, and Inspiring Young Canadians.

Laidlaw Foundation www.laidlawfdn.org

The Laidlaw Foundation funds three focus areas: art, youth, and environment. The Youth Engagement program promotes involvement of youth in community decision making. Past grantees have included groups in Northwest Ontario.

The Lawson Foundation <http://www.lawson.on.ca/>

The Lawson Foundation has a Healthy Communities Program, with grants for Diabetes.

J. W. McConnell Family Foundation www.mcconnellfoundation.ca

The McConnell Foundation only makes grants to charities of non-profit organizations registered with Revenue Canada. It states that it "funds initiatives of national significance which address challenges for Canadian society by engaging people, by building resilient communities, and by developing a strong knowledge base for the work that we support." These may include local projects that address issues of national significance. Its granting philosophy encourages innovative, collaborative, inclusive projects.

The McLean Foundation <http://www.mcleanfoundation.on.ca/index.htm>

The McLean Foundation provides support to a wide variety of projects in the arts, education, health, and general welfare with an “emphasis on projects showing promise of general social benefit but which may initially lack broad public appeal.”

The Moffat Family Fund

The Moffat Family Fund is administered by the Winnipeg Foundation www.wpgfdn.org but provides funds to communities in Northwest Ontario for project relating to community services, health, environment, education, recreation, arts, etc.

Trillium Foundation <http://www.trilliumfoundation.org/>

The Trillium Foundation provides grants to communities and groups to help build healthier communities in Ontario. Grants in the past have ranged from \$5,000 to \$300,000 for projects such as renovating ice rinks and tennis courts or organizing volunteer programs. There are also useful tips and guidelines for grant preparation on this website.

This is just a taste of the many funding sources out there. Corporations and local businesses also give grants to community projects. Charity village has links to lists and databases of many more sources of funding for all kinds of projects: <http://www.charityvillage.com/cv/ires/fund.asp>.

GRANT WRITING TIPS

One of the most important things before applying for a grant is to read the granting criteria VERY carefully to make sure your organization or proposal meets their requirements.

Things to consider:

1. What is the concept?
2. What is the need for this program?
3. How will we carry out the program?
4. What is our expected outcome? (i.e. number of participants, facility X built, increase in knowledge, etc.)
5. How will we evaluate the program?
6. What is the timeline?
7. What will our expenses be?

According to the Foundation Center's short course, answers to these questions can be organized along these lines in your proposal:

- I. Executive Summary: umbrella statement for your case and summary of proposal
- II. Statement of Need: why is this project necessary
- III. Project description: nuts and bolts of how project will be implemented and evaluated
- IV. Budget: financial description of project with explanatory notes
- V. Organization information: history and governing structure of the organization, primary activities, audiences, and services
- VI. Conclusion: summary of proposal's main points

For details on each of these sections, visit <http://fdncenter.org/learn/shortcourse/prop1.html>.

Here are some more resources for how to write a good grant proposal:

<http://www.cpb.org/grants/grantwriting.html>

<http://www.mcf.org/mcf/grant/writing.htm>

<http://www.npguides.org/>

<http://www.proposalwriter.com/grants.html>

ADDITIONAL RESOURCES

Below are websites with additional resources for health promotion and health activities. BHS has not reviewed these materials and by listing them does not necessarily endorse them.

WEBSITES

5 a Day the Color Way

<http://www.pbhfoundation.org/index.php>

CATCH (Coordinated Approach to Child Health)

<http://www.sph.uth.tmc.edu/catch/>

Creating Healthy Kids

<http://www.stonyfield.com/weblog/CreatingHealthyKids/index.html>

Creative Wellness Solutions

http://www.actnowprogram.com/index_flash.asp

Health Promoting Schools

<http://www.sofweb.vic.edu.au/hps/abouthps.htm>

PE4Life

<http://www.pe4life.org/>

US Dept of Health and Human Services Center for Disease Control Physical Activity Resources

<http://www.cdc.gov/nccdphp/dnpa/physical/index.htm>

Smart-mouth

<http://www.cspinet.org/smartmouth/bite.html>

SPARK (Sports, Play, & Active Recreation for Kids!)

<http://www.cspinet.org/smartmouth/bite.html>

Victory Garden Movement

<http://www.victorygardens.net/index.html>

ARTICLES

Harris, S. B., Gittelsohn, J., Hanley, A., Barnie, A., Wolever, T. M. S., Gao, J. et al. (1997). The prevalence of NIDDM and associated risk factors in native Canadians. *Diabetes Care*, 20, 185-187.

Macaulay, A. C., Harris, S. B., Levesque, L., Cargo, M., Ford, E., Salsberg, J. et al. (2003). Primary Prevention of Type 2 Diabetes: Experiences of 2 Aboriginal Communities in Canada. *Canadian Journal of Diabetes* 27, 464-475.

Young, T. K., Reading, J., Elias, B., & O'Neil, J. D. (2000). Type 2 diabetes mellitus in Canada's First Nations: status of an epidemic in progress. *Canadian Medical Association Journal*, 163, 561-566.

PROCESS EVALUATION

PROCESS EVALUATION

An important part of the project is documenting how well the activities are carried out. This is called process evaluation. Much of this will be done by a trained process evaluator. The interventionist will need to inform the process evaluator when demos, events, and radio announcements are scheduled to happen so that the process evaluator can attend. In addition, the interventionist will be responsible for keeping logs of activities and submitting a weekly progress report. The interventionist's forms are located in Appendix A of this MOP. Instructions for completion of each form are in the relevant section of the MOP.

The following are the logs the **interventionist** will complete:

COOKING DEMOS & TASTE TEST LOG

FREQUENTLY ASKED QUESTIONS LOG

WEEKLY PROGRESS REPORT (See appendix A for form and below for instructions.)

The following are the evaluation instruments the **process evaluator** will complete:

COOKING DEMONSTRATION/TASTE TEST EVALUATION FORM will document details of the CD/TT including time started and ended, number of participants, number of food samples distributed, a general evaluation of how the CD/TT went, and an assessment of the participants reactions to the demonstration.

STORE VISIT EVALUATION FORM will evaluate the availability of promoted foods, the placement of shelf labels, posters and educational displays.

TABLE OF ALL EVALUATION COMPONENTS

Instrument:	Pre-Intervention	During Intervention	Post-Intervention
Quantitative Food Frequency	X		X
Adult Impact Questionnaire	X		X
Adult Exposure			X
Store Evaluation		X	X
Process Evaluation		X	

INTERVENTIONIST PROGRESS REPORT

The Weekly Progress Report will track all project activities. The interventionist will fill out the progress report at the end of every week, recording activities conducted in the past week.

To fill out the report the Interventionist will follow these instructions:

1. Always use black or blue ink
2. Record week ending date. Weeks end on Saturday
3. If you use need to use more than one page, indicate what page of total pages this is.
4. Enter Interventionist' s name
5. Check community name
6. Fill out activities table, checking appropriate location and writing descriptions of activities. Please write the location if you check "Other."
7. Total hours worked during the week. This only needs to be filled out on final sheet.
8. Sign form on all pages
9. Turn into W2047 by 11AM Monday morning.

COMPLETED SAMPLE FORM:

INTERVENTIONIST WEEKLY PROGRESS REPORT

1. Week ending: 02 / 10 / 2006 Page: 1 of 1
2. Interventionist name: Jane Lewis
3. Community: Stop Shop Save West Baltimore
 Corner Store East Baltimore

DATE (DD/MM/YY)	TYPE	ACTIVITY DETAILS
<u>02/8/2006</u>	<input checked="" type="checkbox"/> Stop Shop Save	Location: <u>SSS Caroline Street</u>
Start time:	<input type="checkbox"/> Corner Store	Activity: <u>Checked for shelf labels</u>
<u>12:00pm</u>	<input type="checkbox"/> Other:	Description: <u>Checked for shelf labels next to promoted items and rearranged labels where needed.</u>
Finish Time:	_____	
<u>1:15pm</u>		
<u>02/09/2006</u>	<input type="checkbox"/> Stop Shop Save	Location: <u>King's Korner Store</u>
Start time:	<input checked="" type="checkbox"/> Corner Store	Activity: <u>Taste Test- milk and cereal</u>
<u>2:00pm</u>	<input type="checkbox"/> Other:	Description: <u>Conducted taste test and handed out flyers to customers</u>
Finish Time:	_____	
<u>4:00pm</u>		

TOTAL HOURS WORKED: 2 1/4

Jane Lewis

INTERVENTIONIST SIGNATURE

JHSPH SUPERVISOR SIGNATURE

PROCESS EVALUATION: MANUAL OF PROCEDURES

Process evaluation is an important component of the intervention because it helps us monitor how well the program is being implemented. In each community there will be a Process Evaluator (PE) who will work in conjunction with the Interventionist during each phase of the intervention. There are several forms that the PE must complete during each phase to document and monitor each component of the intervention. Below are descriptions of each form and instructions for their completion.

FORM 1: STORE VISIT EVALUATION FORM

INSTRUCTIONS FOR USE

The [Store Visit Evaluation Form](#) will be used by the PE to record the stocking of food items and use of visual communication materials at participating stores.

- o At the beginning of each phase, the PE should make a timeline to schedule store visits during the phase. The PE should visit each store **A MINIMUM OF FOUR TIMES** per phase, which averages to once every two weeks for a two-month phase.
- o A new evaluation form should be filled out for each store at each visit.
- o Complete the form in blue or black ink.
- o After each phase is over, make copies of all the demo/taste test forms and turn in the original forms to the main office in W2041. File the copies in a safe place.

To fill out the form, the PE will follow these steps:

1. Write the date.
2. Write his/her name.
3. Check the store name.
4. Check the promotional phase.
5. Food availability
 - a. For each available food, count the number of items on the shelf and record in the “# items” space.
 - b. If there are more than 10 items for each food, place a check on the “>10 items” line.
 - c. ALL FOOD ITEMS IN ALL PHASES SHOULD BE COMPLETED EVERY TIME. For example, during phase 1, complete the food availability section for phases 1 through 5.
6. Shelf labels
 - a. For each food, check ‘yes’ or ‘no’ for whether the appropriate shelf label is correctly positioned under the food. Abbreviations of the correct label are listed with the foods (HF, LS, LF, HFC).
 - b. Describe any problems with the condition or location of the labels in the “problems” section.
 - c. SHELF LABELS SHOULD BE EVALUATED DURING THE CURRENT PHASE AND DURING EACH FOLLOWING PHASE. For example, during phase 4, the shelf label section should be completed for phases 1 through 4.

7. Posters
 - a. For each poster, check ‘yes’ or ‘no’ for whether the poster is posted at the store.
 - b. Check ‘yes’ or ‘no’ for whether the poster is readily visible.
 - c. The poster section should only be completed for the current phase. For example, during phase 3, only the phase 3 posters should be evaluated.
8. Educational displays
 - a. For each educational display, check ‘yes’ or ‘no’ for whether the display is present at the store.
 - b. Check ‘yes’ or ‘no’ for whether the display is readily visible.
 - c. The educational display section should only be completed for the current phase. For example, during phase 3, only the phase 3 educational display should be evaluated.
 - d. Some stores will not have educational displays due to space constraints. In this case, check ‘no’ for the presence of the display.
9. Write any additional comments or complications.
10. Write the store ID# on the top of each page.
11. Check the form to make sure all questions are answered completely and accurately and sign on the line.

FORM 2: COOKING DEMONSTRATION/TASTE TEST EVALUATION FORM

INSTRUCTIONS FOR USE

The [Cooking Demonstration/Taste Test Evaluation Form](#) will be used by the PE to record observations of the cooking demonstrations and taste tests.

- o Before each demo/taste test the Interventionist is responsible for contacting the PE to inform him/her of the time and location of the event.
- o The PE is responsible for attending **A MINIMUM OF TWO** demos/taste test per phase and more if possible. He/she must stay for duration of the demonstration.
- o At each demo/taste test, the PE will observe the event and complete this form in blue or black ink. Do not leave any spaces blank.
- o After each phase is over, make copies of all the demo/taste test forms and turn in the original forms to the program coordinator in W2041. File the copies in a safe place.

To fill out the form, the PE will follow these steps:

1. Write the date.
2. Write his/her name.
3. Write the name of the store or community location of the demo/taste test.
4. Check the correct promotional phase.
5. Check whether it is a cooking demonstration or a taste test (if unsure, ask the Interventionist to clarify).
6. Write the name of the facilitator (Interventionist).
7. Write the time the demo/taste test starts.
8. Write the name or a description of the demo or taste test (if unsure, as the Interventionist to clarify).
9. Make a tally mark for each time a person stops briefly at the table but does not participate (he/she may taste the food, but does not listen to the accompanying message or take a recipe/flyer). At the end, count the tally marks and write the total number.

10. Make a tally mark for each time a person stops at the table and participates (he/she pays attention to the Interventionist, tastes samples, takes recipes/flyers, asks questions, etc.). At the end, count the tally marks and write the total number.
11. Make a tally mark for each time the Interventionist distributes a food sample or a person takes a food sample on his/her own. At the end, count the tally marks and write the total number.
12. Write the names of the flyers or print materials that are being distributed (not recipe cards). Make a tally mark for each time the Interventionist distributes each flyer/print material or a person takes one on his/her own. At the end, count the tally marks and write the total number for each flyer/print material. This can also be done by asking the Interventionist for the number of flyers printed and subtracting the left over flyers to get the total.
13. Make a tally mark for each time the Interventionist distributes a recipe or a person takes a recipe on his/her own. At the end, count the tally marks and write the total number. This can also be done by asking the Interventionist for the number of recipes printed and subtracting the left over recipes to get the total number.
14. Write the time the cooking demo/taste test ends.
15. Describe what went well during the demo/taste test. Use this space to describe factors such as the attitude of the Interventionist, outside factors affecting the demo, location and setup, or anything else that positively impacted the demo.
16. Describe what do not go well during the demo/taste test. Use this space to describe factors such as the attitude of the Interventionist, outside factors affecting the demo, location and setup, or anything else that negatively impacted the demo.
17. Write any improvements that you think could be made to future demos/taste tests.
18. On a scale of 1 to 5, rate the participants' overall reaction to the food tasted and circle one number on the scale. This is *your opinion* of the customers' reactions based on your observations.
19. On a scale of 1 to 5, rate the participants' overall interest level in the promoted food and circle one number on the scale. This is *your opinion* of the customers' interest based on your observations.
20. On a scale of 1 to 5, rate the overall accessibility of the demonstration site and circle a number on the scale. This is *your opinion* of the demonstration location and how easily customers are able to access it.
21. Write any other comments that do not fit in the other spaces.
22. Write the total number of customer evaluations collected during the demonstration.
23. Check the form to make sure all questions are answered completely and accurately and sign on the line.

FORM 3: MASS MEDIA EVALUATION FORM

INSTRUCTIONS FOR USE

The [Mass Media Evaluation Form](#) will be used by the PE to document use of communication materials. This form should be completed one time for each phase of the intervention.

- o During the first week of each phase the Interventionist will inform the PE of all of the mass media activities for that phase. He/she will provide the PE a copy of the Mass Media Log and will provide updates on scheduled radio announcements. This ensures that the PE knows where posters, flyers, and educational displays have been posted, when radio spots are scheduled to air, and where cartoons will be published or posted. THIS IS VERY IMPORTANT—IF THE INTERVENTIONIST DOES NOT CONTACT THE PROCESS EVALUATOR, THE PE MUST CONTACT THE INTERVENTIONIST FOR THIS INFORMATION.

- o Throughout each phase, the PE will monitor newsletters and other publications where cartoons have been submitted to record publication.
- o Throughout each phase, the PE will listen to the radio at the scheduled times to record how many times each spot is aired. He/she should also contact the Interventionist and the radio station and to ask how many times each spot was aired.
- o During the last week of each phase, the PE will visit all the community locations where posters, flyers, cartoons, or educational displays are posted to record their presence and condition.
- o The PE is responsible for filling out the Mass Media Evaluation Form one time per phase (for phases 0 to 5).
- o Use blue or black ink to complete the form. Do not leave any spaces blank.
- o After each phase is over, make a copy of the form and mail the original form to the program coordinator in Fort Frances. File the copies in a safe place.

To fill out the form, the PE will follow these steps:

1. Write the date.
2. Write his/her name.
3. Check the community name.
4. Check the correct promotional phase.
5. Radio
 - a. From the Interventionist MOP, record the names of each radio spot in the “Radio spot name” column. There are three types of radio spots: stories, public service announcements, and cooking demo/taste test or community event announcements. For each type, there will likely be several different radio spots.
 - b. Next, record whether each radio spot aired during the phase in the “Yes/No” column.
 - c. In the “# Times (tally)” column, make a tally mark each time you hear the radio spot played.
 - d. At the end of each phase, count the tally marks and record the total number of times each spot was aired in the “Total #” column. Remember, the Interventionist and the radio station should also be contacted to assess the total number of times each spot was aired.
 - e. Use the “Comments” column to record any additional information, difficulties, or comments from the Interventionist or radio personnel.
6. Cartoons
 - a. From the Interventionist MOP, record the names of the cartoons that are scheduled to be published or posted during each phase in the “Cartoon name” column.
 - b. From the Interventionist’s Mass Media Log, record the location that the cartoon is to be published or posted in the “Location” column. For example, this could be in a community newsletter, on the cable TV channel, or on a community or school bulletin board.
 - c. Record whether each cartoon was posted or published as planned in the “Yes/No” column.
 - d. Record the date that each cartoon was published (if in a printed publication or on cable TV). If the cartoon was observed in a community location, write the date that it was observed.
 - e. Use the “Comments” column to record any additional information or comments about the cartoons.
7. Posters/Flyers/Educational Displays
 - a. From the Interventionist MOP, write the name of each poster, flyer, or educational display that is scheduled to be posted during each phase.

- b. From the Interventionist's Mass Media Log, visit each community location where materials are supposed to be displayed. This should be done during the last week of each phase. For each item, write the location in the "Community Location" column. Each item may be present in several locations, so be sure to write all locations where the item is present.
 - c. Use the "Comments" column to record any additional information about the placement, visibility, or condition of the items. Also record any additional comments.
8. At the end of each phase, check the form to make sure all questions are answered completely and accurately and sign on the line.

CUSTOMER/PARTICIPANT EVALUATION FORMS:

1) COOKING DEMONSTRATION/TASTE TEST CUSTOMER EVALUATION FORM

INSTRUCTIONS FOR USE

The [Cooking Demonstration/Taste Test Customer Evaluation Form](#) will be distributed by the PE during each cooking demo/taste test to assess customer reactions to the promoted foods.

- o Bring at least 50 copies of the evaluation form to each demo/taste test. Also bring several blue and black pens and an envelope to hold completed forms.
- o During the demo/taste test, distribute as many forms as possible to customers AFTER they have participated in the demo/taste test.
- o Coordinate with the Interventionist to provide giveaways as an incentive to complete the form. If giveaways are available, offer one item to each customer who completes the form.
- o After each phase is over, make copies of all the customer evaluation forms and mail the original forms to the program coordinator in Fort Frances. File the copies in a safe place.

To fill out the form, the PE will follow these steps:

1. Hand one form and a pen to each participating customer.
2. The customer should complete the form on his/her own, but assist those customers who need help.
3. Collect the form and check that all answers are completed before distributing the giveaway. Remember to thank the customer.
4. In the box marked "For office use only", write the name of the demo/taste test, the date, your name, and the store ID#.
5. Count the total number of completed surveys and write this number in question 25 of the Cooking Demo/Taste Test Evaluation Form.

PROCESS EVALUATOR WEEKLY PROGRESS REPORT

The [Weekly Progress Report](#) will track all PE activities. The PE will fill out the progress report at the end of every week, recording activities conducted in the past week.

To fill out the report the PE will follow these instructions:

1. Always use black or blue ink.
2. Record week ending date. Weeks end on Saturday.
3. If you need to use more than one page, indicate what page of total pages this is.

4. Write PE' s name.
5. Check community name.
6. Fill out activities table, checking appropriate location and writing descriptions of activities. Please write the location if you check "Other."
7. Total hours worked during the week. This only needs to be filled out on final sheet.
8. Sign form on all pages.
9. Fax to (807) 274-4658 by Friday at 11am EST.

COMPLETED SAMPLE FORM:

PROCESS EVALUATOR WEEKLY PROGRESS REPORT

1. Week ending: 22/10/2005 Page: 1 of 1
2. Interventionist name: Jane Miigwech
3. Community: Eabametoong Naicatchewenin
 Nigigoosiminikaaning Seine River

DATE (DD/MM/YY)	TYPE (check as many as apply)	ACTIVITY DETAILS
<u>17/10/2005</u>	<input checked="" type="checkbox"/> Store visit	Activities: <i>Observed milk taste test at Corny's variety, completed demo/taste test form, distributed customer evaluation forms</i>
Start time:	<input type="checkbox"/> Demo/taste test	
<u>12:00pm</u>	<input type="checkbox"/> Mass media	
Finish Time:	<input type="checkbox"/> Community event	
<u>2:30pm</u>	<input type="checkbox"/> School	
	<input type="checkbox"/> Other:	

TOTAL HOURS WORKED: 2.5

Jane Miigwech

PROCESS EVALUATOR SIGNATURE

JHSPH SUPERVISOR SIGNATURE

APPENDIX A:
INTERVENTIONIST
LOGS

COOKING DEMO & TASTE TEST LOG

Checked by _____ Date: ___/___/___
Entered by _____ Date: ___/___/___
FOR OFFICE USE ONLY

1. Interventionist: _____
2. Date: ___/___/___
3. Store: ___ Roman's Food ___ Sun
 ___ Hye's Grocery ___ Super Save
 ___ Jo's Market ___ King's Korner
 ___ Green's ___ Stop Shop & Save (Harford)
 ___ Stop Shop & Save (Caroline)
 ___ Other community locations: _____
4. Promotional Phase: ___ 0 ___ 1 ___ 2 ___ 3 ___ 4 ___ 5

5. Type of cooking demonstration or taste test: _____
6. Where was demo/taste test done? _____
7. Start time: _____:_____
8. End time: _____:_____
9. Attendee Log (make tick marks to record as you go)

Age of visitor	Brief visitors (10 sec – 1 min, just looking usually)		Longer visitors (>1 min, discussion)	
	Male	Female	Male	Female
Children (<18 years)				
Young adults (18-30 years)				
Older adults (31+ years)				

10. Handed Out (tick mark):
 Food Samples: _____ Flyers: _____ Giveaways: _____

11. Frequently Asked Questions by participants (continue on back if necessary):

INTERVENTIONIST WEEKLY PROGRESS REPORT

1. Week ending: ____/____/____
2. Interventionist name: _____
3. Corner Store: Roman' s Food Sun Hye' s Grocery
 Super Save Jo' s Market Green' s
 King' s Korner Stop, Shop, Save 1 (Harford Ave)
 Stop, Shop, Save 2 (Caroline St)
4. PHASE: 0 1 2 3 4 5

DATE (DD/MM/YY)	Activities Conducted (check all that apply)	MATERIALS POSTED IN STORE (#)	MATERIALS DISPLAYED (check box) OR DISTRIBUTED (#)
/ /	<input type="checkbox"/> 1st Visit of Phase <input type="checkbox"/> Follow-up Visit	<input type="checkbox"/> Poster(s) <input type="checkbox"/> Coupon(s)	Flyers: <input type="checkbox"/> # Distributed to customers
Start time:	<input type="checkbox"/> Posting Materials	Shelf Labels: <input type="checkbox"/> Higher in Fiber <input type="checkbox"/> Lower in Fat	<input type="checkbox"/> # Distributed to store owner
Finish Time:	<input type="checkbox"/> Cooking <input type="checkbox"/> Demo/Taste-test	<input type="checkbox"/> Lower in Sugar <input type="checkbox"/> Healthy Food Choice <input type="checkbox"/> Lower in Sodium	<input type="checkbox"/> Educational Display

Activity Details:

TOTAL HOURS WORKED: _____

INTERVENTIONIST SIGNATURE

JHSPH SUPERVISOR SIGNATURE

APPENDIX B:
PROCESS
EVALUATION
FORMS

Checked by _____
Date: __/__/__

Entered by _____
Date: __/__/__

Interventionist Training Participant Questionnaire
2/4/06, Johns Hopkins School of Public Health

To help evaluate today's training and inform future trainings, please take the time to fill out this questionnaire. Your responses will be anonymous.

1. What did you learn during this training?
2. Did the training meet, exceed, or not meet your expectations? Why?
3. What was the most useful part of the training? Why?
4. What was the least useful part of the training? Why?
5. Is there anything else about which you would like to be trained?
6. Please share any additional comments you may have. Thank you!

Checked by _____
Date: __/__/__

Entered by _____
Date: __/__/__



**Baltimore Healthy Stores Project
Interventionist Training Process Evaluation**

1. Date: 2 / 4 / 06 2. Data Collector: _____

3. Location Johns Hopkins School of Public Health

4. Time 10am - _____

Participants	Names and project responsibilities:
Topics Covered	
Questionnaires Returned	

Additional Comments:

Checked by _____
Date: ___/___/___

Entered by _____
Date: ___/___/___



**Baltimore Healthy Stores Project
Phase 0: Recruitment, Teasers
Store Visit Process Evaluation**

1. Date: ___/___/___ 2. Data Collector: _____

3. Store Name: (check one) _____ Stop Shop and Save (Caroline Street)

<p>Posters: A. Is the poster up in the store? B. Is it easily visible?</p>	<p>1. <u>Make your food last the month – "Independence"</u> A. Up: <input type="checkbox"/> Yes <input type="checkbox"/> No B. Visible: <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Giveaways</p>	<p>Number of bags given away: _____ Customer reactions to bags: _____ _____</p>
<p>Flyers: (Eat Healthy, Save Money!) A. Are the flyers posted near the store? B. What is the condition of the flyers? C. Did customer s receive the flyers to take</p>	<p>A. How many flyers are posted originally _____ How many flyers are posted now _____ B. <input type="checkbox"/> Majority are in original condition <input type="checkbox"/> Half are in original condition <input type="checkbox"/> Some are in poor condition <input type="checkbox"/> Majority are in poor condition C. How many flyers were given away? Comments: _____</p>

with them?	
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Corner Store Flyer of cultural guidelines - Posted? _____

Framed? _____

Corner Store cards near cash register? _____

Additional Comments:

Checked by _____
Date: ___/___/___

Entered by _____
Date: ___/___/___



**Baltimore Healthy Stores Project
Phase 1: Healthy Eating for Your Kids
Store Visit Process Evaluation**

1. Date: ___/___/___ 2. Data Collector: _____

3. Store Name: (check one) _____ Stop Shop and Save (Caroline Street)

<p>Intervention Food List: (Are the promoted foods available?)</p>	<p>_____:</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>:</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>:</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>:</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>:</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>:</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>:</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Shelf Labels:</p> <p>A. Is the food marked with the specified shelf label(s)?</p> <p>B. If there is a problem, please describe</p>	<p>Lower in sugar, Lower in fat (LF), Higher in fiber (HF)</p> <p>Label correctly placed _____</p> <p>Label incorrectly placed _____</p> <p>No label _____</p> <p>Label correctly placed _____</p> <p>Label incorrectly placed _____</p>

	<p>No label _____</p> <p>Label correctly placed _____</p> <p>Label incorrectly placed _____</p> <p>No label _____</p> <p>Label correctly placed _____</p> <p>Label incorrectly placed _____</p> <p>No label _____</p>
<p>Educational Display and Posters:</p> <p>C. Is the poster up in the store?</p> <p>D. Is it easily visible?</p>	<p><u>Start Your Day with a Healthy Breakfast</u></p> <p>C. Up: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>D. Visible: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><u>Make shopping for healthy food fun</u></p> <p>E. Up: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>F. Visible: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><u>A healthy breakfast gives you energy all day</u></p> <p>G. Up: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>H. Visible: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><u>Give your kids a choice for a healthy breakfast</u></p> <p>I. Up: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>J. Visible: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><u>Cereal bowl on rising sun</u></p>

	<p>K. Up: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>L. Visible: <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Flyers: logo (Eat Healthy, Save Money!)</p> <p>D. Are the flyers posted near the store?</p> <p>E. What is the condition of the flyers?</p> <p>F. Did customers receive the flyers to take with them?</p>	<p><u>Flyers (Toasted Os and Sugar Flakes)</u></p> <p>A. How many flyers are posted originally _____ How many flyers are posted now _____</p> <p>B. <input type="checkbox"/> Majority are in original condition</p> <p><input type="checkbox"/> Half are in original condition</p> <p><input type="checkbox"/> Some are in poor condition</p> <p><input type="checkbox"/> Majority are in poor condition</p> <p>G. How many flyers were given away?</p> <p><u>(How much do you eat?)</u></p> <p>A. How many flyers are posted originally _____ How many flyers are posted now _____</p> <p>B. <input type="checkbox"/> Majority are in original condition</p> <p><input type="checkbox"/> Half are in original condition</p> <p><input type="checkbox"/> Some are in poor condition</p> <p><input type="checkbox"/> Majority are in poor condition</p> <p>C. How many flyers were given away?</p> <p>Comments: _____</p>
<p>A. Giveaways</p>	<p>How many were given away?</p> <p>A. Recipe Cards Healthy breakfast sandwich: _____</p>

	<p>B. Low sugar cereal: _____</p> <p>C. Shopping lists: _____</p> <p>D. Comic books: _____</p> <p>E. Incentive card: _____</p> <p>Comments:</p> <p>_____</p>

Additional Comments: