



# INTERVENTION EVALUATION FORM



Please submit completed evaluation form to – [sheila@5healthytowns.org](mailto:sheila@5healthytowns.org)  
cc – [matt@5healthytowns.org](mailto:matt@5healthytowns.org)

<b>NAME OF THE INTERVENTION</b>	Kids Cook Pilot Program
<b>Current Wellness Plan Year for which this intervention is included</b>	Plan Year 4
<b>5H element to Impact</b> (check all that apply) Move more	<input checked="" type="checkbox"/> Eat better <input type="checkbox"/> <input type="checkbox"/> Connect with others <input type="checkbox"/> Avoid unhealthy substances
<b>Intervention Contact (s)</b>	Debi Weiker; Stephanie Willette (Kathy Carter has left organization)
<b>Contact(s) phone and email</b>	For Debi: 734-426-5762; debi@bransoninc.com; For Stephanie: chelseacommunitykitchen@gmail.com
<b>Name of Fiscal Agent (include contact phone and email)</b>	Chelsea Community Kitchen
<b>Date Funding Received</b>	May 5, 2016
<b>Intervention Start Date</b>	January 26, 2016
<b>Intervention End Date</b>	July 27, 2016
<b>Total Amount granted from 5HF</b>	\$3072.00
<b>* If the full amount of the grant was not necessary to provide the approved services, a check from the fiscal agent must be enclosed for any unused funds over \$100 – Please make check payable to 5 Healthy Towns Foundation **Include a Final Expense Report</b>	\$0

1. INTERVENTION INFORMATION	DESCRIPTIONS
<p><u>Please provide the following information for this intervention:</u></p> <ol style="list-style-type: none"> <li>1. Primary goal</li> <li>2. Brief description</li> <li>3. Target population</li> </ol>	<ol style="list-style-type: none"> <li>1. Children will learn and execute kitchen skills/tasks with confidence and safety; they will also learn about healthy food choices.</li> <li>2. Continue to create a sustainable culture of healthy eating by expanding the existing CCK youth programming with a pilot after-school cooking and healthy-eating program and a summer camp for older kids. Students in the after-school program will learn one principle each week in each key cooking</li> </ol>



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	<p>category (measure, mix, make) so they can not only make healthy, fun foods at home that are made in class, but also use those principles to make other things as well. Students in middle school camp will go beyond basics to develop culinary skills, explore food sourcing and career possibilities.</p> <p>3. Elementary and middle school aged children</p>
<p><b><u>If this was a continuing intervention:</u></b></p> <ul style="list-style-type: none"> <li>How many years has this intervention been funded by the coalition?</li> </ul>	<p><input type="checkbox"/> Plan 1 - Enter amount funded.      <input type="checkbox"/> Plan 2 - Enter amount funded  <input type="checkbox"/> Plan 3 - Enter amount funded      <input type="checkbox"/> Plan 4 - Enter amount funded</p>
<ul style="list-style-type: none"> <li>Has the intervention made any improvements from past year(s)? <ul style="list-style-type: none"> <li><input type="checkbox"/> Yes</li> <li><input checked="" type="checkbox"/> No</li> <li>* Please explain.</li> </ul> </li> <li>If the amount requested for this intervention has changed from the previous plan, *please explain why</li> </ul>	<p>These were new pilot programs.</p> <p><a href="#">Click here to enter response</a></p>
<p><b>2. KEY EVALUATION DATA</b></p>	<p><b>DESCRIPTIONS</b></p>
<p><b><u>Please record and include the key evaluation data collected for this intervention.</u></b></p> <ul style="list-style-type: none"> <li><b><u>Units of engagement</u></b> <ol style="list-style-type: none"> <li>Number of participants (P)</li> <li>Time each participant worked on or spent at event (T - in hours)</li> <li>Number of classes/events held (N)</li> </ol> <p>*<math>P \times T \times N = \text{units of engagement}</math></p> </li> <li><b><u>Other measures may include but are not limited to:</u></b> <ol style="list-style-type: none"> <li>miles of trail maintained, number of people that use the trail per day/weekend (for infrastructure interventions)</li> <li>number of books/maps distributed</li> <li>Number of surveys collected</li> </ol> </li> </ul>	<p><b><u>Units</u></b></p> <ol style="list-style-type: none"> <li>12 for after-school program; 7 for MS summer camp</li> <li>1.5 hours – after school; 6 hours summer camp</li> <li>6 sessions – after school; 3 sessions summer camp</li> </ol> <p><b>Total = 234 units of engagement</b></p> <p><b><u>Other measures</u></b></p> <ol style="list-style-type: none"> <li>Pre and post program questions for the students in the after-school program.</li> <li>Program evaluation surveys sent to parents after programs were completed.</li> <li>“Behavioral Assessment” conducted in class pre and post instruction using an observational assessment matrix.</li> </ol>



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**\*Please Include the key evaluation data collected for this intervention:**

- Survey templates & combined results
- Program evaluations and reports from coordinators, volunteers, instructors, teachers, facilitators, etc.
- Testimonials

[https://www.surveymonkey.com/r/?sm=i9mRVDrw3MF\\_2Fi9ZPJEW4OQ\\_3D\\_3D](https://www.surveymonkey.com/r/?sm=i9mRVDrw3MF_2Fi9ZPJEW4OQ_3D_3D) . This is a link to the survey template sent to parents for

feedback about the middle school summer camp. A similar survey was sent to parents for the elementary after-school cooking program. Results from our surveys are included in the programs summary report attached. Combined results indicate that both of our pilot programs were a positive experience for the kids and generated interest for both kids and parents. And they learned something!

The pre and post instruction questions we asked the kids enrolled in the after-school program showed they were gaining knowledge about the meaning of healthy foods and healthier food choices. Combined responses are in the attached summary.

Observational assessment of skills. We had several key objectives regarding kitchen behavior. The best way to evaluate behavior is to observe the students in action. We attempted to develop a matrix to use as an objective measure of behavior. A “trained” person observed the students during the first and last classes using the matrix. What was learned: the person doing observation needs to be very familiar with the desired behavior; need to determine if age of subject is to be factored in to the assessment; person doing observation needs to have no other responsibilities during the assessment session.

Based on our experience with the behavioral assessment tool, we developed a skill chart for the summer camp assessments. We have included a photo of the chart. Each time a participant demonstrated a skill, the skill was starred on the chart next to their name. This visual was not only documentation of skill but also a positive reinforcement



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	<p>tool for the accomplishments and progress the kids were making as the program went on. We intend to use this as our assessment tool for future after-school programs.</p> <p>The middle school summer camp did not have a formal in-class evaluation. Our assessment of how the program accomplished the goals was observational: a) could the participants read and follow a recipe independently using skills learned previously or taught on Day 1; 2) were they engaged and interactively participating during the farm tour; 3) could they work together and plan/prepare a meal. The results were very positive. (see photos)</p> <p>One final comment: the measure of our programs success is also cumulative, as we stated in the rationale for our program design. Exposure to the various elements and techniques of cooking and discussions about healthy food through multiple sessions increases the chance that the information will be come knowledge and form the basis upon which to develop a healthy habits and lifestyles.</p>
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3. GOALS & ACCOMPLISHMENTS	DESCRIPTIONS
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**For each goal provide the following information:**

- 1. Did the intervention meet the specific goals listed on the intervention table?*
- 2. State what you tried to accomplish*
- 3. How did you measure progress toward the goal?*
- 4. Was the goal attainable?*
- 5. Describe how the goal was relevant to the coalition and community wellness related needs.*



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<p>1. <input checked="" type="checkbox"/>Yes <input type="checkbox"/>No <span style="float: right;"><u>GOAL 1</u></span></p> <p>2. For students (youth) to gain the ability to execute kitchen tasks with confidence and safety as determined by observation of their abilities at the beginning and end of the program.</p> <p>3. We developed an assessment matrix for various skills within a cooking category for the after-school program and a planning/preparation activities schedule for the middle school summer camp with the end result being the preparation of a complete meal.</p> <p>4. <input checked="" type="checkbox"/>Yes <input type="checkbox"/>No <b>Please explain</b></p> <p>5. <b>The overarching goal for our youth programs (which is applicable to all of the goals of this intervention) is laying the foundation in knowledge and skill for our youth to adopt a healthy lifestyle. Being able to cook is a life skill that is part of that foundation. These skills facilitate the ability to eat healthier foods and manage weight which are two the Year 4 Plan goals of the CFFWC wellness plan.</b></p>	<p>1. <input checked="" type="checkbox"/>Yes <input type="checkbox"/>No <span style="float: right;"><u>GOAL 3</u></span></p> <p>2. Students will develop an increased awareness of where food comes from.</p> <p>3. We measured the accomplishment of this goal again using the pre/post instruction questions and observational assessment. For the middle school camp, we took the students to Tantre Farm for a tour and discussion about the use and importance of herbs and vegetables in our diets. At the end of the tour, students harvested herbs and some vegetables that they then used in the meal they had to plan for preparation the next day. Students went to the library, reviewed recipes from various cook books and discussed the pros and cons of certain recipes to make decisions about what to cook as part of the meal planning a process (with guidance from the instructor).</p> <p>4. <input checked="" type="checkbox"/>Yes <input type="checkbox"/>No <b>Please explain</b></p> <p>5. <b>This goal is linked to the Wellness Plan goal of providing support and strategies for social and emotional wellbeing: learning to work together as a group to accomplish something together, developing social interaction skills and improving self-esteem. The experience of working together as a group was critical for the middle school camp program as each student had to prepare some part of the final meal, making their contribution to the whole, greater than the sum of its parts. The “whole” was the presentation of a complete and balanced meal comprised of several dishes and sharing it with invited guests.</b></p>
<p>1. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <span style="float: right;"><u>GOAL 2</u></span></p> <p>2. For students to increase their knowledge about healthy eating and food choices.</p> <p>3. We developed a list of questions for the after-school program kids about healthy eating. These questions were asked at the beginning of the program sessions and again at the end, and we compared the answers ‘before and after’ instruction. Some of the discussions with the</p>	<p>1. <input type="checkbox"/>Yes <input type="checkbox"/>No <span style="float: right;"><u>GOAL 4</u></span></p> <p>2. <b>Click here to enter text.</b></p> <p>3. Click here to enter text.</p> <p>4. <input type="checkbox"/>Yes <input type="checkbox"/>No <b>Please explain</b></p> <p>5. <b>Click here to enter text.</b></p>



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<p>middle school camp participants focused on nutrition and the role it plays in developing a healthy eating plan and food choices.</p> <p>4. <input checked="" type="checkbox"/>Yes <input type="checkbox"/>No Please explain</p> <p>5. This goal relates directly to the Eat Better pillar of the Coalition’s wellness plan. Eating healthier foods and how to make those choices will lead to a healthier lifestyle and long-term improved physical health and wellbeing (and possibly preventing the onset of childhood eating disorders and poor health conditions).</p>	
<p><b>Overall were there any major accomplishments?</b> <i>*Note – accomplishment is the successful achievement of tasks and goals</i></p>	<p><input checked="" type="checkbox"/>Yes <input type="checkbox"/>No</p> <p>Please comment</p>
<p><b>4. SETBACKS</b></p>	<p><b>DESCRIPTIONS</b></p>
<p><u>Were there any setbacks encountered during implementation of this intervention?</u></p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>1. Describe setbacks</p> <p>2. How were they addressed?</p> <p>3. How will you improve or avoid these issues in the future?</p>	<p>1. These two youth cooking programs were pilots, and we developed plans based on our experience with our existing summer cooking camp, with additional logistics to accommodate meeting children after school at a bus transfer point for that particular program. There were no “setbacks” per se, however we found that we were very definitely understaffed when something unexpected came up or if a child arrived late to a session, or if someone scheduled to volunteer was ill and we were not notified in advance. Our lower-than- expected paid enrollment in the middle school camp caused us to reduce the time we engaged a second instructor and that placed a lot of unanticipated responsibility on the volunteers. Were they setbacks? No, but we learned where changes and improvements to the program can be made so the program will run more smoothly.</p> <p>Late or last-minute registrations were also a problem.</p> <p>2. <a href="#">Click here to enter text.</a></p>



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	<p>3. We are working on recruitment of more volunteers for both programs. To help with growing the enrollment numbers and minimize last minute registration issues, we plan to put together a more intensive marketing effort for the programs, emphasizing the need to meet the registration deadline. For the middle school camp specifically we will work to extend our promotion and outreach beyond Chelsea to the other towns within the 5 HF service area.</p>
<p><b>5. COLLABORATIONS</b></p>	<p><b>DESCRIPTIONS</b></p>
<p><a href="#">Did your intervention involve collaboration with any other organizations?</a> <input type="checkbox"/></p> <p>Yes <input checked="" type="checkbox"/> No</p> <ol style="list-style-type: none"> <li>Please comment on the value of the collaboration.</li> <li>Will the collaboration continue if the intervention continues?</li> <li>Are there additional collaborators you could work with in the future?</li> </ol>	<ol style="list-style-type: none"> <li><a href="#">Click here to comment</a></li> <li><input type="checkbox"/> Yes <input type="checkbox"/> No <a href="#">Click here to comment</a></li> <li><input type="checkbox"/> Yes <input type="checkbox"/> No <a href="#">Click here to comment</a></li> </ol>
<p><b>6. SUSTAINABILITY</b></p>	<p><b>DESCRIPTIONS</b></p>
<p><a href="#">Does your intervention have a sustainability plan?</a> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><a href="#">What steps are being taken to ensure sustainability of the intervention beyond 5HF funding?</a></p>	<p>We do not have a formal sustainability plan for our youth programming. However we do know that we must increase our enrollment numbers which will increase program revenue. From experience we know it takes about 4 – 5 years to get a program established and we expect the same timeframe to build interest and enrollment, especially for the middle school summer camp. While our program sessions are “designed” to cover expenses through the program fees, we may always be in need of scholarship funds to help increase enrollment numbers by attracting new participants to give our programs a try.</p> <p>We will also continue to seek other funding sources by exploring opportunities for program sponsorship and support from other grant-making organizations. Ultimately our goal is for the programs to be financially sustainable through the program enrollment fees collected.</p>



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7. FISCAL AGENT	DESCRIPTIONS
<p>Provide the following: Feedback from the fiscal agent organization. (If different from your organization)</p>	<p><a href="#">Click here to enter feedback</a></p>
8. MEDIA AND MARKETING	DESCRIPTIONS
<p>Provide media documentation:</p> <ul style="list-style-type: none"> <li>Acknowledgement of your grant from 5HF in any of your organizations publications such as printed programs, news releases, banners, flyers, annual reports, t-shirts, hats, signs, banners, social media, etc.</li> <li>Links to news articles or websites that covered the intervention</li> </ul>	<p><a href="http://chelseupdate.com/spots-open-2-chelsea-community-kitchen-kids-cooking-camps/">http://chelseupdate.com/spots-open-2-chelsea-community-kitchen-kids-cooking-camps/</a></p> <p><a href="http://www.chelseacommunitykitchen.org/events/cck-kids/">http://www.chelseacommunitykitchen.org/events/cck-kids/</a></p> <p>Chelsea Community Kitchen 2016 Annual Report</p> <p>Kids Cooking Camp Flier for Chefs Club (attachment)</p> <p><a href="http://us5.campaign-archive2.com/?u=ae12a6d23ededcf83c6cf318d&amp;id=2951a14f0c&amp;e=7e90b73dd9">http://us5.campaign-archive2.com/?u=ae12a6d23ededcf83c6cf318d&amp;id=2951a14f0c&amp;e=7e90b73dd9</a> (CCK May 2016 newsletter)</p> <p>Chefs Club (middle school summer camp) photo with label &amp; 5 HT Foundation logo (attachment)</p> <p>Summer Camp signs (see photos and attachment)</p> <p><input type="checkbox"/> Photos have been sent to the Foundation</p>
<p><b>* PLEASE INCLUDE A FINAL EXPENSE REPORT (NOT BUDGET) THAT ITEMIZES HOW THE GRANT FUNDS WERE USED.</b></p>	