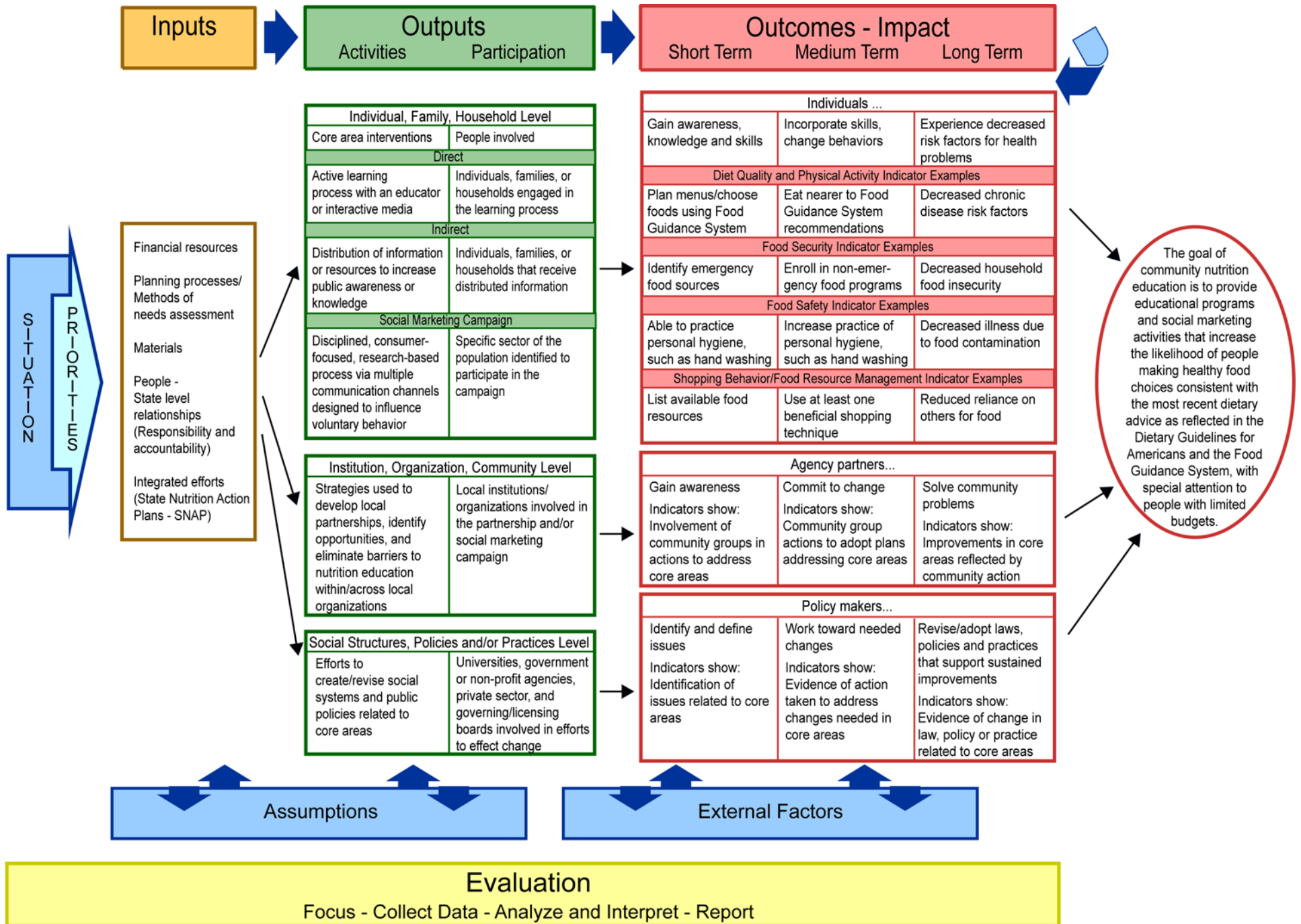


# The Community Nutrition Education (CNE) Logic Model, Version 2 – Overview



## The Community Nutrition Education (CNE) Logic Model, Version 2 – Detail

Situation	Priorities
<p>Description of conditions that give rise to the need for nutrition education and priority areas of emphases.</p> <ul style="list-style-type: none"> <li>• Consider the targeted population.</li> <li>• Provide brief statements that explain each core element’s issues of greatest concern within your state.</li> </ul>	<ul style="list-style-type: none"> <li>• Diet Quality &amp; Physical Activity</li> <li>• Food Security</li> <li>• Food Safety</li> <li>• Shopping Behavior/Food Resource Management</li> <li>• Other (identify)</li> </ul>

Assumptions
<p>Consider:</p> <ul style="list-style-type: none"> <li>• Why do you believe that the program will work this way? Are your ideas and beliefs based on research, best practice, experience, local wisdom, or intuition?</li> <li>• Is there evidence that supports the theory of action you’ve laid out, such as: programming and change strategies that have proved effective in similar communities or situations; research literature; and/or evaluation reports?</li> </ul> <p>Examples of what assumptions you might include on various dimensions of the logic model:</p> <ul style="list-style-type: none"> <li>• Participants have access to specific foods – resources are adequate and available.</li> <li>• Participants consume specific foods.</li> <li>• Participants will have no negative side affects in following recommendations.</li> <li>• A culturally appropriate curriculum can be developed and delivered effectively.</li> <li>• Targeted audiences are willing and able to participate.</li> <li>• Knowledge change leads to behavior change.</li> <li>• Communities can form coalitions to address problems.</li> <li>• Funding will be secure throughout the course of the project.</li> <li>• Information exists on best practices in ...</li> <li>• People will be motivated to learn/change.</li> <li>• External funds and agents can serve as catalysts for change.</li> <li>• Staff can be recruited and hired with necessary skills and abilities.</li> </ul>

External Factors
<p>Consider:</p> <ul style="list-style-type: none"> <li>• Which external factors are likely to influence the program's ability to achieve expected results – When? How?</li> <li>• Which factors can you manipulate and which factors are outside of your control?</li> <li>• What risk management strategies or contingency plans do you need to put into place?</li> <li>• What factor(s) is the program likely to interact with and potentially have an influence on?</li> <li>• How might these dynamics affect program implementation and outcomes?</li> </ul>

## The Community Nutrition Education (CNE) Logic Model, Version 2 – Detail

Inputs	Outputs	
	Activities	Participation
	<b>Individuals, Families, Households Level</b>	
	<b>Direct Methods</b>	
	<ul style="list-style-type: none"> <li>• Location – number of different types of sites</li> <li>• Personnel time – amount of effort directed to different educational formats (single session, multi-sessions, interactive media)</li> <li>• Format (time and number of “sessions” delivered)</li> </ul>	<ul style="list-style-type: none"> <li>• Number of participants/contacts – age, gender, ethnicity, race</li> </ul>
	<b>Indirect Methods</b>	
	<ul style="list-style-type: none"> <li>• Location – types of sites</li> <li>• Types of methods (mass communications, print materials, incentive items with messages, electronic, public events)</li> <li>• Number of PSAs, articles, signage, airings/postings, or items/information distributed</li> </ul>	<ul style="list-style-type: none"> <li>• Estimated reach to target population</li> </ul>
	<b>Social Marketing Campaigns</b>	
	<ul style="list-style-type: none"> <li>• Types of effort (plan, develop, implement, track/evaluate)</li> <li>• Intervention strategies (broadcast media, print media, electronic media/technology, community/school events, retail/point-of-purchase, other)</li> <li>• Description of efforts</li> </ul>	<ul style="list-style-type: none"> <li>• Number of contact impressions – age, gender, ethnicity, race</li> </ul>
	<b>Institutions, Organizations, Communities Level</b>	
	<b>Specific Strategies</b>	
	<ul style="list-style-type: none"> <li>• Types of effort (assess situation, create awareness, organize efforts, integrate services, other)</li> <li>• Description of efforts (including - initial, expanded, sustained, revised)</li> </ul>	<ul style="list-style-type: none"> <li>• Number and types of local institutions/organizations involved</li> <li>• Level of involvement (interagency agreements, memoranda of understanding, community based efforts, integrated service plans, other - list)</li> </ul>
	<b>Social Marketing Campaigns</b>	
	<ul style="list-style-type: none"> <li>• Types of effort (plan, develop, implement, track/evaluate)</li> <li>• Intervention strategies (broadcast media, print media, electronic media/technology, community/school events, retail/point-of-purchase, other)</li> <li>• Description of efforts</li> </ul>	<ul style="list-style-type: none"> <li>• Number of contact impressions – age, gender, ethnicity, race</li> </ul>
	<b>Social Structures, Policies, or Practices Level</b>	
	<b>Specific Strategies</b>	
	<ul style="list-style-type: none"> <li>• Types of effort (participate in expert review or comment on federal, state, and/or local public policies; facilitate/participate in public forums; facilitate/participate in impact seminars; other efforts to inform elected officials, food industry leaders [processors and retailers], producers, educators, and other influential leaders)</li> <li>• Description of efforts</li> </ul>	<ul style="list-style-type: none"> <li>• Number of universities, government agencies, private sector contacts, non-profit agencies, governing/licensing boards involved in multi-sector efforts</li> </ul>
	<b>Social Marketing Campaigns</b>	
	<ul style="list-style-type: none"> <li>• Types of effort (plan, develop, implement, track/evaluate)</li> <li>• Intervention strategies (broadcast media, print media, electronic media/technology, community/school events, retail/point-of-purchase, other)</li> <li>• Description of efforts</li> </ul>	<ul style="list-style-type: none"> <li>• Number of contact impressions – age, gender, ethnicity, race</li> </ul>

Inputs
<p style="text-align: center;"><b>Financial Resources</b></p> <ul style="list-style-type: none"> <li>• Public cash contributions (University and/or Extension, other)</li> <li>• Public in-kind contributions</li> <li>• Private cash contributions</li> <li>• Indian Tribal Organization contributions</li> <li>• Federal match or reimbursement</li> <li>• Other (identify)</li> </ul>
<p style="text-align: center;"><b>Planning Processes/ Methods of Needs Assessment</b></p> <ul style="list-style-type: none"> <li>• Research findings</li> <li>• Federal, state, and/or local data</li> <li>• Interviews, focus groups, surveys</li> <li>• Community meetings</li> <li>• State and/or local advisory boards</li> <li>• Other (identify)</li> </ul>
<p style="text-align: center;"><b>Materials (including source, audience, and language)</b></p> <ul style="list-style-type: none"> <li>• Curricula</li> <li>• Other educational packages</li> <li>• Social marketing campaign resources</li> </ul>
<p style="text-align: center;"><b>People – Organizational Level</b></p> <ul style="list-style-type: none"> <li>• Funded/matched - responsibility/expertise and time commitment</li> <li>• Volunteers – roles and time commitment</li> <li>• Reporting and accountability</li> <li>• Types of intra-institutional and inter-organizational relationships (network, cooperator, coordinator, coalition, or collaboration)</li> <li>• Involvement in State Nutrition Action Plans</li> </ul>

The Community Nutrition Education (CNE) Logic Model, Version 2 – Detail

**Outcomes and Indicators – Diet Quality & Physical Activity**

Short Term	Medium Term	Long Term
<b>Individuals, Families, Households Level</b>		
<b>Outcomes</b>		
<p><i>Individuals/families/households gain awareness, knowledge and/or skills:</i></p> <ul style="list-style-type: none"> <li>• Improved attitudes about healthy eating and physical activity</li> <li>• Increased knowledge of healthy food choices</li> <li>• Improved skill in selection of healthy foods</li> <li>• Increased awareness/knowledge of benefits of physical activity (achieve/maintain a healthy weight, increase stamina, improve cardiovascular health, reduce risk of disease – cancer, diabetes, etc., improve personal appearance)</li> <li>• Increased awareness/knowledge of physical activity recommendations for health</li> </ul>	<p><i>Individuals/families/households apply skills and/or change behaviors:</i></p> <ul style="list-style-type: none"> <li>• Increased adoption of healthy food practices</li> <li>• Increased adoption of recommended diet-related practices for disease prevention and management</li> <li>• Participation in regular physical activity [formal – exercising]</li> <li>• Participation in community events that involve physical activity (informal community activities – sports, entertainment)</li> </ul>	<p><i>Individuals/families/households experience:</i></p> <p>Fewer risk factors for nutrition-related health problems and chronic diseases that are affected by diet and physical activity</p> <ul style="list-style-type: none"> <li>• Fewer complications of chronic diseases that are affected by diet and physical activity</li> </ul>
<b>Indicators</b>		
<p><u>___ (number) of ___ (total number) of individuals/families/households demonstrate increased knowledge and ability:</u></p> <ul style="list-style-type: none"> <li>• Plan menus and choose foods according to MyPyramid and the Dietary Guidelines [DQ-01]</li> <li>• Adjust recipes and/or menus to achieve certain goals (reduced calories, fat, sodium, etc., or increased nutrients and fiber) [DQ-02]</li> <li>• Use MyPyramid as a basis for selecting low-cost foods [DQ-03]</li> <li>• Write a personal plan to adjust physical activity for health and fitness [DQ-04]</li> </ul> <p><u>___ (number) of ___ (total number) of individuals/families/households indicate intent to change:</u></p> <ul style="list-style-type: none"> <li>• Adopt one or more healthy food/nutrition practices (choose foods according to MyPyramid and the Dietary Guidelines [DQ-05]</li> <li>• Adjust recipes and/or menus to achieve certain goals (reduce calories, fat, sodium, etc., or increase nutrients and fiber) [DQ-06]</li> <li>• Begin or increase physical activity [DQ-07]</li> </ul>	<p><u>___ (number) of ___ (total number) of individuals/families/households report/demonstrate adoption of healthy eating practices with respect to MyPyramid and the Dietary Guidelines:</u></p> <ul style="list-style-type: none"> <li>• Eat nearer to the recommended number of ounce equivalents from the Grains Group [DQ-08]</li> <li>• Eat nearer to the recommended number of cup equivalents from the Vegetables Group [DQ-09]</li> <li>• Eat nearer to the recommended number of cup equivalents from the Fruit Group [DQ-10]</li> <li>• Eat nearer to the recommended number of cup equivalents from the Milk Group [DQ-11]</li> <li>• Eat nearer to the recommended number of ounce equivalents from the Meat and Beans Group [DQ-12]</li> <li>• Eat nearer to the recommended number of teaspoons from the Oils Group [DQ-13]</li> <li>• Eat nearer to the discretionary calorie allowance [DQ-14]</li> <li>• Eat nearer to the MyPyramid amounts (unspecified) [DQ-15]</li> <li>• Improve their intake of selected nutrients [DQ-16]</li> <li>• Increase their frequency of eating breakfast [DQ-17]</li> </ul> <p><u>___ (number) of ___ (total number) of individuals/families/households report/demonstrate adoption of increased time in physical activity practices:</u></p> <ul style="list-style-type: none"> <li>• Engage in regular physical activity, such as walking, hiking, bicycling, etc. [DQ-18]</li> <li>• Increase participation in games and play that involve physical activity [DQ-19]</li> <li>• Reduce time spent in sedentary activities (such as watching TV and playing video games) [DQ-20]</li> <li>• Engage in physical activity to the level recommended by MyPyramid [DQ-21]</li> </ul>	<p><u>Data shows improvements in nutrition-related health conditions:</u></p> <ul style="list-style-type: none"> <li>• Reduced number/percentage of individuals/families/ households with chronic disease risk factors [DQ-22]</li> <li>• Reduced number/percentage of individuals/families/ households with chronic disease complications [DQ-23]</li> <li>• Increase number/percentage of individuals/families/ households who achieve/maintain healthy weight or lose as much as 5% of body weight (if needed) [DQ-24]</li> </ul>

The Community Nutrition Education (CNE) Logic Model, Version 2 – Detail

**Outcomes and Indicators – Diet Quality & Physical Activity**

Short Term	Medium Term	Long Term
<b>Institutions, Organizations, Communities Level</b>		
<b>Outcomes</b>		
<p><i><b>Institutions/organizations/communities gain awareness, knowledge, and/or interest:</b></i></p> <ul style="list-style-type: none"> <li>• Increased awareness among private and public sector leaders about nutrition/physical activity – related challenges of low-income individuals/families/households</li> <li>• Increased involvement of community groups to address nutrition/physical activity-related challenges/issues of low-income individuals/families/households</li> </ul>	<p><i><b>Institutions/organizations/communities commit to change:</b></i></p> <ul style="list-style-type: none"> <li>• Identification of barriers and enhancements to improve community diet quality</li> <li>• Development and implementation of plans to improve diet quality</li> <li>• Increased community activities/facilities that encourage physical activity</li> </ul>	<p><i><b>Communities experience improved dietary quality/physical activity of community members:</b></i></p> <ul style="list-style-type: none"> <li>• Leaders/citizens are empowered to solve community food/nutrition challenges</li> <li>• Institutional/organizational/community barriers to adopt healthy nutrition/physical activity practices are reduced</li> </ul>
<b>Indicators</b>		
<p><i><b>Composition and number of institutions/organization/communities that demonstrate increased awareness and involvement:</b></i></p> <ul style="list-style-type: none"> <li>• Hold discussions on dietary quality/physical activity challenges of low-income people in that locality [DQ-25]</li> <li>• Make a commitment to collaborate on strategies to address dietary quality/physical activity challenges [DQ-26]</li> <li>• Participate in diet quality/physical activity needs assessment and program planning [DQ-27]</li> <li>• Form coalitions to address dietary quality/physical activity issues of low-income individuals or families [DQ-28]</li> </ul>	<p><i><b>Institutions/organizations/communities demonstrate commitment:</b></i></p> <ul style="list-style-type: none"> <li>• Increase the number of referrals of low-income individuals among organizations and agencies to facilitate provision of nutrition education [DQ-29]</li> <li>• Adopt a feasible written plan to address institutional/organizational/community-level challenges and barriers to dietary quality/physical activity [DQ-30]</li> <li>• Implement specific actions from institutional/organizational/community-level plans to improve dietary quality within the community [DQ-31]</li> <li>• Implement specific actions from institutional/organizational/community-level plans to improve physical activity within the community (such as planned community games and competitions or development of safe walking/bicycling trails) [DQ-32]</li> </ul>	<p><i><b>Institutional/organizational/community-level improvements are reflected by actions, such as:</b></i></p> <ul style="list-style-type: none"> <li>• Increased availability of nutritiously dense foods offered in schools or restaurants [DQ-33]</li> <li>• Increased availability of nutritiously dense foods in grocery stores or farmers markets [DQ-34]</li> <li>• Reduced challenges related to transportation of low-income individuals to grocery stores, or food stamp and WIC offices [DQ-35]</li> <li>• Reduced challenges of access to community-based physical activity opportunities [DQ-36]</li> </ul>
<b>Social Structures, Policies, or Practices Level</b>		
<b>Outcomes</b>		
<ul style="list-style-type: none"> <li>• Educators, media, and other public and private representatives hold discussions regarding policies, regulations, and industry practices that are barriers to dietary quality and physical activity</li> </ul>	<ul style="list-style-type: none"> <li>• Educators, media, other public and private representatives work toward needed changes in laws, policies and practices related to diet quality and physical activity</li> </ul>	<ul style="list-style-type: none"> <li>• Revision/adoption of laws, policies, and practices that support sustained improvement of diet quality and physical activity</li> </ul>
<b>Indicators</b>		
<p><i><b>Identification and definition of:</b></i></p> <ul style="list-style-type: none"> <li>• Social/public policy issues/regulations and food industry practices that impact dietary quality and food availability for low-income individuals/families [DQ-37]</li> <li>• Social/public policy issues that create barriers to adequate physical activity (example: school policy for children affecting amount of physical activity in school) [DQ-38]</li> </ul>	<p><i><b>Evidence of action, such as:</b></i></p> <ul style="list-style-type: none"> <li>• Commitment of key citizens, government officials, and policy makers to work toward needed changes in laws, policies, and practices, documented by letters, memoranda from legislators, agency heads or food industry leaders to improve diet quality and physical activity [DQ-39]</li> <li>• Adoption of plan by policy makers to achieve improvements in diet quality and physical activity [DQ-40]</li> </ul>	<p><i><b>Evidence of change, such as:</b></i></p> <ul style="list-style-type: none"> <li>• Description of change in law, structure, policy, and/or practice to improve dietary quality and physical activity [DQ-41]</li> </ul>

The Community Nutrition Education (CNE) Logic Model, Version 2 – Detail

**Outcomes and Indicators – Food Security<sup>1</sup>**

Short Term	Medium Term	Long Term
<b>Individuals, Families, Households Level</b>		
<b>Outcomes</b>		
<p><i>Individuals/families/households gain awareness, knowledge, and/or skills:</i></p> <ul style="list-style-type: none"> <li>Increased knowledge of what to do when individual or family resources are inadequate for household food security</li> </ul>	<p><i>Individuals/families/households apply skills and/or change behaviors:</i></p> <ul style="list-style-type: none"> <li>Increased availability of personal/family food resources</li> </ul>	<p><i>Individuals/families/households experience:</i></p> <ul style="list-style-type: none"> <li>A reliable food supply that is nutritionally adequate, safe, and acquired in socially acceptable ways</li> </ul>
<b>Indicators</b>		
<p><u>___ (number) of ___ (total number) of individuals/families/households demonstrate increased knowledge and ability:</u></p> <ul style="list-style-type: none"> <li>Identify emergency food programs (food pantries, soup kitchens, and food banks) and describe where/how to get emergency food assistance) [SC-01]</li> <li>Obtain food from emergency food assistance programs to alleviate food insecurity [SC-02]</li> <li>Describe non-emergency food assistance community food resources and assistance programs (food stamps, child nutrition programs, WIC, etc.), including where/how to apply for assistance [SC-03]</li> </ul> <p><u>___ (number) of ___ (total number) of individuals/families/households indicate intent to change:</u></p> <ul style="list-style-type: none"> <li>Adopt one or more beneficial food security practices [SC-04]</li> </ul>	<p><u>___ (number) of ___ (total number) of individuals/families/households report/demonstrate adoption of practices to increase household food security:</u></p> <ul style="list-style-type: none"> <li>Enroll in non-emergency food assistance programs (food stamp program, child nutrition program, WIC, senior nutrition programs) [SC-05]</li> <li>Rely less on emergency food sources (food pantries, food banks, soup kitchens) [SC-06]</li> <li>Have fewer hungry/food insecure days [SC-07]</li> </ul>	<p><i>Individuals/families/households report/demonstrate improvement:</i></p> <ul style="list-style-type: none"> <li>Economic means for having food security [SC-08]</li> </ul> <p><u>Data shows improvements in household food security:</u></p> <ul style="list-style-type: none"> <li>Reduced number/percentage of individuals/families/households that are hungry or food insecure [SC-09]</li> <li>Maintenance of household food security over time (based on USDA CPS Food Security Survey) [SC-10]</li> </ul>

<sup>1</sup> There is a strong relationship between Food Resource Management and Food Security. For this logic model, Food Resource Management has been distinguished by what people can do in terms of personal, family and social supports; Food Security has been distinguished by what formal community systems are in place to assist individuals – i.e. emergency and non-emergency food support mechanisms.

## The Community Nutrition Education (CNE) Logic Model, Version 2 – Detail

### Outcomes and Indicators – Food Security<sup>1</sup>

Short Term	Medium Term	Long Term
<b>Institutions, Organizations, Communities Level</b>		
<b>Outcomes</b>		
<p><i><b>Institutions/organizations/communities gain awareness, knowledge, and/or interest:</b></i></p> <ul style="list-style-type: none"> <li>Increased knowledge of food insecurity, including factors that limit community food security</li> <li>Increased awareness of food insecurity throughout the community</li> <li>Increased involvement of community groups to address food security issues in the community</li> </ul>	<p><i><b>Institutions/organizations/communities commit to change:</b></i></p> <ul style="list-style-type: none"> <li>Coordination of efforts to address food security and economic issues that impact institution/organization/community food security</li> <li>Development and implementation of plans to improve institution/organization/community food security</li> </ul>	<p><i><b>Communities experience increased food security:</b></i></p> <ul style="list-style-type: none"> <li>Leaders/citizens are empowered to solve community food insecurity challenges</li> <li>Institutional/organizational/community barriers to community food insecurity are reduced</li> </ul>
<b>Indicators</b>		
<p><i><b>Composition and number of institutions/organizations/communities that <u>demonstrate increased awareness and involvement:</u></b></i></p> <ul style="list-style-type: none"> <li>Report knowledge of levels of food insecurity in the community (based on USDA CPS Food Security Survey) [SC-11]</li> <li>Participate in food insecurity/hunger needs assessment [SC-12]</li> <li>Organize to address food security issues [SC-13]</li> </ul>	<p><i><b>Institutions/organizations/communities <u>demonstrate commitment:</u></b></i></p> <ul style="list-style-type: none"> <li>Adopt a feasible written plan to address institutional/organizational/community-level challenges and barriers to food security [SC-14]</li> <li>Implement specific actions from institutional/organizational/community-level plan to improve food security [SC-15]</li> <li>Increase donations of food, money, or volunteer time by people in the community to emergency food programs [SC-16]</li> <li>Increase support for community anti-hunger programs [SC-17]</li> <li>Increase quantity and quality of foods in emergency food programs [SC-18]</li> <li>Establish an on-going tracking system to assess and address changes in household and community food security [SC-19]</li> <li>Assess economic conditions such as available employment and housing that impact food security [SC-20]</li> </ul>	<p><i><b>Institutional/organizational/community-level <u>improvements are reflected by actions, such as:</u></b></i></p> <ul style="list-style-type: none"> <li>Reduced factors that negatively impact the quantity, quality, affordability, and availability of foods [SC-21]</li> <li>Improved economic indicators of potential food insecurity (such as education, employment, and income) [SC-22]</li> </ul>
<b>Social Structures, Policies, or Practices Level</b>		
<b>Outcomes</b>		
<ul style="list-style-type: none"> <li>Educators, media, and other public and private representatives hold discussions regarding policies, regulations, and industry practices that are barriers to food security</li> </ul>	<ul style="list-style-type: none"> <li>Educators, media, other public and private representatives work toward needed changes in laws, policies and practices related to food security</li> </ul>	<ul style="list-style-type: none"> <li>Revision/adoption of laws, policies, and practices that support sustained improvement in food security</li> </ul>
<b>Indicators</b>		
<p><i><b><u>Identification and definition of:</u></b></i></p> <ul style="list-style-type: none"> <li>Social/public policy issues/regulations and food industry practices that impact food availability for low-income individuals and families [SC-23]</li> <li>Economic factors that potentially influence food security [SC-24]</li> </ul>	<p><i><b><u>Evidence of action, such as:</u></b></i></p> <ul style="list-style-type: none"> <li>Commitment of key citizens, government officials, and policy makers to work toward needed changes in laws, policies, and/or practices, documented by letters, memoranda from legislators, agency heads, businesses, or food industry leaders to improve food security [SC-25]</li> <li>Adoption of plan by policy makers to improve food security [SC-26]</li> </ul>	<p><i><b><u>Evidence of change, such as:</u></b></i></p> <ul style="list-style-type: none"> <li>Description of change in law, structure, policy, and/or practice to improve food security [SC-27]</li> </ul>

<sup>1</sup> There is a strong relationship between Food Resource Management and Food Security. For this logic model, Food Resource Management has been distinguished by what people can do in terms of personal, family and social supports; Food Security has been distinguished by what formal community systems are in place to assist individuals – i.e. emergency and non-emergency food support mechanisms.

The Community Nutrition Education (CNE) Logic Model, Version 2 – Detail

**Outcomes and Indicators – Food Safety**

Short Term	Medium Term	Long Term
<b>Individuals, Families, Households Level</b>		
<b>Outcomes</b>		
<p><i>Individuals/families/households gain awareness, knowledge, and/or skills:</i></p> <ul style="list-style-type: none"> <li>• Improved personal hygiene such as hand washing</li> <li>• Improved kitchen cleanliness</li> <li>• Cooking foods adequately</li> <li>• Avoidance of cross-contamination</li> <li>• Keeping foods at safe temperatures</li> <li>• Avoidance of foods from unsafe sources</li> </ul>	<p><i>Individuals/families/households apply skills and/or change behaviors:</i></p> <ul style="list-style-type: none"> <li>• Improved personal hygiene such as hand washing</li> <li>• Improved kitchen cleanliness</li> <li>• Cooking foods adequately</li> <li>• Avoidance of cross-contamination</li> <li>• Keeping foods at safe temperatures</li> <li>• Avoidance of foods from unsafe sources</li> </ul>	<p><i>Individuals/families/households experience:</i></p> <ul style="list-style-type: none"> <li>• Fewer incidents of foodborne illness associated with unsafe food handling practices</li> </ul>
<b>Indicators</b>		
<p><u>___ (number) of ___ (total number) of individuals/families/households <b>demonstrate increased knowledge and ability:</b></u></p> <ul style="list-style-type: none"> <li>• Practice personal hygiene such as hand washing [FS-01]</li> <li>• Practice kitchen cleanliness [FS-02]</li> <li>• Cook foods adequately [FS-03]</li> <li>• Avoid cross-contamination [FS-04]</li> <li>• Keep foods at safe temperatures [FS-05]</li> <li>• Avoid foods from unsafe sources [FS-06]</li> </ul> <p><u>___ (number) of ___ (total number) of individuals/families/households <b>indicate intent to change:</b></u></p> <ul style="list-style-type: none"> <li>• Practice personal hygiene such as hand washing [FS-07]</li> <li>• Practice kitchen cleanliness [FS-08]</li> <li>• Cook foods adequately [FS-09]</li> <li>• Avoid cross-contamination [FS-10]</li> <li>• Keep foods at safe temperatures [FS-11]</li> <li>• Avoid foods from unsafe sources [FS-12]</li> </ul>	<p><u>___ (number) of ___ (total number) of individuals/families/households <b>report/demonstrate adoption of desirable food handling behaviors:</b></u></p> <ul style="list-style-type: none"> <li>• Practice personal hygiene such as hand washing [FS-13]</li> <li>• Practice kitchen cleanliness [FS-14]</li> <li>• Cook foods adequately [FS-15]</li> <li>• Avoid cross-contamination [FS-16]</li> <li>• Keep foods at safe temperatures [FS-17]</li> <li>• Avoid foods from unsafe sources [FS-18]</li> </ul>	<p><u><b>Data shows improvements in food handling-related health conditions:</b></u></p> <ul style="list-style-type: none"> <li>• Reduced incidence (number/percentage of individuals) of foodborne illness caused by unsafe food handling practices [FS-19]</li> <li>• Reduced mortality (number/percentage of individuals) due to unsafe food handling practices [FS-20]</li> </ul>



## The Community Nutrition Education (CNE) Logic Model, Version 2 – Detail

<b>Outcomes and Indicators – Food Safety</b>		
<b>Short Term</b>	<b>Medium Term</b>	<b>Long Term</b>
<b>Institutions, Organizations, Communities Level</b>		
<b>Outcomes</b>		
<p><i><b>Institutions/organizations/communities gain awareness, knowledge, and/or interest:</b></i></p> <ul style="list-style-type: none"> <li>Increased awareness among private and public sector leaders about community challenges and hazards that threaten the food safety of low-income individuals/families/households</li> <li>Increased involvement of community groups to address food safety challenges/issues of low-income households</li> </ul>	<p><i><b>Institutions/organizations/communities commit to change:</b></i></p> <ul style="list-style-type: none"> <li>Development and implementation of plans based on HAACP to improve food safety</li> </ul>	<p><i><b>Communities experience increased food safety:</b></i></p> <ul style="list-style-type: none"> <li>Leaders/citizens are empowered to solve community food safety challenges</li> <li>Institutional/organizational/community barriers to adopt safe food handling practices are reduced</li> <li>Institutional/organizational/community hazards that threaten food safety are reduced</li> </ul>
<b>Indicators</b>		
<p><i><b>Composition and number of institutions/organizations/communities that <u>demonstrate increased awareness and involvement:</u></b></i></p> <ul style="list-style-type: none"> <li>Report discussions held on food safety challenges of low-income people in that locality [FS-21]</li> <li>Report a commitment to collaborate or work together on strategies to address food safety challenges [FS-22]</li> <li>Participate in food safety needs assessment [FS-23]</li> <li>Organize to address food safety issues of low-income individuals and families [FS-24]</li> </ul>	<p><i><b>Institutions/organizations/communities <u>demonstrate commitment:</u></b></i></p> <ul style="list-style-type: none"> <li>Increase the number of referrals of low-income individuals between agencies to facilitate provision of food safety education [FS-25]</li> <li>Adopt a feasible written plan to address challenges and barriers to food safety by community groups/agencies [FS-26]</li> <li>Implement specific actions from institutional/organizational/community-level plan to improve food safety within the community [FS-27]</li> <li>Establish a monitoring, evaluation, and prevention system based on HAACP to improve food safety [FS-28]</li> </ul>	<p><i><b>Institutional/organizational/community-level <u>improvements are reflected by actions, such as:</u></b></i></p> <ul style="list-style-type: none"> <li>Reduced food handling factors that negatively impact the safety of foods in a community (such as selling or distributing unsafe foods) [FS-29]</li> <li>Reduced environmental factors that negatively affect the safety of foods in a community (such as contamination, residue, etc.) [FS-30]</li> </ul>
<b>Social Structures, Policies, or Practices Level</b>		
<b>Outcomes</b>		
<ul style="list-style-type: none"> <li>Educators, media, and other public and private representatives hold discussions regarding policies, regulations, and industry practices that are barriers to food safety</li> </ul>	<ul style="list-style-type: none"> <li>Educators, media, other public and private representatives work toward needed changes in laws, policies and practices related to food safety</li> </ul>	<ul style="list-style-type: none"> <li>Revision/adoption of laws, policies, and practices that support sustained improvements in the safety of the food supply</li> </ul>
<b>Indicators</b>		
<p><i><b><u>Identification and definition of:</u></b></i></p> <ul style="list-style-type: none"> <li>Social/public policy issues/regulations and food industry practices that impact food safety for low-income individuals and families [FS-31]</li> <li>Economic, environmental, and industrial factors that potentially influence food safety [FS-32]</li> </ul>	<p><i><b><u>Evidence of action, such as:</u></b></i></p> <ul style="list-style-type: none"> <li>Commitment of key citizens, government officials, and policy makers to work toward needed changes in laws, policies, and/or practices, documented by letters, memoranda from legislators, agency heads, businesses, or food industry leaders to improve food safety [FS-33]</li> <li>Adoption of plan by policy makers to achieve improvements in food safety [FS-34]</li> </ul>	<p><i><b><u>Evidence of change, such as:</u></b></i></p> <ul style="list-style-type: none"> <li>Description of change in law, structure, policy, and/or practice to improve the safety of the food supply [FS-35]</li> </ul>

The Community Nutrition Education (CNE) Logic Model, Version 2 – Detail

**Outcomes and Indicators – Shopping Behavior/Food Resource Management<sup>1</sup>**

Short Term	Medium Term	Long Term
<b>Individuals, Families, Households Level</b>		
<b>Outcomes</b>		
<p><i>Individuals/families/households gain awareness, knowledge, and/or skills:</i></p> <ul style="list-style-type: none"> <li>• Identification of personal, family, and community resources</li> <li>• Recognition of the best strategies for stretching food resources for self and family</li> <li>• Ability to plan a healthy diet, using low-cost, nutrient dense foods</li> </ul>	<p><i>Individuals/families/households apply skills and/or change behaviors:</i></p> <ul style="list-style-type: none"> <li>• Using a variety of food resources to reduce food costs</li> <li>• Increasing personal/family food availability</li> <li>• Providing culturally acceptable meals that are balanced for cost as well as for nutritional value</li> <li>• Making safe, nutritious, economical food choices away from home</li> </ul>	<p><i>Individuals/families/households experience:</i></p> <ul style="list-style-type: none"> <li>• Eating nutritious and culturally acceptable foods on a limited budget using food resources appropriately</li> </ul>
<b>Indicators</b>		
<p><u>___ (number) of ___ (total number) of individuals/families/households demonstrate increased knowledge and ability:</u></p> <ul style="list-style-type: none"> <li>• List available food resources (time, money, kitchen equipment, food preparation skills, gardening skills, family and social network supports) [FR-01]</li> <li>• Use beneficial shopping techniques (menu planning, shopping list, food price comparisons, coupons, etc.) [FR-02]</li> <li>• Compare food costs at different food outlets (grocery stores, farmers markets, restaurants, vending machines, fast food chains, school environment, etc.) [FR-03]</li> <li>• Try new low-cost foods/recipes [FR-04]</li> <li>• Evaluate use of convenience foods and prepare some foods from basic ingredients [FR-05]</li> <li>• Reduce food waste through proper storage techniques [FR-06]</li> <li>• Demonstrate the ability to prepare food (measure food correctly, follow a recipe, use kitchen equipment safety, etc.) [FR-07]</li> <li>• Select/use food preparation techniques to conserve nutrients, reduce fat, reduce salt, and/or improve taste [FR-08]</li> <li>• Use proper storage techniques to preserve nutrient value and maintain food safety [FR-09]</li> </ul> <p><u>___ (number) of ___ (total number) of individuals/families/households indicate intent to change:</u></p> <ul style="list-style-type: none"> <li>• Adopt one or more beneficial shopping behavior/food resource management practices [FR-10]</li> </ul>	<p><u>___ (number) of ___ (total number) of individuals/families/households report/demonstrate adoption of desirable food shopping/resource management practices:</u></p> <ul style="list-style-type: none"> <li>• Use one or more beneficial shopping techniques (menu planning, shopping list, compare food prices, use coupons, etc.) [FR-11]</li> <li>• Hunt, fish, and/or garden to increase food access options [FR-12]</li> <li>• Make some foods from basic ingredients [FR-13]</li> <li>• Purchase/prepare/preserve and store food for later use [FR-14]</li> <li>• Apply appropriate food preparation skills (measure food correctly, follow a recipe, use kitchen equipment safely, etc.) [FR-15]</li> <li>• Store food properly to preserve nutrient value and maintain food safety [FR-16]</li> </ul>	<p><u>Data shows improvements in food shopping/resource management conditions:</u></p> <ul style="list-style-type: none"> <li>• Reduced reliance on family, friends, and social support networks for food (In cultures where sharing among friends and family is important, the intent of this indicator is to move from dependency to interdependency – having the capacity to share) [FR-17]</li> <li>• Ability to have foods readily available for self and family [FR-18]</li> <li>• Building and use of a personal food storage system (for maximum food resources management and to be prepared for unforeseen emergencies) [FR-19]</li> </ul>

<sup>1</sup> There is a strong relationship between Food Resource Management and Food Security. For this logic model, Food Resource Management has been distinguished by what people can do in terms of personal, family and social supports; Food Security has been distinguished by what formal community systems are in place to assist individuals – i.e. emergency and non-emergency food support mechanisms.

The Community Nutrition Education (CNE) Logic Model, Version 2 – Detail

**Outcomes and Indicators – Shopping Behavior/Food Resource Management<sup>1</sup>**

Short Term	Medium Term	Long Term
<b>Institutions, Organizations, Communities Level</b>		
<b>Outcomes</b>		
<p><i>Institutions/organizations/communities gain awareness, knowledge, and/or interest:</i></p> <ul style="list-style-type: none"> <li>Increased understanding of community and institutional barriers and opportunities for improved community food resource management</li> <li>Increased awareness among private and public sector leaders about food resource management-related challenges of low-income individuals and families</li> <li>Increased involvement of community groups to address food resource management challenges and opportunities for low-income individuals and families</li> </ul>	<p><i>Institutions/organizations/communities commit to change:</i></p> <ul style="list-style-type: none"> <li>Coordination of efforts to address issues and identify food resource management opportunities to impact household food security</li> <li>Development and implementation of plans to improve household food security</li> </ul>	<p><i>Communities experience improved food resource management status:</i></p> <ul style="list-style-type: none"> <li>Increased institutions/organizations/communities initiated efforts to solve food resource management challenges</li> <li>Decreased institutions/organizations/communities barriers to adoption of effective food resource management strategies</li> </ul>
<b>Indicators</b>		
<p><i>Composition and number of institutions/organizations/communities that demonstrate increased awareness and involvement:</i></p> <ul style="list-style-type: none"> <li>Report discussions held on food resource challenges of low-income people in that locality [FR-20]</li> <li>Participate in food resource management needs assessment [FR-21]</li> <li>Organize to address food resource management needs of low-income individuals or families [FR-22]</li> </ul>	<p><i>Institutions/organizations/communities demonstrate commitment:</i></p> <ul style="list-style-type: none"> <li>Increase the number of referrals of low-income individuals between agencies to facilitate provision of shopping/food resource management education [FR-23]</li> <li>Adopt a feasible written plan to address challenges and barriers to food resource management education [FR-24]</li> <li>Implement specific actions from institutional/organizational/community-level plans to improve household food security through enhanced shopping behavior/food resource management skills [FR-25]</li> </ul>	<p><i>Institutional/organizational/community-level improvements are reflected by actions, such as:</i></p> <ul style="list-style-type: none"> <li>Nutritious foods are more readily available to low income people through efforts such as opening grocery stores or farmers markets in low-income communities, and/or establishment of community gardens [FR-26]</li> </ul>
<b>Social Structures, Policies, or Practices Level</b>		
<b>Outcomes</b>		
<ul style="list-style-type: none"> <li>Educators, media, and other public and private representatives hold discussions regarding policies, regulations, and industry practices that are barriers to food resource management opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Educators, media, other public and private representatives work toward needed changes in laws, policies and practices related to food resource management</li> </ul>	<ul style="list-style-type: none"> <li>Revision/adoption of laws, policies, and practices that support sustained improvement of food resource management opportunities</li> </ul>
<b>Indicators</b>		
<p><i>Identification and definition of:</i></p> <ul style="list-style-type: none"> <li>Social/public policy issues/regulations and food industry practices that impact food resource management and food availability for low-income families/individuals [FR-27]</li> </ul>	<p><i>Evidence of action, such as:</i></p> <ul style="list-style-type: none"> <li>Commitment of key citizens, government officials, and policy makers to work toward needed changes in laws, policies, and/or practices that support food resource management opportunities, documented by letters, memoranda from legislators, agency heads, businesses, or food industry leaders [FR-28]</li> <li>Adoption of plan by policy makers to achieve improvements in food resource management [FR-29]</li> </ul>	<p><i>Evidence of change, such as:</i></p> <ul style="list-style-type: none"> <li>Description of change in policies, and/or practice that support improved individual/family/household resource management [FR-30]</li> </ul>

<sup>1</sup> There is a strong relationship between Food Resource Management and Food Security. For this logic model, Food Resource Management has been distinguished by what people can do in terms of personal, family and social supports; Food Security has been distinguished by what formal community systems are in place to assist individuals – i.e. emergency and non-emergency food support mechanisms.