

I. Transmittal Letter

November 1, 2012

Federal Government Agency
Brand New Research Initiative
Proposal Services Unit
Room 371 Canal Place
111 University Ave
Provo, UT 84606

Dear Madam,

My colleagues and I are pleased to submit the enclosed proposal, *Improving Snack Habits Among Low Income Elementary Aged Children*. The proposal is in response to the Grants to U.S. and International Non-Profits for Nutrition-Related Programs and Research Projects. The proposal requests \$5,526 for a 2-week program consisting of 10 lessons. Enclosed, please find the original and 17 copies of this proposal, as specified in the Request for Proposals.

If you have questions or need additional information, please contact me. I look forward to your reply.

Sincerely,

Erica Tanner, M.S.W., R.D.
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II. Title Page

Program Title: Improving Snack Habits Among Low Income Elementary Aged Children
Grant Program: Grants to U.S. and International Non-Profits for Nutrition-Related Programs and Research Projects

Proposed Start Date: 10/29/2012

Program End Date: 11/9/2012

Funds Requested: \$5,526

Project Director:

Erica Tanner, Kendra Manwill, Jeannine Skinner, McKell Compton

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This award should be made to:

Boys and Girls Club of Sandy

Authorized Organizational Representative:

Nicole Gordon, Boys and Girls Club Director

7631 Chapel St. Midvale, UT 84047

Phone: 801-256-9008

Fax: 801-256-0307

E-mail: ngordon@bgcsv.org

III. Abstract

The Dietary Guidelines of 2010 have identified the following nutrients as nutrients of concern: dietary fiber, calcium, potassium and Vitamin D. Foods which include these nutrients are vegetables, fruits, whole grains, milk, and milk products. The American diet currently falls short of providing the proper amounts of these foods, especially among elementary-aged children. Evidence shows that by incorporating more of these foods into the diet, risk of chronic disease is lowered, bone health is improved, and healthy weights are maintained. The Boys and Girls Club is designed for children that live in low-income households—a population with an even greater risk for these aforementioned negative health conditions. This is due to a decreased amount of resources and an increased tendency to buy energy dense and pre-processed foods. The increasing rate of chronic disease and poor health among these children may be effectively combated by implementing a pro-active, target specific, nutrient-education intervention program. Previous work done by our host organization indicates that addressing the nutritional quality of snacks and meals among pre-adolescent children was an effective way to promote consumption of nutrient dense foods such as fruit, vegetables, and whole grains. Thus, the objectives of this project are to: a) develop a short nutrient education program that aims to improve the nutritional content of children's meals by increasing their knowledge of nutrition and encouraging self-efficacy in preparing healthy meals and snacks at home; b) evaluate the effectiveness of this program in increasing actual fruit, vegetable, whole grain, and milk intake; c) refine the intervention program; and d) disseminate the program to be used in an annual rotation for the Boys and Girls Club of Sandy. The education portion of this project will span two weeks. The budget request is \$5,526.00.

IV. Grant Narrative

Needs Statement

The Boys and Girls Club (BGC) caters to children from low-income families, and provides them with education and activities through an after-school program. An educational session on healthy snacking would be very appropriate for this group because research including the National Longitudinal Survey of Youth reports that low-income children tend to have higher obesity rates than do wealthier children (1,2). Low-income children make up the vast majority of the population at the BGC, which means that most of the children enrolled are already at risk due to their circumstances. The occurrence of obesity among low-income children is influenced by many factors including available resources, community environments and child care settings (2,3). Families with limited resources often lack the skills to prepare food at home, and it is likely that the families have to miss meals because they do not have enough money to purchase food (2). Since the children at-risk are participating in the BGC program every day, it provides a perfect opportunity for nutritionists to teach healthy habits.

Providing nutrition education to children who are at-risk and live in low-income households could mean the difference between them developing healthy or unhealthy eating patterns (2,4). In order to be effective, nutrition education must include several components such as building skills to support positive change and integrating external factors to build social support (4). The nutrition course that will be implemented at this BGC is designed to teach the students necessary skills they need to choose and prepare healthy snack foods. There will also be an emphasis on the children sharing their knowledge with families and friends in order to create the necessary social support.

One education track already in place with the teachers at the BGC will encourage the consumption of fresh fruits and vegetables, whole grains, and high quality proteins. Our lessons will be created to supplement and support the teaching that will go on in the weeks just prior to our presentations. The goals of these lessons are consistent with the *Healthy People 2020* objectives to increase contribution of fruits, vegetables, and whole grains to the diets of the population aged 2 years and older (5). Encouraging the consumption of lean, high-quality proteins would also be a step towards completing the *Healthy People 2020* objective of reducing consumption of calories from fats (5). Studies have shown that effectively implementing a nutrition education program that focuses on the consumption of fruits and vegetables could have a marked impact on helping children develop and maintain a healthy weight (2,6). Studies have also shown that when people increase consumption of whole grains they are more likely to have a healthy body weight and are at a lower risk for cardiovascular disease (6). The research supports that a well-implemented nutrition education program, including program activities to increase actual consumption of healthy foods, could have a definitive positive influence on the health status of children nationwide. The BGC's nutrition education program combined with our program activities will be the most effective way to foster change in the children's diets. Since children participating at the BGC are from low-income families, they are most in need of this healthy influence and could benefit greatly from the implementation of our nutrition education program.

Goals and Objectives

The goal of this project is to increase children's desire and knowledge to eat and prepare healthy snacks. This goal will be reached and measured by the completion of project objectives. The project objectives are:

Short/medium-term Impact Objectives:

1. 75% of children in 4th-6th grade will express desire to make and eat healthy snacks at home by the raise of hands at the end of the presentation.
2. During the presentation, 50% of children in 4th-6th grade will be able to identify 3 of the 4 components of a healthy snack that we present.
3. 80% of children in 4th -6th grade will be able to make three different healthy snacks taught in class at home by using the recipe handout offered in class.

Long-term Outcome Objectives:

1. 50% of children in 4th-6th grade will have made at least one of the presented snacks within the next two weeks.
2. At the end of two weeks, 75% of children in 4th-6th grade will express a current desire to incorporate healthy snacks into their diet.
3. Two weeks later, 50% children in 4th-6th grade will still be able to identify three of the four main components of a healthy snack.

Project Description and Methodology

This project has three primary phases: pre-lesson evaluation, intervention lesson development, and intervention lesson summative and impact evaluation.

INTERVENTION LESSON DEVELOPMENT

This intervention program will include 10, 60-minute lessons over the course of 2 weeks, with one additional 30 minute special presentation, and will focus on healthy snacking options for middle-aged children from low-income families. The lessons will be taught in the Sandy Boys and Girls Club (BGC) because this is the target population of interest. Participants were pre-selected due to current participation in the Sandy Boys and Girls club. Children grades 4th-6th have the opportunity to choose this lesson tract among multiple offered by BGC teachers during this two week period.

Each lesson will discuss a different aspect of nutrition (such as the importance of food groups.) and includes interactive activities taught by Boys and Girls club teachers. These lessons will be used to increase understanding and excitement about nutrition in preparation for our unit's 30 minute presentation at the end of the 2-week course.

Lesson development procedures are described below in a stepwise fashion.

1. Develop lesson plan by A) creating an outline focused on our outcome objective and B) identifying general concepts of snacking nutrition to be addressed.
2. Have lesson approved by BGC director for audience appropriateness.
3. Create handouts listing
4. Collect perishable food items which would make up a healthy snack for table display. Foods will be used to point out healthy options in different foods groups and make the presentation more eye catching.
5. Present lesson plan (see plan above) discussing the five basic food groups (grains, dairy, vegetable, fruit, and protein) into snacks and demonstrate possible snacks to make.
6. Distribute Post Survey

IMPACT/OUTCOME EVALUATIONS AND PROCESS EVALUATIONS

Impact/Outcome Evaluation

An informal post-assessment survey will be taken by a BGC teacher one week following the 2-week course and 30-minute special presentation. Pre-selected questions developed by the community nutrition group will be emailed to teachers and they will administer these questions orally to students in their classrooms. Surveys responses will be based on verbal affirmation or show of hands. Survey questions will address cognitive and affective attitudes concerning healthy snack preparation. In addition, directly after the presentation we will ask for a show of hands assessing students' willingness to make a healthy snack that coming week and what that healthy snack may be. These tools will be used to determine if impact and outcome objectives were reached.

Process Evaluation

To ensure that the 30-minute presentation will be effective in accomplishing our objectives, the lesson will be sent to the Boys and Girls Club director, Nicole Gordon prior to the presentation date. Nicole will be able to verify that the lesson is appropriate for the age group being taught (4th-6th grade children). The day following the presentation, Nicole will inform us of the impact she felt our presentation had on the children. The post assessment survey will also be a good measure of how successful we were in communicating our information.

Data Analysis

Results from informal post-assessment will be emailed to and reviewed by our community group to measure the long-term outcome program objectives were accomplished.

Intervention Program Revisions and Dissemination

The impact evaluation data will be reviewed to determine needed lesson refinements. Refinements may be needed if the students do not express a desire to make healthy snacks at home, if they do not report making the healthy snacks at home, or if the students are unable to recall the four components of a healthy snack. The lessons will be revised as needed in order to meet the impact objectives and the final lesson plan will be integrated in the BGC lesson plan annual rotation.

LESSON PLAN

Title: Super Snacking...Are You Hungry?

Target Audience: 4 th -6 th grade		Community Agency: Boys and Girls Club	
Terminal Objective: 50% of the 4 th -6 th grade students will be able to identify the components of a healthy snack; express desire to make and eat healthy snacks; and will be able to make 3 different healthy snacks.		Terminal Concept: Healthy snacks can be affordable and easy to make.	
References: www.choosemyplate.gov, eatright.org/kids, kidshealth.org			
Preparation: Powerpoint slides of key points and examples of “healthy” vs “nonhealthy” snacks. Tablecloth, cooler, wooden bowls, glasses, and books for creating table levels and holding food on table for show. Foods for showing components of healthy snacks (canned black beans, chick peas, tuna & chicken, canned fruit, pomegranate, granola, almonds, green beans, dried cranberries, yogurt, lunchmeat, pomegranate, tomato, tomato canned, wheat bread, lentils, quick oats, sour cream, greek yogurt, brown rice, raisins, tiny cups, corn tortillas, broccoli, carrots, apples, empty milk container, eggs, lettuce, 2 boxes of cereal, whole wheat pasta, english muffins, triscuits, mandarin oranges (can), oranges, juice bottle, bananas, peanut butter). Raisins, celery, peanut butter, hand sanitizer, chopping board, napkins, and butter knives for the Ants on a Log demonstration. Cuties (clementines) and napkins for passing out fruit as a snack. Construction paper and tape for creating apples to tape under chairs to determine participants. Computer paper and ink for creating snack recipe handouts for children (32 copies)			
Pre-assessment Meet with program director to determine the need for a nutritious snacking presentation. Determine common snacks and food items enjoyed by the kids.		Introduction Intermountain Live “Dance Off” video http://www.youtube.com/watch?v=l8Jgl95HHrU 1 minute	
Supporting Objectives	Content Outline	Time	Learning Experiences
Students will... Be able to describe the benefits of choosing healthy snacks.	Eating a donut gives you quick energy, but it doesn’t last long. Eating an orange would keep you full longer and has a lot of vitamins and minerals that	2 min	<i>Why do you think the donut got tired in the video?</i> <i>Why did the orange have enough energy to keep dancing?</i>

<p>Be able to identify why fruits and vegetables are a healthy component of a snack</p>	<p>will help your body keep going.</p> <p>There are lots of tasty fruits and vegetables to try.</p> <p>Fruits and vegetables give you important vitamins and nutrients such as potassium, vitamin C, vitamin A, and vitamin E. These vitamins and mineral helps your body grow and develop.</p> <p>Your body needs lots of different colors of fruits and vegetables because different colors have different vitamins and minerals. Try to get 5 servings of fruits and vegetables a day and adding different colors of fruits and vegetables to snacks is a great way to stay healthy.</p>	<p>6 min</p>	<p><i>What are some of your favorite vegetables?</i></p> <p>Display powerpoint (PP) slides with examples of different fruits and vegetables.</p> <p>Display PP slides with the vitamin and mineral benefits of fruits and vegetables.</p> <p>Point out different fruits and vegetables on the table and some of the nutrients they would have.</p> <p>Display PP slides with visual rainbow of different colored fruits and vegetables.</p> <p><i>What kind of red (blue and purple, dark green, orange and yellow, white) vegetables and fruit do you like to eat or want to try?</i></p>
<p>Be able to identify why dairy is a healthy component of a snack</p>	<p>Foods made mostly from milk (like you get from a cow) are called “dairy” foods. Examples of dairy foods are milk, cheese, and yogurt. Dairy can also be found in places like chocolate milk and pudding.</p>	<p>4 min</p>	<p><i>What does it mean for a food to be a dairy food?</i></p> <p><i>Can someone tell me what kind of foods are dairy foods?</i></p> <p>Display PP slides with foods with examples of foods</p>

<p>Be able to identify why a snack whole grain is a healthy component of a snack.</p>	<p>Foods in the dairy food group are good sources of calcium and vitamin D. Both of these help your bones grow strong.</p> <p>Grains are a special type of plant we use to make many foods. The grain group is made up of foods like bread, crackers, cereal, and tortillas. Grains are important because they are made up of things called carbohydrates or carbs. Carbs give your body quick energy.</p> <p>There are 2 types of grain categories: whole grain and refined. Refined grains are often appear “white” like white bread and still provide you energy and some nutrients. The other group is called whole grains. This means the grain hasn’t been as processed as refined grains so you get a nutrient called fiber when you eat it. Fiber is important because it keeps you fuller</p>	<p>6 min</p> <p>that fall under the dairy category.</p> <p>Point out examples of dairy foods on the table.</p> <p><i>Do you know why it’s important to eat dairy foods?</i></p> <p><i>What are some examples of grains that you eat in your diet?</i></p> <p>Display PP slides with foods from the grain group.</p> <p>Point out foods on the table that are an example of the grain food group</p> <p><i>Who has heard of something called “whole wheat bread”?</i></p> <p><i>Does anyone know why people think “whole grain” foods are important?</i></p> <p>Display PP slide with health benefits of fiber</p> <p>Point out foods on table that are whole grain vs refined grains.</p>
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<p>Be able to identify why protein is a healthy component of a snack.</p>	<p>longer and gives your body fiber which helps your hearth and keeps your digestive tract running smoothly. It important to have half you grains in a day to be whole.</p> <p>You can tell if a food has fiber by looking at the nutrition label. You can see where it says fiber and a number next to it. The bigger the number, the more fiber you're getting. Also, foods that say "whole grain" or "whole wheat" on the food label are often high in fiber.</p> <p>You want at least half of the grains you eat each day to be whole.</p> <p>There are lots of sources of protein. Most of you probably think of meat first but beans, eggs, and nuts are all high in protein.</p> <p>Protein is a nutrient you get from food that repairs your body when you get hurt and helps you build muscle. You</p>	<p>4 min</p>	<p>Show children where a nutrition label is on food.</p> <p>Have children come up and go away the room so they can see where fiber is on a nutrition label.</p> <p><i>Can anyone remind me why it is important to eat fiber every day?</i></p> <p><i>Can anyone tell me so foods that have protein in them?</i></p> <p>Display PP slide with list of high protein foods.</p> <p>Point out foods on the table that are high in protein.</p> <p>Display PP slide with health benefits of protein</p> <p><i>What are some snacks you can have that are high in</i></p>
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<p>Be able to distinguish between healthy and unhealthy snacks.</p> <p>Be able to prepare ants on a log.</p> <p>Be able to name 3 different healthy snack examples.</p>	<p>want lots of protein in your diet to make sure your body develops properly.</p> <p>Unhealthy snacks would be high in fat, salt, or sugar. Healthy snacks have a mixture of foods included in them that give your body needed nutrients.</p> <p>Celery + Peanut Butter + Raisins</p> <p>Ants on a log, parfaits (w/ cereal and bananas or mandarin), English muffin pizzas.</p>	<p><i>protein?</i></p> <p>Have students look at picture examples of snack foods and stand and cheer if it's healthy and sit and "boo" if it's unhealthy. Post each on board in either the healthy or unhealthy category.</p> <p>Demonstrate how to make ants on a log. Have 2-3 volunteers come up and try.</p> <p>Have a real sample of one snack for the kids to eat. Provide clementines (cuties) as well for kids to eat.</p>
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Assessment

At the end of class, we will ask the students:

How many of you are going to make/eat one of the healthy snacks we talked about this week?

What snack are you going to make/eat

One week later, the teacher will ask the students:

How many of you think it's important to eat healthy snacks and want to eat them?

How many of you can identify the 4 components of a healthy snack that are presenters talked about?

How many of you have made any of the snacks that the presenter showed you?

Closure

Encourage everyone to try making the snacks at home and give them a handout that shows them the recipes for the snacks.

GAANT (TIMELINE)

	2012									
Project Tasks	Oct 8-12	Oct 15-19	Oct 22-26	Oct 29-Nov 2	Nov 5-9	Nov 12-16	Nov 19-23	Nov 26-30	Dec 3-7	DATE COMPLETED
Description, lesson plan, timeline, budget	x									9-Oct-12
Confirm project date	x									10-Oct-12
Email Nikki to work out details	x									12-Oct-12
Evaluation plan, logic model, sustainability	x	x								16-Oct-12
Divide teaching time/presentation sections		x								28-Oct-12
Transmittal letter, title page, abstract, needs statement		x	x	x						1-Nov-12
Create Powerpoint			x	x	x					28-Nov-12
Purchase supplies				x	x					29-Nov-12
Practice presentation				x	x					5-Nov until 20-Nov-12
Presentation					x					30-Nov-12
Make snacks/pre-preparation					x					29-Nov-12
Create and distribute post assessment					x	x				12/10/12 (Planned)
Oral presentation								x	x	12/6/2012 (Planned)
Final draft of grant proposal, final evaluation report								x	x	4-Dec-12
Group rating form									x	3-Dec-12

Evaluation Plan

IMPACT/OUTCOME EVALUATION

In order to determine if the lessons and presentation fulfill the impact and outcome objectives, children will be asked questions at the end of the presentation. Questions asked will include, “How many of you want to try and make these snacks at home?” “What snacks are you planning on trying?” and “What four things make up a healthy snack?” To assess their level of understanding, answers to questions will be noted by a show of hands and by taking comments from some of the class members.

A post survey will be distributed one week after the end of the program in order to determine if the children were able to retain the information, and were able to implement the techniques shown. Specifically, the survey will determine if the children made one of the snacks demonstrated in class, if they still have a desire to incorporate healthy snacks, and if they can recall the four components of a healthy snack.

PROCESS EVALUATION

To measure the success of our process objectives, the lesson plan will need to be evaluated by the Sandy Boys and Girls Club director, Nicole Gordon. The director will be able to determine if the lesson material is suitable for the population we will be teaching at the Boys and Girls Club. We will also obtain feedback from her about the effectiveness of our lesson plan and the impact she believes it had on the children. This will determine the success of process objective 1a-3a, (see Logic Model).

In addition, the post survey will determine if our lesson plan was successful in communicating the information that we intended to teach (Obj. 1b-3b). The post survey will consist of five questions that will determine the student’s attitude towards the material presented. Such as, did they enjoy it? Can they remember it clearly? Did it impact their eating habits?

LOGIC MODEL: [SUPER SNACKING—ARE YOU HUNGRY?]

Goal(s): Increase children’s desire and knowledge to eat and prepare healthy snacks

Inputs

- Grant money
- Faculty/ nutrition staff
- BGC director
- BGC teachers
- Computers
- Flash drives
- Paper, print cartridges, pins, copies of project materials, easel
- Food for presentation
- Food for distribution
- BGC facility
- Time

Outputs (Implementation/Process Obj.)

Activities

1a, 2a, 3a By November 23, 2012, have lesson reviewed by the Boys and Girls Club director to ensure that it was appropriate for the intended audience.

1b, 2b, 3b By November 26, 2012, create a post-survey and distribute 35 surveys to determine children’s current attitudes on nutrition.

1c, 2c, 3c By November 23, 2012 develop one 30-minute special presentation to be given at the end of two week nutrition course for children at the Boys and Girls Club.

By November 23, 2012, create handouts and PowerPoint, and gather food items (display of grains, fruits, vegetables, dairy and protein) necessary for presentation.

By November 16, 2012, develop three healthy, easy snack

Impact – Outcome

Short/Medium-Term Objectives

1. By the end of the presentation, 80% of the 4th-6th children will verbally express desire to make and eat healthy snacks at home.

2. By the end of the presentation, 80% of children will be able to identify the four components that make a snack healthy.

3. By the end of the presentation, 80% of children will be able to make 3 different healthy snacks which will be taught in class.

Long-term Objectives

50% of 4th-6th grade children will have made at least one of the presented snacks within the two weeks following the presentation, will express a desire to incorporate healthy snacks into their diet, and will be able to identify

Assumptions:

We anticipate that this program and presentation will improve Boys and Girls Club members’ ability and desire to create nutritious snacks on their own.

External Factors:

Children’s economic status
Parent’s work schedule and access to resources

Evaluation Plan

- *Formative:* Speak with program director and establish a need for nutrition education especially related to snacking. A pre-assessment survey distributed to determine current level of educational need and children’s acceptance of healthy eating. Responses taken into consideration when planning the special presentation.
- *Process evaluation:* (Obj. 1a-3a) Lesson reviewed and accepted because it will be appropriate for the intended audience. (Obj. 1b-3b) 35 surveys created, distributed and completed; 5 questions on each survey. (Obj. 1c-3c) Lesson plan created for one 30 minute presentation.
- *Impact/Outcome (or summative) evaluation:* (Obj. 1-3) Post-survey.

Sustainability

Lesson plans created by the Boys and Girls Club facility and the special presentation given by the community nutritionist students will be saved for future classes if the results prove to be positive and result in healthy lifestyle changes by the children. Specifically, the classes would be incorporated into the annual lesson track rotation that is implemented at the Boys and Girls Club.

IV. Budget

Budget

Direct costs:	Total Amount:
A. Salaries and Wages	
1. Senior Personnel	
a. 1 Sandy Unit Director: Nicole Gordon	\$1,500.00
b. 1 Program Director: Erica Child	\$1,000.00
2. Other Personnel	
a. 2 teachers	\$400.00
b. 3 community nutritionists	\$1,500.00
B. Total Salaries, Wages, and Fringe Benefits	\$ 4,400.00
C. Equipment	\$50.00
D. Materials and Supplies	\$100.00
E. Travel	\$ 55.00
F. Total Direct Costs (Items B to E)	\$4,605.00
Indirect costs: (20% of Direct Costs)	921.00
TOTAL COST:	\$5,526.00

Budget Narrative

DIRECT COSTS:

A. Salaries and Wages

1. Senior Personnel

- a. **1 Sandy Unit Director: Nicole Gordon:** Salary = \$1,500 (compensation given by nutritionists for time outside of normal work hours to coordinate the introduction of this new tract). Responsibilities include: act as a public relations person between the Boys and Girls Club and the nutritionists; coordinate teachers' lessons to prepare students for this program; print and distribute advertisements.
- b. **1 Program Director: Erica Child:** Salary = \$1,000. Responsibilities include: plan meetings; communicate with the Unit Director; organize materials and make assignments for the community nutritionists; finalize the lesson plan.

2. Other Personnel

- a. **2 Teachers:** Stipend @ \$200 each x 2 teachers = \$400.00. Since teachers are already paid by the Boys and Girls Club, they will not receive additional payment from the program. Instead, they will be given a small stipend of \$200 each for time devoted to developing new lesson material. Responsibilities include: collaboratively prepare lesson material; teach 5 lessons each.
- b. **3 Community Nutritionists: Kendra Manwill, McKell Compton, Jeannine Skinner:** Stipend @ \$500.00 each x 3 nutritionists = \$1,500.00. Responsibilities include: attend meetings; verify teachers' lessons for compatibility and accuracy; prepare lessons, handouts, and materials to be used in the final presentation; present the final lesson at the end of the two week course; distribute a pre-assessment survey.

B. Total Salaries, Wages, and Fringe Benefits

1. No fringe benefits. Total Salaries = \$4,400

C. Equipment

1. Access to a projector and a computer in order to prepare event advertisements and class materials @ \$50.00

D. Materials and Supplies

1. **Laminated handouts:** Estimated 40 handouts x \$1.00 each = \$40.00
2. **Lesson posters:** Estimated 4 posters @ \$5.00 each = \$20.00
3. **Food products:** Estimated 40 servings @ \$1.00 each = \$40.00

E. Travel

1. Gas to travel from Provo, UT to Sandy, UT: Mileage for 10 trips estimated @ 600 miles ÷ 40 MPG = 15 gallons x \$3.66/gallon = \$55.00

F. Total Direct Costs

1. Total costs for C through E equal \$4,670

INDIRECT COST

Indirect costs equal \$921.00 (20% of total direct costs)

TOTAL COST

Total Direct and Indirect costs equal \$5, 526.00

REFERENCES

1. Kumanyika S, Grier S. Targeting interventions for ethnic minority and low-income populations. *Childhood Obesity*. 2006;16(1):188-190.
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4. *Nutrition education and promotion: the role of FNS in helping low-income families make healthier eating and lifestyle choices*. Alexandria VA: Food and Nutrition Service; 2010.
5. *Healthy People 2020 Summary of Objectives*. Nutrition and weight status. Available at: <http://www.healthypeople.gov/2020/topicsobjectives2020/pdfs/NutritionandWeight.pdf>. Accessed October 31, 2012.
6. *Dietary Guidelines 2010*. Washington DC: US Department of Agriculture, US Department of Health and Human Services; 2010.