

## ATTACHMENT 2 FLOW CHART OF BEST PRACTICES

Previously Identified Practices	
Practice	Frequency Cited
Meet program requirements	1
Evidenced-based	1
Theory-based	2
Various teaching methods	1
Congruent with DGA	2
Objectives	1
Lesson overview	1
Instructions for program presentation	1
Organized easy to read materials	1
Evaluation tools	1
Clear curricula	3
Analyze intermediate measures	1
Increase healthy, decrease unhealthy	1
Provide high-quality nutrition education	1
Walk-able communities	1
Regulate youth marketing	1
Community/school involvement	3
Appropriate duration	5
Culturally appropriate	3
Caregiver involvement	3
Trained staff	3
Behavior modification	1
Social marketing	2
Interests of population	2
Multi-component	4
Target specific behavior	3
Emphasize benefits of healthy eating	1
Emphasize caloric intake	1
Multi-media/technology	1
Quantitative evaluation measures	1
Target specific determinants	1



Content Review	
Deleted Practices	Added Practices
Meet program requirements	Appropriate age range of participants
Increase healthy, decrease unhealthy	Goal setting
Regulate youth marketing	Key messages
Emphasize benefits of healthy eating	
Support a walk-able community	



Cognitive Interviews	
Deleted Practices	Combined Practices
Appropriate evaluation tools	Lesson overview combined with organized and easy to read materials
Emphasize caloric intake	Clear curricula combined with clear implementation protocols
Include quantitative evaluation measures	Target specific behaviors combined with seeks to modify behavior
	Target specific determinants combined with seek to modify behaviors



Consensus Building Interviews
Added practices
Appropriate leader for audience
Inclusion of process evaluation
Participants should receive educational materials
Based on DGA, PAGA



Final Practices
Theory-based
Based on the interest of the community
Include multiple components of the Social Ecological Model
Appropriate duration
Utilize various teaching methods
Include objectives
Clear instructions for program presentation
Material should be organized and easy to read
Activities should be culturally appropriate
Caregiver should be involved
Utilize multi-media/technology
Include goal-setting
Utilize social marketing
Participants should receive education materials
Community/school should be involved
Key messages should be included
Seeks to modify behavior
Based on DGA, PAGA
Trained nutrition education/and or program staff who implement education intervention
Leader should be appropriate for audience
Analyze intermediate measures
Process evaluation should be included