

Gourmet on a Budget Program Proposal

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Abstract

The *Gourmet on a Budget* program aims to help alleviate food insecurity in several neighborhoods of Chattanooga, Tennessee. The program will attempt to teach low-income households, college-aged students, and single-parent households to be able to cook nutritious foods at a much more affordable cost. Along with cooking classes, the program will also teach financial literacy classes to help maintain budgets and general financial responsibility. With each of these classes working in tandem, clients will be able to cook healthy and nutritious meals for themselves and their families at least four days a week as well as manage their finances more effectively. According to the literature, people who lack access to nutritious foods are more likely to suffer from health issues. A needs assessment research study will be conducted in four neighborhoods in Chattanooga to determine the extent of people who are food insecure. After the research has been completed, stakeholders in the community will be utilized to be able to start the *Gourmet on a Budget* program.

Introduction

Background of the Problem

Tennessee has one of the highest rates of food insecurity in the nation (Carron, 2016). In Chattanooga alone, more than 200,000 people lack access to affordable, nutritious food (Henderson, 2018). According to a recent report released by Feeding America, one in five people and more than one in four children in the Chattanooga region and Northwest Georgia could face hunger as a result of the economic impact of COVID-19, indicating a 40% increase in overall food insecurity (Gunderson, 2020). This program seeks to alleviate that through the implementation of budget training and cooking classes for individuals in the community currently experiencing or at risk of experiencing food insecurity.

The target population of *Gourmet on a Budget* are low income families and college students on a low budget. Low income families can include young families, refugee families and single-parent households. The target population is low-income households, college students aged 18-35 with an emphasis on non-traditional students and single-parent households. One of the defining characteristics for low-income households is a combined total of \$48,678 per year for a family of four (National Center for Children in Poverty, 2018). This puts a family of four at higher risk for food insecurity due to the lack of financial resources to be able to afford proper, nutritious foods. As for single-parent households, there is only a single source of income to support the home which increases the likelihood of financial and food insecurity. As for non-traditional college students, “[experience] greater difficulties in covering costs associated with college attendance” (Beam, 2020). This includes both the mental and physical challenges that students face due to food insecurity. Due to these characteristics, the target population has a higher risk of food and financial insecurity which is why the *Gourmet on a Budget* program is

needed. Since the program is open to the public, those who fall within one of the groups as listed above are eligible to participate.

Current service programs to reach out to the target population includes the Chattanooga Food Bank, local churches, the Salvation Army, Community Kitchen, and the SNAP program. Although they do not offer cooking and financial literacy classes, they open the food pantry to those who qualify for their services. Other organizations that are available to this population include the Red Cross, the United Way, Northside Neighborhood House, and Metropolitan Ministries. However, these organizations do not only focus on food insecurity, but case management services and food bank type programs.

The target population lacks the necessary resources that they are in dire need of and this program aims to meet those needs. This means that without the assistance of *Gourmet on a Budget*, the target population may end up, in the near future, skipping meals or paying for certain other necessities due to a lack of financial needs. The needs that the program will specifically address is lack of knowledge of preparing nutritional meals, creating and managing budgets, as well as learning how to utilize community resources.

Uniqueness of the Program

The *Gourmet on a Budget* program is unique in many ways. The program will not require participants to be clients of any specific agency and is open to the public for participation. *Gourmet on a Budget* will include, explicitly for high-risk populations and single-parent households, delivered meal kits with video instructions for how to cook the food included. A key aspect of the program is that it teaches not only how to eat more nutritiously, but it teaches what to look for on food labels, grocery store shelves, and how to properly choose produce and meat through video tours. Some other unique aspects of the program that it will offer are supplying

handcarts or reusable bags to participants to make getting groceries easier when using public transportation. The program plans to work with community partners to receive donations for funding and food to reach as many clients as possible.

Literature Review

This literature review will focus on the impact of food insecurity and low-socioeconomic class has on families and individuals in the United States. One of the main areas that low income individuals and families face in regard to food insecurity is that it affects health outcomes. Several studies found that food insecurity caused poorer physical and mental health in both adults and children (Bahadur et. al., 2018; Chang et. al., 2019; Gundersen et. al., 2015; Kuhn et. al., 2020; Miller et. al., 2020). One study found that homes that were food insecure were more likely to have an increase in poorer health outcomes such as anemia, hypercholesterolemia, and morbidity especially in children (Chang et. al., 2019). For low income women who are overweight or obese, it was found that poor self-coping methods was associated with more chaotic home environments as well as an increase in depression (Chang et. al., 2019; Gundersen et. al., 2015). It has also been found that food insecurity has been linked to premature and accelerated aging in early and late midlife individuals which has a much stronger negative affect on health outcomes (Miller et. al., 2020). According to the literature, being food insecure has strong, negative health outcomes for low-income people.

Another factor that contributed to an increase in food insecurity is discrimination based on race (Burke et al., 2016). According to Burke et. al., there is a 5% increase in the likeness of being more food insecure the more discrimination a person faces (Burke et al., 2016; Payne-Sturges et. al., 2018; Wood et. al., 2018). Research has shown that while areas may not be considered food deserts due to the amount of grocery stores available, having access to a vehicle

played a much more important role in people being food insecure(Allard et. al., 2017).

According to Allard et. al., it was found that poverty and food insecurity are moving into more suburban neighborhoods compared to more urban environments (2017). Food deserts also influence health outcomes such as obesity, “hypertension, hyperlipidemia, poorly-controlled diabetes, and cardiovascular” disease (Camp, 2015, pg. 33). Both discrimination and food deserts have strong influences when it comes down to food insecurity.

There are several areas in which food insecurity or being in low-income homes have negative mental health outcomes in adolescents and families (Hatem et. al., 2020; Lydecker et. al., 2019; Taylor et. al., 2016). According to Hatem et. al., food insecurity during early childhood correlated to higher depressive and anxiety symptoms compared to those who were not food insecure (2020). Another negative mental health challenge that is linked with low and very low food insecurity is bulimia nervosa and binge-eating disorder (Lydecker et. al., 2019). Lydecker et. al. was able to find a stronger connection between food insecurity and bulimia nervosa while previous studies showed a similar association with binge-eating disorder (2020). While low-income families generally suffer from more mental health complications, it was found that family resilience acted as a protective barrier for individual family members (Taylor et. al., 2016). So, while low income families are more susceptible to food insecurity and more mental health challenges, familial resilience helps to reduce the effects of both issues.

Another population that has an increase in food insecurity are college students (Freudenberg et. al., 2019; Knol et. al., 2017; Payne-Sturges et. al., 2018; Wood et. al., 2018). In relation to low income status, college students are generally overlooked in programs such as the Supplemental Nutrition Assistance Program (SNAP) and specific local, state, and federal policies make it much harder for college-age people to qualify for benefits (Freudenberg et. al.,

2019). Another contribution to college campus food insecurity is the increase in college costs as well as lower access to financial aid and a decrease in part-time work (Freudenberg et. al., 2019). It has also been found that college students who live off campus have much higher rates of food insecurity than students who live on campus and have reported poorer health conditions (Knol et. al., 2017; Wood et. al., 2018). Racial minorities on college campuses seem to make up the majority of food insecure students even with financial support from families (Payne-Sturges et. al., 2018; Wood et. al., 2018). Across racial groups, it was found that food insecurity had negative health outcomes for students (Wood et. al., 2018). In conclusion, there are several different factors that affect low-income people and college students when it comes to food insecurity. There are many different mental health challenges, physical health decline, racial disparities when it comes to food insecurity and there needs to be adequate programs and resources to help alleviate some of these issues.

Evidence-Based Practices

The Supplemental Nutrition Assistance Program (SNAP) is a governmental grant for families and individuals to fund their food supplies. It is common across the United States, as more and more families are suffering from food insecurity. SNAP has been charged with providing food vouchers or other assistance to families living at or below 130% of the federal poverty level (FPL) and served 44.7 million people in 2010 (Cheng, 2016). Regardless of the high need for food assistance, it is “barely above 50% of the Americans who experience food insecurity [that] receive SNAP benefits” (Cheng, 2016). This implicates a greater need for community resources, access to educational programs, as “formal food assistance programs...are not sufficient to meet the needs of recipients (Cheng, 2016).

SNAP is one of the most successful food insecurity programs because of the government grants. Unfortunately, the downside to only providing money for food without the education of eating healthy can result in increased consumption of calories, added sugar, and anything else that is considered unhealthy (Nguyen, et al., 2015; Collins & Klerman, 2017). Although SNAP benefits greatly reduce the number of households experiencing “food insecurity by 12.8%,” it has been proven to not be enough to eradicate this public health crisis (Shaefer & Gutierrez, 2013).

Sometimes, food pantries are not the best option to decrease food insecurity. It is true that going to food pantries may result in free food options. Most churches have food pantries open for the community as an act of service. It consists of donated food items such as canned vegetables, dry foods, and nonperishables. Unfortunately, food pantries are not consistently open at convenient times. Because food pantries rely on donations to keep it open, there is always a possibility of the lack of food (Ginsburg, et al., 2019).

In the United States, roughly \$43.75/person is spent on food each week (McGuire, 2011). For a family of four (single parent with three dependents) that is a total of \$700/month/household. The average amount that a household with children receives in SNAP benefits in 2010 was \$419/month (US Congressional Budget Office, 2012). This disparity shows that the number of low-income individuals in the United States is only able to spend sixty percent of the average American on food, leaving the rest in a state of food-insecurity.

Individuals experiencing food insecurity are often limited to eating low-cost foods that lack nutrients in order to stay within budget, resulting in adequate calorie intake but nutrient dense food consumption (Stoddard-Dare, DeRigne, & Hodge, 2018). Thus, low-income populations are at high risk of chronic disease as poor diet and obesity are linked closely to food

insecurity (Parks, et al, 2020). Healthy food initiatives can confront this issue within low-income populations by increasing their access to fruits and vegetables. In response to this, the USDA introduced the Food Insecurity Nutrition Initiative (FINI) grant with the goal of increasing fruit and vegetable consumption among SNAP participants through providing incentives at the point of purchase (Parks, et al, 2020). In a recent qualitative study, twenty-two interviews across nineteen FINI-funded projects were conducted with grantees, in addition to eight interviews with FINI stakeholders. Although the data collected showed that these concerted efforts were effective in increased consumption and access of healthy food by low-income individuals, a notable take-away was that SNAP participants have consistently expressed an eagerness to receive nutrition education and that those who receive interactive nutrition education are significantly more likely to be invested in healthy food programs and increase their fruit and vegetable consumption (Parks, et al, 2020).

Recent efforts have continued to combat this issue through offering fresher food options at local food banks. These initiatives come with the assumption that individuals experiencing food insecurity have the tools necessary to properly prepare and store their food; however, it's imperative to recognize that this isn't always the case (Pritt, Stoddard-Dare, DeRigne, & Hodge, 2018). A study of seventy-four adults who receive food from an urban food pantry found that although the majority of respondents indicated that they have basic kitchen supplies, a significant percentage "did not have essential supplies, such as a cutting board (49%), freezer (39%), sharp knife (30%), dish soap (23%), a sink in the kitchen (19%), a can opener (19%), electricity in the kitchen (16%), running water in the kitchen (15%), a refrigerator (13%), a stove (13%), plates (11%), bowls (10%), and pots/pans (10%)" (Pritt, Stoddard-Dare, DeRigne, & Hodge, 2018). Nearly a third of respondents stated that some of the food they received was never consumed, a

primary reason being that they lacked the ingredients and cooking supplies needed to prepare it (Pritt, Stoddard-Dare, DeRigne, & Hodge, 2018). The data presented in this study highlights a common barrier faced by recipients of food pantries offering nutrition-rich food options with the incentive that such programs be designed with consideration of the kitchen supplies of consumers.

Food insecurity is linked with a range of child developmental challenges that can significantly interfere with a child's academic success and overall well-being. In recognition of this, schools offer several programs aimed at eradicating food insecurity. However, the issues associated with identifying children who are in need, such as stigma and matching specific family food related needs to effective intervention strategies, limit the capacity of the school to resolve the food insecurity faced by children and their families (Fram, et al, 2014). Although the research on school-based food programs is scarce, some studies have suggested that school-based efforts can be beneficial. A 2010 study by Hinrichs found that, on average, those who received school lunches had better education attainment; however, there were no improvements in health, suggesting that "school food may encourage attendance and improve a child's ability to learn during the school day but not affect overall dietary quality enough to cause lasting benefits" (Fram, et al, 2014). Data collected from this study suggests that school social workers take diverse, methodical approaches when assessing if a child is experiencing food insecurity and that once child food-related needs are identified, an effective response necessitates more than providing food (Fram, et al, 2014). Rather than assuming providing free food will absolve the issue, schools should be prepared to learn from children and families what is causing them to have food struggles and that the child and the child's families receive services appropriate to their situation (Fram, et al, 2014).

Among college students, it is estimated that the food insecurity ranges from 14% to 72%, with recent studies showing that students experiencing food insecurity were most likely to report being in poor health, experiencing symptoms of depression, and perform poorer academically (Watson, et al, 2017). Between March and June of 2016, a study was conducted through eleven focus group discussions with eighty-two students enrolled at the University of California, Los Angeles (UCLA). The focus group discussed several themes around food insecurity, including student awareness, cost of university school attendance, consequences and coping. Overall, students did not feel comfortable budgeting and reported choosing cheaper, less nutritious options and skipping meals (Watson, et al, 2017). Students discussed their confidence and ability pertaining to food literacy, with many describing strategies for improving diet quality while reducing costs, which included prioritizing time to eat in the dining hall or finding free food resources on campus; others expressed feeling overwhelmed and time restricted and struggled to balance their resources with their nutrition needs (Watson, et al, 2017). Students discussed several overlapping themes of food insecurity and food literacy, with the majority reporting that the campus food environment did not meet student needs, a strong desire for practical financial and food literacy training, and skepticism about the university's commitment to effectively addressing the needs of students (Watson, et al, 2017).

Social workers are instructed to center their focus on empowering vulnerable and oppressed individuals. Social workers working in both the public and private sectors continually interact with individuals experiencing food insecurity, connecting them with any and all available resources; however, it is imperative that the principle of client empowerment is evident within these programs and that critical attention is given by social workers to ensure this (Himmelheber, 2014). There are two primary forces combating food insecurity: federal food

assistance, such as the Supplemental Nutrition Assistance Program, and non-profit food assistance, such as food pantries. Brief review of each anti-hunger sector suggests that “these programs lack the capacity to facilitate an empowering process for clients” (Himmelheber, 2014). Through initiating an innovative approach to food insecurity, social workers can explore effective alternative methods to address this pertinent issue that have greater congruence with social work values (Himmelheber, 2014).

Problem Statement

Gourmet on a Budget wants to focus on the educational piece of healthy eating. Often, unhealthy foods are cheaper than the healthy options. Many low-income families resort to instant options because it is quicker to prepare. This can result in many health complications. The administrative team knows that low income communities and college-age young adults have harder times accessing groceries due to food deserts or inaccessibility to grocery stores and due to these challenges, they are more likely to face health decline and financial strain. The team also knows that several federal and grant-funded programs have addressed these issues, as made evident through implementation of programs such as the Food Insecurity Nutrition Initiative and university food banks on college campuses. While such initiatives have provided access to nutrition-rich alternatives and, consequently, resulted in healthy food consumption by a notable amount of low income individuals, a consistent need and desire for interactive nutrition education and consistent access to fruit and vegetables remains apparent. However, what is not known is if teaching cooking and financial literacy classes to help develop healthy nutritional habits in low-income communities in Chattanooga would help to counter the above issues, and that is the reason why it is important to implement the *Gourmet on a Budget* program.

Needs Assessment Research Plan

Need for the Program

The program is a course that helps to teach financial literacy to low-income families, as well as healthy cooking options to improve poor diet choices. This program will teach individuals receiving SNAP benefits, how to stretch their benefits to get the most nutritional foods for their families along with how to tell if produce and meat are of good quality to buy. The program will target residents within the city limits of Chattanooga, including downtown Chattanooga, Red Bank, East Ridge, and East Brainerd. Most agencies that also target low income families are mainly located in downtown Chattanooga. *Gourmet on a Budget* will benefit from being in close proximity to these agencies and food pantries so that clients do not have to travel far for services.

Statement of Purpose

The purpose of this study is to explore the economic and social needs that contribute to food insecurity for individuals residing in Red Bank, East Ridge, East Brainerd, and Downtown Chattanooga. To view the IRB application and supplemental documents, please see appendix A.

Research Question

The research question that the team aims to answer is, “What are the economic and social needs that contribute to food insecurity for residents living in Red Bank, East Ridge, East Brainerd, and Downtown Chattanooga?”

Research Hypothesis/es

For the null hypothesis (H_0), “There are no specific social or economic needs that contribute to food insecurity that could be alleviated by cooking and financial literacy classes in Chattanooga.” The alternate hypothesis (H_1) is that “Cooking and financial literacy classes

would alleviate identified economic and social needs that contribute to food insecurity in Chattanooga.”

Research Variables

The main independent variable that the research team will focus on would be the cooking and financial literacy classes. The dependent variable that will be measured is the economic and social needs of low-income individuals. Some of the controlled variables include level of income, age (18-65), level of education, gender, race, and ethnicity. Lastly, the extraneous variables are going to be the health diagnoses, homelessness/residence status, as well as employment status.

Methodology

The research study will utilize a qualitative approach as this will elicit much more in-depth data through capturing the individual experiences and needs of participants. It will enable a deeper understanding of the factors pertaining to food insecurity and provide a valuable foundation for the *Gourmet on a Budget* program.

Population and Sampling

The direct recipients of the *Gourmet on a Budget* program will include low-income households with minimal access to financial means and nutritious food options, college students aged 18-35 with an emphasis on non-traditional students who struggle with food insecurity and/or financial means for nutritious foods and lastly single-parent households who struggle with food and financial security.

The research team will be sampling from local census data. The program will be looking at individuals and families meeting the criteria of a yearly salary at and below \$35,000. It will also be looking at those individuals that have identified they have dependents and individuals

who receive any type of assistance from local agencies or federal/state agencies receiving food assistance. A flyer for the program will be created and distributed to local agencies and social media to help recruit participants. By utilizing a flyer, the research team is able to maintain client confidentiality based on other social services a person may also be receiving.

Data Collection

The needs assessment plan is to gather data from already existing sources as well as customized research completed by the research team. For current data, the research team will use census data and annual reports from the Supplemental Nutrition Assistance Program (SNAP). These will provide information regarding low-income individuals living in the target location. For the customized research, the primary sources of information will be generated from community focus groups as well as individual interviews with community leaders.

For the research team to be able to access the population, local leaders such as religious leaders, community partners and social service agencies will be asked to share the research study with people that qualify for the study. As for already existing data sources, such as SNAP annual reports, US Census data, or other social service agency annual reports, the information is part of the public domain and does not require permission for access.

The research group will conduct interviews with participants to better understand the vulnerability of food insecurity and what kind of financial literacy classes would be appropriate for the population. Before the interview, the interviewer will state the purpose of the interview to the participant(s) so that they will be aware of the types of questions asked. To see the informed consent contact, please see appendix B. The interviewer will ask a series of questions listed in the interview guide and record the interview. If there is something the participant(s) share that is relevant to the further study, the interviewer will write down notes on the guide with the

participants unique identification number so that answers will not be mixed up. The interview will be recorded and then deleted when the recordings are transcribed. All notes, transcriptions, and answers will be documented in a password-protected device or office. To view the interview guide that the research team will utilize, please see appendix C.

Analysis Plan

This study will incorporate an inductive, qualitative methodology and will conduct in-depth interviews with research participants who have experienced food insecurity. The analysis will utilize a grounded theory, constant comparison approach.

All interviewees will undergo an interview (up to 60 minutes) consisting of open-ended questions designed to help the researcher understand the economic and social factors that contribute to food insecurity. The interview will be recorded on an audio recorder and memo notes will be taken throughout the data collection process. Once the interviews have been conducted, data will be transcribed verbatim and analyzed using a grounded theory approach. This inductive qualitative method begins with observations and looks for patterns, themes, or common categories throughout transcribed data.

The researchers will utilize open coding to represent specific patterns and themes. Axial coding will be utilized to interconnect and link the categories of codes. This will enable us to recognize emerging themes. Selective coding will be the final step in our data analysis process as this will enable us to choose one category to be the main category and systemically relate it to other categories.

One of the main results that the program hopes to achieve is to see that the economic needs of the population are: higher minimum wage, lower rent, lower cost of living, and lower cost of fresh, nutritious food. Another hope to see the social needs of the population are more

free/low cost activities for children, more affordable childcare, parks, family activities and preventative healthcare.

Ethical Considerations

The research team will take into consideration the ethical implications that are associated with the target population. Since the sample will be low-income individuals or families or people who are food insecure, the research team will maintain respect and dignity when interacting with research participants.

One of the ways that the research team will help to protect human subjects in the identification of the sample will be through voluntary participation. Only the research team will know the participants' identifying information. During the data collection process, participants' names will not be recorded, instead, each person will be given a unique identification number that will correspond to their responses. In the analysis of the collected data, the research team will delete all audio or video recordings of the interview after it has been successfully transcribed. Afterwards, all handwritten notes and transcriptions will be securely filed on a password-protected device or office.

Program Proposal

Program Goals and Objectives

The goals of *Gourmet on a Budget* consist of several phases. After two months of attending the program, it is the hope that participants will be able to have a better understanding of what to cook to maintain their budget and allow them to get creative with ingredients and meal planning. After one year, it is the idea that clients will be able to cook their own healthy meals at least four nights per week and maintain their budget. Five to ten years after beginning the program clients are both expected to have successfully built savings and continue cooking

affordable and nutritious meals for themselves and their families. To view the logic model, please see the attached table found in appendix D.

Stakeholder Analysis

To see the visual breakdown of the stakeholder analysis, please see appendix E and for the stakeholder power matrix, see appendix F.

Clients

The main stakeholder for the *Gourmet on a Budget* program, is the clients. As has been outlined, there are three sets of clients that are part of the target population. First are college students ages 18 to 35, who struggle with food insecurity and/or financial means for nutritious foods. The method of accessing clients will be to utilize campus bulletin boards, counseling services, and social media sites to get the word out about the *Gourmet on a Budget* program. There will be flyers with referral information for the program along with “take a number” cards to pass out to interested friends as well as email list-serves to ensure the entire student body knows about the program. Once college students become part of the program, the clients will be kept up to date on events, and progress of the program. The clients will also be part of panels and focus groups to help make decisions regarding the future events and details of the program.

Along with college students are single-parent households. To be able to reach out to these clients, the *Gourmet on a Budget* program will utilize news sources (e.g. newspapers postings, news channels, social media), flyers posted at local social service agencies and public bulletin boards. Once single parents become part of the program, they will be kept up to date on events, and progress of the program. The clients will also be part of panels and focus groups to help make decisions regarding the future events and details of the program.

Lasty are clients who are part of low-income households with minimal access to financial means and nutritious food options. The method of accessing clients will be to utilize news sources (e.g. newspapers postings, news channels, social media), flyers posted at local social service agencies and public bulletin boards. Once clients become part of the program, the clients will be kept up to date on events, and progress of the program. The clients will also be part of panels and focus groups to help make decisions regarding the future events and details of the program.

Religious Organizations

Another stakeholder includes local religious organizations such as local ministries, mosques, and temples. The *Gourmet on a Budget* program will access local religious organizations through in person meetings with a proposal for their support, or investment. Emails, phone calls, and mailers will be used to contact as many as possible. Once the religious organizations become part of the program, they will be kept up to date on events, needs, and progress of the program.

Social Service Agencies/Community Partners

There are several community partners that are potential stakeholders for the *Gourmet on a Budget* program. One of these stakeholders is the Community Kitchen which is in downtown Chattanooga and offers three meals a day year-round. The Community Kitchen has recently incorporated a *Dining with Dignity* program where restaurant-style meals are served with table service and a menu. Additionally, the Community Kitchen offers clothing and basic goods at no charge to those in need through their *Consider the Lilies* program. *Gourmet on a Budget* will reach out to the Community Kitchen director, Kathy Long, by phone. A meeting will be set up with Ms. Long and members of the Community Kitchen organization to discuss our project and

potential ways in which the Community Kitchen might be able to contribute. Once a meeting has been set up with the leadership of The Community Kitchen, the *Gourmet on a Budget* team will utilize an infographic to discuss in detail our purpose and implementation of the *Gourmet on a Budget* program. Kathy Long and members of the Community Kitchen will be given the opportunity to make suggestions and improvisations and will be kept up to date on the progress of the program.

Grocery Stores/Food Banks

Another community partner is the Chattanooga Area Food Bank which is a significant local stakeholder for the *Gourmet on a Budget* program. The Chattanooga Area Food Bank collaborates with partner agencies located in twenty counties across Southeast Tennessee and Northwest Georgia to provide local, healthy food. Partner agencies in Hamilton County include several local churches in addition to the Apison Food Bank and The Samaritan Center. Each partner agency hosts a food pantry on a designated day at designated times each week. Another potential stakeholder, the Village Market, is a local Collegedale vegetarian and natural food store owned and operated by Southern Adventist University. The Chattanooga Food Bank will be accessed through contacting local Capital Area Food Bank (CAFB) partner agencies serving the Red Bank, East Brainerd, East Ridge, and Downtown Chattanooga areas by phone. The *Gourmet on a Budget* team will then set up individual meetings with each partner agency, either in-person or through video conference. The Village Market will be accessed through reaching out to the dean of the School of Social Work, Dr. Laura Racovita, and setting up a meeting through her with the primary Southern Adventist University (SAU) operators of the Village Market. Once a meeting has been set up with each individual partner agency of CAFB, the *Gourmet on a Budget* team will inform each agency through utilization of an infographic, with primary focus on the

particular area of Chattanooga served by the agency. Each partner agency will be given the opportunity to make suggestions pertaining to the specific components and implementation of the program. Once a meeting is set up with the primary operators of the Village Market, the *Gourmet on a Budget* team will include specific implications of the program for college students and keep operators of the Village Market up to date on the program's progress.

Universities/Local Schools

Local universities and schools in the Chattanooga metropolitan area will serve as significant stakeholders in the *Gourmet on a Budget* program. Universities and schools include SAU, University of Tennessee at Chattanooga (UTC), and local elementary schools and high schools in Red Bank, East Ridge, East Brainerd, and downtown Chattanooga. The administration department of each university and school will be contacted by the research team. Meetings will be held through in-person meetings and/or video conferences to discuss the *Gourmet on a Budget* program, including our project goals and ways in which each school may be able to contribute. After communicating with each university or school, the administrative team will continually give updates on the progress of the *Gourmet on a Budget* program. The schools will consistently be updated and informed on ways in which they can actively play a role in the implementation of the project and how they can promote the program with students and their families.

Local Restaurants

Looking at local restaurants as potential stakeholders for the *Gourmet on a Budget* would include restaurants that are located within Red Bank, East Ridge, East Brainerd, and Downtown Chattanooga that offer healthy food choices. Specifically, fast-food or chain restaurants will be excluded due to limited healthy food choices that are offered. Some examples of local restaurants that would be contacted are Mojo Burrito or Firehouse Subs. One of the main ways that the

research team will engage with local restaurants will be through in-person meetings to discuss and explain the *Gourmet on a Budget* program. Once the restaurants have been contacted and informed about the program, the research team will give the restaurants updates on the progress and number of clients that are being reached. The restaurants will also be informed of ways in which they can offer their services to clients and ways in which the program would benefit them.

Volunteers

Volunteers of the *Gourmet on a Budget* program are a vital stakeholder that will be part of the backbone of the program. The main engagement method that the program managers will use with volunteers would be in-person meetings, virtual conferences, email, and phone calls. Volunteers will be contacted at least weekly or monthly depending on the level of commitment they have signed up for. Volunteers will be kept up to date on all program policies and changes and will participate in planning and implementation of the program. They will help with creating and distributing resources and assisting clients in the program.

Local Elected Government Officials/Candidates

Within Hamilton County, another stakeholder includes local elected officials and political candidates. Members of this stakeholder group include Hamilton County Commissioners, city council members, and the mayor of Chattanooga. Local governmental officials and candidates will be contacted through phone and in-person meetings as well as through email. The information that local government officials and candidates will receive will be a basic outline of the program and its intended goal. Officials who are interested in learning more will be provided with more details and will be invited to participate in volunteering or donating to the program. If elected officials are interested in being kept updated on the progress of *Gourmet on a Budget*.

Fitness Organizations

A unique stakeholder for the *Gourmet on a Budget* program would be local fitness organizations. The program will market to fitness organizations to build a partnership with them. This way the program can give clients the option to learn how to exercise as well as eating healthy. The program can do this by regularly meeting with the owner or manager of fitness organizations, such as Workout Anytime, 24/7 Fitness, or Healthy You Fitness Center, to report how successful fitness classes are for the clients to build healthier lives for themselves and their families. The partnership with the organizations can create an opportunity to offer discounted exercise classes that they can practice at home after a certain number of classes.

Health Organizations

The program plans to partner with the local health department, specifically with dietitians, to give clients an expert perspective on a healthy lifestyle. The health department will offer health screenings for the clients and professional health advice that can specifically target what health issue they have. The program can build partnerships with the health organizations by meeting with the CEO of the local health organizations (i.e. university health centers, Erlanger East Hospital). If the program is recognized by the county or city, there is a higher chance that health organizations would be aware of the program because the program targets healthy eating for those on a low-income level. The program will update stakeholders if there are any changes or additions to the program. Likewise, the health organization representative can update the program if there are any changes to the services or if they have other programs that can be beneficial for the clients.

Opposition

There are some potential stakeholders that may have a negative view of the program. Local restaurants may not like the idea of the project because they will lose profit if less people go to their restaurants. How the program can address this situation with local restaurants is that clients have the freedom to treat themselves with their favorite foods on special occasions. Clients are taught through the program to make healthy choices and some restaurants have healthy alternatives. Fitness organizations may not see the benefit of partnering with the program even though both fitness organizations and *Gourmet on a Budget* promote healthy lifestyles. How the program can address this situation is by having trainers be involved with the clients to help them make healthy choices at a low cost. This can give fitness places a better turnout.

SWOT Analysis

A SWOT, or strengths, weaknesses, opportunities, and threats, analysis was conducted for the *Gourmet on a Budget* program and can be summarized below. For a visual representation of the SWOT analysis, please see the attached table found in appendix G.

Strengths

One of the key strengths to the *Gourmet on a Budget* program would be the people involved in its creation. The people who envisioned and planned the program have the passion and determination to see the program thrive. Not only does the team have the passion for the program, but it also has the skill set to help propel the program forward. The team has a variety of skills among them with broad experiences and connections within the community. With the unique skills that the team has among its members, another strength would be its marketing abilities. All four members of the leadership team have a variety of experience when it comes to marketing which all compliant one another.

Another important strength of the program would be its communication style between members. With all four members of the leadership team having worked together, they have strong communication skills that help to advance the program. And based on this tight knit group, the leadership of the program is also a strength that can be utilized. The leadership follows a democratic style where each member is able to voice their opinion and discuss it openly. Decisions are made as a group which helps to keep the program on the same page.

Lastly, another strength of the program is its approach to addressing food insecurity within low-income homes. The services that this program offers is different from many other social service options in the area and with its multiple-pronged approach, it will be able to make a big difference in the community.

Weaknesses

The *Gourmet on a Budget* program has a few weaknesses that were able to be identified through a SWOT analysis. Although the developers have a passion for the work to thrive, it may be difficult to meet this with the clients. The individuals needing the program may feel embarrassed to take part, nonetheless, advertise it. Due to the populations that *Gourmet on a Budget* serves, it may be difficult to reach the clients. When working with lower-income clients, transportation and access to resources is always a weakness to be considered.

Part of *Gourmet on a Budget's* uniqueness is that the clients will take an active role in running the program and making decisions. Although this is a blessing, it is also a weakness. Having clients that are receiving the services can be a slow process when making decisions about the program. This can delay helping more people to the best of the program's ability. The clients may not be able to quickly and efficiently come to agreements when taking on leadership roles within the program.

Gourmet on a Budget is a volunteer run program, this can be a weakness as the “employees” have prior commitments and may not be able to focus their full attention all the time. The program is dependent on donations for finances and products (i.e. food, and materials). This is a great weakness due to the high rate of individuals experiencing food insecurity in Chattanooga, Tennessee.

Opportunities

Gourmet on Budget has numerous opportunities that were also identified during the SWOT analysis. Being such a needed program to fight food insecurity, there is great opportunity in working with a wide range of diverse clients and working with community partners. Economically, there are plenty of opportunities to write grants for funding the program as well. With the United States 2020 elections just in the rearview, working with new political leaders brings an opportunity for change for the City of Chattanooga. The program will market where the people are, and this will allow more of the lower-income individuals to take part.

In another layer, *Gourmet on a Budget*, will work with local religious organizations to help fund the program. These religious organizations (i.e. mosques, churches, temples and others), have a tendency to do a lot of charity work. There are other community resources that will give great opportunity to *Gourmet on a Budget*, such as day centers, low-income cell phone companies and news agencies to spread the program wide and quickly.

Threats

A competitive factor for *Gourmet on a Budget* is that there may be other similar programs in the area. They may not target low income individuals and families, but they offer cooking classes. Also, in light of COVID-19, many people turn to online resources and clients may prefer to engage online. That could also be another potential threat. The program may or

may not be compatible with online learning. This could lead to challenges on having clients ask questions when they are confused on a demonstration or what they need to do. Offering online options could lead to disengaged clients. Another threat to be aware of is if the program will have enough teachers for clients to be separated into smaller groups. Since the target populations are low income individuals and families, would they have internet access? It would not be wise to go to a local library and learn how to cook there.

Because *Gourmet on a Budget* is a program, it would have to be sponsored by an organization. There is a chance that the organization may go through changes that could change the program also. If the leadership changes, will *Gourmet on a Budget* continue?

Not all clients will continue with the program for a long period of time. If the client feels that they are satisfied with where they are at, they could discontinue the program. The goal for the program is to teach clients independence with their health choices and financial budgeting. There is no need for clients to continue the program for more than a year. A threat could be that there could be less turnout with a new set of clients and there could more. Promotions would depend on the marketing of the program and word-of-mouth by clients. Some clients may not be satisfied with the program and some will be. If the client is not satisfied with the program outcome, they would not recommend the program to someone else.

A threat to the products used by *Gourmet on a Budget* could be if the program can use the same supplies for the cooking classes. Also, if the program uses a software for the financial literacy class, it would be important to make sure the software is not outdated after a certain amount of time. *Gourmet on a Budget* would partner with local grocery stores to supply ingredients and cooking utensils. This may result in a loss of profit for the grocery store if ingredients are supplied at no cost. If there is a new version, the program would have to update

regularly. Another threat *Gourmet on a Budget* would have to be aware of is the program cost. Can the program fund itself? Having all supplies needed for the program to function would need people for distribution. Volunteers would be expected to pick up the supplies needed for the program. If volunteers are unable to help, it can result in conflicts and time wasted to figure out logistics.

Analysis

Collectively, the core research team has a broad range of connections and resources, each of which can be utilized to promote and sustain the *Gourmet on a Budget* program through ongoing communication, active community involvement, well-coordinated leadership, and continual implementation of innovative ideas and approaches. A primary weakness with this program is potential resistance from stakeholders, which can be challenged by pointing out the many families within the Chattanooga area that are affected by food insecurity and by continually cultivating each resource available. Weaknesses can also be overcome by remaining aware of our weaknesses, taking advantage of each opportunity, and keeping the focus on turning the weaknesses into strengths. The core research team will utilize strengths to exploit each opportunity, particularly through keeping a primary focus on opportunities that have the potential to eliminate threats and weaknesses. A defense strategy will be initiated by examining internal and external factors pertaining to each potential threat and implementing a strategic plan for addressing each one. Additional measures will be taken to ensure members of the core *Gourmet on a Budget* team and stakeholders are properly informed and prepared through assessment of capability gaps coupled with plans to defend in very specific, controlled ways

Evaluation Plan

Gourmet on a Budget will have several activities to improve the financial literacy and overall health of the clients participating in the program. First, clients will participate in a total of sixteen cooking classes. These classes will teach clients to cook more nutritious foods to save money and get them on track for proper, healthy nutrition. The cooking classes will take place twice per week for a total of two months. Each class will last an hour and a half and will focus on not only how to cook, but the proper nutrition to focus on to maintain a healthy lifestyle. Secondly, clients participating in *Gourmet on a Budget* will take grocery store tours to learn how to pick out the most affordable and healthy options to maintain an improved lifestyle and budget. These tours will take place twice per week for two months. Each tour will be limited to four clients to ensure comprehension and social distancing regulations. The tours and the cooking classes will be led by the team of administrators at *Gourmet on a Budget*, Samir Khalil, Elizabeth Riley, Susan Yates, and Tiffany Yi. There will be two classes taught by volunteer instructors from local restaurants that will be recorded and added to the *Gourmet on a Budget* website. The last portion of the *Gourmet on a Budget* classes will be a financial literacy class to teach budgeting techniques to build more stable savings. These classes will be one hour long and taught twice per week for two months. This financial literacy class will be taught concurrently with the cooking classes and grocery store tours. Financial literacy will be taught by Samir Khalil and Elizabeth Riley from the team of administrators at *Gourmet on a Budget*.

There are multiple intermediate outcomes that clients will hope to achieve while participating in the *Gourmet on a Budget* program. Within two months of completing the cooking courses presented by the program, clients will have a better understanding of how to cook healthy, affordable meals for themselves and their families. This will allow them to begin

to get creative with the meals they choose and preparation ideas that conform to the nutritional guidelines taught by the courses. After two months of grocery store tours offered by *Gourmet on a Budget* program, clients will be able to take trips to the market and choose the most affordable and nutritious options in order to build a base for not only their nutritional health, but their financial security as well. The last component of *Gourmet on a Budget* is the financial literacy courses offered by the administrative team. These courses will allow the participants to identify where they are spending their financial resources and how to adjust those resources to begin building a savings and a budget based on their personal goals and needs.

The end outcomes for the *Gourmet on a Budget* program for clients is that within five to ten years of completing the program, clients will be able to cook healthier, more affordable meals for themselves and their families at least four nights per week. Clients will also be able to manage their finances more effectively by creating and maintaining a budget. Clients who participate in the *Gourmet on a Budget* program will have learned the essential skills to be able to improve their food security and physical health.

To measure the outputs of the *Gourmet on a Budget* program, the team will utilize attendance sheets at the beginning of each class. By making sure that clients sign in at the beginning of each class, the team will be able to have an accurate record of the number of clients being served each week. The data will also be evaluated at the end of two months to see if the goal of each class is being met. As the planning project form shows in appendix C, there should be a minimum of 12 clients participating in each cooking class, four clients in the grocery tours, and about 10-15 clients per financial literacy class. By understanding the overall attendance levels of each class, the program can adapt to depending on the need of each class.

Benchmark measures will be used to measure whether or not the program is achieving the predetermined intermediate goals. One of the intermediate goals is that after one year, clients will have gained some independence with cooking affordable and healthy meals for themselves and for their families as demonstrated by cooking home-cooked, nutritious meals 4 nights a week. The benchmark used to measure this will be the number of meals cooked on average per week. The second intermediate goal is that after one year, clients will be able to independently create their own budget and maintain financial literacy. The benchmark measure for this goal will be if, after one year, clients have created a budget and the level of confidence clients express in maintaining their finances. To measure intermediate outcomes of the *Gourmet on a Budget* program, primary data will be collected from program participants through qualitative interviews. From these interviews, a goal attainment report will be utilized to show statistical progress in meeting intermediate objectives over time. Each of these methods are connected to the overall evaluation plan in that it will give the team an insight into the progress of the program on the broader community.

With approximately 200,000 individuals who lack access to affordable and nutritious foods living in Chattanooga, Tennessee, 12 people will be enrolled in the cooking classes and approximately 10 to 15 clients will be enrolled in the financial literacy class that are provided by the *Gourmet on a Budget* program and 75% of participants will complete the program. It will lead to an increase of cooking more nutritious meals for the client and their families as well as an increase in knowledge about managing their own finances and maintaining a tailored budget.

Proposed Program Resources

The human resources and support the *Gourmet on a Budget* program will need are cooking instructors and financial literacy advisors/instructors. Cooking class will be one and a

half hours twice per week and the financial literacy classes will be for one hour twice a week as well. Therefore, cooking instructors will be asked to work three hours per week and financial literacy instructors will work about two hours per week. Ideally, there will be three cooking instructors and three financial literacy instructors, since this would enable the instructors to be able to rotate each month and/or cover for one another should a circumstance arise that would prevent an instructor from being able to attend. Training for volunteers will vary depending on their level of experience with and/or knowledge of cooking, budget training, and teaching. Before the program begins, the management team will have a meeting with volunteers that will cover expectations, needs, and goals of the program. If needed, training courses will be created which will be conducted one week prior to the first week of the program starting.

The materials *Gourmet on a Budget* will need are cooking equipment, such as kitchen appliances, utensils, sinks, pots, pans, cooking utensils, and dishware for presentation and preparation. Kitchen appliances would include a refrigerator, ovens, stoves, microwaves, freezer, tables for prep, and stools if someone cannot stand for long periods of time. Food ingredients would be needed for demonstrations, such as fresh produce, seasonings, dairy products, and a variety of meats. A building with a kitchen and classrooms would be an ideal place for classes to take place. The building would have to be approved by an inspection so that clients and staff are safe in the building.

For classes to take place, *Gourmet on a Budget* will need lesson plans that both instructors and employees can collaborate on for both the cooking and financial literacy classes. Lesson plans could include a kit for clients. The kits would include a notebook to write down notes, sample meal planning templates, budget templates, and pens. In light of the COVID-19

pandemic, clients are responsible for their own transportation to the cooking and financial literacy classes, as well as the predetermined grocery stores for the store tours and lessons.

Proposed Sustainability Plan

One of the ways that the *Gourmet on a Budget* program will be sustainable is through government grants and donations from the community and local partners. The funds will go towards the materials needed for the program to function and pay off any recurring bills that may be needed such as rent for an office space for classes. The program will thrive with consistent participation. Without the clients' involvement, the program will not take place and will eventually shut down if not enough people sign up.

Limitations

One of the limitations of *Gourmet on a Budget* is that we are only serving the Chattanooga area; specifically, downtown, Red Bank, East Ridge, and East Brainerd. Additionally, due to COVID-19, we will be significantly limited in the number of individuals we are able to serve each week due to social distancing regulations. A third limitation is that participants must be able to, at minimum, understand English as there are no multilingual instructors in our program. Lastly, we will be unable to provide transportation for individuals to participate in the program, another implication of COVID-19.

Conclusion

As has been outlined, food insecurity is a major issue in Chattanooga, Tennessee that affects people from multiple socioeconomic classes. It also has direct consequences to both mental and physical problems. The proposed program aims to help alleviate food insecurity by teaching individuals how to cook healthy, nutritious foods while also learning how to properly manage their finances.

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Appendix A

RESEARCH APPROVAL
NOT REQUIRED FOR
LITERATURE REVIEW OR ACADEMIC EXERCISE

IRB Tracking #	2020-2021-Reserved for IRB Committee	
Date of Approval:	Reserved for IRB Committee	
Research Request:	<input type="checkbox"/> Exempt <input type="checkbox"/> Expedited	<input type="checkbox"/> Full Review <input type="checkbox"/> Animal/Plant
Type of Research (Check all that apply)	<input type="checkbox"/> DNP SCHOLARLY PROJECT <input checked="" type="checkbox"/> GRAD. STUDENT RESEARCH	<input type="checkbox"/> APPLYING FOR ARC FUNDING <input type="checkbox"/> FUNDED FACULTY RESEARCH

1. Research Principle Investigator

1.1. TITLE: GOURMET ON A BUDGET PILOT STUDY		<input type="checkbox"/> UNDERGRAD. STUDENT RESEARCH	<input type="checkbox"/> GENERAL FACULTY RESEARCH
1.2. PRINCIPAL INVESTIGATOR: Samir Khalil	CITI TRAINING ¹ <input checked="" type="radio"/> Yes <input type="radio"/> No	EMAIL ADDRESS: samirkhalil@southern.edu	<input type="checkbox"/> THESIS PHONE #: 423-284-2726 SCHOOL/DEPARTMENT: School of Social Work
CO-INVESTIGATOR: Elizabeth Riley	<input checked="" type="radio"/> Yes <input type="radio"/> No	EMAIL ADDRESS: eriley@southern.edu	PHONE #: 265-710-8737 FACULTY SUPERVISOR: Laura Racovita
CO-INVESTIGATOR: Susan Yates	<input checked="" type="radio"/> Yes <input type="radio"/> No	EMAIL ADDRESS: syates@southern.edu	PHONE #: 231-233-4951 STARTING DATE: 10/01/2020
CO-INVESTIGATOR: Tiffany Yi	<input checked="" type="radio"/> Yes <input type="radio"/> No	EMAIL ADDRESS: ttyi@southern.edu	PHONE #: 423-435-3148 ESTIMATED COMPLETION DATE: 12/05/2020
MORE CO-INVESTIGATORS. LIST THEIR NAMES, EMAILS, PHONE NUMBERS, AND CITI TRAINING COMPLETION	List Names, emails, & phone numbers here		
1.3. IS THIS RESEARCH BEING DONE WITH ANY INSTITUTIONS, INDIVIDUALS, OR ORGANIZATIONS NOT AFFILIATED WITH SAU? <i>If yes, please provide information of authorized officials below</i>			<input type="radio"/> Yes <input checked="" type="radio"/> No
NAME OF INSTITUTION: Enter Name of Institution			
ADDRESS: Street	CITY: City	STATE: Choose	ZIP CODE: ZIP Code
CONTACT NAME: Full Name	POSITION: Position Title	EMAIL ADDRESS: Email Address	PHONE #: Phone Number
EXTERNAL FUNDING AGENCY: Name of Agency		IDENTIFICATION # (if applicable): Identification #	GRANT SUBMISSION DEADLINE (if any): Date
1.4. Application Checklist. Attach (insert or paste) all Checked Items to Section #9 (Check all that apply)			
RESEARCH INSTRUMENTS:	<input type="checkbox"/> TESTS <input type="checkbox"/> SURVEYS <input type="checkbox"/> QUESTIONNAIRES <input type="checkbox"/> PROTOCOLS <input checked="" type="checkbox"/> OTHER FORMS ELSE USED TO COLLECT DATA		
<input checked="" type="checkbox"/> INFORMED CONSENT DOCUMENTS			
<input type="checkbox"/> PERMISSIONS FROM APPLICABLE AUTHORITIES (such as principals of schools, teachers of classrooms, etc. to conduct your research at their facilities on their Letterhead)			

<input checked="" type="checkbox"/> RECRUITING MATERIALS AND TEXT OF E-MAIL OR WEB-BASED SOLICITATIONS
<input type="checkbox"/> ALL LINKS AND/OR QR CODES MUST BE ATTACHED AS COPIES
SUBMIT via irb@southern.edu <input type="radio"/> Signed by the faculty advisor, then scanned and submitted <input checked="" type="radio"/> Submitted directly by the faculty advisor (no signature required)
YOU CANNOT BEGIN YOUR RESEARCH UNTIL IT HAS BEEN OFFICIALLY APPROVED BY THE IRB
2. Research Project Description
2.1. Background and Rationale for the Study
<i>This section should present the context of the work by explaining the relation of the proposed research to previous investigations in the field. Include citations for relevant research.</i>
<p>There has been widespread research on the impact of food insecurity. One of the main areas that low income individuals and families face in regard to food insecurity is that it affects health outcomes. Several studies found that food insecurity caused poorer physical and mental health in both adults and children (Bahadur et. al., 2018; Chang et. al., 2019; Gundersen et. al., 2015; Kuhn et. al., 2020; Miller et. al., 2020). One study found that homes that were food insecure were more likely to have an increase in poorer health outcomes such as anemia, hypercholesterolemia, and morbidity especially in children (Chang et. al., 2019). For low income women who are overweight or obese, it was found that poor self-coping methods was associated with more chaotic home environments as well as an increase in depression (Chang et. al., 2019; Gundersen et. al., 2015). It has also been found that food insecurity has been linked to premature and accelerated aging in early and late midlife individuals which has a much stronger negative affect on health outcomes (Miller et. al., 2020). According to the literature, being food insecure has strong, negative health outcomes for low-income people.</p> <p>Another factor that contributed to an increase in food insecurity is discrimination based on race (Burke et al., 2016). According to Burke et. al., there is a 5% increase in the likeness of being more food insecure the more discrimination a person faces (Burke et al., 2016; Payne-Sturges et. al., 2018; Wood et. al., 2018). Research has shown that while areas may not be considered food deserts due to the amount of grocery stores available, having access to a vehicle played a much more important role in people being food insecure (Allard et. al., 2017). According to Allard et. al., it was found that poverty and food insecurity are moving into more suburban neighborhoods compared to more urban environments (2017). Food deserts also influence health outcomes such as obesity, "hypertension, hyperlipidemia, poorly-controlled diabetes, and cardiovascular" disease (Camp, 2015, pg. 33). Both discrimination and food deserts have strong influences when it comes down to food insecurity.</p> <p>There are several areas in which food insecurity or being in low-income homes have negative mental health outcomes in adolescents and families (Hattem et. al., 2020; Lydecker et. al., 2019; Taylor et. al., 2016). According to Hattem et. al., food insecurity during early childhood correlated to higher depressive and anxiety symptoms compared to those who were not food insecure (2020). Another negative mental health challenge that is linked with low and very low food insecurity is bulimia nervosa and binge-eating disorder (Lydecker et. al., 2019). Lydecker et. al. was able to find a stronger connection between food insecurity and bulimia nervosa while previous studies showed a similar association with binge-eating disorder (2020). While low-income families generally suffer from more mental health complications, it was found that family resilience acted as a protective barrier for individual family members (Taylor et. al., 2016). So, while low income families are more susceptible to food insecurity and more mental health challenges, familial resilience helps to reduce the effects of both issues.</p> <p>Another population that has an increase in food insecurity are college students (Freudenberg et. al., 2019; Knol et. al., 2017; Payne-Sturges et. al., 2018; Wood et. al., 2018). In relation to low income status, college students are generally overlooked in programs such as the Supplemental Nutrition Assistance Program (SNAP) and specific local, state, and federal policies make it much harder for college-age people to qualify for benefits (Freudenberg et. al., 2019). Another contribution to college campus food insecurity is the increase in college costs as well as lower access to financial aid and a decrease in part-time work (Freudenberg et. al., 2019). It has also been found that college students who live off campus have much higher rates of food insecurity than students who live on campus and have reported poorer health conditions (Knol et. al., 2017; Wood et. al., 2018). Racial minorities on college campuses seem to make up the majority of food insecure students even with financial support from families (Payne-Sturges et. al., 2018; Wood et. al., 2018). Across racial groups, it was found that food insecurity had negative health outcomes for students (Wood et. al., 2018). In conclusion, there are several different factors that affect low-income people and college students when it comes to food insecurity. There are many different mental health challenges, physical health decline, racial disparities when it comes to food insecurity and there needs to be adequate programs and resources to help alleviate some of these issues.</p>

Several programs initiated by federal and non-profit agencies have sought to alleviate food insecurity of low-income individuals, such as the Supplemental Nutrition Assistance Program (SNAP) and food pantries. SNAP is one of the most successful food insecurity programs because of the government grants. Unfortunately, the downside to only providing money for food without the education of eating healthy can result in increased consumption of calories, added sugar, and anything else that is considered unhealthy (Nguyen, et al., 2015; Collins & Klerman, 2017). Although SNAP benefits greatly reduce the number of households experiencing “food insecurity by 12.8%,” it has been proven to not be enough to eradicate this public health crisis (Shaefer & Gutierrez, 2013).

Additionally, although it is true that going to food pantries may result in free food options, they are often limited to the types of food they are able to provide. Most food pantries consist primarily of donated food items such as canned vegetables, dry foods, and nonperishables. Additionally, food pantries are not consistently open at convenient times. Because food pantries rely on donations to keep it open, there is always a possibility of the lack of food (Ginsburg, et al., 2019).

As indicated in previous research studies, individuals experiencing food insecurity are often limited to eating low-cost foods that lack nutrients in order to stay within budget, resulting in adequate calorie intake but nutrient dense food consumption (Pritt, Stoddard-Dare, DeRigne, & Hodge, 2018). Thus, low-income populations are at high risk of chronic disease as poor diet and obesity are linked closely to food insecurity (Parks, et al, 2020). Healthy food initiatives can confront this issue within low-income populations by increasing their access to fruits and vegetables. In response to this, the USDA introduced the Food Insecurity Nutrition Initiative (FINI) grant with the goal of increasing fruit and vegetable consumption among SNAP participants through providing incentives at the point of purchase (Parks, et al, 2020). In a recent qualitative study, twenty-two interviews across nineteen FINI-funded projects were conducted with grantees, in addition to eight interviews with FINI stakeholders. Although the data collected showed that these concerted efforts were effective in increased consumption and access of healthy food by low-income individuals, a notable take-away was that SNAP participants have consistently expressed an eagerness to receive nutrition education and that those who receive interactive nutrition education are significantly more likely to be invested in healthy food programs and increase their fruit and vegetable consumption (Parks, et al, 2020).

The existing research pertaining to food insecurity and the programs designed to alleviate it validate the need for further research of an innovative approach that seeks to increase quality food consumption for low-income individuals. Through the collection of qualitative data by participants in the Gourmet on a Budget program, this study will explore whether having access to cooking and financial literacy classes proved effective in assisting low-income communities in Chattanooga to develop healthy nutritional habits.

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2.2. Purpose/Objectives of the Research

Briefly state, in non-technical language, the purpose of the research and the problem to be investigated. When possible, state specific hypotheses to be tested or specific research questions to be answered. For pilot or exploratory studies, discuss the way in which the information obtained will be used in future studies so that the long-term benefits can be assessed.

The purpose of the study is to better understand the food insecurity needs of Chattanooga. The study will examine whether the Gourmet on a Budget program is appropriate to meet those needs and to educate Chattanooga residents to eat healthier on a low-income budget. This program also aims to partner with community organizations in collaboration to assist more families and individuals in achieving this goal. The specific research question that will be answered is, “What are the economic and social needs that contribute to food insecurity for residents living in Red Bank, East Ridge, East Brainard, and Downtown Chattanooga?”

2.3. Methods and/or Procedures

Briefly discuss, in non-technical language, the research methods which directly involve use of human subjects. Discuss how the methods employed will allow the investigator to address his/her hypotheses and/or research question(s).

This research will recruit people of low-income background through flyers and referrals from other social service agencies such as the Supplemental Nutritional Assistance Program (SNAP), the Salvation Army, the Chattanooga Area Food Bank, and others. The researchers will utilize a non-random convenience sampling approach. This is a qualitative research study that will utilize in-depth interviews and focus groups.

3. Description of Research Sample

3.1. **APPROXIMATE NUMBER OF SUBJECTS:** 20-30

3.2. **TYPE OF HUMAN SUBJECTS THAT ARE INVOLVED:**

If human subjects are involved, check all that apply

- | | |
|---|---|
| <input type="checkbox"/> MINORS
<i>if minors are involved, attach a Childs Assent Form</i> | <input type="checkbox"/> HEALTH CARE DATA INFORMATION
<i>if this line is checked, attach any necessary HIPAA forms</i> |
| <input type="checkbox"/> PRISON INMATES | <input checked="" type="checkbox"/> VULNERABLE OR AT-RISK GROUPS e.g. poverty, pregnant women, substance abuse population |
| <input type="checkbox"/> MENTALLY IMPAIRED | <input type="checkbox"/> ANIMALS OR PLANTS |
| <input type="checkbox"/> PHYSICALLY DISABLED | |
| <input type="checkbox"/> INSTITUTIONALIZED RESIDENTS | |

<input type="checkbox"/> OTHER: Specify	
<input type="checkbox"/> ANYONE UNABLE TO MAKE INFORMED DECISIONS ABOUT PARTICIPATION	
3.3. PARTICIPANT RECRUITMENT <i>Describe how participant recruitment will be performed. Include how potential participants are introduced to the study. Check all that apply</i>	
<input type="checkbox"/> SAU DIRECTORY <input type="checkbox"/> POSTINGS, FLYERS <input type="checkbox"/> RADIO, TV <input type="checkbox"/> PARTICIPANT POOL Specify	<input type="checkbox"/> WEB-BASED SOLICITATION <i>List the site(s): Specify</i> <input checked="" type="checkbox"/> E-MAIL SOLICITATION <i>How addresses obtained: Specify</i> <input checked="" type="checkbox"/> OTHER: Telephone solicitation
Attach any recruiting materials you plan to use at the end of the document.	
4. Content Sensitivity, Privacy, and Confidentiality	
<i>Efforts will be made to keep personal information confidential. We cannot guarantee absolute confidentiality. Personal information may be disclosed if required by law. Identities will be help in confidence in reports in which the study may be published and databases in which results may be stored</i>	
4.1. DOES YOUR RESEARCH ADDRESS CULTURALLY OR MORALLY SENSITIVE ISSUES? <i>If Yes, describe</i> Enter	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A
4.2. WILL PERSONAL IDENTIFIERS BE COLLECTED? <i>If Yes, describe</i> Enter	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A
4.3. WILL IDENTIFIERS BE TRANSLATED TO A CODE? <i>If Yes, describe</i> All names will be translated to a code	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
4.5. WILL RECORDINGS BE MADE (AUDIO, VIDEO)? <i>If Yes, describe</i> Interview participants will be recorded and transcribed	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
4.6. HOW ARE YOU PLANNING TO PROTECT SENSITIVE/PERSONAL/HIPAA INFORMATION? <i>Please explain:</i> All study materials will be locked in a filing system in the offices of the researchers. The audio files will be destroyed after they have been typed out and the transcribed files will be kept on the researcher's personal computer and a back-up cloud drive secured by a password. Once the study has been completed, the transcripts of the interviews will be deleted, and all the written materials will be shredded.	<input type="radio"/> N/A
4.7. WHO WILL HAVE ACCESS TO DATA (SURVEY, QUESTIONNAIRES, RECORDINGS, INTERVIEW RECORDS, ETC.)? <i>Please list:</i> Researchers only	
5. Funding, Costs, and Participant Compensation	
5.1. IS FUNDING BEING SOUGHT TO SUPPORT THIS RESEARCH? <i>If Yes, describe</i> Enter	<input type="checkbox"/> INTERNAL <input type="checkbox"/> EXTERNAL <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A
5.2. IS THERE A FUNDING RISK? <i>If Yes, describe</i> Enter	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A
5.3. WHO WILL KEEP THE FINANCIAL RECORDS? Elizabeth Riley	

5.4. ARE PARTICIPANTS TO BE COMPENSATED FOR THE STUDY? <input type="checkbox"/> AMOUNT \$ Enter \$ If Yes , describe <input type="checkbox"/> TYPE Enter <input type="checkbox"/> SOURCE Enter	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A
5.5. WILL PARTICIPANTS WHO ARE STUDENTS BE OFFERED CLASS CREDIT? If Yes , describe Enter	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A
5.6. ARE OTHER INDUCEMENTS PLANNED TO RECRUIT PARTICIPANTS? If Yes , describe Enter	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A
5.7. ARE THERE ANY COSTS TO PARTICIPANTS? If Yes , explain Enter	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A
6. Animals/Plants	
6.1. ARE THE ANIMALS/PLANTS BEING STUDIED ON THE ENDANGERED LIST?	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A
6.2. ARE SCIENTIFIC COLLECTION PERMITS REQUIRED, I.E. TENNESSEE WILDLIFE RESOURCES AGENCY?	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A
6.3. HAVE THE ANIMAL(S) OF THIS STUDY ALREADY BEEN USED IN A PREVIOUS STUDY (NON-NAÏVE ANIMALS)?	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A
6.4. WILL THE ANIMAL(S) USED IN THIS STUDY BE USED IN A FUTURE STUDY?	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A
6.5. WHERE WILL THE ANIMALS BE HOUSED?	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A
6.6. WILL THE RODENTS (IF APPLICABLE) BE HOUSED IN WIRE BOTTOM CAGES?	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A
6.7. WILL PLANTS BE USED FOR INSTRUCTIONAL PURPOSES AS PART OF TEACHING A COURSE?	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A
7. Risks	
<i>Risk is any potential damage or adverse consequences to researcher, participants, or environment. These might include physical, psychological, social, or spiritual risks whether as part of the protocol or a remote possibility.</i>	
7.1. ARE THERE ANY RISKS INVOLVED WITH THIS STUDY?	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
If Yes , check all that apply	
<input type="checkbox"/> PHYSICAL RISK	
<i>May include pain injury, and impairment of a sense such as touch or sight. These risks may be brief or extended, temporary or permanent, occur during participation in the research or arise after.</i>	
If Selected , describe Enter	
<input checked="" type="checkbox"/> PSYCHOLOGICAL RISK	
<i>Can include anxiety, sadness, regret and emotional distress, among others. Psychological risks exist in many different types of research in addition to behavioral studies.</i>	
If Selected , describe: Anxiety or emotional distress talking about food and financial insecurity	
<input type="checkbox"/> SOCIAL RISK	
<i>Can exist whenever there is the possibility that participating in research or the revelation of data collected by investigators in the course of the research, if disclosed to individuals or entities outside of the research, could negatively impact others' perceptions of the participant. Social risks can range from jeopardizing the individual's reputation and social standing, to placing the individual at-risk of political or social reprisals.</i>	
If Selected , describe Enter	
<input type="checkbox"/> LEGAL RISK	
<i>Include the exposure of activities of a research subject "that could reasonable place the subjects at risk of criminal or civil liability."</i>	

<i>If Selected, describe</i> <input type="text"/>	
<input type="checkbox"/> ECONOMIC RISK <i>May exist if knowledge of one's participation in research, for example, could make it difficult for a research participant to retain a job or find a job, or if insurance premiums increase or loss of insurance is a result of the disclosure of research data.</i>	
<i>If Selected, describe</i> <input type="text"/>	
<input type="checkbox"/> SPIRITUAL RISK <i>May exist if knowledge of one's spiritual beliefs or lack of, could be exposed which in turn could invoke an economic, social and or psychological risk.</i> <i>If Selected, describe</i> <input type="text"/>	
7.2. IN YOUR OPINION, DO BENEFITS OUTWEIGH RISKS?	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
<i>If Yes, explain:</i> The benefits outweigh the risk. Participants will be contributing to a greater understanding of the issue of food insecurity and offering valuable insight as to whether or not the implementation of cooking and financial literacy classes were effective in the development of nutritional eating habits.	
7.3. Explain how you plan to minimize the risks identified above In order to minimize the identified risks, participants are given the opportunity to not answer any questions that they are uncomfortable with and are able to withdraw from the research study at any time without any consequences. Participants will also be given referrals to counseling services in the area.	
8. Results	
8.1. HOW WILL THE RESULTS BE DISSEMINATED?	
<input checked="" type="checkbox"/> CLASSWORK ONLY <input type="checkbox"/> PUBLISHED ARTICLE <input type="checkbox"/> STUDENT CONFERENCE <input type="checkbox"/> PROFESSIONAL CONFERENCE <input type="checkbox"/> OTHER <input type="text"/> Specify	

Signatures: If submitted by a faculty member, electronic (typed) signatures are acceptable. If submitted by a student, please print out completed form, obtain the faculty advisor's signature, scan completed form, and submit it via e-mail. Only Word Form or PDF files are acceptable submissions.

10/1/2020

Principal Investigator (PI) or Student

Date

10/1/2020

Faculty Advisor (for student applications)

Date

All student applications must be either signed by the faculty advisor then scanned and submitted electronically, or submitted directly by the faculty advisor. All applications should be submitted by email to: irb@southern.edu

Did the investigator complete CITI Training?

Additional Special Requirements or Attachments to the Application

Approvals from other IRBs

Cooperative research projects involve research that involves more than one institution. In these instances, federal law holds each institution responsible for safeguarding the rights and welfare of human subjects and for complying with federal policy; therefore, SAU IRB applications must be made even if there is another institution conducting a review of the same research project. When a study is being carried out at a non-USA site, and approval from other institutional review boards at the foreign site must be sought. The IRB recommends that a copy of each IRB approval be submitted.

Questionnaires/Other Instruments

Any questionnaires, tests, survey instruments or data collections sheets which are not standard and well known must be submitted as part of the application. Structured interview questions and outlines for unstructured interviews also must be included.

Advertisements/Notices/Recruitment Flyers

The text of any advertisement, video display, notice, sign, brochure or flyer used to recruit subjects either should be included as an attachment. It includes documents to which there are Links and/or QR-Codes.

9. Appendices and Attachments

Insert all Research appendices and/or attachments. These include the checked in the #1.4 items.

*To **add** an attachment, click inside the insert-frame below and paste your material. To **add several** attachments: before pasting your material, click on the frame below and use the “+” button (see the pictured below) to add as many frames as many attachments you have.*

Paste your material.



*Start each attachment **on a new page** by using “Enter” (Windows) or “Return” (Mac) to move to the next page.*



Completion Date 22-Sep-2020
Expiration Date N/A
Record ID 38422500

This is to certify that:

Samir Khalil

Has completed the following CITI Program course:

Responsible Conduct of Research (Curriculum Group)
Responsible Conduct of Research (Course Learner Group)
1 - RCR (Stage)

Not valid for renewal of certification through CME. Do not use for TransCelerate mutual recognition (see Completion Report).

Under requirements set by:

Southern Adventist University

CITI
Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?wf32452df-431a-4ae2-90cd-818589eb4c02-38422500



Completion Date 12-Sep-2020
Expiration Date N/A
Record ID 38405325

This is to certify that:

Elizabeth Riley

Has completed the following CITI Program course:

Not valid for renewal of certification through CME.

Responsible Conduct of Research
(Curriculum Group)

Responsible Conduct of Research
(Course Learner Group)

1 - RCR
(Stage)

Under requirements set by:

Southern Adventist University



Verify at www.citiprogram.org/verify/?w0bf108ba-c5a5-4bf9-8c0b-925a53938f25-38405325



Completion Date 04-Oct-2020
Expiration Date N/A
Record ID 38539834

This is to certify that:

Susan Yates

Has completed the following CITI Program course:

Responsible Conduct of Research (Curriculum Group)
Responsible Conduct of Research (Course Learner Group)
1 - RCR (Stage)

Not valid for renewal of certification through CME. Do not use for TransCelerate mutual recognition (see Completion Report).

Under requirements set by:

Southern Adventist University

CITI
Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?w70d4be47-c099-4abc-9067-402f3e2aa016-38539834



Completion Date 16-Sep-2020
Expiration Date N/A
Record ID 38353359

This is to certify that:

Tiffany Yi

Has completed the following CITI Program course:

Responsible Conduct of Research (Curriculum Group)
Responsible Conduct of Research (Course Learner Group)
1 - RCR (Stage)

Not valid for renewal of certification through CME. Do not use for TransCelerate mutual recognition (see Completion Report).

Under requirements set by:

Southern Adventist University

CITI
Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?w87759626-2b74-46aa-b9fd-e15c53114b9e-38353359

Appendix B

Informed Consent From

Purpose of the Study: The purpose of the research study is to grasp a deeper understanding of food insecurity in Chattanooga and to determine the effectiveness of the Gourmet on a Budget program. To this end, the researchers will assess perceptions of program participants in Chattanooga to determine if the Gourmet on a Budget program is appropriate to meet food insecurity needs and to educate residents to eat healthier on a low-income budget. This research is in collaboration with Southern Adventist University School of Social Work.

Procedures involved in the Research: The researchers would like to invite you to participate in an interview asking about your experiences in food insecurity. We would like to understand your personal experiences and knowledge of this area of study. Participation is completely voluntary. We will also take some handwritten notes during the interview to help us better understand what you would like to share with us. The interview should take approximately 60 minutes and will be conducted in person or over the phone. The questions will largely be open-ended. **With your permission, the interview will be recorded and transcribed. Your personal information will be kept confidential and once the interview is transcribed, the audio recording will be erased.**

The risks involved in participating in this study are few. You may find it stressful remembering and sharing negative experiences. You may also feel uncomfortable telling the researchers how you feel. You do not need to answer questions that make you uncomfortable or that you do not want to answer.

Potential Benefits: Although the results of this study may not benefit you directly, by taking part in this study you will be contributing to a better understanding of the causes and results of food insecurity. Additionally, you will assist researchers in understanding the specific needs of individuals experiencing food insecurity and effective ways to address these needs. The results of this study may influence organizational, local, and state programs and funding of those programs.

Confidentiality: You are participating in this study confidentially and your information will be respected. No information that discloses your identity will be released or published without your specific consent to the disclosure. You will not be asked to provide your name in the interview and will be using a unique ID number on any transcripts and publications resulting from the study. All study materials will be locked in a secure filing system in the offices of the researchers. The audio files will be destroyed after they have been typed out and the transcribed files will be kept on the researcher's personal computer and a back-up cloud drive secured by a

password. Once the study has been completed, the transcripts of the interviews will be deleted, and all the written materials will be shredded.

Participation and Withdrawal: Your participation in this study is completely voluntary. If you decide to participate, you can choose to stop at any time, even after signing the consent form or are part-way through the study. If you decide to stop participating, there will be no consequences for you. In case of withdrawal, any data you have provided to that point will be destroyed unless you indicate otherwise. You are not required to answer any questions if you do not feel comfortable for any reason and can still participate in the rest of the study.

Information About the Study Results: You may obtain information about the results of the study by contacting the principal researcher Samir Khalil, at samirkhalil@southern.edu. Once the study is completed, the researchers can email you a brief summary of preliminary findings at your request.

Questions about the Study: If you have questions or require more information about the study, please contact Samir Khalil, the principal researcher, at samirkhalil@southern.edu.

This research has been approved by Southern Adventist University's Institutional Review Board. If you have any questions about your rights as a subject/participant in the research, or if you feel you have been placed at risk, you can contact Dr. Cynthia Gettys, the Chair of the Institutional Review Board at (423) 236-2285 or at cgettys@southern.edu.

STATEMENT OF CONSENT

I have read the above information as it relates to the study that is being conducted by researchers at Southern Adventist University. I have had the opportunity to ask questions about my involvement in this study and have received any additional detail I requested. I understand that if I agree to participate in this study, I may withdraw from the study at any time without having to provide a reason or suffer any consequences. I understand that the interview will be recorded and that handwritten notes will be taken during the interview to ensure accuracy. I have been given a copy of this form and I agree to participate in this study.

Participant's Name (This digital copy of your name counts as your signature)

Today's Date

Appendix C

Interview Guide for Participants

Purpose Statement: The purpose of the research study is to grasp a deeper understanding of food insecurity in Chattanooga and to determine the effectiveness of the Gourmet on a Budget program. To this end, the researchers will assess the perceptions of program participants in Chattanooga to determine if the Gourmet on a Budget program is appropriate to meet food insecurity needs and to educate residents to eat healthier on a low-income budget. This research is in collaboration with Southern Adventist University School of Social Work.

1. Describe your experience with food insecurity since childhood. (According to the USDA, food insecurity is the condition assessed in the food security survey and represented in USDA food security reports—is a household-level economic and social condition of limited or uncertain access to adequate food.)
 - a. Have you ever received SNAP benefits?
 - b. Were your parents receiving SNAP benefits at any time during your childhood?
2. Tell me about your experience with food insecurity in the Chattanooga area.
 - a. When did you first experience food insecurity?
 - b. What do you feel is the greatest barrier to securing a stable food supply?
 - c. Have you ever had difficulties accessing food due to inconvenient store locations?
 - d. What is your neighborhood like? [appearance, location, etc.]
3. Describe some of the foods that you would normally buy when grocery shopping.
 - a. Did you feel you had what you needed?
 - b. Did you feel you had nutritious items for your family?
4. Describe your relationship with local agencies that assist with food insecurity.
 - a. Explain their accessibility and their responsiveness to requests for assistance.
5. Have you experienced health issues due to not being able to afford nutrition-rich foods? If yes, please describe the health implications you experienced. If no, please describe the resources and strategies that helped to prevent this.
 - a. Were you offered or able to acquire healthier food alternatives?
 - b. Were you able to receive the necessary medical assistance due to the health implications you experienced?
6. Do you or anyone in your residence have any dietary restrictions or health issues that can affect the needs for certain foods?
 - a. Explain how these restrictions and health issues make food insecurity an even greater issue for you individually.
7. Is there anything else you would like for me to know about your experience with food insecurity and/or the Gourmet on a Budget program?
 - a. Thank you for your participation!

Appendix D Logic Model

Program Title: *Gourmet on a Budget*

Team Member: Samir Khalil, Elizabeth Riley, Susan Yates, Tiffany Yi

Statement of Problem: Tennessee has one of the highest rates of food insecurity in the nation. In Chattanooga alone, more than 200,000 people lack access to affordable, nutritious food. This program seeks to alleviate that through the implementation of budget training and cooking classes for individuals in the community currently experiencing or at risk of experiencing food insecurity.

Inputs	Outputs		Outcomes (Impact)		
	Activities □	Participants □	Short Term □	Medium Term □	Long Term □
Cooking equipment	One and a half hour cooking classes twice per week for two months.	12 clients per class to learn how to cook healthier food on a limited budget.	After two months, clients will get a better idea of what cooking on a budget would look like and allow them to get creative.	After one year, clients are expected to have some independence with cooking affordable and healthier meals for themselves/their families by having home-cooked meals 4/7 nights per week.	Five to ten years after both cooking and financial literacy classes, clients are expected to be able to cook healthier, more affordable meals for themselves and their family as well as manage their finances more effectively by creating and maintaining a budget.
Groceries					
Recipes/Lesson Plans					
Cooking Instructors					
Meal Planning	Grocery store tours/lessons twice per week for two months.	4 participants/ tour to ensure comprehension and practice social distancing, where how to pick out low-cost nutritious food will be taught. i.e. how to tell what meats, produce, grains are best quality.	After two months, the clients are able to identify what products in the grocery stores are nutritious, well-balanced and affordable to continue their cooking at home.		
Location for Cooking Classes					
Lesson Plans for Financial Literacy Classes	One-hour financial literacy classes twice per week for two months	10-15 clients per class to learn financial literacy (budgeting, how to look for good quality ingredients/supplies at a low price, etc.).	After two months of financial literacy classes, clients will be able to recognize where their money goes, how to manage it more effectively, and be able to create a budget to help save money.	After one year, clients will be able to independently create their own budget plans and maintain financial literacy.	
Location for Finance Classes					
Financial Advisors/Instructors					

Appendix E
Stakeholder Analysis Table

Project Title: *Gourmet on a Budget*

Date: Nov. 8, 2020

Group Members: Samir Khalil, Elizabeth Riley, Susan Yates, and Tiffany Yi

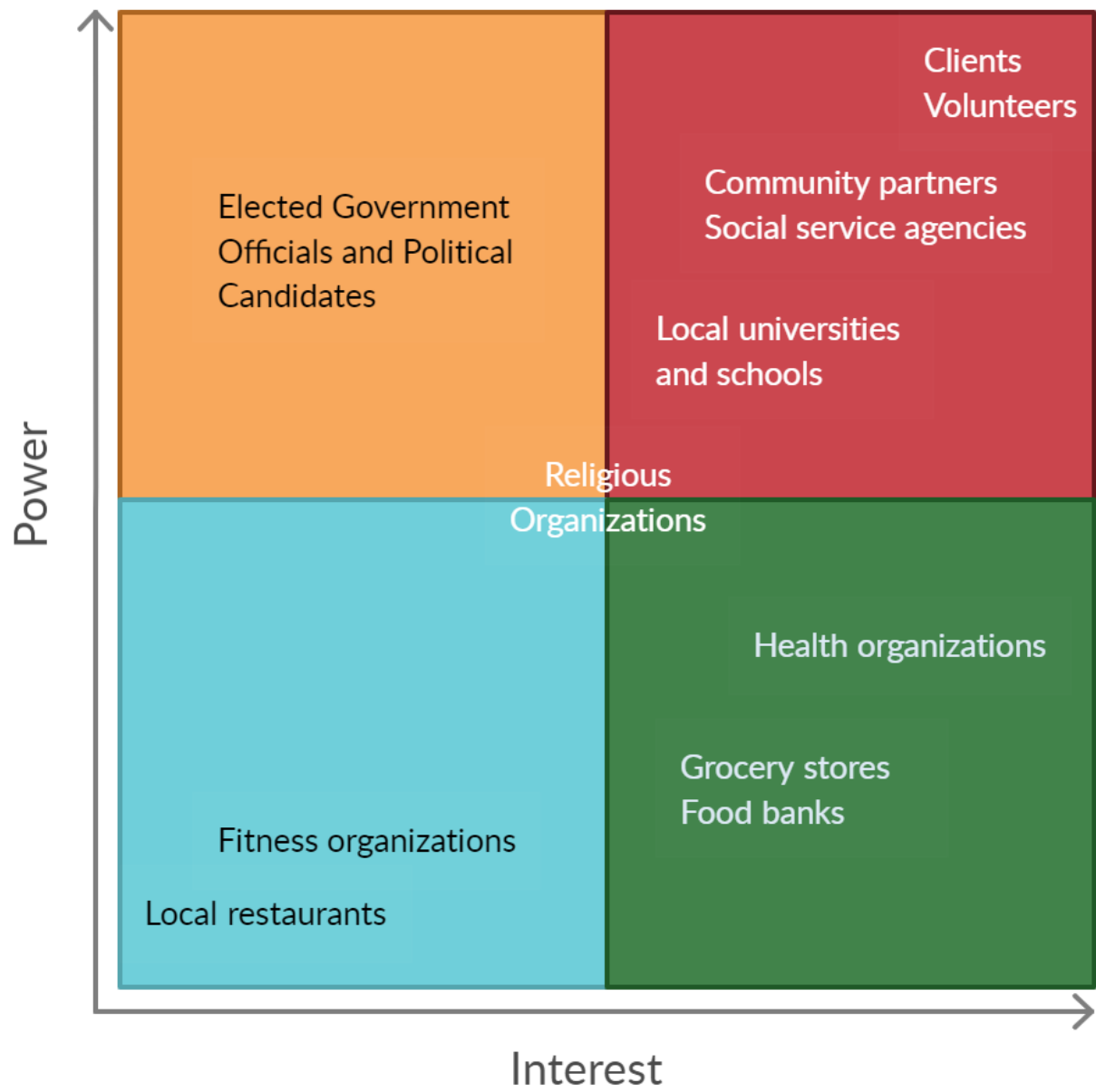
Stakeholder	Characteristics	Main Interest	Fears and expectations	Potential impact	Priority	Recommendations	Responsibility
Clients	<p>College students aged 18-35 with an emphasis on non-traditional students who struggle with food insecurity and/or financial means for nutritious foods.</p> <p>Single parent households with an emphasis on individuals who struggle with food/financial security</p> <p>Low-income households with minimal access to financial means and nutritious food options.</p>	Many do not have the financial resources, information, or ability to be able afford nutritious food options.	Access to healthy food choices; training on how to cook nutritious meals while on a tight budget; unable to access the financial means to be able to eat healthy.	High	Critical	<p>Keep informed</p> <p>Involved in project planning and implementation</p>	The whole team
Religious Organizations	Religious leaders and organizations. They represent people who practice Christianity, Islam, Judaism, and other religions.	Helping the less fortunate.	Willing to help, because it's "the right thing to do." Expect to have the opportunity to teach participants about their beliefs.	High	Medium	Keep informed	Samir
Social Service Agencies/	Provides social services and organizations that	Providing the best services for	Willing to work with GOB to provide food	Critical	Critical	Keep informed	Liz

Community Partners	work alongside with GOB	clients to survive.	services for the target population.			Involved in project planning and implementation	
Grocery Stores/Food Banks	Provides food and other items to the community through their stores.	Giving back to their community for a loyal customer base.	Willing to help but, more likely to donate products than time, to show the community they care about the citizens.	Medium	Medium	Update as needed	The whole team
Universities/ Local Schools	Provides resources for the students attending their schools. School boards	Be held accountable to the students' wellbeing	Will students be engaged? Will they be interested in the program without feeling embarrassed about their own food insecurity?	High	Critical	Keep informed Involved in project planning and implementation	Susan
Local Restaurants	Provides food to customers and tourists in the community.	Getting marketing for their business and giving back to the community that helped them build their business to begin with.	Potential initial apprehensiveness but may be willing to assist if they have a genuine interest in community investment. Receiving positive publicity for their contributions might incentivize them to participate as well. "Losing money" through donating large amounts of food might be a fear/concern, as well as food safety protocols with donating food.	Medium/Low	Low	Update as needed	Susan
Volunteers	Anyone who wishes to participate in teaching	Individuals or families that wish to give	Openness to participate but will probably have apprehensions due the	High	Critical	Keep informed	The whole team

	courses, doing grocery store tours, etc.	back to the community and do it in a way that allows them to share their passion for food/ nutrition.	current COVID-19 pandemic. Safety precautions will need to be put into place for them to participate.			Involved in project planning and implementation	
Local Elected Government Officials/ Candidates	Mayoral, County Commission, Congressmen/women, School Board, City Council, etc.	Appealing to voters; “investing in the community”; positive publicity	Willing to help in order make their voting numbers higher and look good to constituents whether a new candidate or recumbent.	High	High	Keep informed on basic level	Liz
Fitness Organizations	Yoga, Spinning, Gyms, ect.	New client base, marketing. good publicity.	Possibly willing to help with funding if there is a chance, they could get new clients out of the participants.	Low	Low	Update as needed	Tiffany
Health Organizations	Hospitals (dietician), local health clinics	Providing health education on a professional level.	Possible large caseloads.	High	Medium	Update as needed	Tiffany

Appendix F

Stakeholder Power-Interest Grid



Appendix G

SWOT Analysis Matrix

Strengths	Weaknesses
<ol style="list-style-type: none"> 1. Leadership Team <ol style="list-style-type: none"> a. Passion and determination for the program b. Varied skill set c. Different connections to the community d. Democratic leadership style e. Strong communication between members 2. Approach addressing social problem <ol style="list-style-type: none"> a. The program is unique compared to other programs addressing food insecurity 	<ol style="list-style-type: none"> 1. Hard to reach target population <ol style="list-style-type: none"> o Lack of access to transportation or resources 2. Clients have active role in program <ol style="list-style-type: none"> o Indecision o Lack of experience 3. Volunteer run program <ol style="list-style-type: none"> o No set of permanent employees besides leadership team 4. Dependent on donations/grants for sustainability
Opportunities	Threats
<ol style="list-style-type: none"> 1. Working with diverse clients 2. Lots of potential grants to support the program 3. Marketing within the communities 4. Potential political involvement with newly elected officials 5. Partnerships <ol style="list-style-type: none"> a. Local religious organization b. Community organizations c. Social service agencies 	<ol style="list-style-type: none"> 1. Other programs targeting same social problem 2. Online <ol style="list-style-type: none"> a. Disengaged clients b. Technology challenges c. Program software maintenance 3. Sponsor organization could terminate the program 4. Clients <ol style="list-style-type: none"> a. May not complete the full program b. May not be satisfied with the classes 5. Partnerships <ol style="list-style-type: none"> a. Lack of resources b. Loss of revenue 6. Volunteers <ol style="list-style-type: none"> a. Lack of availability