

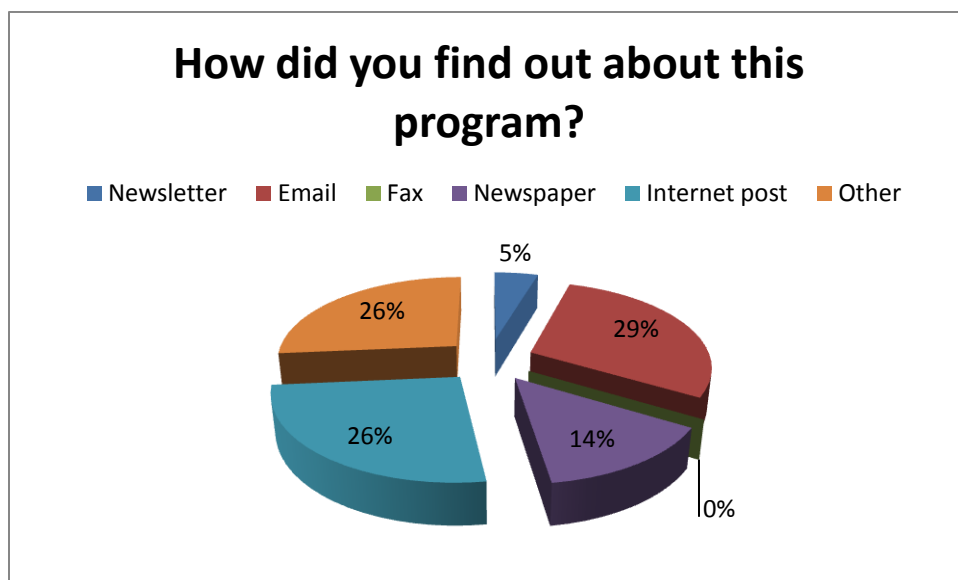
Food for Profit Evaluation

Classes from October 2013 to November 2014

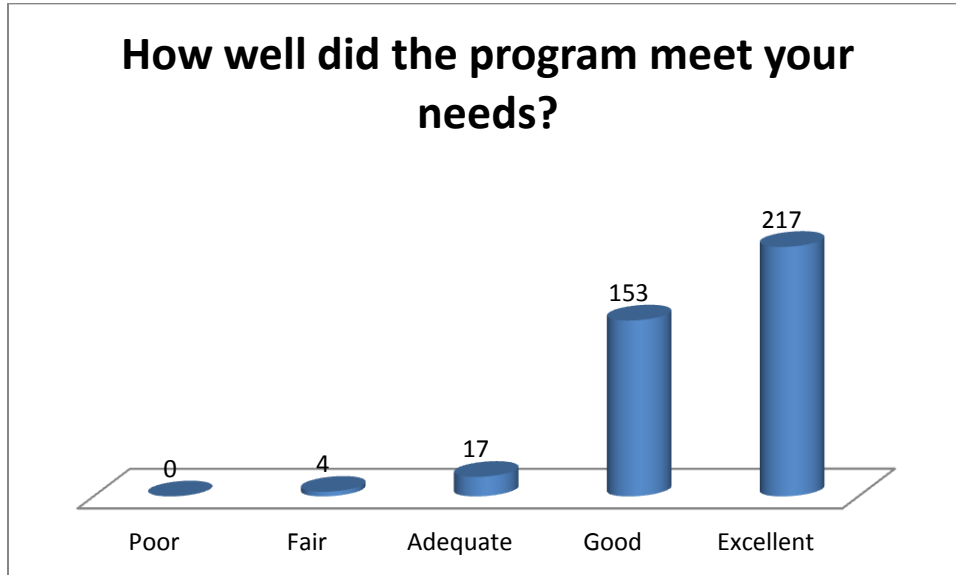
From October 2013 to November 2014, twenty-nine *Food for Profit* training sessions were held –fifteen in Pennsylvania: Montrose, Gettysburg, Dauphin, West Chester, Philadelphia (three sessions), Clarion (three sessions), Stroudsburg, Wilkes-Barre, Meadville, Reading, and Carlisle, as well as three in Maryland: Ann Arundel, Harford and Chesapeake Counties; six in Tennessee: Alcoa, Chattanooga, Murfreesboro, Jackson, White Pine, and Clarksville; three in West Virginia: Charleston (2 sessions) and Belington; and two in Oregon: Roseburg. A total of 522 people received training over this period; 398 of them completed the post-survey. An overall analysis of the responses indicated that the workshops were well-received by most participants, and, when combined with instructor observations, showed significant increases in KASA. As with all *Food for Profit* workshops, these sessions included enhanced coverage of food business risk management issues, as well as basic information related to Good Agricultural Practices/Good Handling Practices (GAP/GHP), Good Manufacturing Practices (GMPs) Hazard Analysis Critical Control Points (HACCP), adequate/appropriate insurance coverage, consumer notification of allergens, and development/testing of a proactive recall plan, in keeping with the 2011/2012 NE CRME project, “Annie’s Project, Women Adding Value.”

What follows is a report of the pre-/post-survey responses.

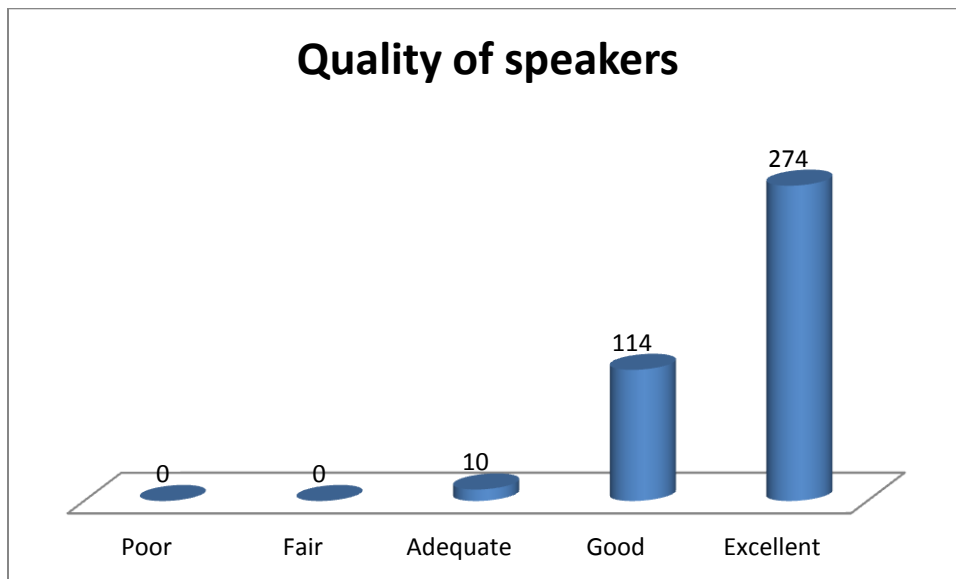
1) How did you find out about this program? As indicated in the graph that follows, the response given most often (113 out of 390, or 29%) indicated that they learned about *Food for Profit* from an email that they received; the other responses often provided were “internet post” (101, or 26%) and “other” (103, or 26%). When “other” was cited, it was defined as an individual’s personal contact with the respondent, or internet “surfing.” In addition, 18 (5%) of respondents heard about the class from a newspaper, and 55 (14%) by newspaper. No one recalled receiving a FAX.



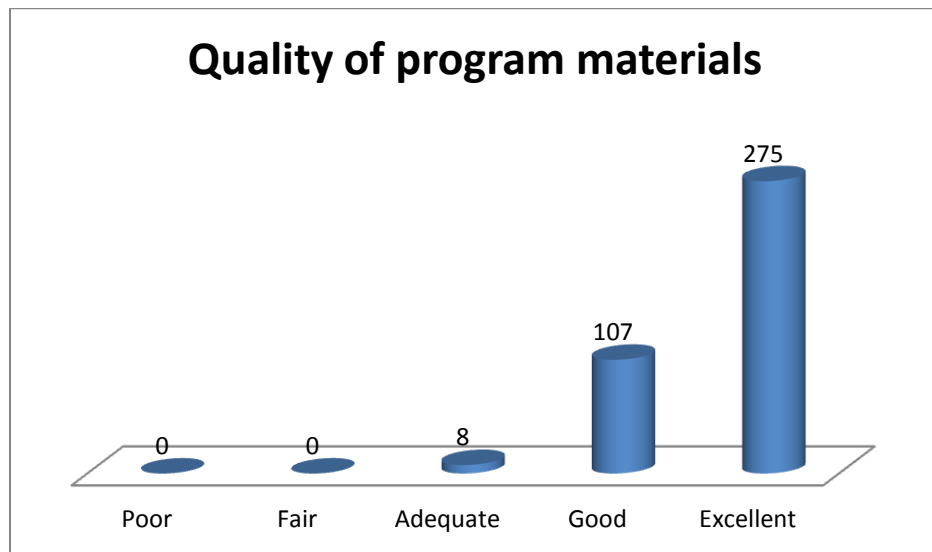
2. Respondents indicated how well the program met their needs, using a scale of “poor,” “fair,” “adequate,” “good,” and “excellent.” 217 out of 391 (55%) rated the workshop “excellent,” and 153 (39%) rated the program “good;” 17 (4%) rated the workshop “adequate” and 4 (2%) “fair.” No one said “poor.”



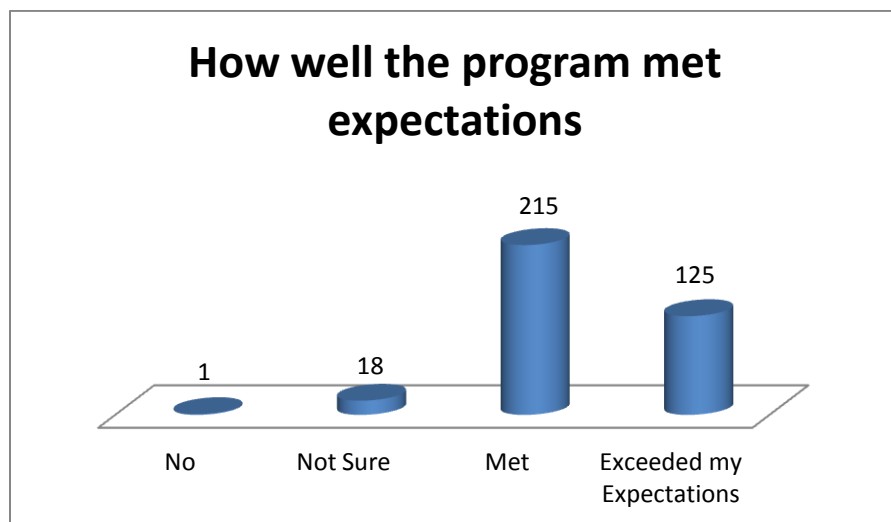
Respondents were asked to rate quality of speakers, using a scale of “poor,” “fair,” “adequate,” “good,” and “excellent.” 274 out of 398 (69%) rated the speakers “excellent,” 114 (29%) said “good,” and the other 10 (2%) rated the speakers “adequate;” no one selected “fair” or “poor.”



Respondents were asked to rate quality of program materials, using a scale of “poor,” “fair,” “adequate,” “good,” and “excellent.” 275 out of 390 (71%) rated the workshop materials “excellent;” 107(27%) rated them “good,” and the remaining 8 (2%) said “adequate.” No one selected “fair” or “poor.” One participant did not rate, saying "I haven't had time to read."

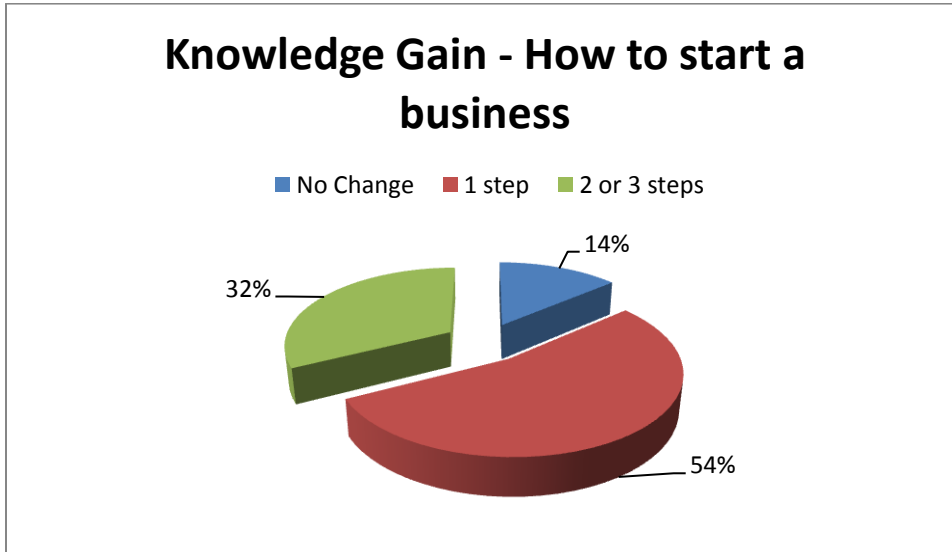


3. It is generally acknowledged that participants come to a class with some expectations of what they will learn, and how it will apply to their future activities. Participants were asked to describe the level to which their expectations were realized (selecting from “no,” “not sure,” “met,” or “exceeded”). 60% (215 out of 359) of respondents said their expectations were met; 35% (125) indicated that expectations were exceeded. Eighteen people said “Not Sure,” and only one said that the program did **not** meet expectations. One comment offered was that the respondent would like more resources and step-by-step guide on how & where to go to get licensed & approved (extremely difficult because of variety of business ideas in the class, and multiple state/municipality requirements).

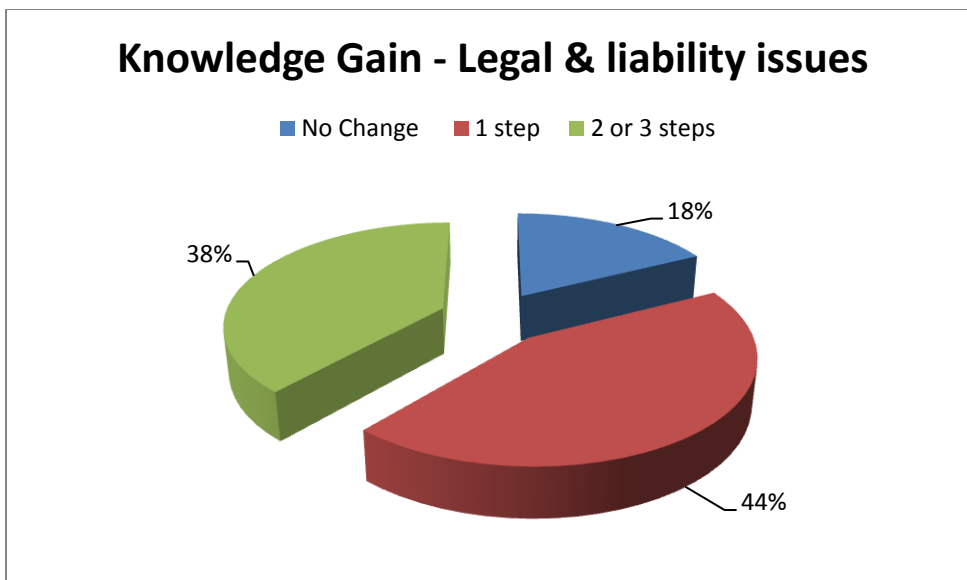


4. The post-survey transitioned to a series of questions to assess pre-/post-workshop knowledge about the topics that are central to food entrepreneurship. For each topic, the respondents were asked to recall their level of knowledge prior to attendance, and assess the level attained by attending (scale of “non-existent,” “minimal,” “moderate,” and “considerable”).

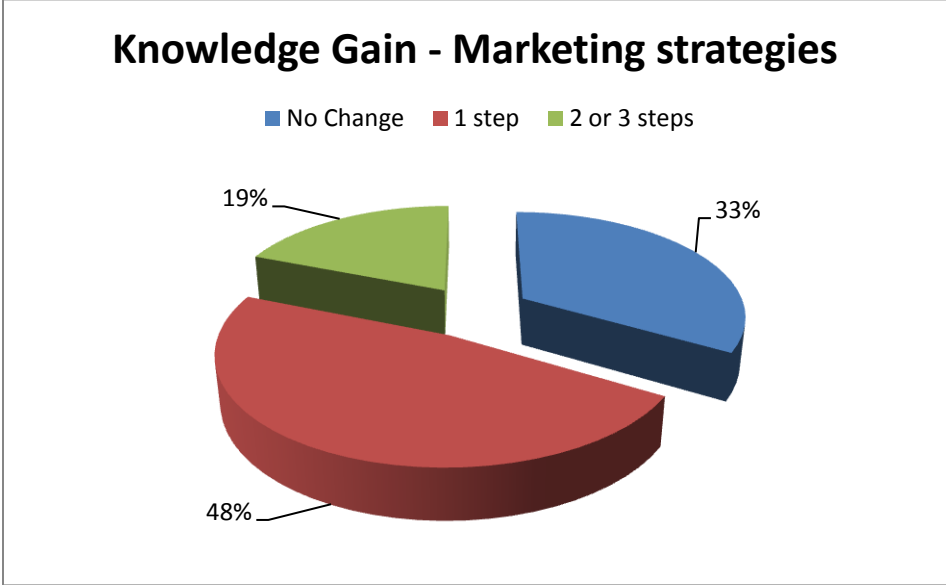
In relation to an assessment of knowledge of how to start a food business, 54 of the 391 respondents (14%) indicated that their knowledge had not changed, 210 respondents (54%) indicated a gain of one level, and the remaining 127 (32%) indicated a gain of two to three levels.



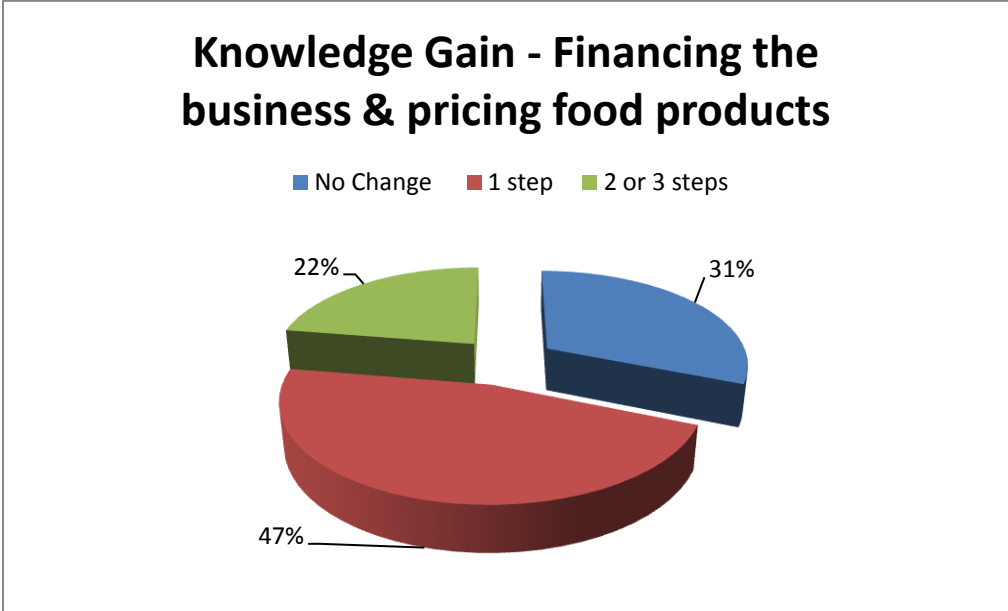
In relation to an assessment of understanding of their state Departments of Agriculture and Health, and general business liability issues related to their business ideas, 69 of the 392 respondents (18%) indicated that their knowledge had not changed, 172 respondents (44%) indicated a gain of one level, and the remaining 151 (38%) indicated a gain of two to three levels.



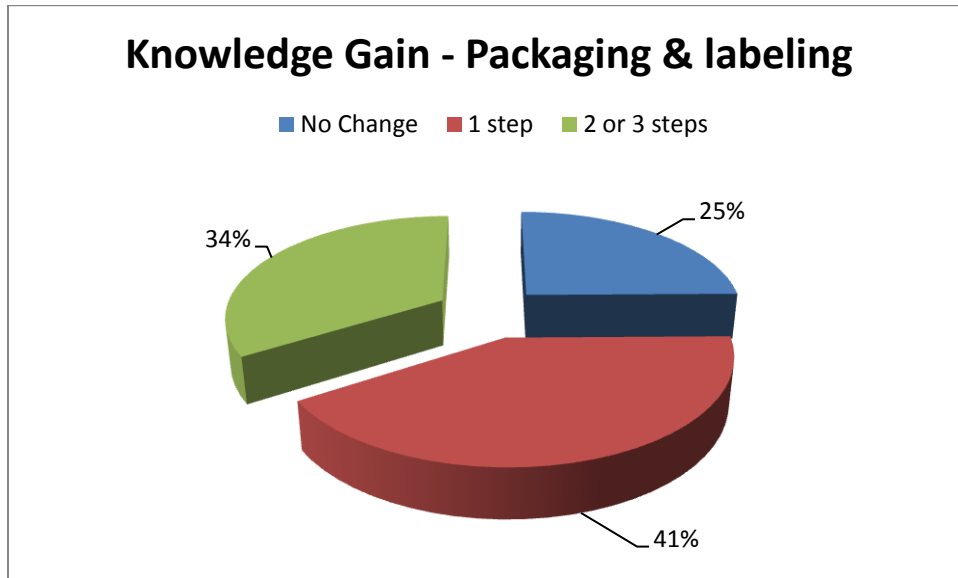
In relation to an assessment of understanding about how to identify a target market and develop specific strategies to reach this group, 130 (out of 389 – 33%) respondents showed no change, 185 respondents (48%) indicated a gain of one level, and 74 (19%) people indicated a gain of two to three levels.



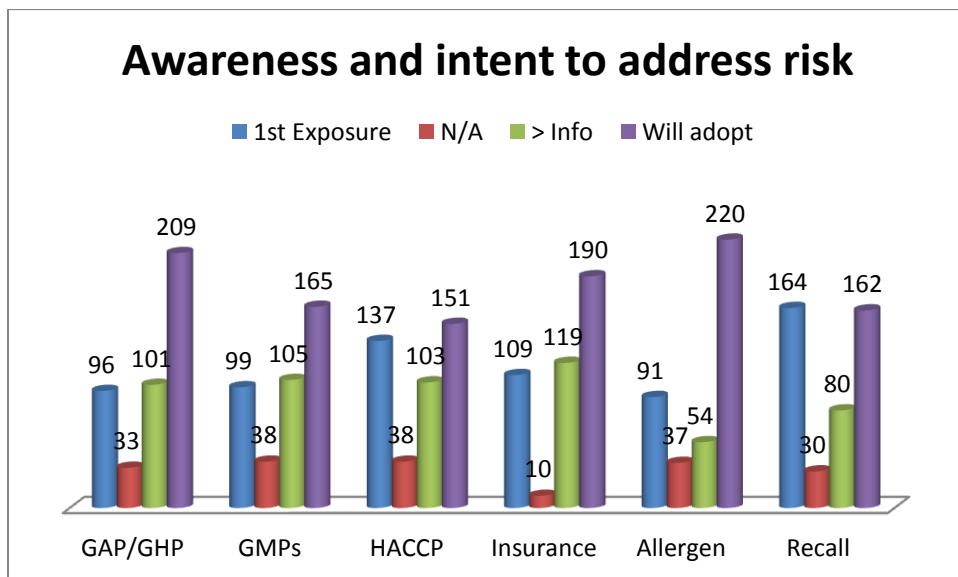
In relation to an assessment of understanding about ways to finance a business and price a food product, 118 out of 379 respondents (31%) cited no change; 176 respondents (47%) indicated a gain of one level, and the remaining 85 (22%) indicated a gain of two to three levels.



In relation to an assessment of understanding about packaging and labeling of food products, 95 out of 383 (25%) indicated no change, 158 respondents (41%) indicated a gain of one level, and the remaining 130 (34%) indicated a gain of two to three levels.

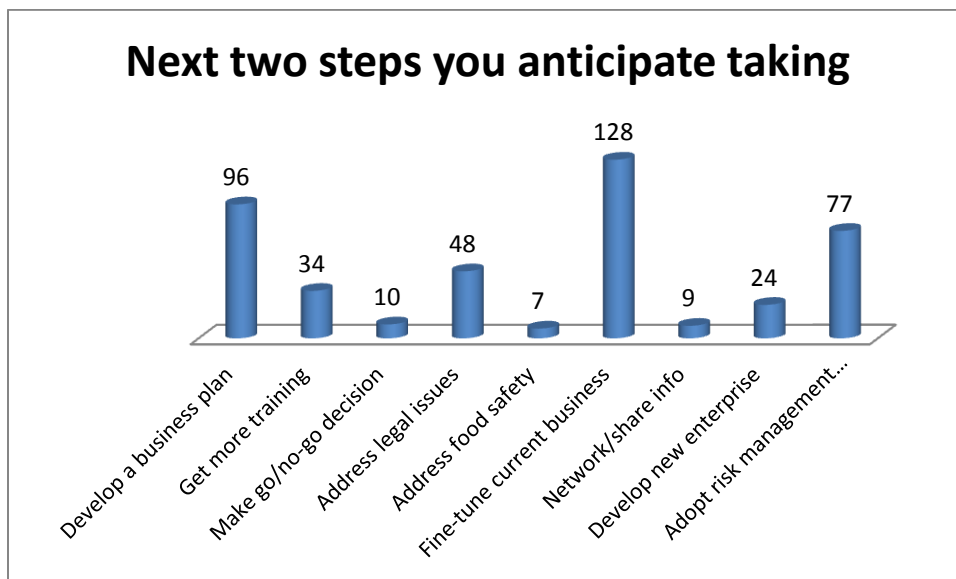


5. The workshop provided introductory information about 6 strategies (GAP/GHP Certification, GMP Adoption, HACCP Plan, Adequate/Correct Insurance, Consumer Notification of Allergens, and Having a Proactive Recall Plan) for business risk management for food businesses. Respondents were encouraged to select **all** responses that best described them and their ventures (from choices of “my first exposure in this workshop,” “does not apply to my business,” “want more information/ training about this,” and “will adopt this in my business”). The following chart summarizes the aggregated responses.



It is notable that very few respondents chose the “not applicable to my business” option. As classes progressed from fall 2013 to late spring and fall 2014, more people had heard previously about GAP/GHP, GMPs and allergen notification. The levels of “want more information” – related to GAP/GHP, GMPs, HACCP and Insurance – demonstrate that this is a valuable addition to the original *Food for Profit* curriculum, because of the possibility that students will seek assistance or additional classes related to these topics. Aspiration to adopt these risk management strategies were 60% (220 out of 368) who would notify consumers of potential or actual food allergens in their products; 57% (n=209) would become GAP/GHP certified, or require such certification from their suppliers; 52% (n=190) would procure adequate, appropriate insurance coverage; 44% (n=165) intending to determine and adopt Good Management Practices; 44% (n=162) who would develop a proactive recall plan; and 41% (n=151) intending to adopt HACCP (or require it from co-packers).

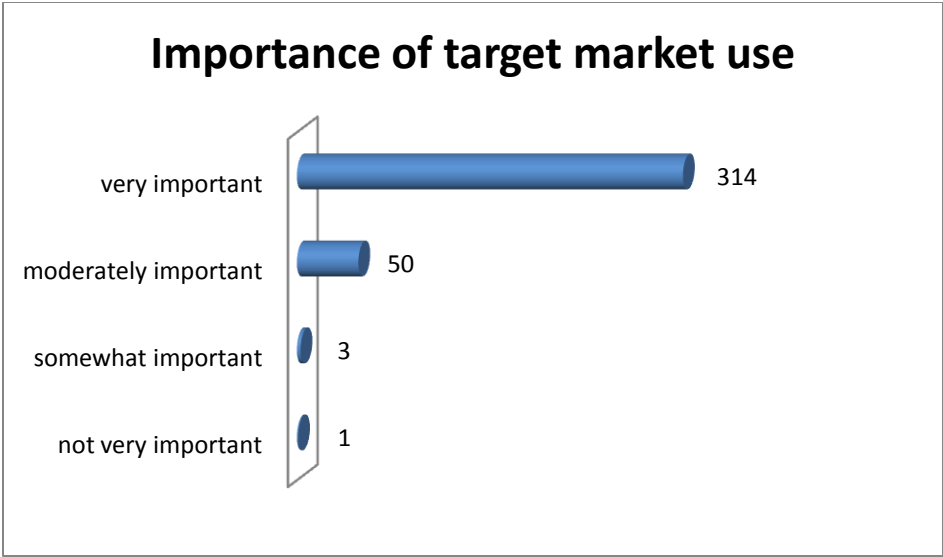
6. This question solicited the next two steps that the participants intended to take; this open-ended question resulted in a variety of answers; put in clusters by topic, the incident of response is shown in this table:



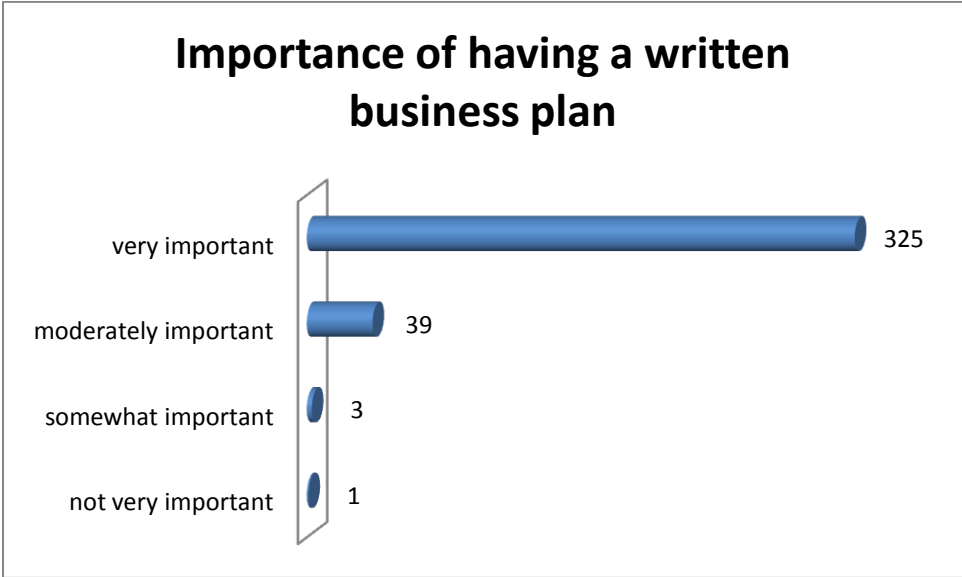
Note: Many responses were similar; a separate report lists all the specific words used by the participants – this report available upon request.

7. To assess attitude toward specific aspects of business development/management, several questions were asked, with responses on a scale of “not very important,” “somewhat important,” “moderately important,” and “very important.” Respondents are asked to recall how they felt about the topic before the workshop as well as after. In most cases, students circle “Very Important” afterwards (occasionally “Moderately Important” and in rare instances “Somewhat Important,” so more attention is paid to the post-workshop response, and the number of people who indicate that they see more importance as a result of attending the workshop. Responses to these questions begin on the next page.

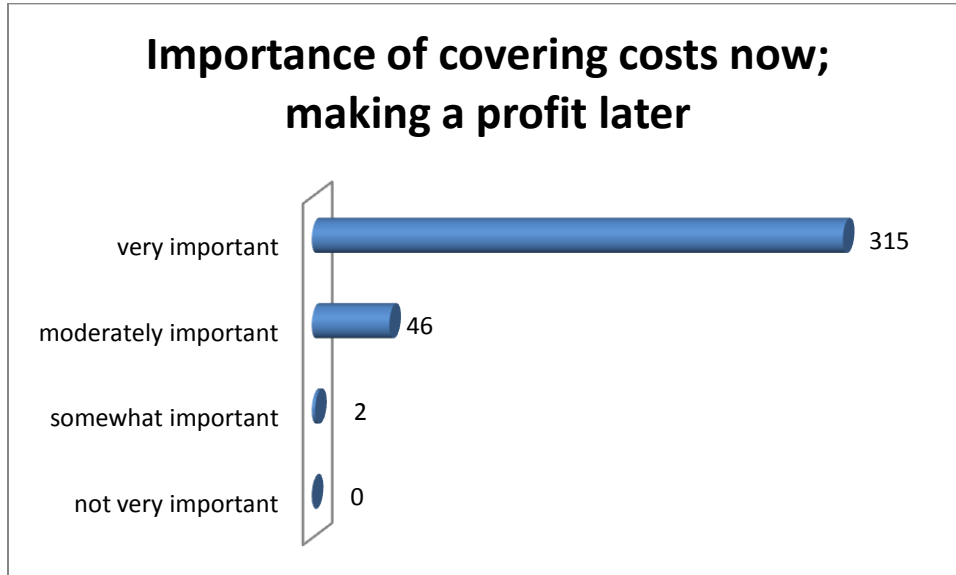
Respondent attitude about “The need to know who your *target market* is and learn as much about this group as possible” after the workshop, showed a majority (314, or 85% of 368 question respondents) rating this as “very important;” 14% (n=50) rated this as “moderately important;” the remaining 4 respondents (1%) said it was “somewhat important” or “not very important.”



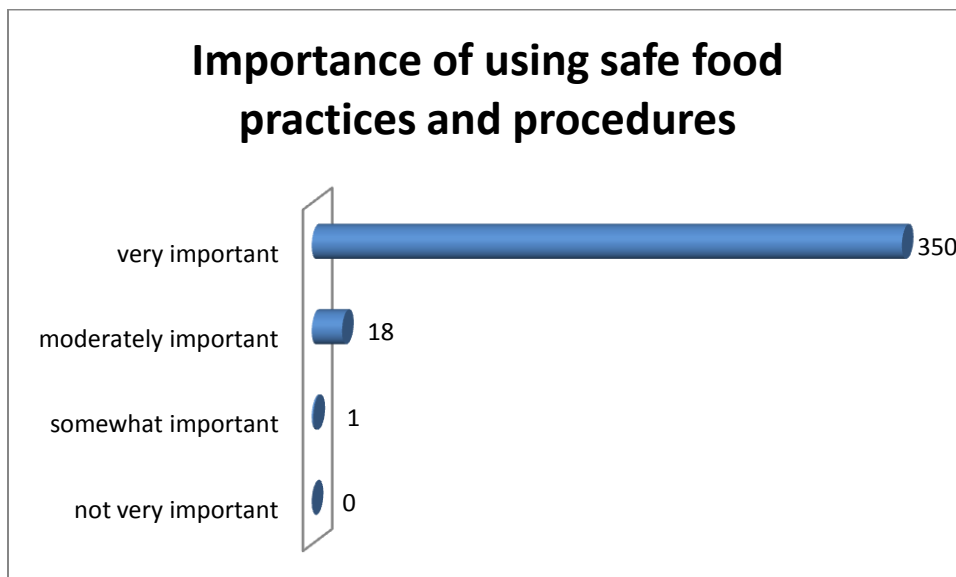
Respondent attitude about “The need to write a business plan for everyday management and to access outside resources (loans/investors) ,” after the workshop, 325 out of 368 respondents (88%) found it “very important” to have a business plan; 11% (n=39) found it “moderately important;” and the other 4 (1%) said “somewhat important” and “not very important.”



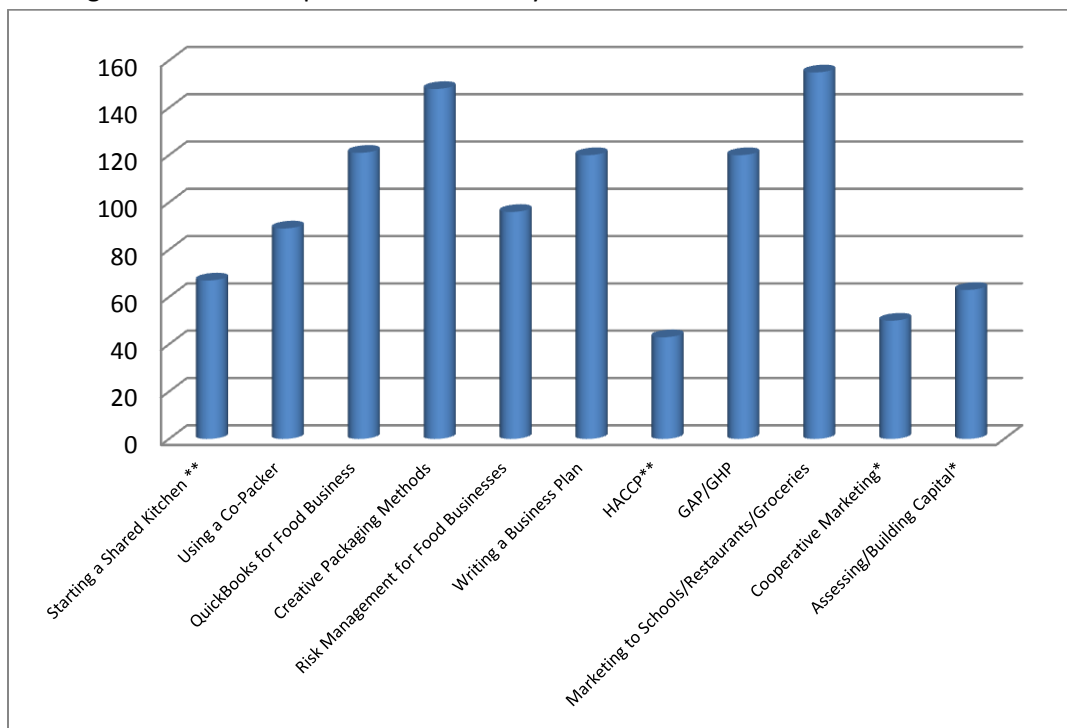
Respondent attitude about “The need to cover my costs now, with a goal of making a profit over time,” after the workshop, showed a majority (315 or 87% of 363 respondents) rating this as “very important;” 12½% (n=46) rated this as “moderately important;” the remaining 2 respondents (½%) rated this as “somewhat important.” No one selected “not very important.”



Respondent attitude about “The need to ensure that my production methods follow food safety practices and procedures,” after the workshop, showed a majority (350 or 95% of 369 respondents) rating this as “very important;” 5% of respondents (n=18) rated this as “moderately important,” and only one person said that this was “somewhat important.” No one selected “not very important.”



8. Is a question that offers a number of Extension workshops that would expand upon or broaden food business knowledge, about which respondents could express interest. Respondents showed interest in learning about various topics as illustrated by this chart:

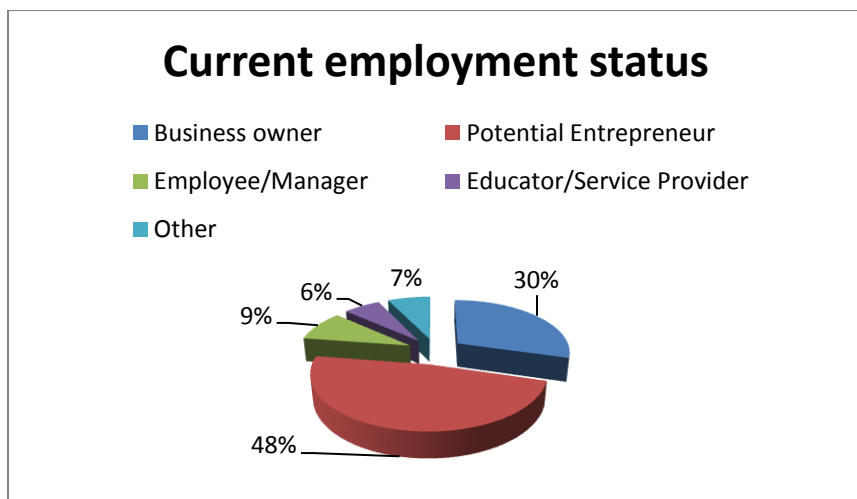


*This title suggested in 2013, only

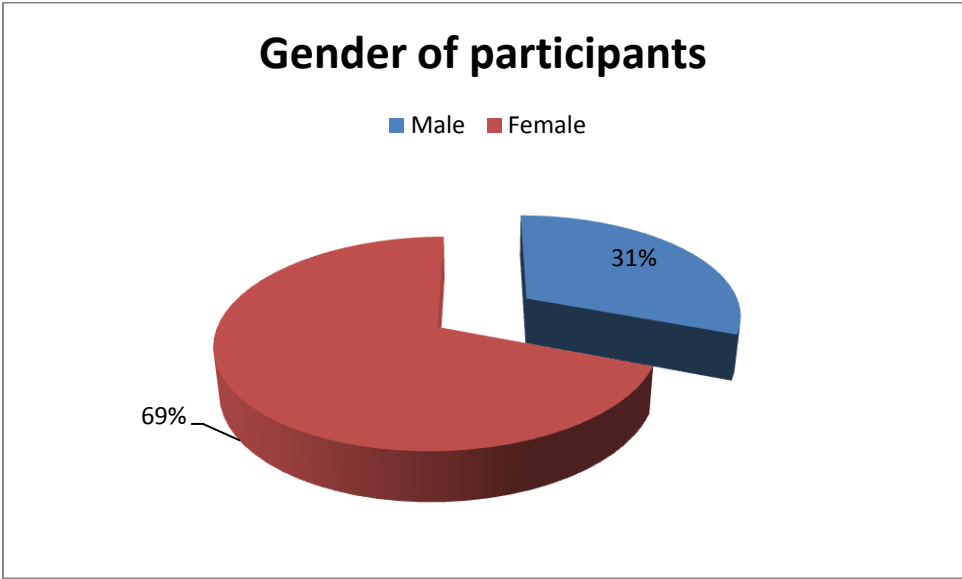
** This title suggested in 2014, only

9. The final question series collects data about the respondents: Current status related to business ownership/employment (although many people circled more than one status—reflected in the number totaling 334 responses):

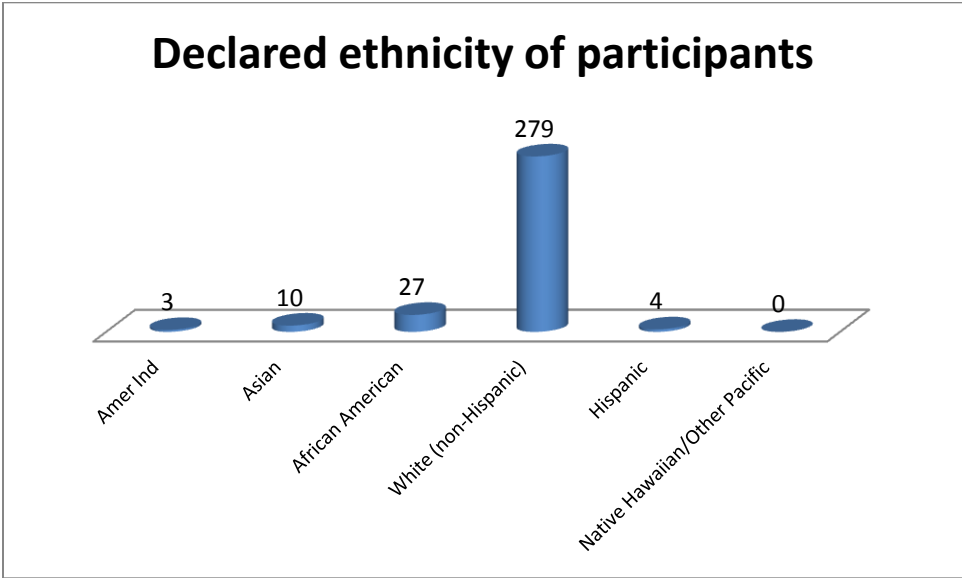
- Owner – 90
- Potential Entrepreneur – 146
- Employee/Manager – 28
- Educator/Service Provider – 19
- Other – 22



Participants were more than 2/3 women -- female (245) to male (109)

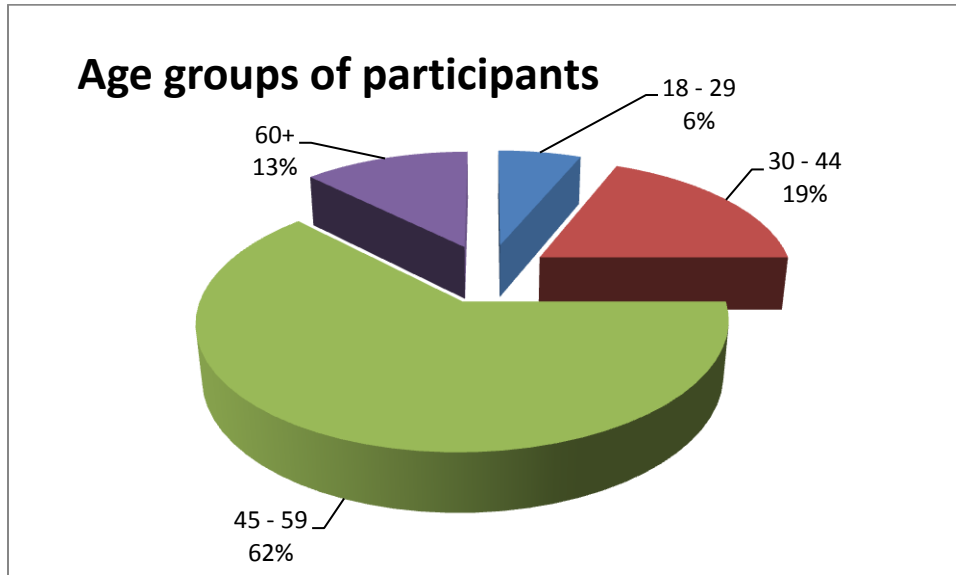


The majority of 323 respondents to this question (n=279) described themselves as White, Non-Hispanic; the next most significant group was African American (n=27); then Asian (n=10). Four participants self-identified as Hispanic and three as Native American/American Indian.



Of the 359 respondents who disclosed their age group, over half of participants (n=171, 62%) were in the 45 to 59 year age group; numbers in each group were as follows:

Under 18 years – 1; 18 to 29 – 42; 30 to 44 – 96; 45 to 59 – 171; 60 or over – 49



These demographics suggest that there may be new ways to advertise this class – and that, due to the smaller numbers of “under 30 years” participants, the *Food for Profit On-line* may be a good product to target toward the Internet-savvy younger clientele, who are comfortable distance learning.

In 2013, Extension educators who received professional development training through a NE SARE project began to deliver segments of the workshop, mentored by the professional development program team leaders; survey responses addressing those sections that were taught by the trainees were compared with the responses provided when “seasoned” educators taught the section. In fall 2013, there was some notable difference, but by late spring 2013, in most classes there were no substantial differences in the learning levels expressed by those who were taught by trainees. This demonstrates the effectiveness of the professional development education process, of direct education (webinars), experiential education (field trips and conference) and apprenticeship (preparation and presentation of materials).