August 18, 2016

Connecting you with experts. Exploring the latest childhood obesity news and research.

We will begin at 3:05 p.m. to allow participants time to join the webinar.
1. Spotlight
   • Using the SNAP-Ed Evaluation Framework in Low-Income Nutrition Education and Obesity Prevention Programs
   • Using the Framework to Inform Arizona’s SNAP-Ed Evaluation Plan

2. One on One

3. Upcoming events
Need technical assistance? Have a question for our speakers?

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Today’s Speakers

Elaine Arkin
National Collaborative on Childhood Obesity Research

Laurel Jacobs
Lead Evaluator
Arizona SNAP-Ed
The University of Arizona

Andy Naja-Riese
Chief, Program Integrity Branch Supplemental Nutrition Assistance Program
Food and Nutrition Service
Western Regional Office
U.S. Department of Agriculture

Theresa Le Gros
Evaluator
Arizona SNAP-Ed
The University of Arizona
Interactive Poll
Using the SNAP-Ed Evaluation Framework in Low-Income Nutrition Education and Obesity Prevention Programs

Andy Naja-Riese, MSPH
Chief, Program Integrity Branch
Supplemental Nutrition Assistance Program
Food and Nutrition Service
Western Regional Office
U.S. Department of Agriculture
Learning Goals

1. Describe the SNAP-Ed Evaluation Framework
2. Understand essential steps in using the SNAP-Ed Evaluation Framework for programs; partnerships; and policies, systems, and environmental (PSE) changes
SNAP-Ed

$414 million

Fifty states, D.C., Guam, and U.S. Virgin Islands

Evidence-based direct education; social marketing; policy, systems, and environmental changes to prevent obesity and other diet-related disease

Reaching persons eligible for SNAP and low-income communities
A Social-Ecological Model for Food and Physical Activity Decisions
Definition of Policy, Systems, and Environmental Changes

- **Programs**: Activities targeted to individuals or groups to change knowledge or behaviors; typically have a beginning and an end.

- **Policy**: A written statement of an organizational position, decision, or course of action.

- **Systems**: Unwritten, ongoing organization decisions or changes that result in new activities reaching large proportions of people the organization serves.

- **Environmental Change**: Built or physical environments which are visual/observable; may include economic, social, normative, or message environments.
October 1, 2013–September 30, 2014
An estimated 923 policy, systems, and environmental activities were reported across Western states.*

Developed by practitioners: Framework developed and reviewed by more than 28 state, local, and tribal SNAP-Ed agencies with support and leadership from FNS, NCCOR, FNS, CDC, NIH, ASNNA

Flexible and responsive to practitioners’ needs: Feedback provided in half-day workshop during the 2016 ASNNA Winter Conference

Externally reviewed: Draft reviewed by 25 experts during two-day NCCCOR workshop, December 2015

Research driven: Input gathered from SNAP-Ed and EFNEP Centers of Excellence at UNC-Chapel Hill, University of Tennessee, University of Kentucky, Purdue University, Cornell University, Colorado State University, and Washington State University
# SNAP-ED EVALUATION FRAMEWORK
Nutrition, Physical Activity, and Obesity Prevention Indicators

## INDIVIDUAL

**Readiness & Capacity**
- **Short Term (ST)**
  - GOALS AND INTENTIONS
    - ST1: Healthy Eating
    - ST2: Food Resource Management
    - ST3: Physical Activity and Reduced Sedentary Behavior
    - ST4: Food Safety

**Changes**
- **Medium Term (MT)**
  - BEHAVIORAL CHANGES
    - NT1: Healthy Eating
    - NT2: Food Resource Management
    - NT3: Physical Activity and Reduced Sedentary Behavior
    - NT4: Food Safety

**Effectiveness & Maintenance**
- **Long Term (LT)**
  - MAINTENANCE OF BEHAVIORAL CHANGES
    - LT1: Healthy Eating
    - LT2: Food Resource Management
    - LT3: Physical Activity and Reduced Sedentary Behavior
    - LT4: Food Safety

## ENVIRONMENTAL SETTINGS

**Organizational Motivators**
- **EAT, LIVE, WORK, LEARN, SHOP, AND PLAY**
  - ST5: Need and Readiness
  - ST6: Champions
  - ST7: Partnerships

**Organizational Adoption and Promotion**
- **MT5: Nutrition Supports**
- **MT6: Physical Activity and Reduced Sedentary Behavior Supports**

**Organizational Implementation and Effectiveness**
- **LT5: Nutrition Supports Implementation**
- **LT6: Physical Activity Supports Implementation**
- **LT7: Program Recognition**
- **LT8: Media Coverage**
- **LT9: Leverage Resources**
- **LT10: Planned Sustainability**
- **LT11: Unexpected Benefits**

## SECTORS OF INFLUENCE

**Multi-Sector Change**
- **MT7: Government Policies**
- **MT8: Agriculture**
- **MT9: Education Policies**
- **MT10: Community Design and Safety**
- **MT11: Health Care Clinical-Community Linkages**
- **MT12: Social Marketing**
- **MT13: Media Practices**

**Multi-Sector Impacts**
- **LT12: Food Systems**
- **LT13: Government Investments**
- **LT14: Agriculture Sales and Incentives**
- **LT15: Educational Attainment**
- **LT16: Shared Use Streets and Crime Reduction**
- **LT17: Health Care Cost Savings**
- **LT18: Commercial Marketing of Healthy Foods and Beverages**
- **LT19: Community-Wide Recognition Programs**

## Population Results (R)

**Trends and Reduction in Disparities**
- R1: Overall Diet Quality
- R2: Fruits & Vegetables
- R3: Whole Grains
- R4: Dairy
- R5: Beverages
- R6: Food Security
- R7: Physical Activity and Reduced Sedentary Behavior
- R8: Breastfeeding
- R9: Healthy Weight
- R10: Family Meals
- R11: Quality of Life

## Changes in Societal Norms and Values

---

APRIL 2016
# Evaluation Questions

**Individual:** To what extent does SNAP-Ed programming improve and sustain participants’ dietary and physical activity behaviors?

**Environmental:** To what extent does SNAP-Ed programming create and sustain access and appeal for improved dietary and physical activity choices in the settings where people eat, learn, live, play, shop, and work?

**Sectors of Influence:** To what extent is SNAP-Ed programming working with other sectors to collectively impact lifelong healthy eating and active living in low-income communities?

**Population Results:** To what extent does SNAP-Ed programming improve the low-income population’s achievement of the *Dietary Guidelines for Americans* recommendations and other health risk behaviors compared to the general population?

**Social and Cultural Norms and Values:** To what extent do community-level obesity prevention strategies impact the public’s priorities, lifestyle choices, and values for healthy living?
The ABCDs of PSEs

- **A**ssessments done of need and organizational readiness
- **B**uy-in obtained from key decision-makers, leaders, champions, and partners
- **C**hanges made and take effect and are evaluated for effectiveness; mid-course changes occur
- **D**isparities based on race/ethnicity, income, geography, and others reduced
- **S**ustainability assured to endure new leadership and resource availability
Individual Level

- Participant behavioral changes resulting from nutrition education and physical activity programs
- Pre- and post-evaluation
Environmental Settings

- Policy, systems, environmental changes, and promotion in the places where we eat, learn, live, play, shop, and work
- Reach, adoption, implementation, effectiveness, and maintenance
### Sectors of Influence

**Community Capacity**
- ST8: Multi-Sector Partnerships and Planning

**Community Changes**
- MT7: Government Policies
- MT8: Agriculture
- MT9: Education Policies
- MT10: Community Design and Safety
- MT11: Health Care
- Clinical-Community Linkages
- MT12: Social Marketing
- MT13: Media Practices

**Community Benefits**
- LT12: Food Systems
- LT13: Government Investments
- LT14: Agriculture Sales and Incentives
- LT15: Educational Attainment
- LT16: Shared Use Streets and Crime Reduction
- LT17: Health Care Cost Savings
- LT18: Commercial Marketing of Healthy Foods and Beverages
- LT19: Community-wide Recognition Programs

- Changes made at the local (neighborhood, city, town, county), state, tribal, or territorial levels
- Changes involve multiple sectors
Population Results

- Low-income population’s achievement of recommendations put forth in the Dietary Guidelines for Americans (DGA) and Physical Activity Guidelines for Americans (PAGA), and their associated health status
- Reduction in disparities

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Web link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutrition, Physical Activity and Obesity: Data, Trends, and Maps</td>
<td>nccd.cdc.gov/NPAO_DTM/</td>
</tr>
<tr>
<td>State of Obesity</td>
<td>stateofobesity.org/</td>
</tr>
<tr>
<td>County Health Rankings</td>
<td><a href="http://www.countyhealthrankings.org/">www.countyhealthrankings.org/</a></td>
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<tr>
<td>Chronic Disease Indicators</td>
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<td>Youth Risk Behavior Surveillance System</td>
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</tr>
<tr>
<td>Community Commons</td>
<td><a href="http://www.communitycommons.org">www.communitycommons.org</a></td>
</tr>
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</table>
Interpretive Guide Format

- **Framework Component:** Readiness and capacity changes, effectiveness and maintenance, population results
- **Indicator Description:** Purpose of the indicator
- **Background and Context:** Summary of when the indicator should be used and why it is relevant to SNAP-Ed
- **Outcome Measures:** The desired benefits, improvements, or achievements of a specific program or goal. Each indicator has multiple outcome measures.
- **What to Measure:** Guidance on survey questions or other data collection methodologies (e.g., interviews or direct observation) when not using surveys
- **Population:** Subgroup for which this indicator is relevant
- **Surveys and Data Collection Tools:** Data collection tools or instruments with live links and sample questions
Using the SNAP-Ed Evaluation Framework

Step 1:
• Reflect on your goals and objectives and state or local needs assessment results.

Step 2:
• Review the framework diagram to identify which indicators overlap with your goals and objectives.

Step 3:
• Familiarize yourself with the terms used in the glossary to understand the language of the framework.
Using the SNAP-Ed Evaluation Framework

Step 4:
- Develop a set of criteria for selecting indicators for your state or local project.

Step 5:
- Choose one or more indicators for your monitoring and evaluation plan.

Step 6:
- Study the indicator write-ups for your selected indicators.
Using the SNAP-Ed Evaluation Framework

Step 7: • Select appropriate outcome measures for each indicator.

Step 8: • Communicate your intended outcomes to senior management and stakeholders.

Step 9: • Implement your training and technical assistance plans.
HIGHLIGHTS FROM THE FIELD
Practitioner Stories

SNAP-ED EVALUATION FRAMEWORK
Practitioner Stories

As an accompaniment to the SNAP-Ed Evaluation Framework Interpretive Guide, the Food and Nutrition Service (FNS), in partnership with the National Collaborative on Childhood Obesity Research and the Association of SNAP Nutrition Education Administrators, produced this collection of vignettes. The stories describe how SNAP-Ed agencies have used the evaluation framework, as told by practitioners themselves. Since there is no single way to apply the framework, it is important to make the framework work for your agency. This document presents exemplars that are ordered strategically to illustrate comprehensive approaches through broad application of the framework followed by narratives that reference specific aspects or indicators. Overall, the vignettes focus on the creation of statewide evaluating and reporting systems, explain how the evaluation framework informed the development of state and local work plans, and highlight ways that the SNAP-Ed Evaluation Framework helps to communicate program evaluation results to stakeholders.

FNS intends to grow this collection over time as more states incorporate the evaluation framework into their State SNAP-Ed Plans. For consideration, please share your brief vignettes (approximately 150 words) on how the evaluation framework has inspired your state or agency with your Regional SNAP-Ed Coordinator.

PE-Nut™: A Whole-school Intervention for Healthy Eating and Physical Activity

Developed by the Michigan Fitness Foundation, PE-Nut™ is a multi-component, whole-school intervention that focuses on health behavior changes at both the classroom and school levels as well as in the home. In doing so, the program provides both teacher and student input on those changes.

Each of the four program components was developed to teach children why and how to make healthy food choices, the importance of physical activity, and the skills necessary to be active for life. One of the components, Healthy Classrooms, Healthy Schools, focuses on transforming the classroom environment through healthy snack policies; healthy school meal and vending machine options; visual cues and messaging in the classroom and throughout the school; role modeling by teachers and students; classroom policies for not using food as rewards; and healthy classroom party policies. These serve as examples that collectively result in positive shifts in social norms that are prevalent in schools.

Program outcome evaluations have built the evidence base with indicators that match those in the SNAP-Ed Evaluation Framework to establish the PE-Nut™ program as a best practice intervention for increasing student consumption of healthy foods and physical activity. The success of PE-Nut™ comes from its multi-level approach to interventions. More specifically, the activities not only teach nutrition concepts and promote physical activity, but they also offer opportunities for students to apply what they learn by trying healthy foods and by being physically active throughout the day. Sending the messages into the home helps to ensure a long-lasting impact.
Next Steps

Dissemination and Social Media:

Evaluation Framework Questions?
SNAPEdEvaluationFramework@fns.usda.gov

Become a Framework Ambassador!
SNAPEdEvaluationFramework@fns.usda.gov

Training, Tools, and Technical Assistance
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Questions?

Please type your question(s) in the chat box located on the right.
Using the Framework to Inform Arizona’s SNAP-Ed Evaluation Plan

Laurel Jacobs, DrPH, MPH  
Lead Evaluator  
Arizona SNAP-Ed  
The University of Arizona

Theresa Le Gros, M.A.  
Evaluator  
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The University of Arizona
Arizona SNAP-Ed

- New 3- to 5-year work plans
- Rural and urban, international border, 4th largest U.S. county, 20 registered tribes
- Local agencies:
  - Seven county health departments
  - One cooperative extension
- Focus areas: Food Systems, Active Living, School Health, Early Childhood, Direct Education
- New evaluator: The University of Arizona
An Evaluation Plan for Arizona’s Multilevel Approach

Where to begin?
A Social-Ecological Model for Food and Physical Activity Decisions
Arizona Uses the SNAP-Ed Framework’s Levels
# SNAP-ED Evaluation Framework

**Nutrition, Physical Activity, and Obesity Prevention Indicators**

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**Population Results (R)**

- R1: Overall Diet Quality
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- R6: Food Security
- R7: Physical Activity and Reduced Sedentary Behavior
- R8: Breastfeeding
- R9: Healthy Weight
- R10: Family Meals
- R11: Quality of Life

**Wilder Inventory**

- KAN-Q Youth Survey
- Adult FBC & On the Go
- Go NAPSACC
- WellsSAT 2.0
- Summer Food Checklist
Lessons Learned

Some evaluations are thornier than others (School Health).

Our best evaluations can change programming.

Stakeholders support the evaluation plan when our methods are responsive and the data are actionable.
HIGHLIGHTS FROM THE FIELD
Early Success for School Health SETTINGS

WellISAT 2.0

SNAP-Ed Local Agency

School District

Health Department

Revised LWP and Sustainable SHAC!
Welcome!

Welcome to the Arizona SNAP-Ed Evaluation Team website. We hope that you will find this a useful page to bookmark and return to often as you engage with the Evaluation Team.
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ONE ON ONE
Questions?

Please type your question(s) in the chat box located on the right.
Question:

In addition to building upon the evaluation plan’s selected indicators with more data to evaluate progress year to year, is it expected that states would choose additional indicators to measure?
Question:

How can you use the SNAP-Ed Evaluation Framework to evaluate the effectiveness of partnership activities?
Questions from the Audience
UPCOMING EVENTS

- September 8, 2016
  - 3:00–4:15 p.m. ET / noon–1:15 p.m. PT

- Guest speakers include:
  - **Jean Butel, MPH**, Junior Researcher, RNECE-PSE Milestone Project Manager and CHL Intervention Coordinator, College of Tropical Agriculture and Human Resources, University of Hawaii at Mānoa
  - **Lauren Whetstone, Ph.D.**, Project Scientist, Nutrition Education and Obesity Prevention Unit, Nutrition Policy Institute, University of California Agriculture and Natural Resources
  - **Heidi LeBlanc M.S., CFCS**, Food Sense Director, Utah State University
Support Our Thunderclap

Celebrate #NCOAM this September by learning how #NCCOR is accelerating progress to reduce #ChildhoodObesity
Further Questions?

Other questions about NCCOR or upcoming activities?

Email the NCCOR Coordinating Center at nccor@fhi360.org
Acknowledgements

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Thank you!