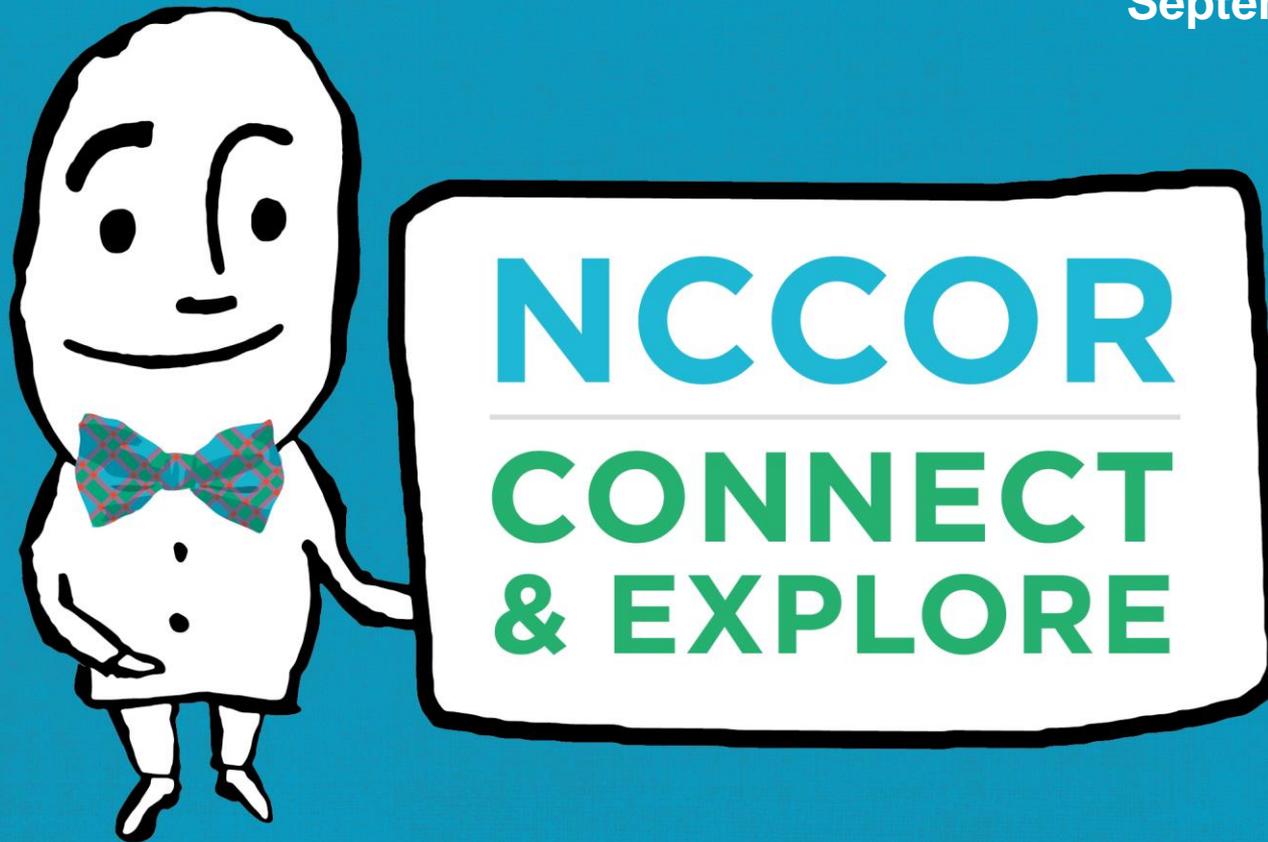


September 8, 2016



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

We will begin at 3:05 to allow participants time to join the webinar.

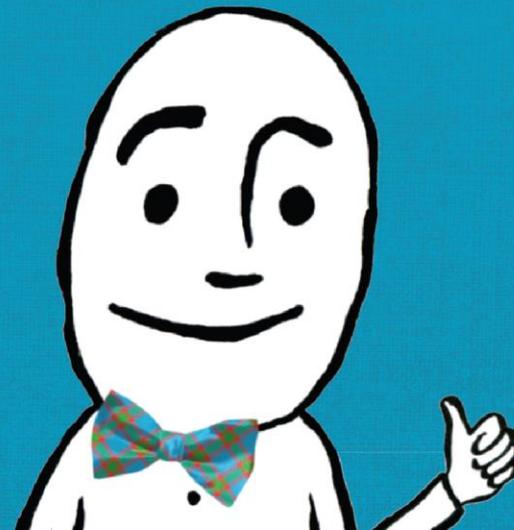
1. Spotlight

- Readiness and Need Assessment Flow Chart for SNAP-Ed
- Measuring Priority Indicators in California SNAP-Ed
- Utilizing the Framework: A Utah Perspective

2. One on One

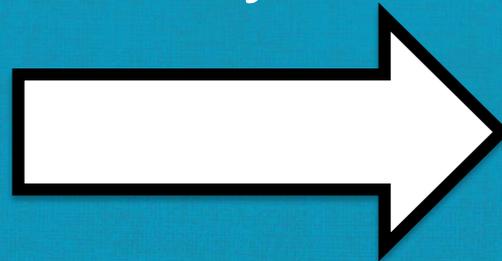
3. Upcoming Events

TODAY'S PROGRAM



Need technical assistance? Have a question for our speakers?

Type your question(s) in the chat box
located on the right and a representative
will respond shortly



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Today's Speakers



Andy Naja-Riese

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



Lauren MacKenzie Whetstone

University of California
Nutrition Policy Institute
Nutrition Education and
Obesity Prevention Evaluation Unit



Jean Butel

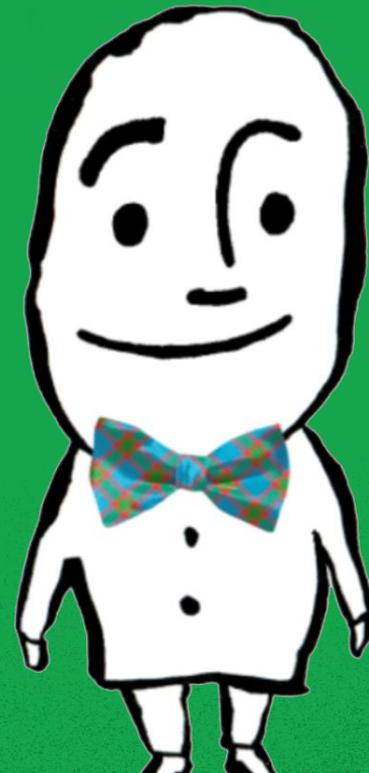
Junior Researcher,
RNECE-PSE Milestone 5
Project Manager and
CHL Intervention Coordinator,
College of Tropical Agriculture
and Human Resources,
University of Hawai'i at Mānoa



Heidi LeBlanc

Director, Food \$ense (SNAP-Ed)
Utah State University

Interactive Poll



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SNAP-ED EVALUATION FRAMEWORK

Nutrition, Physical Activity, and Obesity Prevention Indicators



APRIL 2016

9-Step Process for Using the Interpretive Guide

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.

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.

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.



Readiness and Need Assessment Flow Chart for SNAP-Ed



Jean Butel, MPH
University of Hawaii
On behalf of
RNECE PSE Change Center





Policy, Systems, and Environmental Change Center

The Regional Nutrition Education and Obesity Preventions Center of Excellence in Policy, Systems, and Environmental Change Center (RNECE-PSE) is committed to training, equipping, and empowering SNAP-Ed and EFNEP networks to effectively implement Policy, Systems, and Environmental (PSE) approaches to support healthy lifestyles for limited resource audiences where they work, live, and play.

Research shows targeting multiple levels of societal influence in conjunction with direct education to be a sustainable effort towards obesity prevention. In FY 2015 RNECE-PSE was designed to work cooperatively with geographic RNECE centers to support the implementation of PSE approaches integrated into SNAP-Ed and EFNEP programs.

RNECE-PSE Objectives

- Enhance the ability of SNAP-Ed and EFNEP networks to effectively implement and evaluate obesity prevention PSE strategies for disadvantaged low-income populations throughout the lifespan
- Strengthen SNAP-Ed and EFNEP nutrition education interventions through incorporation of effective culturally-responsive public health approaches that are centered on readiness to change best practices
- <http://snapedpse.org/>

SNAP-ED EVALUATION FRAMEWORK

Nutrition, Physical Activity, and Obesity Prevention Indicators

	READINESS & CAPACITY SHORT TERM (ST)	CHANGES MEDIUM TERM (MT)	EFFECTIVENESS & MAINTENANCE LONG TERM (LT)	
INDIVIDUAL 	GOALS AND INTENTIONS ST1: Healthy Eating ST2: Food Resource Management ST3: Physical Activity and Reduced Sedentary Behavior ST4: Food Safety	BEHAVIORAL CHANGES MT1: Healthy Eating MT2: Food Resource Management MT3: Physical Activity and Reduced Sedentary Behavior MT4: Food Safety	MAINTENANCE OF BEHAVIORAL CHANGES LT1: Healthy Eating LT2: Food Resource Management LT3: Physical Activity and Reduced Sedentary Behavior LT4: Food Safety	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
ENVIRONMENTAL SETTINGS EAT, LIVE, WORK, LEARN, SHOP, AND PLAY 	ORGANIZATIONAL MOTIVATORS 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: Leveraged Resources LT10: Planned Sustainability LT11: Unexpected Benefits	
SECTORS OF INFLUENCE 	MULTI-SECTOR CAPACITY ST8: Multi-Sector Partnerships and Planning	MULTI-SECTOR 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	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	



MT4: Food Safety Behaviors	72
LT1-LT4 Long Term Outcomes: Sustained Behaviors	76
Chapter 2. Environmental Settings Level.....	78
ST5: Readiness and Need	85
ST6: Champions.....	92
ST7: Organizational Partnerships <input checked="" type="checkbox"/>	97
MT5: Nutrition Supports <input checked="" type="checkbox"/>	102
MT6: Physical Activity and Reduced Sedentary Behavior Supports	107

THE SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM EDUCATION (SNAP-ED) EVALUATION FRAMEWORK

Nutrition, Physical Activity, and Obesity Prevention

Interpretive Guide to the SNAP-Ed Evaluation Framework

JUNE 2016

This guide is a collaborative effort between:



Why Readiness Assessment?

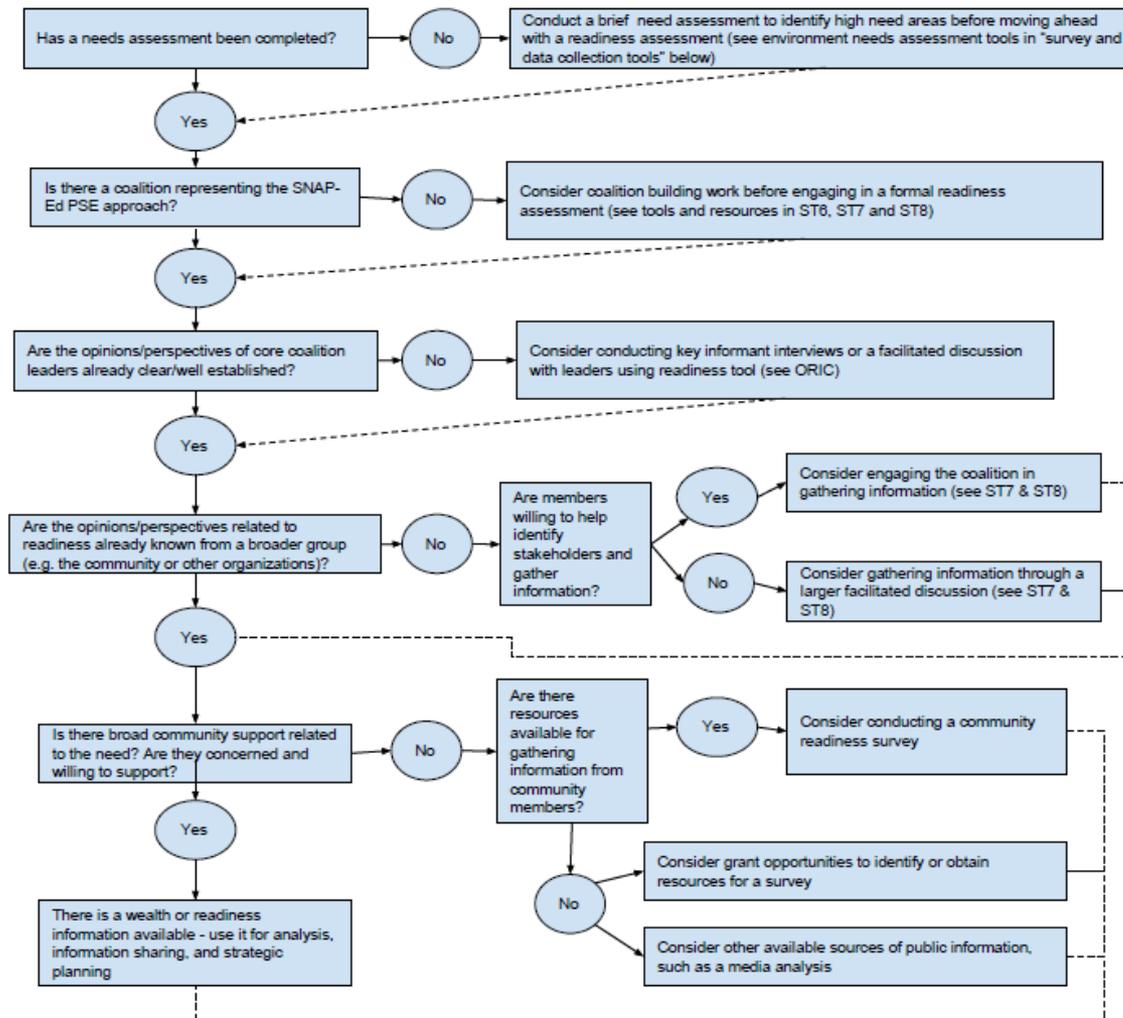
- Provides a **process** to develop partnerships
- Provides **tools** to measure an organization or site's readiness to create change
- Helps **identify** partners



ST5: Readiness and Need

ST5: Readiness and Need	
Framework Component	Readiness & Capacity – Organizational Motivators
Indicator Description	Two-part indicator measuring sites or organizations where there is identified need for PSE changes and associated organizational and staff readiness for adopting PSE changes has been assessed.
Background and Context	<p>Indicator ST5 is an appropriate place to start for SNAP-Ed implementers working on PSE changes. It uses a process to develop partnerships (see: ST7) and engage organizations in addressing environmental needs around eating, learning, living, playing, shopping, or working categories. This step-wise process develops staff, determines environmental needs, and assesses partner's readiness to engage in PSE changes. This indicator is meant to guide the development of work plans and/or expand existing programs that address the other indicators presented in this guide.</p> <p>SNAP-Ed local project staff trained on ways to determine environmental need, engage organizations, and conduct readiness assessment are needed for PSE implementation. SNAP-Ed providers can assess needs in organizations or sites that serve low-income people. Although the needs assessment itself is not a program outcome, it is a first step toward implementation and thus a key program output for SNAP-Ed.</p> <p>Readiness tools measure an organization's or site's readiness to create changes that will address unmet needs for improved access or appeal of nutrition and physical activity supports.</p> <p>SNAP-Ed local project staff can work with partners identified in ST7 and the organization's staff to use the results from prior needs assessments and fill in any observable gaps. Because of the breadth of SNAP-Ed settings, the categorization of strategies is useful to track organizations, and each organization or site should be assigned an eat, learn, live, play, shop, and work category. This information could be used to identify other organizations working in the same domain in a larger area. The flow chart on the following page can help you navigate ST5.</p>

Readiness and Need Flow Chart (p. 86)



Flow Chart Purpose

- A **step-wise approach** to guide implementation of PSE activities for program coordinators
- Helps to **indicate** areas of focus
- Provides **links** to trainings and other resources, **based on readiness** and need assessment, and on progression

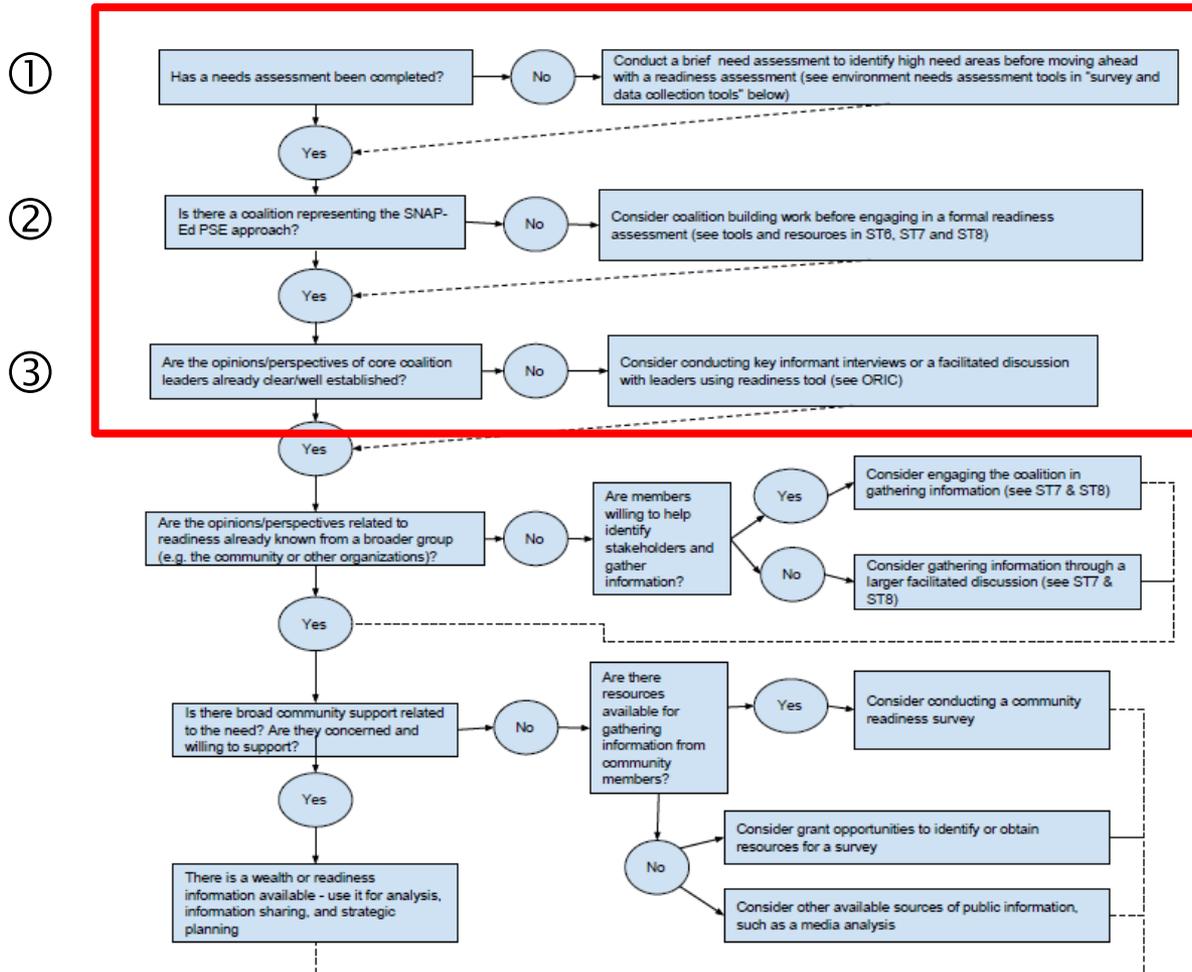


How to Use the Flow Chart—CHL Example

- **Intervention:** Coalition of Partners focusing on improving the physical activity and nutrition environment in the community

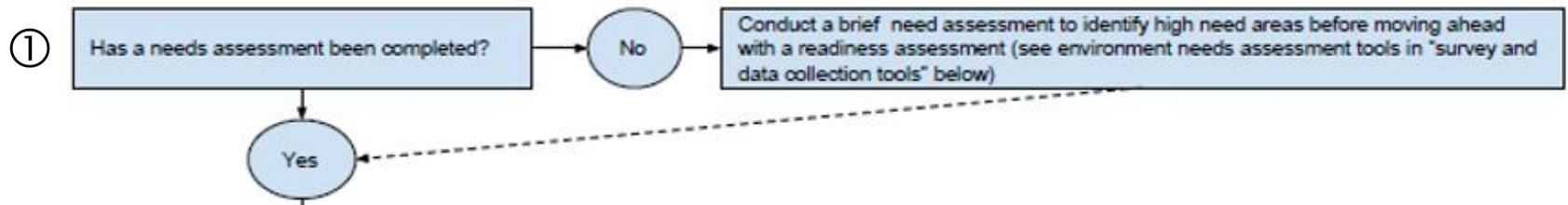


Readiness and Need Flow Chart



Readiness and Need Flow Chart: Step 1

- **CHL example: No needs assessment on walkability was completed**



- **Review PLAY Strategies (p. 90)**

- Physical Activity Resource Assessment (PARA)
<http://activelivingresearch.org/physical-activity-resource-assessment-para-instrument>
- Community Park Audit Tool (CPAT)
<http://activelivingresearch.org/community-park-audit-tool-cpat>
- Walkability Checklist – Safe Routes to School*
<http://www.saferoutesinfo.org/program-tools/education-walkability-checklist>
- October Walk to School Month Walkability Checklist
<http://www.caactivecommunities.org/wp-content/uploads/2011/09/Walkability-Checklist-for-Students-and-Adults.pdf>
- Bikeability Checklist – Safe Routes to School
<http://www.saferoutesinfo.org/program-tools/education-bikeability-checklist>
- Pedestrian Environmental Data Scan (PEDS)
<http://activelivingresearch.org/pedestrian-environment-data-scan-peds-tool>
- California Youth Participatory Action Research*
<http://www.cdph.ca.gov/programs/cpns/Pages/YouthEngagement.aspx>

Interpretive Guide Resources (CHL Example)

- Do you conduct the assessment or do you find someone in the community to do it?
- Ideas for community partners:
 - After school program
 - PTA
 - Neighborhood or Park and Recreation board

Walkability Checklist

How walkable is your community?

Take a walk with a child and decide for yourselves.

Everyone benefits from walking. These benefits include: improved fitness, cleaner air, reduced risks of certain health problems, and a greater sense of community. But walking needs to be safe and easy. Take a walk with your child and use this checklist to decide if your neighborhood is a friendly place to walk. Take heart if you find problems, there are ways you can make things better.

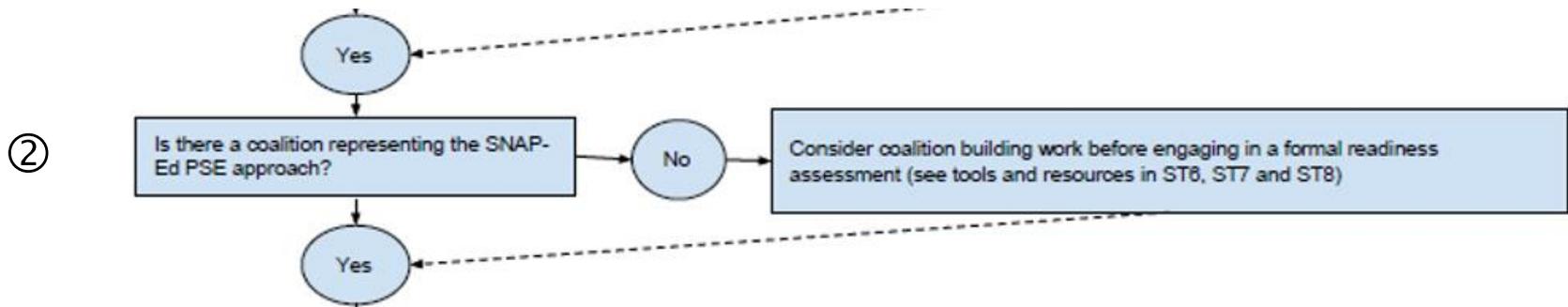
Getting started:

First, you'll need to pick a place to walk, like the route to school, a friend's house or just somewhere fun to go. The second step involves the checklist. Read over the checklist before you go, and as you walk, note the locations of things you would like to change. At the end of your walk, give each question a rating. Then add up the numbers to see how you rated your walk overall. After you've rated your walk and identified any problem areas, the next step is to figure out what you can do to improve your community's score. You'll find both immediate answers and long-term solutions under "Improving Your Community's Score..." on the third page.



Readiness and Need Flow Chart: Step 2

- **CHL example: There wasn't a Coalition of Partners focusing on improving the physical activity and nutrition environment in the community**

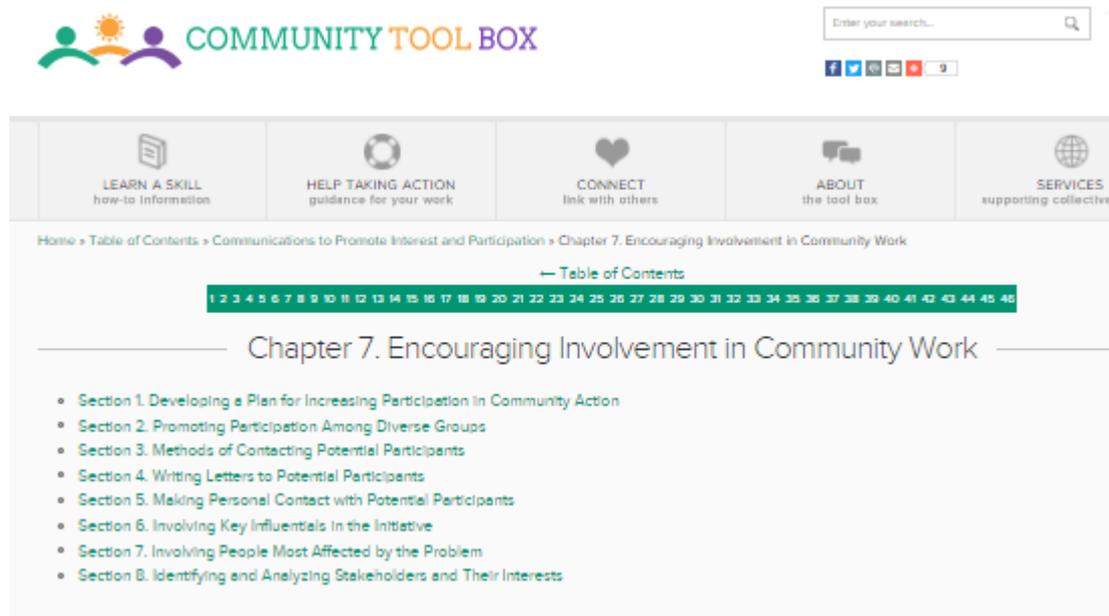


- **Review Resources on Champions (p 95):**

- Center for Collaborative Planning: <http://connectccp.org>
- Arizona Champions for Change (Arizona Nutrition Network): <http://www.eatwellbewell.org/>
- Champions for Change (Calif. Dept. of Public Health, Nutrition Education and Obesity Prevention Branch) <http://cachampionsforchange.cdph.ca.gov/Pages/default.aspx>
- White House Champions of Change: <https://www.whitehouse.gov/champions>
- Change Lab Solutions: <http://changelabsolutions.org>
- Texas Health Champion Award: <https://sph.uth.edu/research/centers/dell/texas-obesity-awareness-week/about-the-texas-health-champion.htm>

Interpretive Guide Resources (CHL Example)

- How do you find champions in the community?
 - Center for Collaborative Planning → Resource Library → Community Building
- Community Tool Box—<http://ctb.ku.edu/>
 - Chapter 7

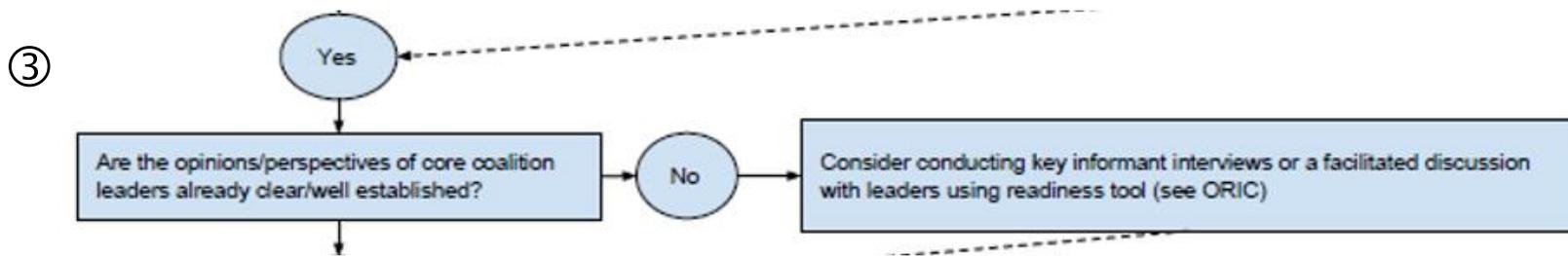


The screenshot shows the Community Tool Box website. At the top, there is a logo with three stylized figures and the text "COMMUNITY TOOL BOX". To the right is a search bar and social media icons. Below the logo is a navigation menu with five items: "LEARN A SKILL" (how-to information), "HELP TAKING ACTION" (guidance for your work), "CONNECT" (link with others), "ABOUT" (the tool box), and "SERVICES" (supporting collective). Below the menu is a breadcrumb trail: "Home > Table of Contents > Communications to Promote Interest and Participation > Chapter 7. Encouraging Involvement in Community Work". A "Table of Contents" link is highlighted in green. Below this, the text "Chapter 7. Encouraging Involvement in Community Work" is displayed. A list of sections follows:

- Section 1. Developing a Plan for Increasing Participation in Community Action
- Section 2. Promoting Participation Among Diverse Groups
- Section 3. Methods of Contacting Potential Participants
- Section 4. Writing Letters to Potential Participants
- Section 5. Making Personal Contact with Potential Participants
- Section 6. Involving Key Influentials in the Initiative
- Section 7. Involving People Most Affected by the Problem
- Section 8. Identifying and Analyzing Stakeholders and Their Interests

Readiness and Need Flow Chart: Step 3

- **Example: A coalition (501 3c) was formed to promote improving the physical activity and nutrition environment in the community, but their opinions/perspective unclear.**



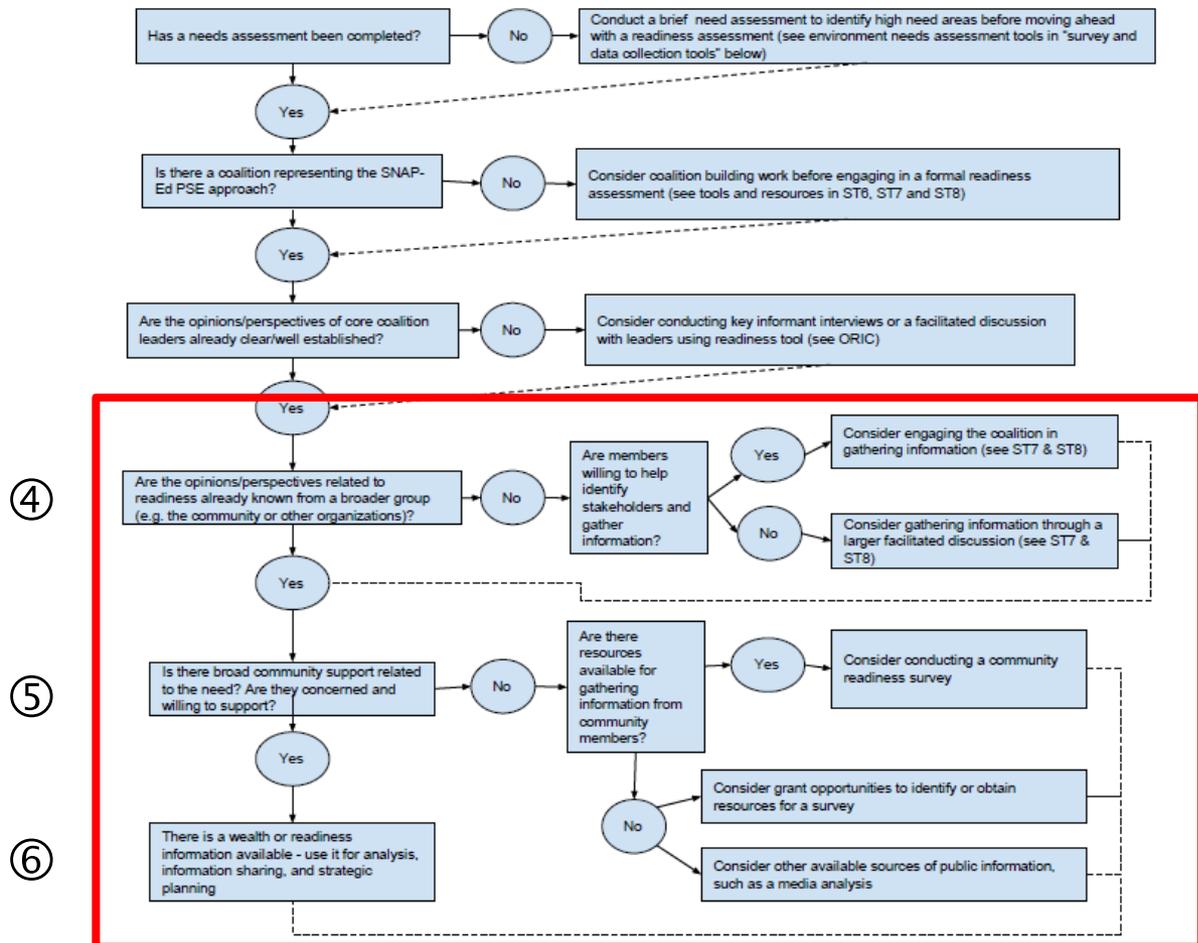
- **Resources that address organizational readiness (p. 88)**
 - Organizational Readiness for Implementing Change (ORIC)
 - The 12-question ORIC tool is available at:
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3904699/bin/1748-5908-9-7-S1.doc>

How to Use the Flow Chart (CHL Example)

- **Example: Coalition of Partners focusing on Wellness and Place-based Learning**
 - Focus is on the lower half of the flow chart, as there was already a coalition, a lead, that wanted to add to the partnership

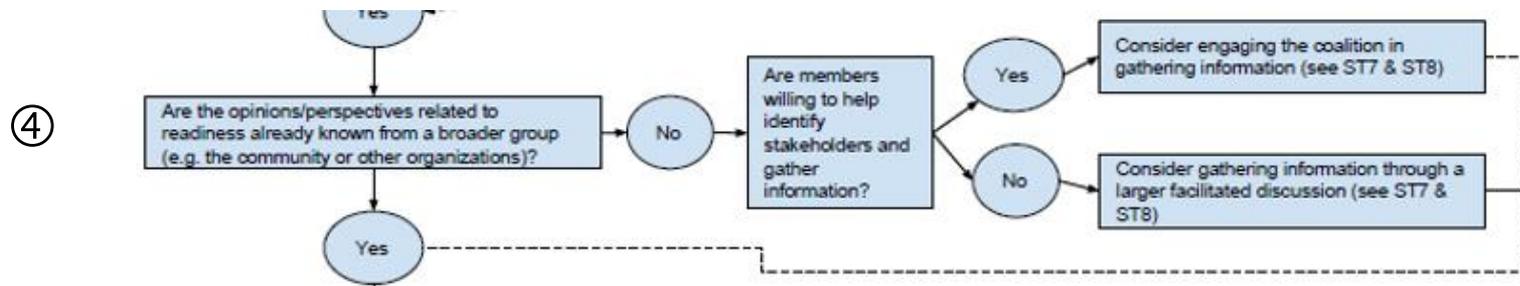


Readiness and Need Flow Chart (CHL Example)



Readiness and Need Flow Chart: Step 4

- **Example: The opinions/perspectives related to Wellness and Place-Based learning were not well known to the community**

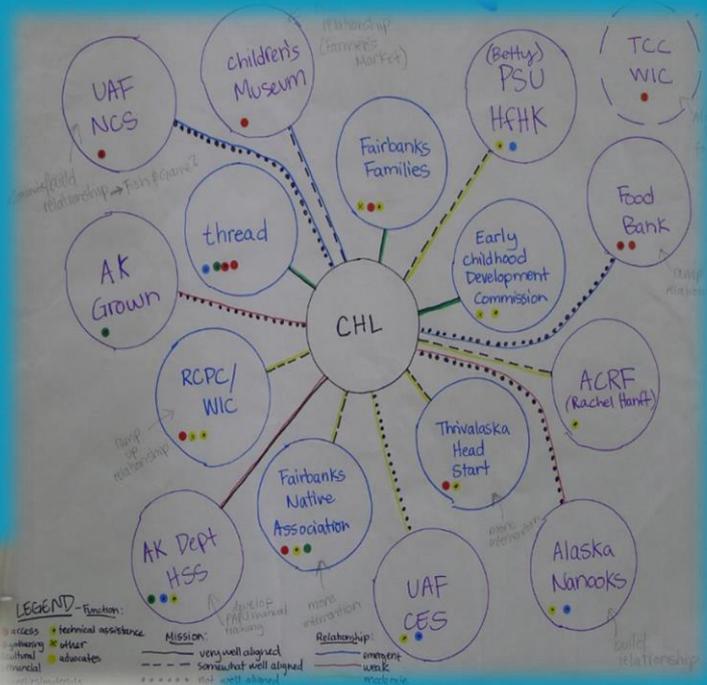


- **The Qualitative Approach (p. 98)**

Qualitative approaches through direct observation, content analysis, and documentation review can include one or more of the following methods to identify:

- Key informant interviews with partnership members to identify activities, partnership maturity level, barriers and success factors, and outcomes
- Key informant interviews with nonparticipating members to identify partnership activities and outcomes
- Content analysis of partnership communication, meeting minutes, and/or partnership plans

- Review of organizational chart or partnership structure



Interpretive Guide Resources (CHL Example)

- **Example: There wasn't broad community support for the Alliance**
Environmental Assessment summary (p. 88)
 - Communities of Excellence in Nutrition, Physical Activity, and Obesity Prevention (CX3)*
http://www.cdph.ca.gov/programs/cpns/Pages/CX3_Main_Navigation.aspx
 - Alliance partners also conducted participant diabetes surveys to obtain community feedback

CHL's Thoughts/Next Steps



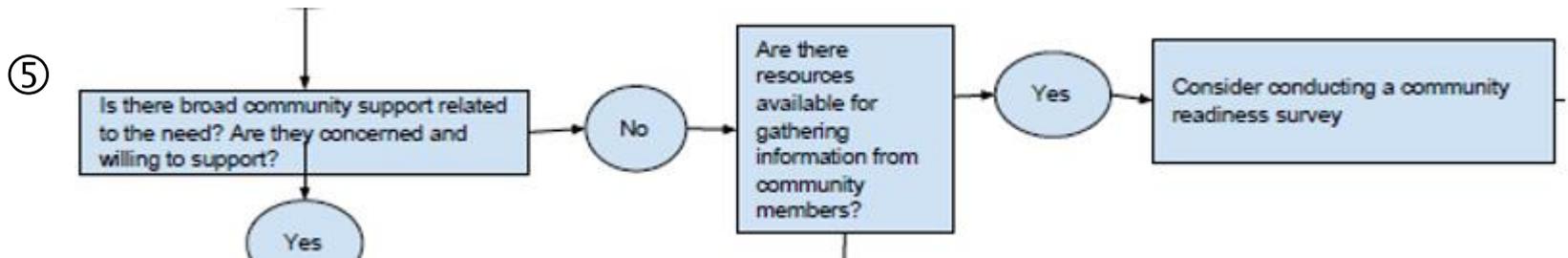
- In general, there are some healthy things going on in Nanakuli.
- That said, there is work to do to make it even better!
- What type of work do you want to lead within your community that would have an impact on the lives of children 2-8 years old?

Areas for Improvement Summary

Area	Suggested Improvements
Food outlets	<ul style="list-style-type: none">• increase number of healthy ads inside the store• decrease amount of unhealthy food available at checkout• increase the amount of fresh fruits and vegetables at convenience stores
Parks	<ul style="list-style-type: none">• better maintenance of restrooms and drinking fountains• increase amenities in parks with four or less amenities• increase pedestrian access to beach parks
School facilities	<ul style="list-style-type: none">• reduce garbage, litter and other incivilities at Nanakuli Intermediate and High School• provide soap in restrooms at Nanakuli Intermediate and High School• increase number of schools with sidewalks leading to entrance (four schools did not have sidewalks)
Physical activity facilities	<ul style="list-style-type: none">• increase amenities that cater to children ages 2 to 5 years• improve maintenance of community centers
Fast food establishments	<ul style="list-style-type: none">• kids' menu/meal in locally owned establishments• Increase healthy menu items (role models: Subway had 7)
Walkability	<ul style="list-style-type: none">• improve pedestrian safety on Farrington Highway• improve sidewalks/walking paths on side roads• increase amount of shade on Farrington Highway

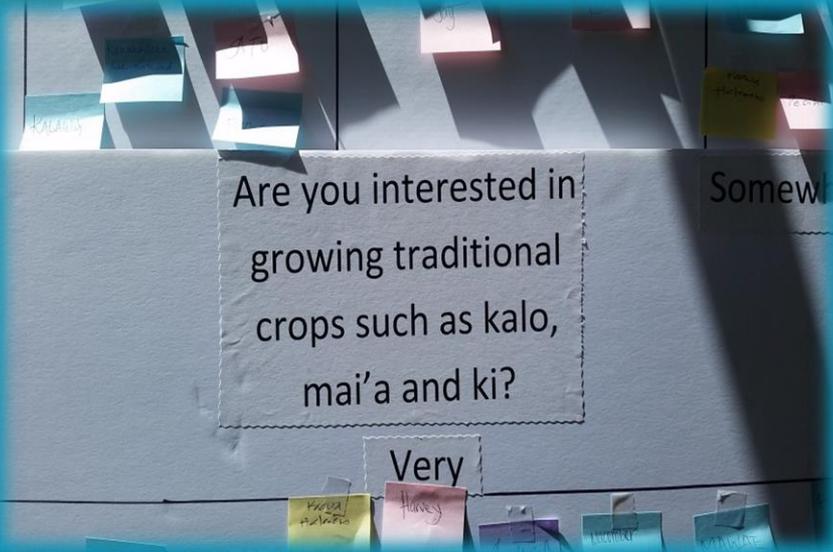
Readiness and Need Flow Chart: Step 5

- **Example: There wasn't broad community support for the Alliance.**



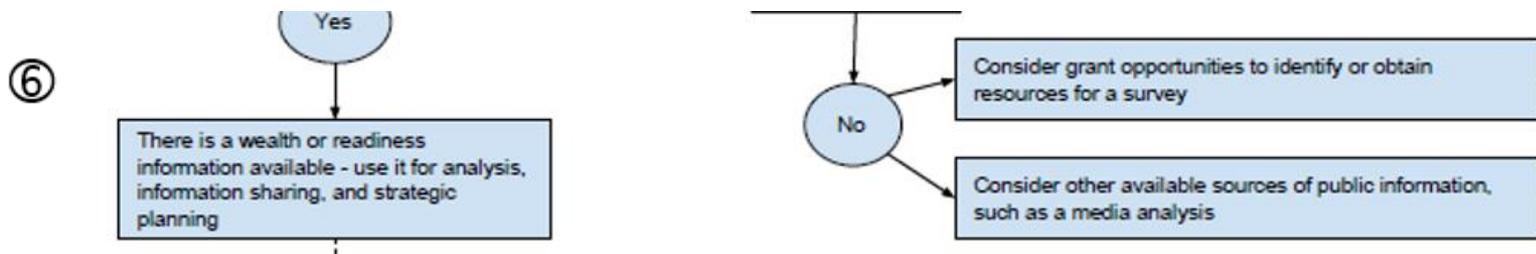
- **Environmental Assessment summary (p 88)**

- Communities of Excellence in Nutrition, Physical Activity, and Obesity Prevention (CX3)*
http://www.cdph.ca.gov/programs/cpns/Pages/CX3_Main_Navigation.aspx
- Alliance partners conducted participant Diabetes surveys as well to obtain community feedback



Readiness and Flow Chart: Step 6

- **Example: The Alliance has a lot of information available to analyze, share, and use for planning**



- **Outcome Measures ST8c and ST8d (p. 147):**

Level of active engagement within the partnership and level of influence of the SNAP-Ed partner within the partnership can be assessed using the following:

- Levels of Collaboration Scale:
<https://www.teamsciencetoolkit.cancer.gov/public/TSResourceMeasure.aspx?tid=2&rid=467>
- The PARTNER tool: <http://www.partnertool.net/>

Interpretive Guide Resources

PARTNER

Program to Analyze, Record, and Track Networks to Enhance Relationships



PARTNER is a team of experts that help people, organizations, and communities build, manage, and evaluate effective networks. We provide **research** and **evaluation**, **tools**, and **training**, all focused on **translating data to practice**.



OUR SERVICES



CLIENTS & PROJECTS

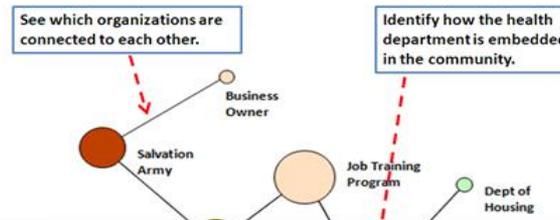


TOOLS & TRAINING

Looking For the PARTNER Tool?

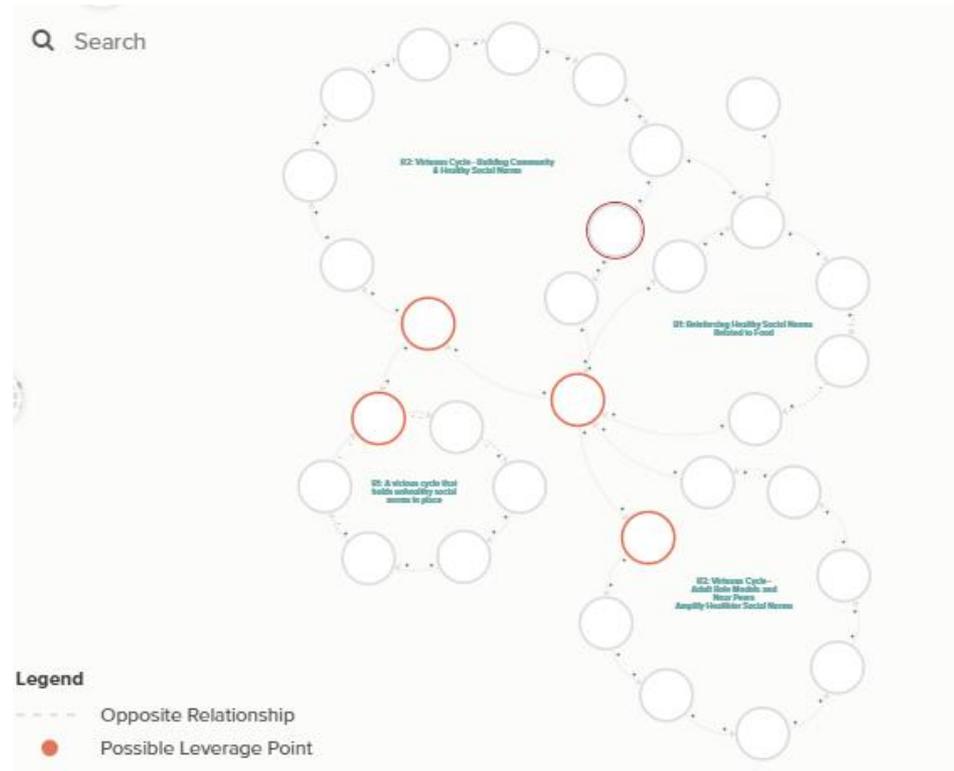
[Click Here to Register, Access Your Surveys, and Take the Survey](#)

A major challenge facing organizations today is how to partner with other organizations, agencies, and groups to collaboratively address social and political goals while effectively maximizing resource sharing of the partners involved. However, the process by which organizations have engaged partners in collaboration has varied, with few ways to measure the success of these



Waianae Alliance Map

- **Our guiding question:** What factors contribute to the health and wellness of children in Waianae (positive and negative) and how are these factors interrelated?
- Some of the key take away points from this exercise:
 - Teaching kids how to grow, eat, and cook new foods seems to be a natural leverage point to create waves of change. The existing unhealthy social norms create a vicious cycle of dis-empowerment, loss of connection to place and community, and poor eating and health (See R1 on the map). But we found that exposing kids to new foods and growing food increases a sense of connection to land which flips that whole vicious cycle (R1) around and makes it a virtuous one.
 - A second leverage point that we found is in the development of healthy Adult or Near Peer role models for kids. Investment of time and energy in this area increases the number of kids who are eating, growing, and cooking healthy foods which amplifies all the other positive effects in the other feedback loops.
- These leverage points and key areas are highlighted in Red on the map.



Readiness to Collaborate Assessment Tool

- Coming Soon!
 - Cognitive testing to begin in Fall 2016
 - Pre-pilot testing now
- Designed to help identify ways to successfully and sustainably implement PSE in SNAP-Ed. Components include:
 - Establishment of collaborative partnerships with community groups and organizations
 - Knowledge and use of available resources (to include training, tools, skills, other agencies and partners)
 - Identification and support of initiatives that support Policy, Systems, and Environmental (PSE) Change for obesity prevention

Thank You

- NCCOR
- Developers of SNAP-Ed Evaluation Framework
- RNECE PSE Change Center
- Children's Healthy Living (CHL) Program



Contact Information

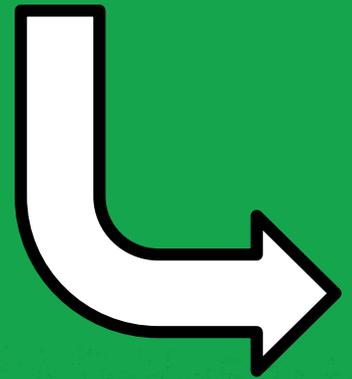
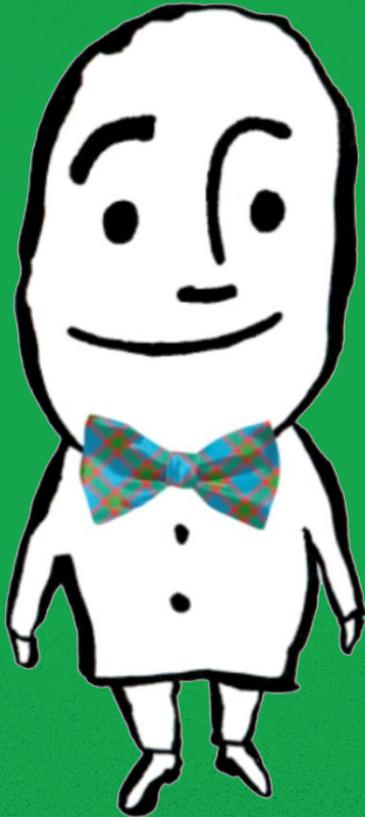


Jean Butel, MPH

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Questions?

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



Measuring Priority Indicators in California SNAP-Ed

Lauren MacKenzie Whetstone, PhD
University of California
Nutrition Policy Institute
Nutrition Education and
Obesity Prevention Evaluation Unit

California SNAP-Ed Agencies

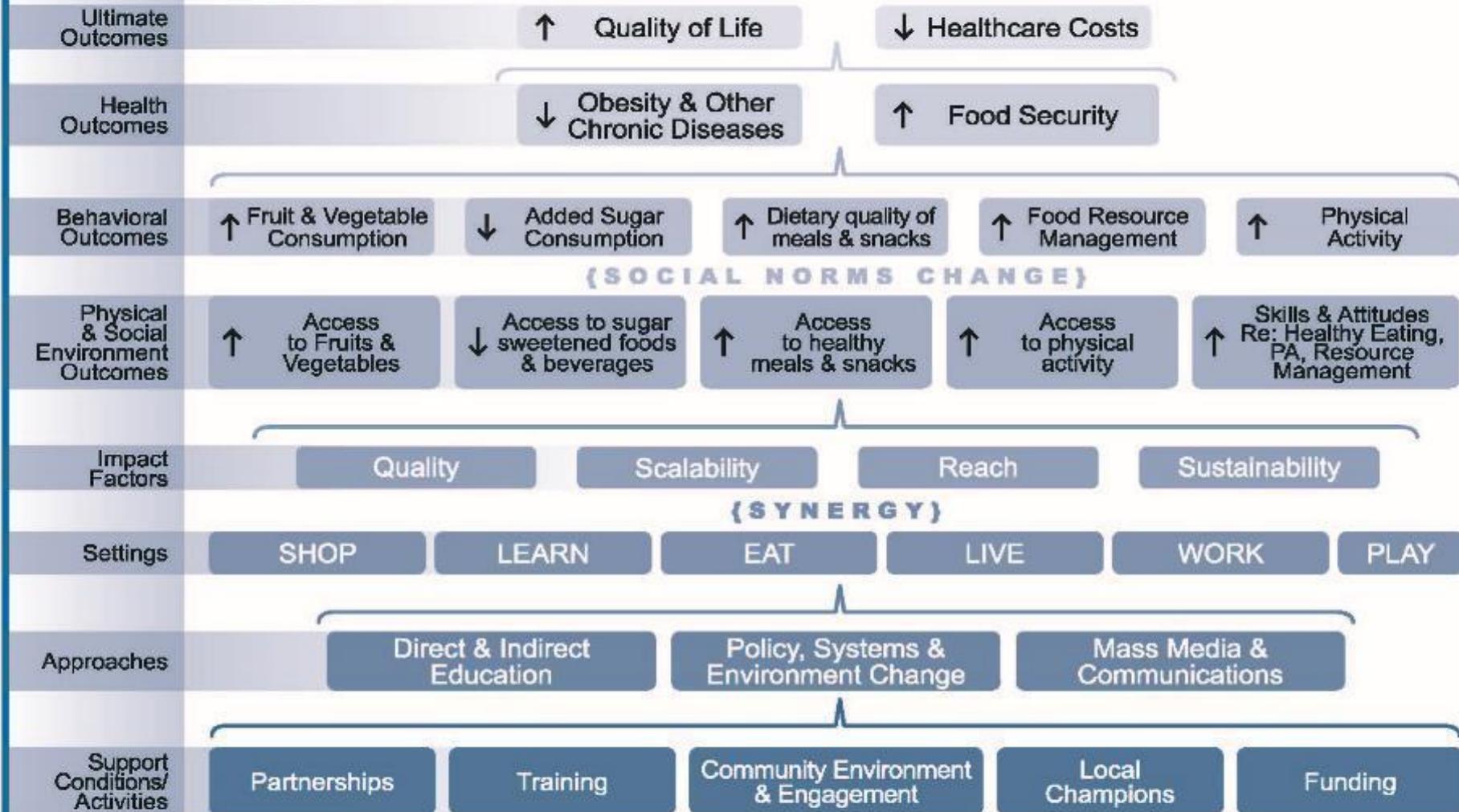
- Five state implementing agencies
 - ❖ California Department of Social Services
 - ✓ 6 county welfare departments
 - ❖ California Department of Public Health
 - ✓ 61 local health departments
 - ❖ University of California CalFresh
 - ✓ 31 counties through Cooperative Extension
 - ❖ California Department of Aging
 - ✓ 19 Area Agencies on Aging
 - ❖ Catholic Charities of California
 - ✓ 11 local agencies across 24 counties

California SNAP-Ed Evaluation

- Beginning in FFY17, counties preparing three-year integrated work plans
- Common SNAP-Ed goals and objectives
 - Developing shared evaluation plan
- Guided by theory of change

California SNAP-Ed Theory of Change Model

A Conceptual Framework Designed to Identify Evaluation Measures of Interest



SNAP-Ed Evaluation— California Department of Public Health

- Focus on California Department of Public Health
 - Contract with UC Nutrition Policy Institute for evaluation



SNAP-ED EVALUATION FRAMEWORK

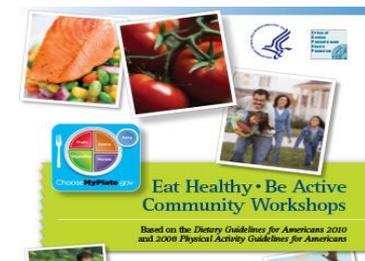
Nutrition, Physical Activity, and Obesity Prevention Indicators



← CHANGES IN SOCIETAL NORMS AND VALUES →

Measuring Behavioral Changes

- Impact Outcome Evaluation
 - LHDs with over \$350,000 funding
 - Surveys before and after direct education class series
 - In FFY16
 - 44 evaluation projects in 36 counties
 - ~8500 matched surveys

A screenshot of a "Food Behavior Checklist" form from the University of California. The form has a yellow header with the text "University of California" and "Food Behavior Checklist". Below the header, there are fields for "Name", "Date", and "Time", and checkboxes for "Every" and "One". The main body of the form contains three numbered questions, each with a small image and a set of radio button options. Question 1: "Do you eat fruits or vegetables as snacks?" with options: no, yes, sometimes, often, every day. Question 2: "Do you drink fruit drinks, sport drinks or punch?" with options: no, yes, sometimes, often, every day. Question 3: "Did you have citrus fruit or citrus juice during the past week?" with options: yes, no.

Measuring Population Results

- Champions for Healthy Change Survey
 - Four-year longitudinal survey
 - Mothers, teens, youth
 - Randomly selected from among SNAP households in 17 counties
 - ASA24, physical activity, self-reported height and weight
 - Mothers from census tracts with higher levels of SNAP-Ed intervention reach reported eating more fruits and vegetables and fewer high-fat foods (both frequency and calories)



Molitor, F, Sugerman, SB, Sciortino, S. (in press). Fruit and Vegetable, Fat, and Sugar-Sweetened Beverage Intake Among Low-Income Mothers Living in Neighborhoods With Supplemental Nutrition Assistance Program-Education. *J Nutr Educ Beh*

Gathering PSE activity information: FFY14 and FFY15

- Training webinars and one on one technical assistance
- Microsoft Access form based on the Western Region Evaluation Framework
 - Measured the number of SNAP-Ed sites at which PSE changes were made, the types of changes, and implementation of multi-component approach



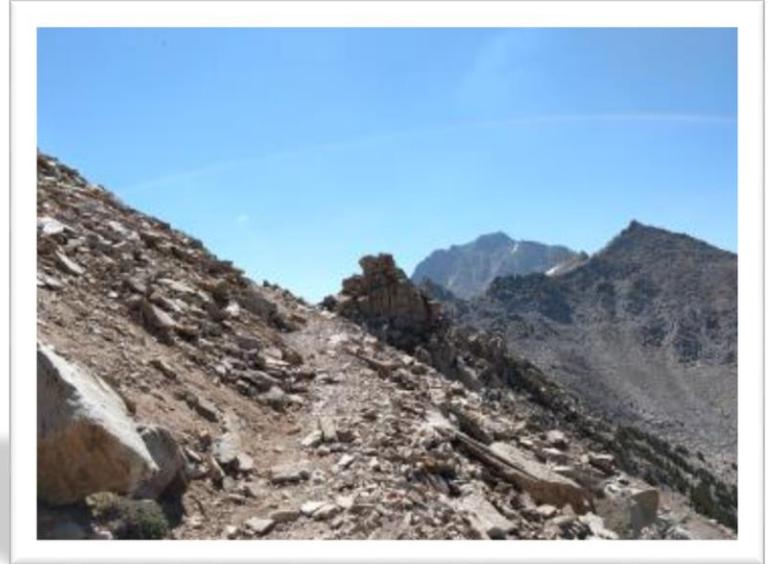
PSE changes in California

FFY15 PSE Sites and Settings



PSE Reporting Challenges

- Microsoft Access
- Tracking
- Data quality
 - Consistency across LHDs
 - Difficult data to obtain
 - Reach
 - Resources



Gathering PSE activity information: FFY16

- PEARS PSE module
 - On-line SNAP-Ed PSE reporting system
- Developed by Kansas State University
- Pilot test this fiscal year



SNAP-ED EVALUATION FRAMEWORK

Nutrition, Physical Activity, and Obesity Prevention Indicators



← CHANGES IN SOCIETAL NORMS AND VALUES →

MT5/6: Nutrition and Physical Activity Supports

Outcome **Adoption**

Measures Takes place when SNAP-Ed sites or organizations put into effect an evidence-based PSE change

MT5/6a. Number and proportion of sites or organizations that make at least one change in writing or practice to expand access or improve appeal for healthy eating

MT5/6b. Total number of policy changes

MT5/6c. Total number of systems changes

MT5/6d. Total number of environmental changes

MT5/6e. Total number of promotional efforts for a PSE change

Potential Reach

MT5/6f. Reach: Total potential number of persons who encounter the improved environment or are affected by the policy change on a regular (typical) basis and are assumed to be influenced by it.

Adoption

Changes Adopted

- It is important to document each change that occurs as a result of PSE work at this site or organization. Has the site or organization you are working with made at least one change in policy or practice to improve appeal for healthy food and beverages, or expand access and promote physical activity and reduced time spent being sedentary?
- Use the list below to select the changes adopted during the **current reporting year of October 1, 2015–September 30, 2016.**

Nutrition Supports

Policy	Systems	Environmental	Promotion (Marketing)
<ul style="list-style-type: none"> a. Improvements in hours of operation/time allotted for meals or food service b. Policies for working parents c. Rules for foods served in meetings or in classrooms d. Standards for healthier eating across the organization e. School wellness or child care wellness policy 	<ul style="list-style-type: none"> f. Change in menus (variety, quality, offering lighter fares) g. Removing sugar-sweetened beverages from children's menus h. Improvements in free water access, taste, quality, smell, or temperature i. Restrictions on use of food as rewards or during celebrations j. Change in food purchasing specification towards healthier foods(s) k. Change in vendor agreement towards healthier foods(s) l. Prioritizing farm-to-table/increase in fresh or local produce m. Enhanced training on menu design and healthy cooking techniques n. Use of standardized, healthy recipes o. Collecting excess wholesome food to donate to charitable organizations 	<ul style="list-style-type: none"> p. Improvements in layout or display of food (Smarter Lunchrooms) q. Edible gardens (establish, reinvigorate or maintain food gardens) r. Lactation supports or dedicated lactation space s. Healthier vending machine initiatives (e.g., access to healthier foods and beverages) 	<ul style="list-style-type: none"> t. Point-of-purchase and distribution prompts u. Menu labeling with calorie, fat, sodium, added sugar counts v. Vending machine labeling (e.g., calories, traffic light color coding) w. Increased awareness of the changes by target audiences

Physical Activity and Reduced Sedentary Behavior Supports

Policy	Systems	Environmental	Promotion (Marketing)
<ul style="list-style-type: none"> a. Improvements in hours of operation of recreation facilities b. New or increased use of school facilities during non-school hours for recreation, or shared use policies c. New or stronger limits on entertainment screen time (in accordance with American Academy of Pediatrics) d. Increase in school days/time spent in physical education e. Improvements in time spent in daily recess f. Workplace access to physical activity facilities at reduced or no cost 	<ul style="list-style-type: none"> g. <i>Let's Move!</i> Active Schools h. Incorporating physical activity into the school day or during classroom-based instruction i. New or improved access to structured physical activity programs 	<ul style="list-style-type: none"> j. Improvements in access to safe walking or bicycling paths, or Safe Routes to School or work k. Addition of bike racks l. Improvements in access to or appeal of stairwells m. Improvements in access to exercise or recreation facilities 	<ul style="list-style-type: none"> n. Signage and prompts for use of walking and bicycling paths o. New or improved stairwell prompts p. Increased awareness of the PSE change by the target audience

Reach

Potential Reach

Reach may be calculated differently, depending on the setting. Please review our documentation on calculating reach for more information. Consider all changes adopted in the **current reporting year** for this site when calculating total reach.

Total # of people reached by PSE work at this site or organization

Select method used to determine total reach

Measured
Estimated

LT5 and LT6: Implementation and Effectiveness

Outcome **Implementation**

Measures LT5/6a. Total number of sites or organizations that implemented a multi-component and multi-level intervention with one or more changes in MT5 (site or organizational adoption of PSE changes and promotion) and one or more of the following additional components:

- Evidence-based education
- Marketing
- Parent/community involvement
- Staff training on continuous program and policy implementation

LT5/6b. Total number of components per site or organization, and types of components implemented during the period assessed

Effectiveness

LT5/6c. Number of sites or organizations that made at least one PSE change (MT5/6) and show improved food environment assessment scores using a reliable and, if possible, valid environmental assessment tool

Implementation

Organizational changes are not intended to replace direct nutrition education or social marketing initiatives. In order to maximize the overall reach and effectiveness of your PSE work, it is suggested organizational policy changes and environmental supports be made as part of multi-component and multi-level interventions to sustain the new changes or standards over time.

Which of the following complementary activities were implemented at this site or site group during the current reporting year of October 1, 2015 – September 30, 2016? (Select all that apply)

- Evidence-based education
- Marketing
- Parent / community involvement
- Staff training on continuous program and policy implementation

Effectiveness

While conducting a formal assessment is optional, environmental assessments offer an excellent opportunity to help understand the effectiveness of your work, when you pair baseline and post-intervention assessments. Increased environmental assessment scores provide objective, systematic evidence of documented environment-level improvements.

Date Baseline Assessment Administered

Brief Description of Baseline Assessment Results

Please include a brief summary of the baseline assessment results.

Date Follow-up Assessment Administered

Brief Description of Follow-up Assessment Results

Please include a brief summary of the follow-up assessment results.

Effectiveness: Environmental Assessment Tools

- Early care and education



- CHOICE toolkit and self-assessment questionnaire
- <https://www.cocokids.org/child-health-nutrition/c-h-o-i-c-e-toolkit-self-assessment-questionnaire/>

- Retail

- Communities of Excellence in Nutrition, Physical Activity and Obesity Prevention (CX³)

- http://www.cdph.ca.gov/programs/cpns/Pages/CX3_Main_Navigation.aspx



- Worksite

- Check for Health

- <https://www.cdph.ca.gov/programs/cpns/Documents/CheckforHealth.pdf>

Barriers to Adoption and Implementation

- Across all settings, in FFY15, most frequent barriers:
 - Funding
 - Buy-in
 - Turnover
 - Time
- Partnerships help address barriers



The Near Future

- Excited for pilot of PEARS PSE module
- Appreciative of the excellent work to produce SNAP-Ed Evaluation Framework and interpretive guide



Contact Information



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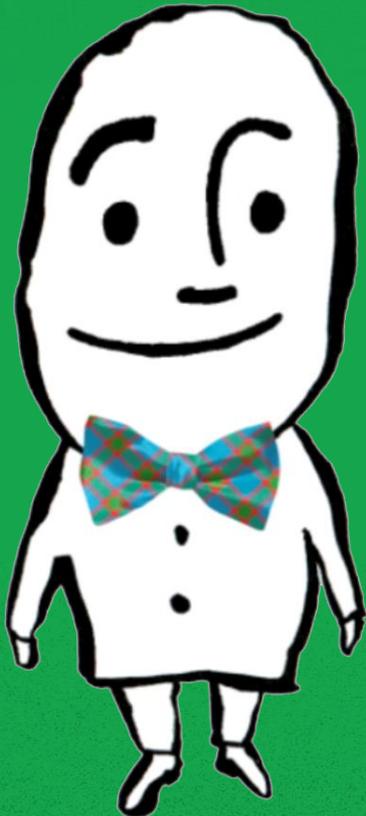
Acknowledgements

Acknowledge

- NPI evaluation team
- Kansas State University PEARS team
- NCCOR
- USDA and SNAP-Ed Evaluation Framework authors and reviewers

Questions?

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



Utilizing the Framework: A Utah Perspective

Heidi LeBlanc, MS, CFCS
Director, Food \$ense (SNAP-Ed)
Utah State University

Utah State University (SNAP-Ed)

- Utilizing the SNAP-Ed Framework for SNAP-Ed Plan Development
- Goals
- Objectives

Utah SNAP-Ed MT1

- Healthy Eating Behaviors
- Direct Education for English
- Direct Education for Spanish
- Direct Education for Refugees
- Direct Education Intergenerational Poverty
Create Family Meals Cooking Classes
- Direct Education for Youth

Utah SNAP-Ed MT1

- Healthy Eating Behaviors
- Intent to Change Behavior Checklist (Retrospective Post-/Pre-)
 - Follow My Plate Recommendations
 - Increased F/V Consumption
 - Physical Activity
 - Eating whole vs. overly processed foods

Utah SNAP-Ed MT1

- Healthy Eating Behaviors
- Six-month & one-year follow ups
 - Follow My Plate Recommendations
 - Increased F/V consumption
 - Physical activity
 - Eating whole vs. overly processed foods

Utah SNAP-Ed MT1

- Healthy Eating Behaviors
- Focus Groups (Interviews)
 - What steps do you take to be healthy?
 - What influences your food and beverage consumption?
 - What changes, if any, could be made in your community to help people make better food choices?

UTAH SNAP-Ed MT2

- Food Resource Management Behaviors
 - Intent to Change Behavior Checklist
 - Six-month and one-year follow ups
 - Focus group (interviews)

Utah SNAP-Ed MT2

- Intent to change
 - Healthy menu planning
 - Food safety
 - Practice of grocery shopping with list for healthy food while using store ads and other resources
 - Elements of a well stocked kitchen
- Six-month & one-year follow up
 - Practice of menu planning
 - Practice of grocery shopping with list for healthy food while using store ads and other resources
 - Elements of a well stocked kitchen

Utah SNAP-Ed MT2

- Food resource management behavior
- Focus groups (interviews)
 - Where do you do most of your grocery shopping?
 - What, if anything, have you heard about the Double Up Food Bucks Program?

UTAH SNAP-Ed MT3

- Physical Activity & Reduce Sedentary Behavior
 - Intent to Change Behavior Checklist
 - Six-month and one-year follow ups
 - Focus group (interviews)

Utah SNAP-Ed MT3

- Intent to Change Behavior Checklist
- Physically active
- Six-month and one-year follow ups
- Physically active

Utah SNAP-Ed MT3

- Physical activity and reduce sedentary behaviors
- Focus groups (interviews)
 - Where do you get information about nutrition and exercise?
 - What barriers if any, in your community prevent you from being more active?
 - What changes could be made in your community that would encourage people to be more active?

TOOLS YOU CAN USE



NCCOR
CONNECT
& EXPLORE

Adoption of PEARS

Unit Snapshot Utah ?

Filter

[Totals](#) [Demographics](#) [Number of Program Activities](#) [Random Favorite Quotes](#) [Impact Data](#)

Totals

[Back to Top](#)

Program Activities	1,204
Volunteers	910
Volunteer Hours	827.54
Sessions	2,851
Session Length	1,184.41

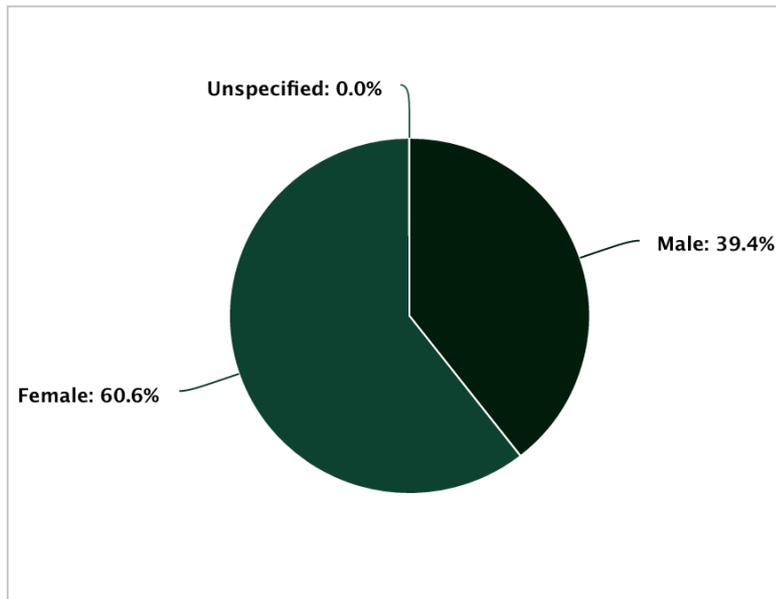
Note: Program Activities (or their attached Participants) having more than one Program Area will be counted once per Program Area.

Adoption of PEARS

Demographics

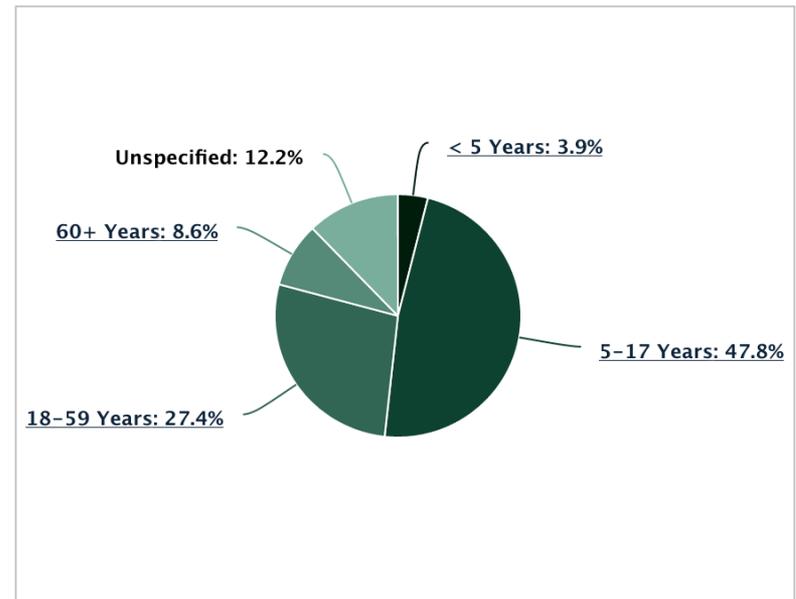
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Sex



Highcharts.com

Age

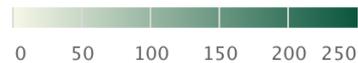
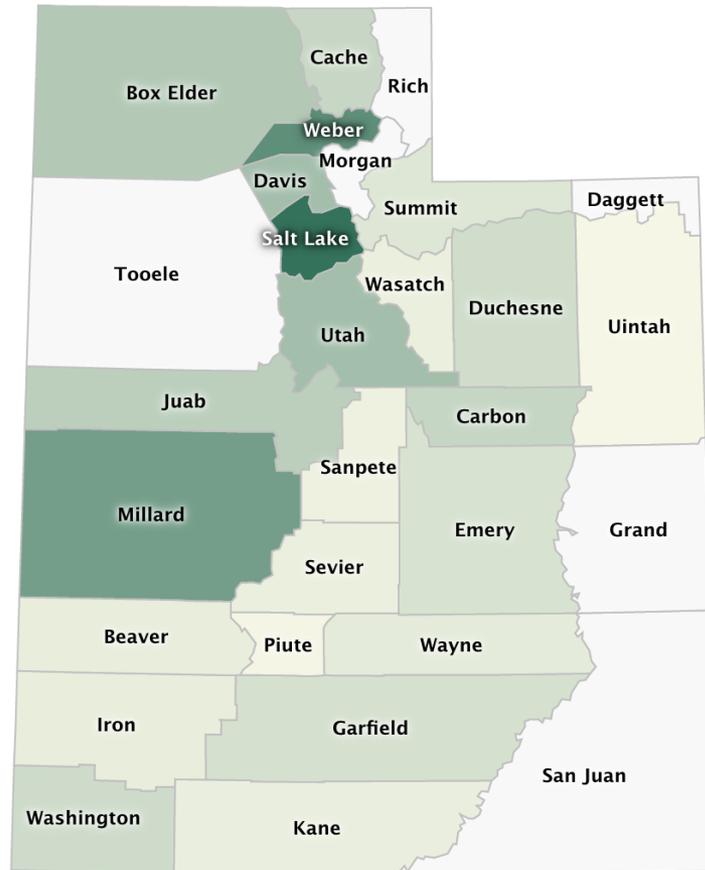


Highcharts.com

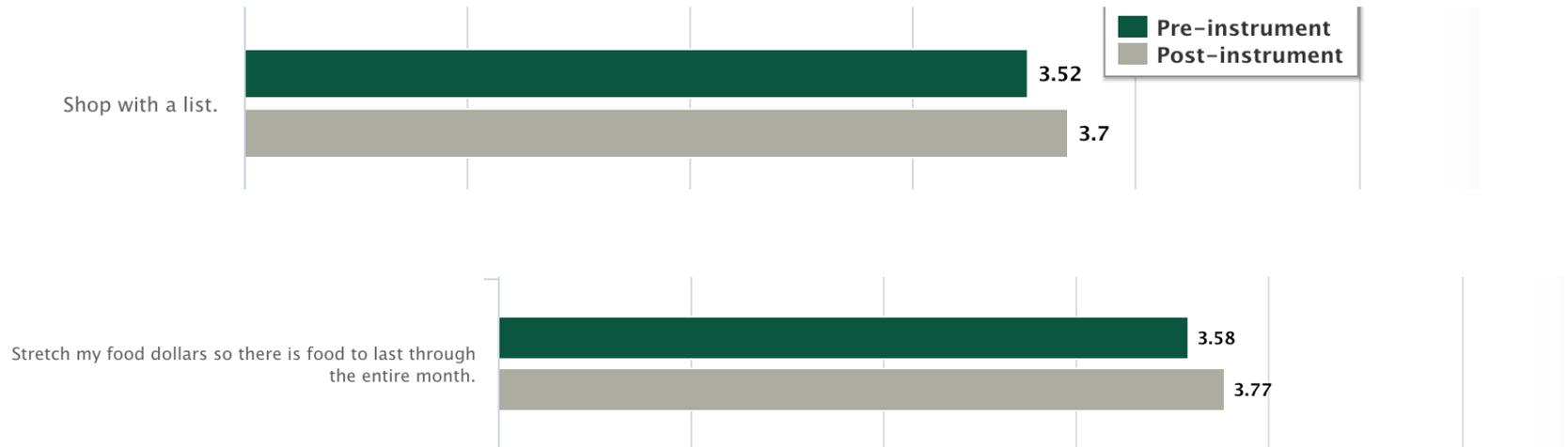
Adoption of PEARS

Program Activities

Per County for the Utah



Adoption of PEARS



SNAC

- Networks
- Resource sharing
- Program partnerships

PSE

- Using the framework for planning and implementing programming
- Thumbs Up
- UBET (Utah Breakfast Expansion Team)
- LIC (Local Interagency Councils)
- Social Marketing: CREATE Family Mealtime

Contact Information

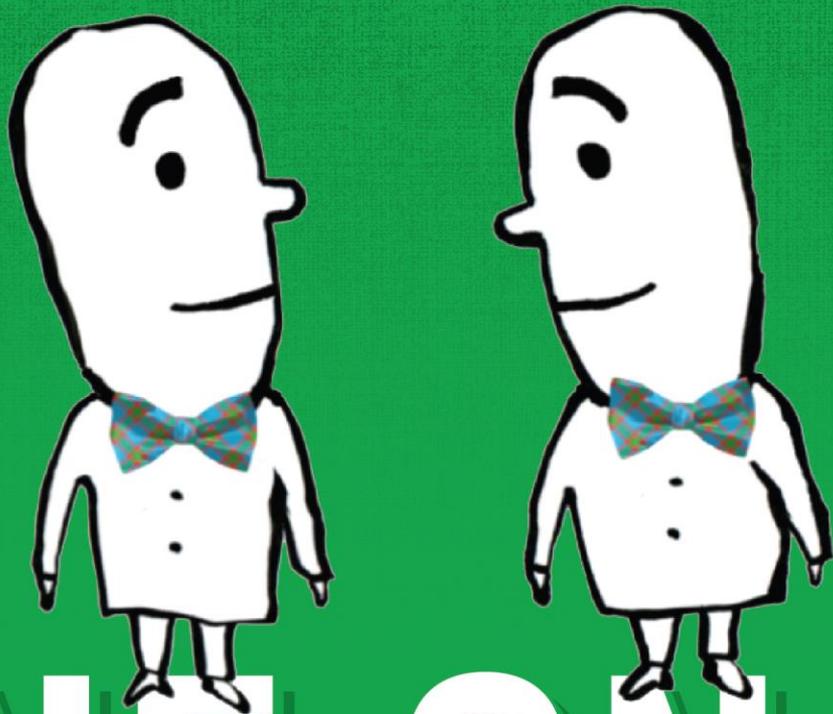


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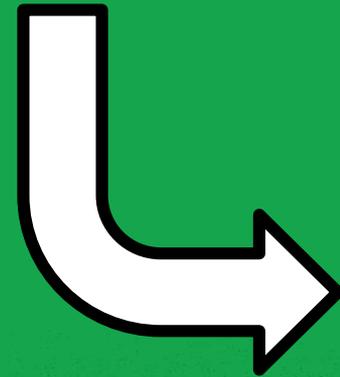
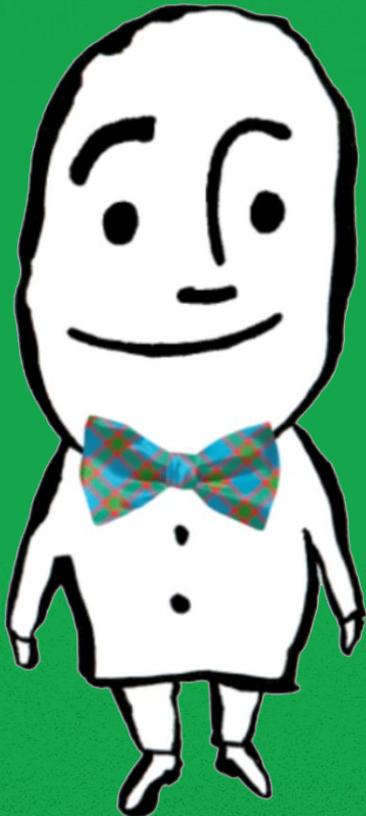
Email: heidi.leblanc@usu.edu



ONE ON ONE

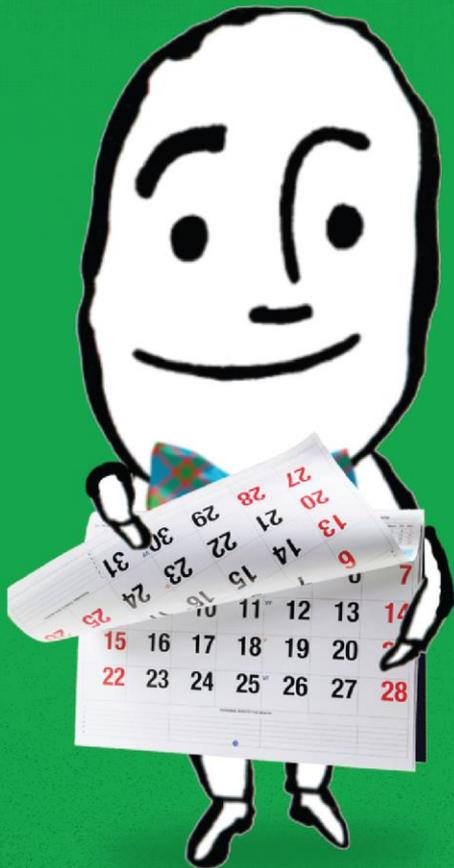
Questions?

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



Questions from the Audience

UPCOMING EVENTS



Next Connect & Explore: September 14

Evaluating Health Care Community Collaborations: Hospital-Based Programs

- September 14, 2016
1:00–2:00 p.m. ET / 10:00–11:00 a.m. PT
- **Guest speakers include:**
 - **Victoria Rogers, MD**, Director, Let's Go! The Barbara Bush Children's Hospital at Maine Medical Center.
 - **Ihuoma Eneli, MD, MS, FAAP**, Professor of Pediatrics, The Ohio State University, Director, Center for Healthy Weight and Nutrition, Nationwide Children's Hospital.

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



NCCOR RESOURCES

- NCCOR Communications
- Infographics
- NCCOR Videos
- NCCOR Webinars**

RESOURCES FROM MEMBERS

- Interventions
- Surveillance
- Research and Evaluation
- Leadership
- Non-Health Partners
- Other Resources

NCCOR Overview Booklet

Learn about the National Collaborative on Childhood Obesity Research and its activities.



HAVE SOMETHING TO SAY? JOIN THE **CONVERSATION**



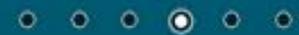
READ AND SIGN UP FOR OUR E-NEWSLETTER



CHECK OUT OUR BLOG



READ ABOUT OUR UPCOMING FUNDING OPPORTUNITIES



Acknowledgements

Interpretive Guide Authors

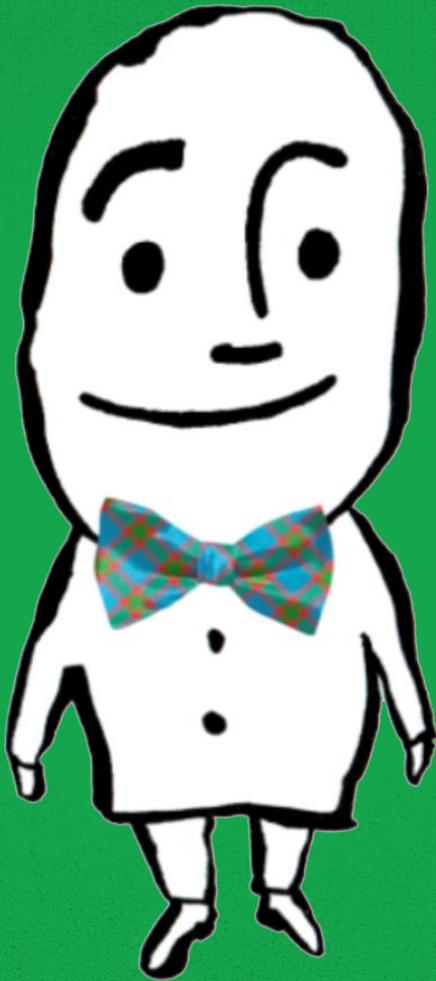
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Thank you!