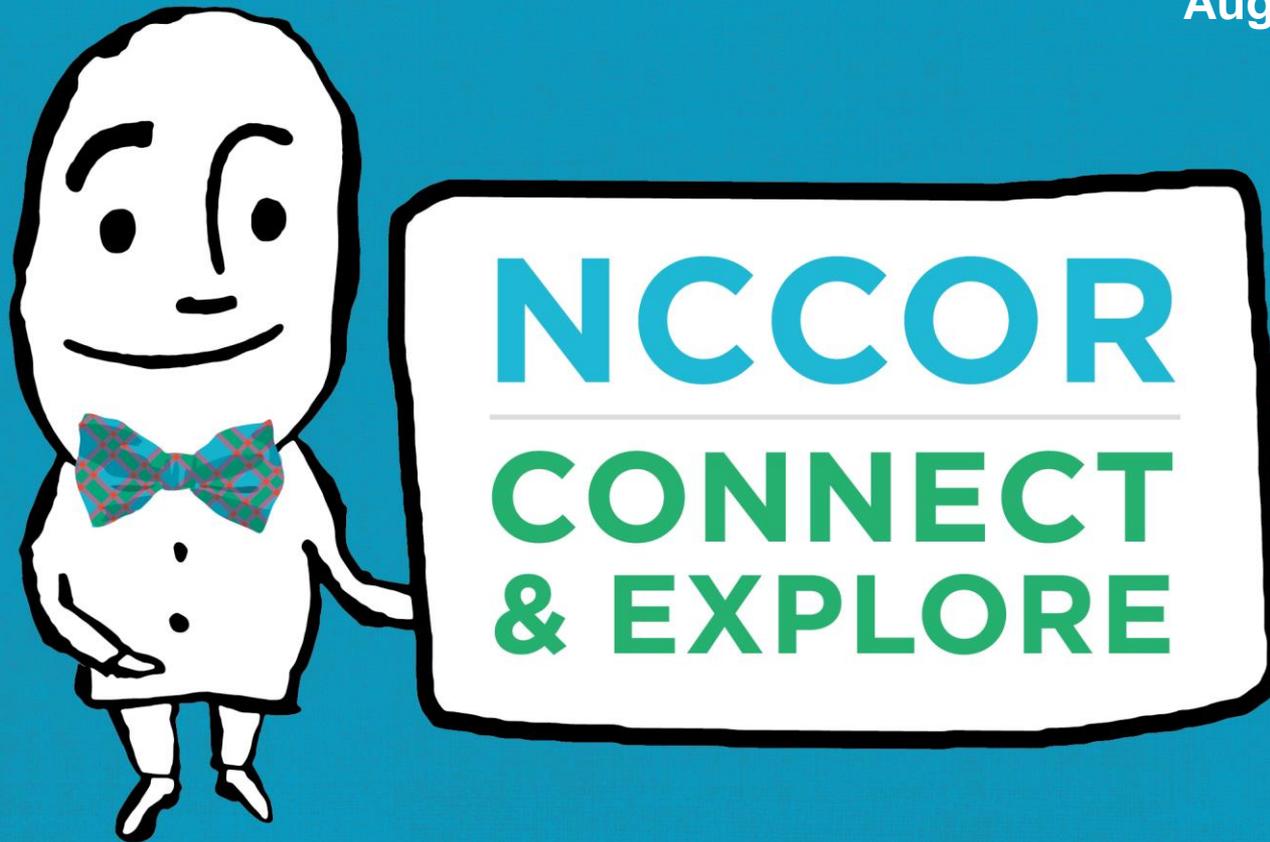


August 18, 2016



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.

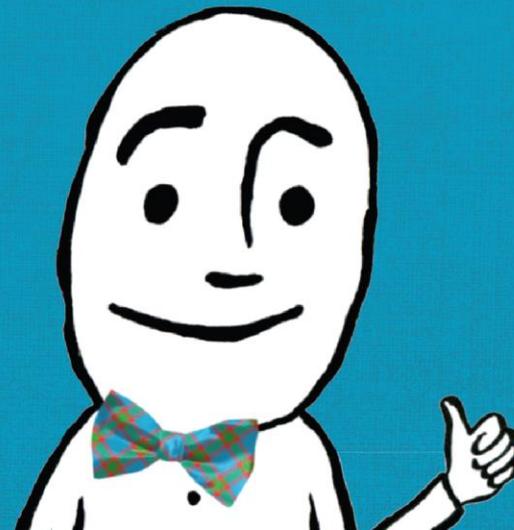
## 1. Spotlight

- 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

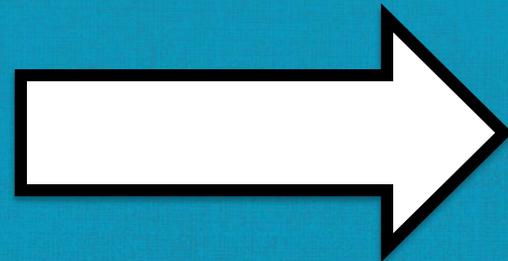
## 3. Upcoming events

# 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



Join the conversation on social media

**#ConnectExplore**



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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

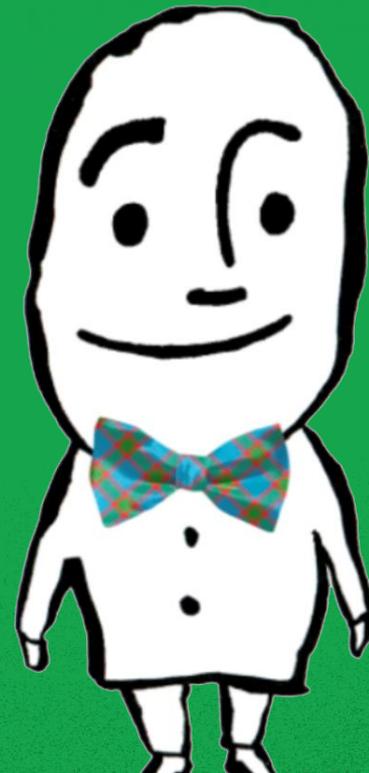


**Andy Naja-Riese**  
Chief, Program Integrity Branch  
Supplemental Nutrition  
Assistance Program  
Food and Nutrition Service  
Western Regional Office  
U.S. Department of Agriculture



**Theresa Le Gros**  
Evaluator  
Arizona SNAP-Ed  
The University of Arizona

# Interactive Poll





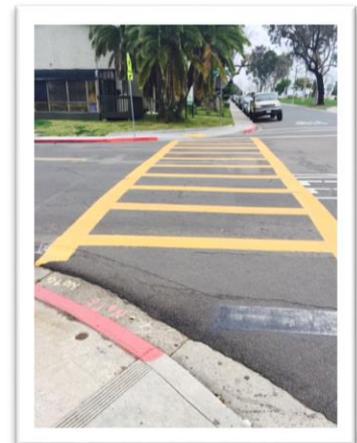
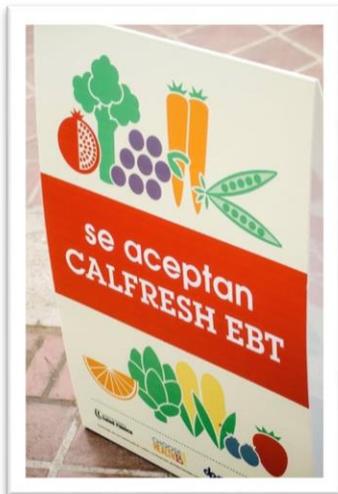
# Using the SNAP-Ed Evaluation Framework in Low-Income Nutrition Education and Obesity Prevention Programs

**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

Public Law 111-296  
111th Congress

## An Act

To reauthorize child nutrition programs, and for other purposes.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,*

### SECTION 1. SHORT TITLE; TABLE OF CONTENTS.

(a) SHORT TITLE.—This Act may be cited as the “Healthy, Hunger-Free Kids Act of 2010”.

### SEC. 241. NUTRITION EDUCATION AND OBESITY PREVENTION GRANT PROGRAM.

#### “(3) USE OF FUNDS.—

“(A) IN GENERAL.—A State agency may use funds provided under this section for any evidence-based allowable use of funds identified by the Administrator of the Food and Nutrition Service of the Department of Agriculture in consultation with the Director of the Centers for Disease Control and Prevention of the Department of Health and Human Services, including—

“(i) individual and group-based nutrition education, health promotion, and intervention strategies;

“(ii) comprehensive, multilevel interventions at multiple complementary organizational and institutional levels; and

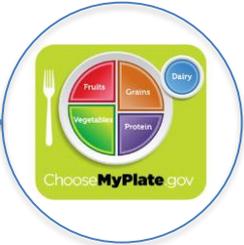
“(iii) community and public health approaches to improve nutrition.



**\$414 million**



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

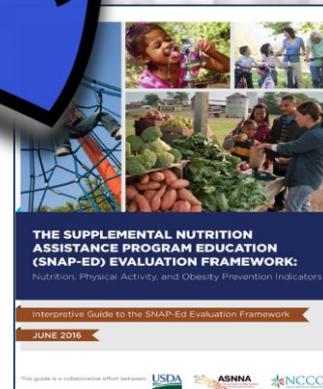
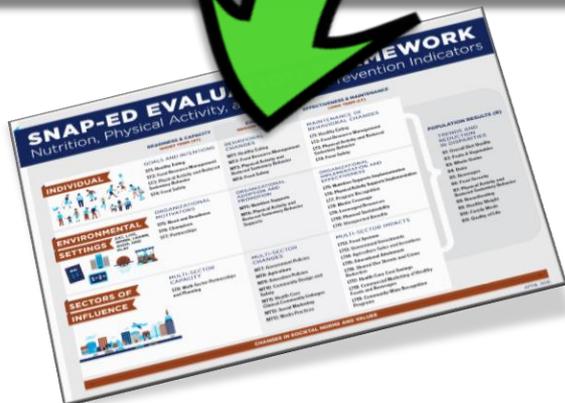
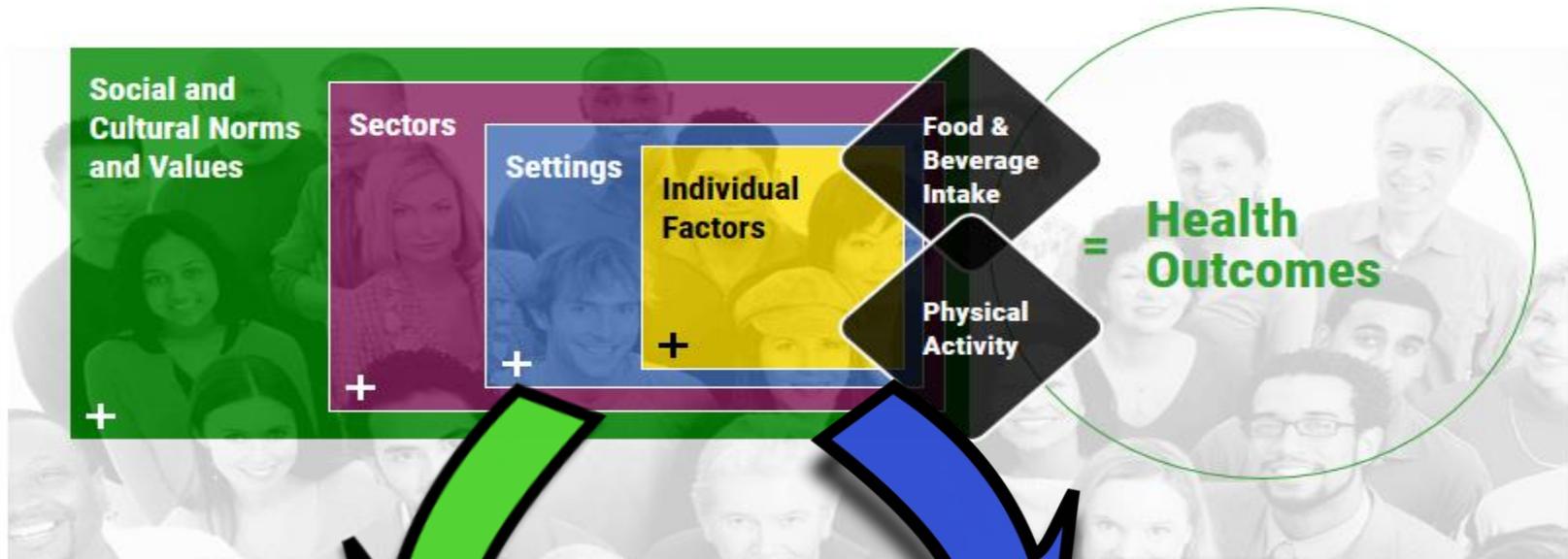


**Evidence-based direct education; social marketing; policy, systems, and environmental changes to prevent obesity and other diet-related disease**



**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

# Western Region SNAP-Ed Evaluation Framework



## Western Region's SNAP-Ed Evaluation Framework: Nutrition, Physical Activity, and Obesity Prevention Outcomes

Supplemental Nutrition Assistance Program Education  
Western Region  
Food and Nutrition Service  
April 2014



**October 1, 2013–September 30, 2014**  
An estimated **923 policy, systems,  
and environmental activities** were  
reported across Western states.\*



\* Ark., Ariz., Calif., Guam, Hawaii, Idaho, Nev., Ore., Wash. FY 2014 Year-End Reports

# Developing the National SNAP-Ed Framework

**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 NCCOR 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

	READINESS & CAPACITY SHORT TERM (ST)	CHANGES MEDIUM TERM (MT)	EFFECTIVENESS & MAINTENANCE LONG TERM (LT)	
<b>INDIVIDUAL</b> 	<b>GOALS AND INTENTIONS</b> ST1: Healthy Eating ST2: Food Resource Management ST3: Physical Activity and Reduced Sedentary Behavior ST4: Food Safety	<b>BEHAVIORAL CHANGES</b> MT1: Healthy Eating MT2: Food Resource Management MT3: Physical Activity and Reduced Sedentary Behavior MT4: Food Safety	<b>MAINTENANCE OF BEHAVIORAL CHANGES</b> LT1: Healthy Eating LT2: Food Resource Management LT3: Physical Activity and Reduced Sedentary Behavior LT4: Food Safety	<b>POPULATION RESULTS (R)</b>  <b>TRENDS AND REDUCTION IN DISPARITIES</b> 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
<b>ENVIRONMENTAL SETTINGS</b> EAT, LIVE, WORK, LEARN, SHOP, AND PLAY 	<b>ORGANIZATIONAL MOTIVATORS</b> ST5: Need and Readiness ST6: Champions ST7: Partnerships	<b>ORGANIZATIONAL ADOPTION AND PROMOTION</b> MT5: Nutrition Supports MT6: Physical Activity and Reduced Sedentary Behavior Supports	<b>ORGANIZATIONAL IMPLEMENTATION AND EFFECTIVENESS</b> LT5: Nutrition Supports Implementation LT6: Physical Activity Supports Implementation LT7: Program Recognition LT8: Media Coverage LT9: Leveraged Resources LT10: Planned Sustainability LT11: Unexpected Benefits	
<b>SECTORS OF INFLUENCE</b> 	<b>MULTI-SECTOR CAPACITY</b> ST8: Multi-Sector Partnerships and Planning	<b>MULTI-SECTOR CHANGES</b> 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	<b>MULTI-SECTOR IMPACTS</b> 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 IN SOCIETAL NORMS AND VALUES →

# 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

	READINESS & CAPACITY SHORT TERM (ST)	CHANGES MEDIUM TERM (MT)	EFFECTIVENESS & MAINTENANCE LONG TERM (LT)
 <p><b>INDIVIDUAL</b></p>	<p>MOTIVATORS (KNOWLEDGE, INTENTIONS, SKILLS, AND GOALS)</p> <p>ST1: MyPlate ST2: Food Resource Management ST3: Physical Activity and Reduced Sedentary Behavior ST4: Message Recognition</p>	<p>BEHAVIORAL CHANGES</p> <p>MT1: MyPlate MT2: Food Resource Management MT3: Physical Activity and Reduced Sedentary Behavior MT4: Food Safety</p>	<p>MAINTENANCE OF BEHAVIORAL CHANGES</p> <p>LT1: MyPlate LT2: Food Resource Management LT3: Physical Activity and Reduced Sedentary Behavior LT4: Food Safety</p>

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

# Environmental Settings

## ENVIRONMENTAL SETTINGS

EAT, LIVE, WORK,  
LEARN, SHOP,  
AND PLAY



### ORGANIZATIONAL MOTIVATORS

ST5: 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: Spin-off Benefits

- 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

## 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

## DIETARY, PHYSICAL ACTIVITY RECOMMENDATIONS, AND HEALTH

- 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

Data Source	Web link:
Nutrition, Physical Activity and Obesity: Data, Trends, and Maps	<a href="http://nccd.cdc.gov/NPAO_DTM/">nccd.cdc.gov/NPAO_DTM/</a>
State of Obesity	<a href="http://stateofobesity.org/">stateofobesity.org/</a>
County Health Rankings	<a href="http://www.countyhealthrankings.org/">www.countyhealthrankings.org/</a>
Chronic Disease Indicators	<a href="http://www.cdc.gov/cdi/index.html">www.cdc.gov/cdi/index.html</a>
Behavioral Risk Factor Surveillance System	<a href="http://www.cdc.gov/brfss/index.html">www.cdc.gov/brfss/index.html</a>
Youth Risk Behavior Surveillance System	<a href="http://www.cdc.gov/healthyyouth/data/yrbs/index.htm">www.cdc.gov/healthyyouth/data/yrbs/index.htm</a>
Community Commons	<a href="http://www.communitycommons.org">www.communitycommons.org</a>

- 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

# 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.

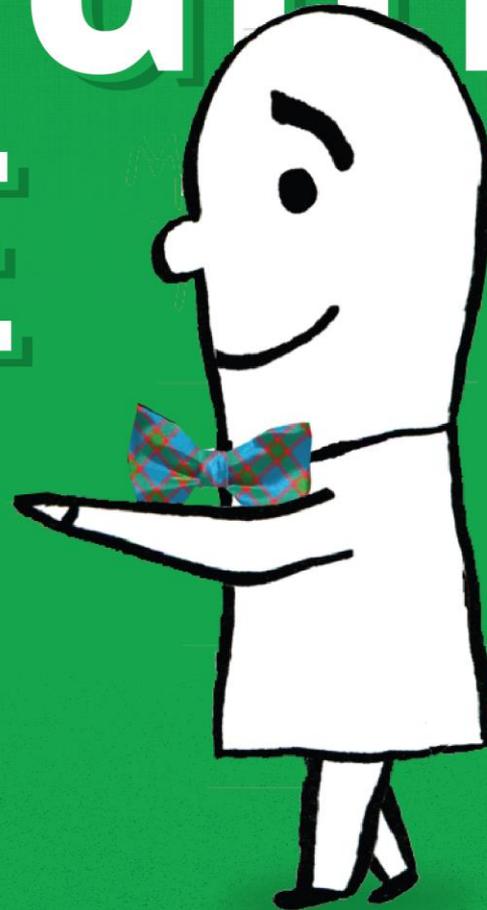
## Step 8:

- 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

State: Michigan. Agency Type: Non-profit. Food and Nutrition Service Region: Midwest.



Developed by the Michigan Fitness Foundation, PE-Nut™ is a multi-component, wholeschool 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](mailto:SNAPEdEvaluationFramework@fns.usda.gov)

## ***Become a Framework Ambassador!***

[SNAPEdEvaluationFramework@fns.usda.gov](mailto:SNAPEdEvaluationFramework@fns.usda.gov)

## ***Training, Tools, and Technical Assistance***

[SNAPEd.fns.usda.gov/national-snap-ed/snap-ed-evaluation-framework-and-interpretive-guide](https://SNAPEd.fns.usda.gov/national-snap-ed/snap-ed-evaluation-framework-and-interpretive-guide)

# Contact Information

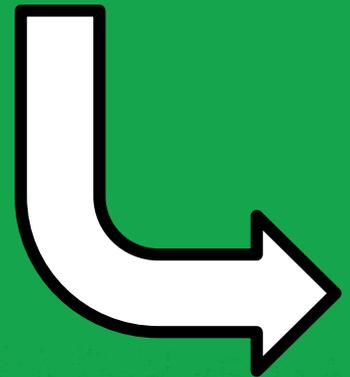
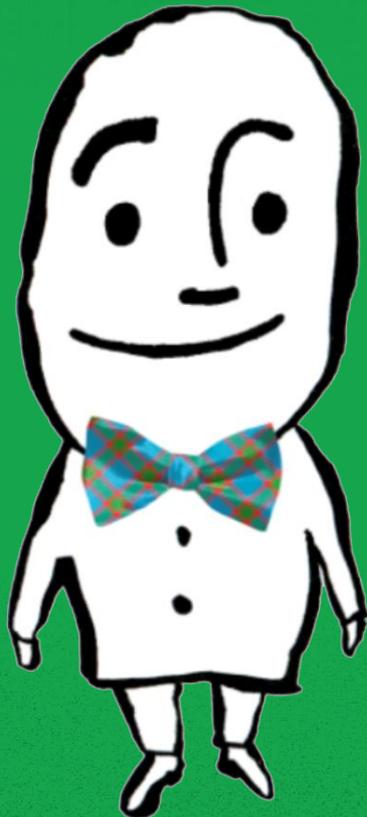


## **Andy Naja-Riese, MSPH**

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Twitter: [@Andyriesenberg1](https://twitter.com/Andyriesenberg1)

# 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  
Arizona SNAP-Ed  
The University of Arizona

# Arizona SNAP-Ed

- New 3- to 5-year work plans
- Rural and urban, international border, 4<sup>th</sup> 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**



**Champions for Change**  
Arizona Nutrition Network



**NCCOR**  
CONNECT  
& EXPLORE

# An Evaluation Plan for Arizona's Multilevel Approach

## SOCIAL & CULTURAL NORMS & VALUES

- Belief Systems
- Traditions
- Heritage
- Religion
- Priorities
- Lifestyle
- Body Image

## SECTORS

### Systems

- Government
- Education
- Health Care
- Transportation

### Organizations

- Public Health
- Community
- Advocacy

### Businesses & Industries

- Planning & Development
- Agriculture
- Food & Beverage
- Manufacturing
- Retail
- Entertainment
- Marketing
- Media

## SETTINGS

- Homes
- Early Care & Education
- Schools
- Worksites
- Recreational Facilities
- Food Service & Retail Establishments
- Other Community Settings

## INDIVIDUAL FACTORS

### Demographics

- Age
- Sex
- Socioeconomic Status
- Race/Ethnicity
- Disability

### Other Personal Factors

- Psychosocial
- Knowledge & Skills
- Gene-Environment Interactions
- Food Preferences

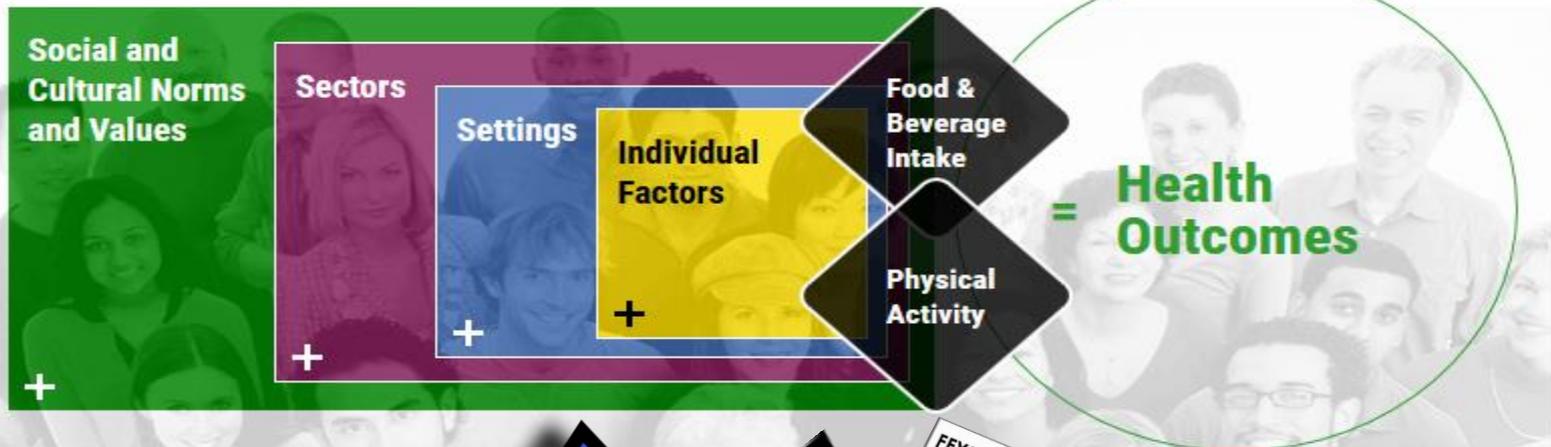
FOOD &  
BEVERAGE  
INTAKE

PHYSICAL  
ACTIVITY

= HEALTH  
OUTCOMES

Where to begin?

# A Social-Ecological Model for Food and Physical Activity Decisions



**SNAP-ED EVALUATION FRAMEWORK**  
Nutrition, Physical Activity, and Obesity Prevention Indicators

LEVEL	INDICATORS
<b>INDIVIDUAL</b>	<ul style="list-style-type: none"> <li>ST1: Knowledge, Attitudes, and Beliefs</li> <li>ST2: Food and Beverage Intake</li> <li>ST3: Physical Activity and Sedentary Behavior</li> <li>ST4: Health Status</li> </ul>
<b>ENVIRONMENTAL SETTINGS</b>	<ul style="list-style-type: none"> <li>ST5: Food and Beverage Availability</li> <li>ST6: Physical Activity and Sedentary Behavior Opportunities</li> <li>ST7: Health Status</li> </ul>
<b>SECTORS OF INFLUENCE</b>	<ul style="list-style-type: none"> <li>ST8: Food and Beverage Availability</li> <li>ST9: Physical Activity and Sedentary Behavior Opportunities</li> <li>ST10: Health Status</li> </ul>

**FFY16-18 Arizona SNAP-Ed Evaluation Framework Matrix**

found in parentheses in this matrix indicate specific data collection tools. See the key of acronyms. Items in blue bold (ex., ST5) designate National SNAP-Ed Evaluation Framework Indicators.

INDICATOR	STO (0-1 Yr) INDICATORS	MTO (2-3 Yrs) INDICATORS	LTO (3-5 Yrs) INDICATORS	LONG-TERM INDICATORS
ST5, 6, 7, 8 Qualitative data re: healthy food retail readiness and/or partnerships (SAPN)	ST5, 6, 7, 8 Qualitative data re: healthy food retail readiness and/or partnerships (SAPN)	MT5, 7 Scores for healthy retail FSES, Year 2 (CHANGE: Nutrition)	MT5, 7 Scores for healthy retail FSES, Year 4 (CHANGE: Nutrition)	LT10, Sustained scores health FSES (CHANGE: Nutrition)
Number of leaders/managers met with/trained (SART)	Number of leaders/managers met with/trained (SART)			R2 % Income who are food insecure

# Arizona Uses the SNAP-Ed Framework's Levels

Strategy Number	Description of Strategy	INTENDED REACH	PROCESS INDICATORS	STO (0-1 Yr) INDICATORS	MTO (2-3 Yrs) INDICATORS	LTO (3-5 Yrs) INDICATORS	LONGER TO (5+ Yrs) INDICATORS	LONGEST TO (7+ Yrs) INDICATORS
3	Start and expand Farm to School, Farm to Child Care, Farm to Worksite programs.	(SART)		6,7,8 Qualitative data re: Farm-to-Institution readiness & capacity, champions, and/or partnerships (SARN)		<p>MT8,LT5 Increase in the % of sites reached that participate in a Farm-to-Institution program, Year 5 (SART)</p> <p>LT12c Jurisdictional support for marketing of locally grown foods for Farm-to-Institution programs, Year 5 (TBD)</p>	<p>LT10 Sustainability Plan – % of farm to institution sites that have multi-year contracts in place (SART)</p> <p>&lt;br&gt;</p> <p>Number Schools/child care programs certified by ADHS to serve garden produce onsite (SART)</p>	
SINGLE PARTNER TRACK								
ENVIRONMENTAL SETTINGS								
COALITION TRACK								
SECTORS of INFLUENCE								
POPULATION RESULTS								

SNAP-Ed Framework Indicators

# 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  
BEHAVIORAL  
KAN-Q Youth Survey  
Adult FBC & On the Go

MAINTENANCE OF  
BEHAVIORAL CHANGES

- LT1: Healthy Eating
- LT2: Food Resource Management
- LT3: Physical Activity and Reduced Sedentary Behavior
- LT4: Food Safety

## ENVIRONMENTAL SETTINGS



EAT, LIVE,  
WORK, LEARN,  
SHOP, AND  
PLAY

Go NAPSACC  
WellSAT 2.0  
Summer Food Checklist

ORGANIZATIONAL  
IMPLEMENTATION AND  
EFFECTIVENESS

- Nutrition Supports Implementation
- Physical Activity Supports Implementation
- Program Recognition
- Media Coverage
- Leveraged Resources
- LT10: Planned Sustainability
- LT11: Unexpected Benefits

## SECTORS OF INFLUENCE



MULTI-SECTOR  
CAPACITY

Wilder  
Inventory

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

## 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

# Lessons Learned

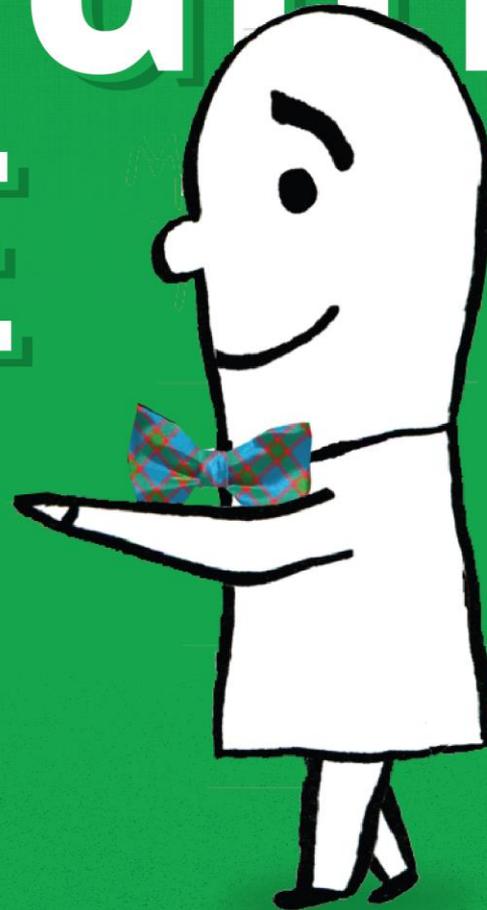
Some evaluations are thornier than others (School Health).

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

**WellSAT  
2.0**

**SNAP-Ed  
Local  
Agency**

**Health  
Department**

**School  
District**

**Revised LWP  
and  
Sustainable  
SHAC!**



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## 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.

### Tweets by @SNAP\_Ed\_Eval

Arizona SNAP-Ed Eval Retweeted

**GENYOUth** @GENYOUthNow  
Charting the future of the American Dream starts w/youth #FUTP60Summit #EmpowerYouthNow bit.ly/2aDJCPx



For more information about our work, visit us at [nutritioneval.arizona.edu/](http://nutritioneval.arizona.edu/)

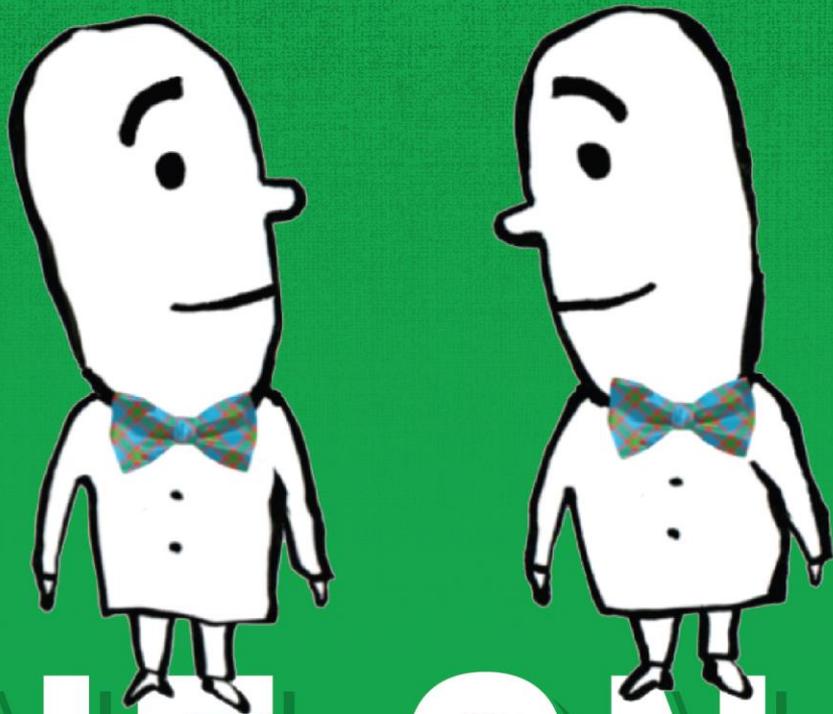
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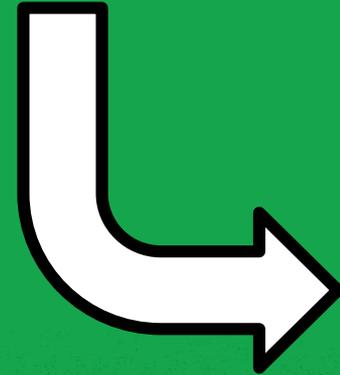
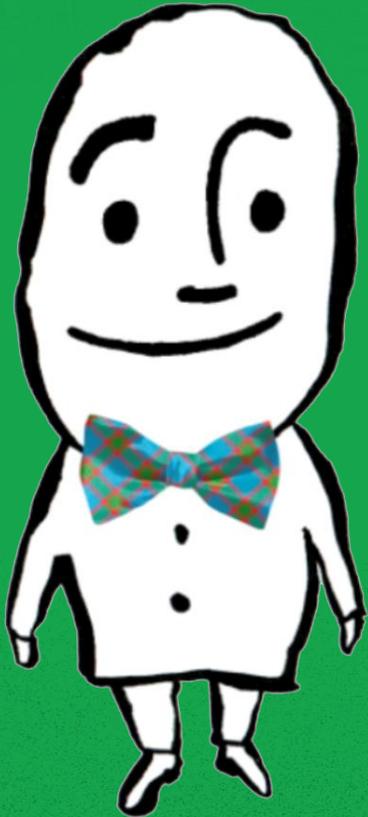
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ONE ON ONE

# Questions?

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



# One on One

## **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?

# One on One

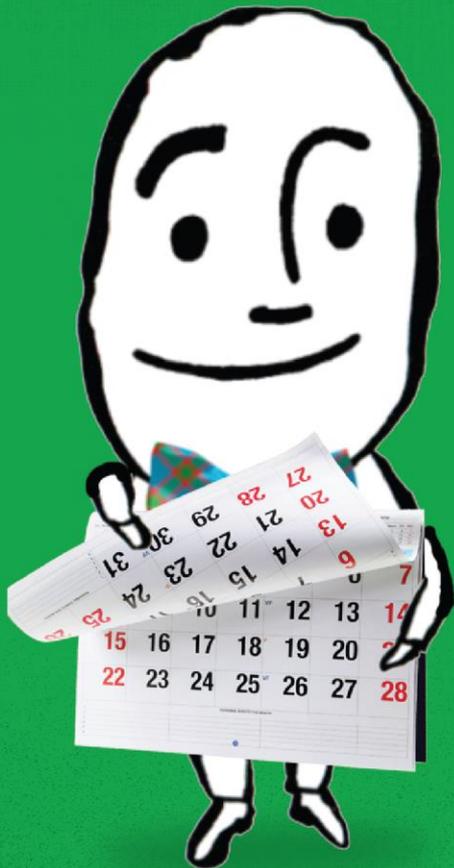
## **Question:**

How can you use the SNAP-Ed Evaluation Framework to evaluate the effectiveness of partnership activities?

# One on One

**Questions from the Audience**

# UPCOMING EVENTS



# Next Connect & Explore: September 8

## SNAP-Ed Evaluation Framework: Strategies and Tools for Measuring the Priority Indicators

- 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 \$ense 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](mailto: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**



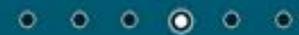
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**CHECK OUT OUR BLOG**



**READ ABOUT OUR UPCOMING FUNDING OPPORTUNITIES**



# Acknowledgements

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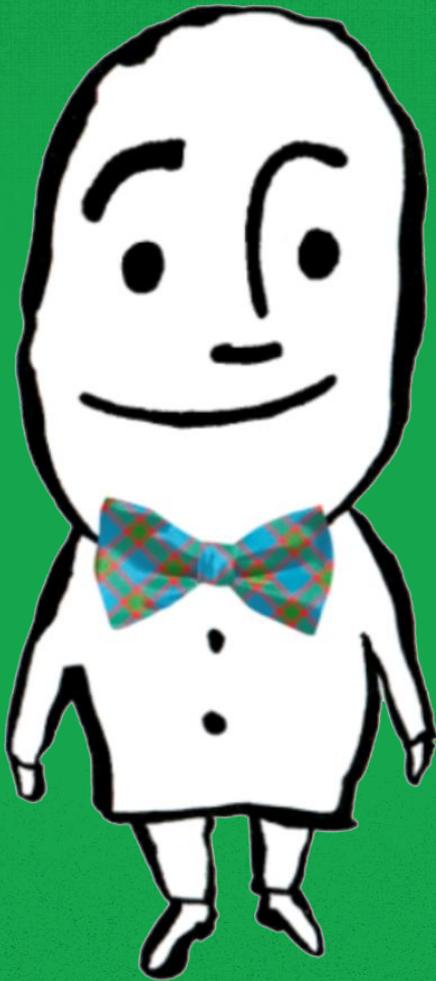
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**Thank you!**