Submitting Your Intervention to the SNAP-Ed Toolkit

January 23, 2019
Agenda

Overview of SNAP-Ed and SNAP-Ed Toolkit
- Slides by: Lisa Mays, MPH, RDN, USDA Food and Nutrition Services
- Presenter: Daniella Uslan, MPH, UNC Center for Health Promotion and Disease Prevention

Overview of Intervention Submission Process
- Presenter: Claire Sadeghzadeh, MPH, UNC Center for Health Promotion and Disease Prevention

Application of RE-AIM to Your Intervention
- Presenter: Tracy Wesley, PhD, MPH, UNC Center for Health Promotion and Disease Prevention

Q&A
- Moderator: Daniella Uslan, MPH, UNC Center for Health Promotion and Disease Prevention
Overview of SNAP-Ed and SNAP-Ed Toolkit
Supplemental Nutrition Assistance Program Education (SNAP-Ed)

What is SNAP-Ed?
Nutrition education component of SNAP

SNAP-Ed Goal: Improve the likelihood that persons eligible for SNAP will:

• make healthy food choices within a limited budget

• choose physically active lifestyles consistent with the current Dietary Guidelines for Americans
Supplemental Nutrition Assistance Program Education (SNAP-Ed)

Section 28 of the Food and Nutrition Act of 2008 states that SNAP-Ed programs must:

★ be evidence-based for use with low-income individuals and communities
★ use multiple strategies including:
  ○ individual and group-based nutrition education
  ○ comprehensive, multi-level interventions at multiple complementary organizational and institutional levels
  ○ community and public health approaches
SNAP-Ed Toolkit

Contains:

★ Interactive SNAP-Ed Evaluation Framework
★ Training resources
★ Searchable database of SNAP-Ed Interventions that are:
  ○ peer-reviewed
  ○ evidence-based
  ○ use multiple approaches
  ○ appropriate for diverse settings & audiences
SNAP-Ed Toolkit Intervention Review

Current selection: 88 interventions

Last intervention review: 2015

In 2016, the USDA Food and Nutrition Service convenes the SNAP-Ed Toolkit Workgroup to:

★ increase the selection of interventions that fit State-specific SNAP-Ed needs
★ increase innovation by encouraging adoption of interventions which reflect the most up-to-date research
★ improve the transparency of review process and criteria for inclusion
Important Dates for Intervention Submission

Jan 7\textsuperscript{th}: Online submission form opens

Mar 1\textsuperscript{st} at 5 PM EST: Online submission form closes

May 10\textsuperscript{th}: Intervention decisions announced

Summer 2019: Selected interventions integrated in SNAP-Ed Toolkit
Overview of Intervention Submission Process
Getting Started: Request a Link to the Submission Form

★ Visit https://snapedtoolkit.org
★ Head to the “Submit an Intervention” page.
★ Complete a short form to receive a unique link to the online submission form.
Getting Started: Request a Link to the Submission Form

★ Visit [https://snapedtoolkit.org](https://snapedtoolkit.org).
★ Head to the “Submit an Intervention” page.
★ Complete a short form to receive a unique link to the online submission form.
★ If submitting more than one intervention, request one link per intervention.
Getting Started: Access Your Submission Form

Hello Claire,

Your personalized link to the SNAP-Ed Toolkit submission form is located below.

A few tips and reminders:

- We will host a webinar with tips and best practices for completing the submission form on Wednesday, January 9th at 3 PM EST. Register here.
- The last day to submit your application is Friday, March 1st at 5 PM EST.
- If you begin the application and need to come back to finish it at a later date, use the link in this email to pick-up where you left off.
- We highly recommend drafting your application responses in a Word document or in the SNAP-Ed Toolkit Intervention Submission Form before starting your application.
- If you have any questions, email us at snapedtoolkit@unc.edu.

Follow this link to the Survey
Take the survey

★ The email contains your unique link to your application.
★ You can start and pause your application as many times as needed.
★ Return to your application using the link in the email.
Tips for Submitting Your Intervention: General Format

★ Questions 14 and 18 are split into several questions (14a, 14b, 18a, 18b, 18c)

PDF form

Online submission form
Tips for Submitting Your Intervention: General Format

**SNAP-ED TOOLKIT INTERVENTION SUBMISSION FORM**

**SECTION V: ADOPTION**

Check all relevant primary intended setting(s).

- Community
- Early childcare & education
- Faith-based
- Farmers markets
- Food retail
- Healthcare
- Indian Tribal Organizations
- Schools
- USDA program sites (not National School Lunch Program)
- Worksites

Provide a brief overview of the intervention in paragraph form that describes how it works, how it addresses PSE change, social marketing, and/or direct education, and other key features (maximum 2,000 characters).

For example: The [intervention name, acronym] is an intervention [typical design] to [intervention objective(s)]. Include another 1-4 sentences providing additional intervention details, such as basic information on how it works, how it addresses SNAP-Ed outcomes (including PSE), and other important features critical to successful implementation.
Tips for Submitting Your Intervention: Character Limits

Describe the intervention materials available (maximum 500 characters):*

Provide a summary of the available intervention materials. It could be helpful here to include a bulleted list of intervention materials with corresponding links to more information.

The following intervention materials are available online:
- Facilitator training
- Facilitator materials including lesson plans, interactive session ideas, material checklists, draft recruitment materials (e.g. participant flyer, partner referral cards, draft partner emails)

Characters remaining: 220

★ Word limits are noted after the question or prompt.
Tips for Submitting Your Intervention: Character Limits

Describe the intervention materials available (maximum 500 characters):*

Provide a summary of the available intervention materials. It could be helpful here to include a bulleted list of intervention materials with corresponding links to more information.

The following intervention materials are available online:
- Facilitator training
- Facilitator materials including lesson plans, interactive session ideas, material checklists, draft recruitment materials (e.g. participant flyer, partner referral cards, draft partner emails)

Characters remaining: 220

★ Remaining characters shown below the text box.
★ If copying and pasting text, please make sure ALL text is included in the word count.
Tips for Submitting Your Intervention: Required Responses

Is this material available to order?*

- Yes
- No

★ Required questions are indicated by an asterisk (*) in both the PDF and online submission form.
Tips for Submitting Your Intervention: Required Questions

Please answer this question.

Is this material available to order?*

- Yes
- No

★ You will not be able to move to the next page until all required questions have been answered.
Application of Re-AIM to Your Intervention
Purpose of the Submission Process

To share how you:
- Developed the intervention
- Tailored the intervention to the intended audience
- Evaluated its success
Evidence-Based Approaches

- **Research-tested:** The approach is based upon relevant rigorous nutrition and public health nutrition research including systematically reviewed scientific evidence, and other published studies and evaluation reports that demonstrate significant effects on individual behaviors, food/physical activity environments, or policies across multiple populations, settings, or locales.

- **Practice-tested:** The approach is based upon published or unpublished evaluation reports and case studies by practitioners working in the field that have shown positive effects on individual behaviors, food/physical activity environments, or policies.

- **Emerging:** The approach includes community- or practitioner-driven activities that have the potential for obesity prevention, but have not yet been formally evaluated for obesity prevention outcomes. Evaluation indices may reflect cultural or community-informed measures of success.

Checking-In
Introduction to RE-AIM

Set of standard “criteria” that focus attention on key factors important for public health interventions
Reach: Define

The number and percentage of people exposed to the intervention, or people whose health may be improved as a result of the intervention.
Reach: Measure

The number and percentage of people exposed to the intervention, or people whose health may be improved as a result of the intervention.

- # of people actually exposed to the intervention
- # of people ideally exposed to the intervention
Reach: Describe

The number and percentage of people exposed to the intervention, or people whose health may be improved as a result of the intervention

# of people actually exposed to the intervention
# of people ideally exposed to the intervention

Compare characteristics between those actually exposed vs. those ideally exposed or vs. the whole population
Reach: What to include in this section

The most complete answers in this section should address the following:

● What was done when developing the intervention to make sure it was appropriate for the target population? Were there any potential barriers identified and addressed?

● Is there information on the proportion of people affected by the intervention?

● Are those reached by the intervention representative of the target population? And were those most at-risk reached by the intervention?
Effectiveness: Define

How well the intervention affects a change in the intended outcomes and whether or not there are unanticipated outcomes.
Effectiveness: Measure

How well the intervention affects a change in the intended outcomes and whether or not there are unanticipated outcomes

Examine the impact of the intervention on the intended outcomes and looking at unanticipated (+ and -) outcomes
Effectiveness: Describe

How well the intervention affects a change in the intended outcomes and whether or not there are unanticipated outcomes

Examine the impact of the intervention on the intended outcomes and looking at unanticipated (+ and -) outcomes

Be clear about intervention outcomes
Effectiveness: What to include in this section

The most complete answers in this section should address the following:

● Was the acceptability of the intervention by partners or participants examined, and are the instruments used for this attached?

● Is there detailed evidence showing how intended outcomes were achieved?

● Does the intervention address multiple levels of the SNAP-Ed Evaluation Framework?

● Do supporting materials provide enough detail for the reviewer to understand how the evaluation was conducted?

● Do supporting materials provide information on unintended outcomes, the evidence base, and lessons learned for future users of the intervention?
Effectiveness: What to include in this section

Explore the SNAP-Ed Evaluation Framework: https://snapedtoolkit.org/framework/index/
Effectiveness Example: Question 22

SNAP-Ed Toolkit Intervention: Rethink Your Drink

Outcome/Indicator: ST1: Healthy Eating

Outcome Measure(s) addressed: ST1l. Drink water instead of sugary beverages

Extent achieved: In 2013, 50 local projects working with adults and youth measured beverage consumption and reported a 3% decrease in soda consumption by youth and a 6% decrease in sugar-sweetened beverage consumption by adults.

Photo: https://www.vfhy.org/obesity/healthy-people/rethink-your-drink
Effectiveness Example: Question 22

What intended outcomes were achieved and to what extent (this includes health, behaviors, environmental, policy/practice outcomes)? If applicable, for each Indicator of the SNAP-Ed Evaluation Framework that this intervention addressed, which metric(s) from the companion Interpretive Guide changed?

<table>
<thead>
<tr>
<th>Outcome/Indicator</th>
<th>Outcome Measure(s) Addressed</th>
<th>Extent Achieved</th>
<th>Numerator (if applicable)</th>
<th>Denominator (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>ST1. Healthy Eating</td>
<td>ST1. Drink water intake</td>
<td>In 2013, 50 local pr</td>
<td></td>
</tr>
<tr>
<td>Outcome 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Checking-In
Adoption: Define

The characteristics and number of settings adopting the intervention
Adoption: Measure

The characteristics and number of settings adopting the intervention

# of settings that actually adopt the intervention
# of settings that could adopt the intervention
Adoption: Describe

The characteristics and number of settings adopting the intervention

- # of settings that actually adopt the intervention
- # settings that could adopt the intervention

Compare characteristics between settings that do and do not adopt the intervention
Adoption: What to include in this section

The most complete answers in this section should address the following:

- Is there information on the proportion of settings or partners that adopted the intervention?

- Were there differences in the settings or partners that did or did not adopt the intervention?

- Is there information describing how the settings or partners were engaged and what resources were required for adoption?

- Is there evidence showing how the settings or partners can reach the SNAP-Ed target audience?
Implementation: Define

The extent to which the intervention is delivered as intended or designed
Implementation: Measure

The extent to which the intervention is delivered as intended or designed

Identify the required activities or key components that must be completed for the intervention to be effective and the process measures that capture data on these activities
Implementation: Describe

The extent to which the intervention is delivered as intended or designed

Identify the required activities or key components that must be completed for the intervention to be effective and the process measures that capture data on these activities

Assess the complexity, time, and costs for implementation of the intervention
Implementation: What to include in this section

The most complete answers in this section should address the following:

● Are the required activities or main intervention components described clearly and with sufficient detail?

● Is there a description of the methods and resources (e.g., staff time) needed to ensure intervention fidelity?

● Are there supporting materials that show how the main intervention components were implemented with fidelity?

● Can organizations with limited resources implement the intervention?
Maintenance: Define

The long-term effects of the intervention and its sustainability
Maintenance: Measure

The long-term effects of the intervention and its sustainability

Determined from examining if the intervention produces lasting effects and how staff, settings and partners are involved
Maintenance: Describe

- The long-term effects of the intervention and its sustainability
  - Determined from examining if the intervention produces lasting effects and how staff, settings and partners are involved
- Examine strategies to ensure funding and engage partners to help with sustainability
Maintenance: What to include in this section

The most complete answers in this section should address the following:

- Have any modifications to the intervention over time been clearly described?

- Is there supporting material describing the maintenance of the outcomes or the long-term effects of the intervention?

- Is there consistent support from the organizations involved to maintain the intervention? What resources are needed to ensure this support?

- Have sustainability concerns (e.g., staffing, funding, or intervention complexity) been identified and addressed?
Checking-In
Additional Resources

★ Additional Training:
  o RE-AIM:
    ■ http://www.re-aim.org/
    ■ https://snapedtoolkit.org/training/online-training/
  o SNAP-Ed Evaluation Framework:
    ■ https://snapedtoolkit.org/framework/index/

★ Questions:
  o Email us at snapedtoolkit@unc.edu
  o We will host office hours every Thursday (starting 1/17 and ending 2/28) from 3 to 4 PM EST.
    ■ Zoom Information:
      o Join from a computer: http://unc.zoom.us/j/400770547
      o Join from a phone: 646-558-8656
        o Meeting ID: 400 770 547
SNAP-Ed Toolkit Intervention Review
Workgroup Members

- Alice Ammerman, University of North Carolina
- Jennifer Anderson, Panum Group, LLC.
- Sara Beckwith, DC Health
- Miranda Brna, FHI 360
- Doris Chin, USDA FNS (Mid-Atlantic Regional Office)
- Molly De Marco, University of North Carolina
- Jane Duffield, USDA FNS (National Office)
- Heather Emmett, University of North Carolina
- Sue Foerster, Consultant
- Tarah Griep, USDA FNS (Western Regional Office)
- Pamela Griffin, USDA FNS (Northeast Regional Office)
- Usha Kalro, USDA FNS (National Office)
- Kimberly Keller, University of Missouri
- Laura Kettel Khan, Centers for Disease Control and Prevention
- Lisa Mays, USDA FNS (National Office)
- Eric Meredith, USDA FNS (Midwest Regional Office)
- Star Morrison, USDA FNS (Mountain Plains Regional Office)
- Joan Paddock, Cornell University
- Mary Rooks, Panum Group, LLC.
- Laura Rupprecht, USDA FNS (Midwest Regional Office, Intern)
- Claire Sadeghzadeh, University of North Carolina
- Marci Scott, Michigan Fitness Foundation
- Brittany Souvenir, USDA FNS (Southeast Regional Office)
- Kelly Stewart, USDA FNS (National Office)
- Daniella Uslan, University of North Carolina
- Ashley Vargas, National Institutes of Health
- Tracy Wesley, University of North Carolina
- Max Young, Colorado Dept. of Human Services
Thank you!

What questions do you have?
Additional Resources

★ Additional Training:
  ○ RE-AIM:
    ■ http://www.re-aim.org/
    ■ https://snapedtoolkit.org/training/online-training/
  ○ SNAP-Ed Evaluation Framework:
    ■ https://snapedtoolkit.org/framework/index/

★ Questions:
  ○ Email us at snapedtoolkit@unc.edu
  ○ We will host office hours every Thursday (starting 1/17 and ending 2/28) from 3 to 4 PM EST.
    ■ Zoom Information:
      ○ Join from a computer: http://unc.zoom.us/j/400770547
      ○ Join from a phone: 646-558-8656
        ○ Meeting ID: 400 770 547