Measurement of Policy, Systems, & Environmental Change

In EFNEP & SNAP-Ed Programs

Southern Regional Nutrition Education and Obesity Prevention Center of Excellence
at the University of North Carolina at Chapel Hill

February 25, 2016
Welcome

RNECE-South is a collaborative partnership between the University of North Carolina at Chapel Hill and North Carolina State University, an integrated project funded by USDA’s Food and Nutrition Service (FNS) and National Institute of Food and Agriculture (NIFA). This project was created in order to improve the health of low-income Americans through multiple strategies, including complementary nutrition education and public health approaches.
Today’s Agenda

1. Introduction & Overview of PSEs – Molly De Marco & Helen Chipman
2. SNAP-Ed Evaluation Framework – Andy Naja-Reise & Lauren Whetstone
3. How to measure the REACH of a PSE activity – Alice Ammerman
4. How to measure/report PSE: Examples from the Field
   a. Evaluation of School Wellness Policy - Theresa LeGros
   b. Maine PSE Reporting Tool – Pamela Bruno & Kira Rodriguez
5. Reporting SNAP-Ed Priority Outcome Indicators – Daniella Uslan
6. How to measure/report PSE within WEBNeers for EFNEP – Helen Chipman
7. Q & A
What is PSE?
In SNAP-Ed and EFNEP Programming
Why all the excitement?

• Reach for the biggest possible health benefits to the populations at greatest risk.
• Demonstrate the reach and value of SNAP-Ed and EFNEP programing.
• Strengthen implementation/ benefits of other food and nutrition programs (e.g. School Lunch/Breakfast).
• Leverage and build on the strength of existing direct education programs:
  ➤ Provides a group of engaged individuals to promote PSE efforts
  ➤ Assures that the community is aware of PSE opportunities
Policy, Systems & Environmental (PSE) Change

**Downstream focus:**
- Reaches a limited no. of people but may have a stronger impact
- Doesn’t impact the many forces that influence individual behaviors

**Upstream focus:**
- Aims to make the healthy choice the easy choice
- Very context specific
- Can be hard to measure
- Benefits from coordinated direct education
- Can be at a macro or a micro level

Source: 2016 SNAP-Ed Guidance
PSEs in SNAP-Ed

Molly De Marco, PhD MPH
Co-Investigator, RNECE-South
PI for UNC-CH SNAP-Ed Program
SNAP-Ed and PSE Activities from 2016 SNAP-Ed Guidance

- FNS formed a work group to inform PSE implementation in *The 2016 SNAP-Ed Guidance* with the following language developed:

  “States must meet SNAP-Ed statutory, regulatory, and policy recommendations including:
  
  Implementing a variety of approaches such as *multi-level interventions and community and public health approaches* in addition to individual or group-based (direct) nutrition education to deliver effective, evidence-based nutrition education and obesity prevention programming.” (Page 4)

- SNAP-Ed and EFNEP coordination added in 2016 (page 4)

SNAP-Ed Guidance: PSE activities

• FNS expects States to incorporate at least two of these approaches in their SNAP-Ed Plans to include Approach One and Approach Two and/or Three:
  1. Individual or group-based direct nutrition education, health promotion, and intervention strategies;
  2. Comprehensive, multi-level interventions at multiple complementary organizational and institutional levels;
  3. Community and public health approaches to improve nutrition

• Examples include:
  ➢ Healthy Retail programs
  ➢ Community and School Gardens
  ➢ School Wellness Councils
  ➢ More details: Policy, Systems, and Environmental (PSE) Change in SNAP-Ed and EFNEP Programs (http://rnece-south.org/#/training/archived)
PSE Change Measurement & EFNEP

Helen Chipman, PhD, RD
National Program Leader, NIFA, USDA
Overview

• EFNEP’s history and legislative requirements
• Incorporating the social-ecological model
• Terminology
  ➢ Community Nutrition Education (CNE) Logic Model
  ➢ U.S. Dietary Guidelines
  ➢ Other research and resources
• Key considerations
## Spheres of Influence - Terminology

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Communities and Institutions</td>
<td>Environmental Settings</td>
<td>Settings</td>
</tr>
<tr>
<td>Social Structures, Policies, Practices</td>
<td>Sectors of Influence</td>
<td>Sectors</td>
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<td>- Multi level</td>
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<td>- Multi-component</td>
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</table>

*and updated CNE Logic Model
Key Considerations

• Engaging others – not the work of a single program, organization, or agency
• RESULT of COMBINED efforts
• Focus is on changes for the low-income population that we serve
• Complements paraprofessional teaching and builds upon community and state relationships
SNAP-Ed Evaluation Framework

Overview

Andy (Riesenber) Naja-Reise, MSPH
FNS, Western Region
Program Integrity Branch Chief, SNAP
The ABCDs of PSEs

- Assessments of need and organizational readiness
- Buy-in from key decision-makers, leaders, champions, and partners
- Changes take effect and are evaluated for effectiveness, mid-course changes occur
- Disparities based on race/ethnicity, income, geography, etc. reduced
- Sustainability to endure new leadership and resource availability
## Western Region SNAP-ED Evaluation Framework

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

<table>
<thead>
<tr>
<th>Short-Term (ST) Indicators</th>
<th>Medium-Term (MT) Indicators</th>
<th>Long-Term (LT) Indicators</th>
<th>Impacts (I)</th>
<th>Societal Changes, Norms &amp; Values (NV)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual</strong></td>
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<tr>
<td>Knowledge, Intentions, and Goals</td>
<td>Knowledge, Intentions, and Goals</td>
<td>Knowledge, Intentions, and Goals</td>
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</tr>
<tr>
<td>ST1: MyPlate Knowledge</td>
<td>MT1: MyPlate Knowledge</td>
<td>LT1: Fruits &amp; Vegetables</td>
<td>I1: Healthy Weight and Blood Pressure</td>
<td>NV12: Food Security</td>
</tr>
<tr>
<td>ST2: Shopping Knowledge and Intentions</td>
<td>MT2: Shopping Knowledge and Intentions</td>
<td>LT2: Whole Grains</td>
<td>I2: Quality of Life</td>
<td>NV13: Food Security</td>
</tr>
<tr>
<td>ST3: Physical Activity Knowledge and Intentions</td>
<td>MT3: Physical Activity Knowledge and Intentions</td>
<td>LT4: Dairy</td>
<td>I4: Resources</td>
<td>NV14: Food Security</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LT5: Non-Dairy Beverages</td>
<td>I5: Sustainability Plan</td>
<td>NV15: Obesity Prevention Beliefs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LT6: Food Security</td>
<td>I6: Resources</td>
<td>NV16: Breastfeeding Norms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LT7: Physical Activity Recommended Levels</td>
<td>I7: Barriers Mitigated and Co-Benefits</td>
<td>NV17: Physical Activity Norms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LT8: Entertainment Scorn Time</td>
<td></td>
<td>NV18: Active Commuting</td>
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<tr>
<td><strong>Environmental</strong></td>
<td></td>
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<tr>
<td>ST4: Opportunity Identification</td>
<td>ST5: Local Champions</td>
<td>ST6: Partnerships</td>
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<tr>
<td><strong>Community Capacity</strong></td>
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<tr>
<td>ST7: Community Partnerships</td>
<td>ST8: Community Obesity Prevention Plan</td>
<td>ST9: Community Obesity Prevention Plan</td>
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<td><strong>Sectors of Influence</strong></td>
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</tbody>
</table>

### Key Terms
- **ST**: Short-Term
- **MT**: Medium-Term
- **LT**: Long-Term
- **I**: Impacts
- **NV**: Societal Changes, Norms & Values

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[Diagram showing various components and indicators related to nutrition, physical activity, and obesity prevention.]
# SNAP-ED Evaluation Framework

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

<table>
<thead>
<tr>
<th>Readiness &amp; Capacity</th>
<th>Changes</th>
<th>Effectiveness &amp; Maintenance</th>
<th>Population Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Short Term (ST)</strong></td>
<td><strong>Medium Term (MT)</strong></td>
<td><strong>Long Term (LT)</strong></td>
<td><strong>R</strong></td>
</tr>
<tr>
<td>Individual</td>
<td>Environmental Settings</td>
<td>Sectors of Influence</td>
<td></td>
</tr>
<tr>
<td><strong>Motivators</strong></td>
<td><strong>Organizational Motivators</strong></td>
<td><strong>Community Capacity</strong></td>
<td><strong>Community Changes</strong></td>
</tr>
<tr>
<td>MyPlate</td>
<td>Readiness</td>
<td>Multi-Sector Partnerships and Planning</td>
<td>Government Policies</td>
</tr>
<tr>
<td>Food Resource Management</td>
<td>Champions</td>
<td></td>
<td>Agriculture</td>
</tr>
<tr>
<td>Physical Activity and Reduced Sedentary Behavior</td>
<td>Partnerships</td>
<td></td>
<td>Education Policies</td>
</tr>
<tr>
<td>Massage Recognition</td>
<td><strong>Organizational Adoption and Promotion</strong></td>
<td></td>
<td>Community Design and Safety</td>
</tr>
<tr>
<td><strong>Behavioral Changes</strong></td>
<td></td>
<td></td>
<td>Health Care</td>
</tr>
<tr>
<td>MyPlate</td>
<td></td>
<td></td>
<td>Clinical Community Linkages</td>
</tr>
<tr>
<td>Food Resource Management</td>
<td></td>
<td></td>
<td>Social Marketing</td>
</tr>
<tr>
<td>Physical Activity and Reduced Sedentary Behavior</td>
<td></td>
<td></td>
<td>Media Practices</td>
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<tr>
<td>Food Safety</td>
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</tr>
</tbody>
</table>

**Changes in Societal Norms and Values**

**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
Global Framework Changes

• Dropped WRO from title
• New numbering system and headings
  ➢ Short-term = Readiness and capacity building
  ➢ Medium-term = Changes
  ➢ Long-term = Effectiveness and Maintenance
• Replaced Impacts with Population Results
• Dropped social and cultural norms
• Combined Physical Activity with Reduced Sedentary Behaviors
SNAP-Ed Evaluation Framework: Environmental Level

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

• Measure changes in policy, systems, and environments in SNAP-Ed qualified sites and organizations

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

Photo from: CA4Health/PHI, Madera County Healthy Beverages at Head Start Centers
<table>
<thead>
<tr>
<th>Domains</th>
<th>Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Eat</strong></td>
<td>Fast food chains, restaurants, mobile vending/food trucks, congregate meal sites and other senior nutrition centers</td>
</tr>
<tr>
<td><strong>Live</strong></td>
<td>Places of worship, community organizations, SNAP offices, Indian tribal organizations, public housing, shelters, residential treatment centers, low-income health clinics</td>
</tr>
<tr>
<td><strong>Learn</strong></td>
<td>Early care and education; schools; afterschool, summer, and community youth organizations; Boys and Girls Clubs, YMCA, Cooperative Extension offices</td>
</tr>
<tr>
<td><strong>Play</strong></td>
<td>Parks and recreation, bicycle and walking paths, school gymnasiums and fields, county fairgrounds</td>
</tr>
<tr>
<td><strong>Work</strong></td>
<td>Worksites with low-wage workers, job training programs/TANF worksites</td>
</tr>
<tr>
<td><strong>Shop</strong></td>
<td>Large food stores, small food stores, food banks and pantries, farmers’ markets</td>
</tr>
</tbody>
</table>
RE-AIM

- Framework for planning and evaluating evidence-based interventions
- SNAP-Ed Evaluation Framework indicators capture adoption, reach, implementation, effectiveness, and maintenance of environmental and policy changes

http://www.re-aim.hnfe.vt.edu/
<table>
<thead>
<tr>
<th>READINESS &amp; CAPACITY</th>
<th>CHANGES</th>
<th>EFFECTIVENESS &amp; MAINTENANCE</th>
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<tr>
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<td>LONG TERM (LT)</td>
</tr>
<tr>
<td>ORGANIZATIONAL MOTIVATORS</td>
<td>ORGANIZATIONAL ADOPTION AND PROMOTION</td>
<td>ORGANIZATIONAL IMPLEMENTATION AND EFFECTIVENESS</td>
</tr>
<tr>
<td>ST5: Readiness</td>
<td>MT5: Nutrition Supports</td>
<td>LT5: Nutrition Supports Implementation</td>
</tr>
<tr>
<td>ST6: Champions</td>
<td>MT6: Physical Activity and Reduced Sedentary Behavior Supports</td>
<td>LT6: Physical Activity Supports Implementation</td>
</tr>
<tr>
<td>ST7: Partnerships</td>
<td></td>
<td>LT7: Program Recognition</td>
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</table>

**Environmental Settings**

**Eat, Live, Work, Learn, Shop, and Play**

- Menu
- Building
- Basketball
- Shopping cart

1+2=
<table>
<thead>
<tr>
<th>Environmental Settings Indicators</th>
<th>RE-AIM Model Component</th>
<th>SNAP-Ed Evaluation Framework Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST5: Readiness</td>
<td>Organizational readiness and capacity building</td>
<td>Sites where there is identified need or readiness for changes in organizational settings or policies, or organizational readiness for adopting policy, systems, and environmental changes has been assessed</td>
</tr>
<tr>
<td>ST6: Champions</td>
<td></td>
<td>Community change agents who have engaged in efforts, outside of the delivery model of the SNAP-Ed program, to improve access or create appeal for nutrition and physical activity supports.</td>
</tr>
<tr>
<td>ST7: Partnerships</td>
<td></td>
<td>Partnerships with service providers, community or organizational leaders, and SNAP-Ed representatives in SNAP-Ed settings</td>
</tr>
<tr>
<td>Medium-Term Environmental Settings Indicators</td>
<td>RE-AIM Model Component</td>
<td>SNAP-Ed Evaluation Framework Definition</td>
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</tr>
<tr>
<td>• MT5: Nutrition Supports</td>
<td>Adoption</td>
<td>• The number of organizations where at least one change is made in writing or practice to expand access or improve appeal for healthful eating.</td>
</tr>
<tr>
<td>• MT6 Physical Activity and Reduced Sedentary Behavior Supports</td>
<td>Reach</td>
<td>• The number of people who encounter the improved environment or are affected by the policy change on a regular basis and are assumed to be influenced by it</td>
</tr>
<tr>
<td>Environmental Settings Indicators</td>
<td>RE-AIM Model Component</td>
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<tr>
<td>Long-Term</td>
<td></td>
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<tr>
<td>• LT5: Nutrition Supports</td>
<td>Implementation</td>
<td>• Whether the intervention was</td>
</tr>
<tr>
<td>Implementation and Effectiveness</td>
<td></td>
<td>delivered with fidelity or as</td>
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<tr>
<td>• LT6: Physical Activity</td>
<td></td>
<td>intended and whether the essential</td>
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<td>Supports Implementation and</td>
<td></td>
<td>elements known to be important</td>
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<tr>
<td>Effectiveness</td>
<td></td>
<td>to the achievement of positive</td>
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<tr>
<td>• LT7: Program Recognition</td>
<td>Effectiveness</td>
<td>outcomes were actually and</td>
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<td>• LT8: Media Coverage</td>
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<td>consistently implemented.</td>
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<td>• Improvements in the food and</td>
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<td>physical activity environments and/or</td>
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<td></td>
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<td>organizational changes, policies,</td>
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<td>rules, marketing, and access that</td>
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<td></td>
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<td>make healthy choices easier.</td>
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</tr>
<tr>
<td><strong>Long-Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• LT9: Leveraged Resources</td>
<td>Maintenance</td>
<td>• Institutional or community resources invested in nutrition and physical activity supports</td>
</tr>
<tr>
<td>• LT10: Planned Sustainability</td>
<td></td>
<td>• Number of SNAP-Ed eligible sites/systems with a high quality plan for sustaining effective nutrition or physical activity education, marketing, and PSE change.</td>
</tr>
<tr>
<td>• LT11: Spin-Off Benefits</td>
<td></td>
<td>• Number, type, and dollar value of unanticipated or spin-off benefits</td>
</tr>
</tbody>
</table>
Environmental-Level Framework Authors

- Marc T. Braverman, Ph.D., Oregon State University (Extension)
- Kathleen M. Cullinen, PhD, RDN, Michigan Fitness Foundation
- Susan B. Foerster, MPH, Evaluation Sub-Committee Co-Chair, ASNNA
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- Jan Jernigan, PhD, Centers for Disease Control and Prevention
- Theresa LeGros, MA, The University of Arizona (Extension)
- Kathleen Manenica, MS, CN, Washington State Univ. (Extension)
- Barbara MkNelly, MS, University of California Davis (Extension)
- Andrew (Riesenberg) Naja-Riese, MSPH, Food and Nutrition Service, Western Regional Office (SNAP)
- Lauren MacKenzie Whetstone, PhD, University of California, Nutrition Policy Institute
How to Measure PSE Reach

Alice Ammerman, DrPH, RD
RNECE-South / UNC Chapel Hill
<table>
<thead>
<tr>
<th>Medium-Term</th>
<th>Environmental Settings Indicators</th>
<th>RE-AIM Model Component</th>
<th>SNAP-Ed Evaluation Framework Definition</th>
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<tr>
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<td>Reach</td>
<td></td>
<td>• The number of people who encounter the improved environment or are affected by the policy change on a regular basis and are assumed to be influenced by it</td>
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</table>
REACH – What, Why, How to Measure
Why do we care?

• Avoid “preaching to the choir”
• Make sure our programs benefit those who need them most
• Efficient use of resources
• Increase impact on underlying problem
Understanding Intervention Reach

• Components of Reach:
  ▶ Total eligible population “to be reached”
  ▶ Number reached
  ▶ Participation Rate
  ▶ Representativeness

😊 = Total eligible population

*Thanks to Paul Estabrooks
Understanding Intervention Reach: Representativeness

- Number: 16
- Participation Rate: 16%

= Participant
= Total eligible population

*Thanks to Paul Estabrooks for these slides
Understanding Intervention Reach

• Number: 16
• Participation Rate: 16%
• Representative:
  - ☑️ PR=32% blue
  - ☻ PR=0% green
  - ☹️ = Participant

*Thanks to Paul Estabrooks for these slides
What is unique about Reach & PSE?

• Almost by definition, PSE increases REACH
• Likely smaller impact on a much larger number of people = overall big impact
• It is uniquely challenging to measure 😊
Things that influence Reach: Farmers’ Market Example

• Location of the market

• Access to transportation
  ➢ Stops near market?
  ➢ Able to carry groceries?

• Use of EBT for SNAP/WIC
  ➢ How obvious? Potential for stigma?

• Cultural comfort of market for target population

• Food affordability vs. other options

• Timing – during work hours, including shift work?
How to Measure Reach

• Figure out the denominator and the numerator
• Divide
• Not as easy as it sounds….

\[
\frac{\text{Numerator}}{\text{Denominator}} = \frac{3}{4}
\]
Denominator

• Broader population that could be reached
• Many ways to define this and often requires a lot of estimation!
• Farmers’ Market
  ➤ Population of the community within X radius (but many people drive to the market from some distance)
  ➤ Number of people who generally shop at the market on a given day (most markets can estimate this)
Numerator

• Those actually “reached” – coming to an event, participating in a class, shopping at a Farmers’ Market

• Also consider representativeness – the proportion of those reached who are the ones you intended to reach or are prioritizing
• Keep in mind your end goal for the PSE approach you are using:
  ▶ Increase the participation of SNAP-eligible participants in Farmers’ Markets
  ▶ We know that the typical “demographic” of Farmers’ Market customers is not always a match with who we are trying to reach with SNAP-Ed
  ▶ Farmers’ Market PSE interventions are aimed at increasing access and comfort re Markets
Soooo… possibilities include

• Number of SNAP EBT users at the FM divided by the:
  ➤ # of people within X radius of the market
  ➤ Average number of market attendees

• Or… Keeping it very simple:

  Number of EBT participants BEFORE intervention
  Number of EBT participants AFTER intervention

  5/10 = 50% increase in reach/participation
Examples From the Field: Evaluation of School Wellness Policy

Theresa LeGros
Senior Research Specialist, University of Arizona
WellSAT 2.0
For Statewide Evaluation of Local Wellness Policies

“An idea, like a ghost, must be spoken to a little
before it will explain itself.”
- Charles Dickens
Timeline

2006
- Child Nutrition and WIC Reauthorization Act of 2004 mandates Districts to create & implement LWPs by July 2006

2010
- UConn Rudd Center for Food Policy and Obesity releases 50-item WellSAT
- Healthy, Hunger-Free Kids Act strengthens LWP requirements

2012-14
- Changes to USDA requirements for National School Meal Programs and Smart Snack Standards for competitive foods & drinks go into effect

2014
- UConn Rudd releases a new version of the 2008 tool, the 78-item WellSAT 2.0
<table>
<thead>
<tr>
<th>Strategy Number</th>
<th>Description of Strategy</th>
<th>Intended Reach</th>
<th>Process Indicator</th>
<th>STO (0-1 Yr) Indicators</th>
<th>MTO (2-3 Yr) Indicators</th>
<th>LTO (3-5 Yr) Indicators</th>
<th>Longer To (5+ Yr) Indicators</th>
<th>Longest To (7+ Yr) Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Support the development, implementation, and evaluation of nutrition and physical activity LWP's in collaboration with Local Education Agencies (LEAs)</td>
<td>Number of schools that will be reached (SART)</td>
<td>Number of meetings with school and LEA leadership (SART)</td>
<td>ST4 Baseline scores for school LWF's, Year 1 (WellSAT 2.0)</td>
<td>MT4, MT5 Implementation scores, Year 2 (NHSAC)</td>
<td>LT9, LT10 Increase in implementation scores, Year 4 (NHSAC)</td>
<td>I4 Sustainability Plan – LWP is fully comprehensive (score of 100) and strength grade has increased. Years 7+ (WellSAT 2.0)</td>
<td>I1 Healthy weight - % of adults in Arizona who are overweight and % who are obese (BRFSS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Phase I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I1 % of low-income adults in Arizona who are overweight and % who are obese (BRFSS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>% of schools/districts assessed (SART):</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I1 % of youth in Arizona who are overweight and % who are obese (YRBS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td># WellSAT 2.0 assessments completed # contacted for assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I1 % of low-income youth in Arizona who are overweight and % who are obese (YRBS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Phase II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Why WellSAT 2.0?

- Validated* and recommended by the Western Region
- Measures *written* local wellness policies (LWPs)
- Provides quantitative data in standardized fashion
- Provides detailed scoring guidelines
- Covers Comprehensiveness (Scope) and Strength (Mastery) of LWPs
  - Does the LWP address the item?
  - How well does the LWP address the item?
  - Provides Section Scores and a Total Score

---

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Not Mentioned</td>
</tr>
<tr>
<td>1</td>
<td>Weak Statement</td>
</tr>
<tr>
<td>2</td>
<td>Meets / Exceeds Expectations</td>
</tr>
</tbody>
</table>

## Summary of the LWP Scoring Process

<table>
<thead>
<tr>
<th>Collect LWP</th>
<th>Submit LWP</th>
<th>Review Results</th>
<th>Decide &amp; Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Strategy 10 choice assumes LWP access</td>
<td>- Email or mail</td>
<td>- Scorecard</td>
<td>- Contractor determines action, choosing <em>what to share</em> and <em>how to share it</em></td>
</tr>
<tr>
<td>- School/site or district level LWP</td>
<td>- Evaluation Team Scores LWP</td>
<td>- Recommendations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- No added burden to stakeholders</td>
<td>- Model policy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Only submit LWPs where <em>active</em> or <em>plan to be active</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sample LWP Recommendations

Contractor can choose which, if any, to promote.

The real goal is **not** a better score for the sake of a better score; it’s better **guidance**.

---

**WELLSAT2.0 SCORECARD RECOMMENDATIONS**

Pickwick School District

Date | 10/26/2015

<table>
<thead>
<tr>
<th>General Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Pickwick School District Health &amp; Wellness Policy is fairly comprehensive, especially in the areas of Nutrition Education and Implementation, Evaluation and Communication. The area most in need of improvement is Nutrition Standards for Competitive and Other Foods and Beverages. Implementing any of the recommendations below will help to improve the WELLSAT2.0 score. More importantly, continuing to effectively communicate wellness policy improvements to schools can translate into clear and actionable guidance for schools to further implement effective health and wellness programming in each area.</td>
</tr>
</tbody>
</table>

**Section 1. Nutrition Education**

- Section III of the policy reads, “The Pickwick School District **should** provide nutrition education and engage in nutrition promotion that...” Changing **should** to **will or shall** sends a stronger message regarding the District’s expectations.
Evaluation

• WellSAT 2.0

• Recommendations

Evaluation Team gives contractors scores, model policy and recommendations

Programming

• SHI Planning Framework

• Other, e.g. Alliance for Healthier Generation
Messages to Implementing Agencies

• Scores provide guidance; there is no such thing as a passing grade
• Recommendations are a first step to facilitating use of scores
• You take over from there
  ✓ Choose what information to relay
  ✓ Support improvement plans
• Scores are measured every two years. We seek growth, not perfection
Best Practices for WellSAT 2.0 Scoring

• Create a WellSAT account and learn all you can from the Rudd Center at http://wellsat.org/

• After training, consider potential state-level variations (e.g., we have Arizona Nutrition Standards); document how you will address them

• Use an internal scoring team to ensure fidelity over space (different Districts) and time (to compare across years)

• Use at least two trained scorers to further enhance fidelity; meet to discuss variations in scores

• Generate easy-to-read recommendations that include positive feedback and at least a few very easy changes
Lessons Learned to Date

• LWPs can be easily assessed at School or District level, which provides needed flexibility to IAs
• There are variations in what Schools and Districts will send as their official LWP; be sure to let IAs know they can forward both Policies and Regulations.
• The idea of revising LWPs is highly politically charged
• Once IAs and Districts see easy-to-use recommendations, they are often pleasantly surprised
• Context varies widely; build flexibility into each stage of the assessment process
• Plan to flesh out the role of evaluators and programmers over time
PSE Change Measurement: Maine SNAP-Ed’s Tracking & Planning Tool

Pamela Bruno, MPH & Kira Rodriguez, MHS
University of New England
Overview

• Maine’s SNAP-Ed Implementation Framework
• Development of Policy, Systems & Environmental (PSE) Change Reporting Framework & Tool
• Indicators & Tracking Tool
• Case Study Examples
• Planning and Technical Assistance
Maine SNAP-Ed’s Implementation Framework

University of New England (UNE) is the implementing agency and contracts with statewide coalitions to deliver:

➢ **Direct Education**
  - 8 curricula implemented locally by 24 Nutrition Educators

➢ **Social Marketing**
  - Focused on women and children: “Shop, Cook, and Eat Healthy and on a Budget”

➢ **PSE Change Strategies**
SNAP-Ed Strategies for PSE Change

Each Nutrition Educator will include at least one PSE change strategy in their work plan:

1. Create/enhance wellness policies in childcare settings
2. Participate on school wellness teams and assist in policy implementation
3. Develop school gardens
4. Promote/establish community or home gardens
5. Encourage participation in federal programs targeting SNAP-Ed youth (e.g. NSLP, Summer Food Service)
Development of PSE Reporting

• Worked in a participatory way with Nutrition Educators to develop reporting framework during statewide training

• Evaluators developed one-page planning document:
  ➢ What **phase** are you currently at with your PSE change strategy? (e.g. Assessment, Planning, Implementation, Sustainability)
  ➢ What is your **role** (e.g. lead, participant providing TA)?
  ➢ What **setting** are you working in?
  ➢ Have you identified: champions, stakeholders, partnerships, systems for your work?
Incorporation of the SNAP-Ed Evaluation Framework

Incorporated corresponding indicators from the Environmental Settings level of the framework:

- ST5: Readiness
- ST6: Champions
- ST7: Partnerships
- MT5: Nutrition Supports
What We’re Capturing on the Tracking Sheets

• Readiness
  ➤ Identification of opportunities (by coalition or de novo)

• Champions and Partnerships
  ➤ Identification of and outreach to partners
  ➤ Number of partnerships
  ➤ Types of partnerships
What We’re Learning

• Adoption of PSE Changes
  ➤ Number & types of settings where NEs working

• Reach of PSE Change
  ➤ Can estimate reach based on site/settings info and publicly available data for total population and SNAP-eligible populations
  ➤ Plan to calculate reach
    ▪ By setting (e.g. school district or community organization)
    ▪ By geography (county, district, state)
# Encouraging Participation in Federal Food Assistance Programs for Youth

<table>
<thead>
<tr>
<th><strong>HMP Name:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Person Reporting:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Strategy (drop-down):</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Is this a continuation of last year's (FY15) Strategy? (Y/N)</strong></td>
<td>If NO, please complete row 6</td>
</tr>
<tr>
<td><strong>Why did you change your strategy (drop-down):</strong></td>
<td>Please provide additional detail about reason for strategy change:</td>
</tr>
<tr>
<td><strong>PSE Objectives (Short-Term, Measurable):</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Name of Site(s)/Settings(s):</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What direct ed will you be implementing at the same setting? (choose up to 3)</strong></td>
<td></td>
</tr>
</tbody>
</table>

---

**Top of PSE Tracking Worksheet**
## Lower Part of PSE Tracking Worksheet

<table>
<thead>
<tr>
<th>Month</th>
<th>Projected Activities</th>
<th>Activities Accomplished</th>
<th>Activity Details (Specify who, what and why)</th>
<th>Were you able to accomplish your planned activities this month?</th>
<th>If activities were not accomplished, please explain</th>
</tr>
</thead>
<tbody>
<tr>
<td>October</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>November</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>December</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Example of Drop-Down Activities

<table>
<thead>
<tr>
<th>Month</th>
<th>Projected Activity</th>
<th>Activity #1</th>
<th>Activity Details (Specify who, what and why)</th>
<th>Were you able to accomplish your planned activities this month?</th>
<th>If activities were not accomplished, please explain</th>
</tr>
</thead>
<tbody>
<tr>
<td>October</td>
<td>Reach out to Maine Coast Memorial Hospital</td>
<td>Identify champions, stakeholders</td>
<td>Needs Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Join the Maine Coast Memorial Hospital Green Team</td>
<td>Outreach to Champions, Partners</td>
<td>Identify schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify childcare sites</td>
<td>Identify childcare sites</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify champions, partners or stakeholders</td>
<td>Identify champions, partners or stakeholders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November</td>
<td>Work with Green Team to develop a hospital greenhouse and discuss either adding a community garden or community engagement component</td>
<td>Attend community or other meetings</td>
<td>Review and/or Identify Policies</td>
<td>Outreach to Child Care sites</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>Work with Green Team to develop a hospital greenhouse and discuss either adding a community garden or community engagement component</td>
<td>Work on implementing Garden</td>
<td>Outreach to Child Care sites</td>
<td>Attend Wellness Cmte meetings</td>
<td>Provide TA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Attend Other School meetings</td>
<td>Work to improve specific policy(ies)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Attend Childcare Site meetings</td>
<td>Other Activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Provide TA</td>
<td>No activities this month</td>
</tr>
</tbody>
</table>

**Policy Strategy Drop-Down Activities**

- Needs Assessment
  - Identify schools
  - Identify childcare sites
  - Identify champions, partners or stakeholders
- Outreach to Child Care sites
  - Outreach to Champions, Partners or Stakeholders
  - Attend Wellness Cmte meetings
  - Attend Other School meetings
  - Attend Childcare Site meetings
- Provide TA
- Work to improve specific policy(ies)
- Other Activity
- No activities this month
Definitions of Indicators

- ST5 Readiness
  - # settings with Needs Assessments/total # of settings
- ST6 Champions
  - # champions identified
- ST7: Partnerships
  - # strong (committed) Partnerships
- MT5a Nutrition Supports
  - # settings with new Nutrition Supports/total # settings
- MT5e,f Reach
  - # SNAP-Ed eligible & overall pop. exposed to improved PSE support/total # SNAP-Ed eligible & population
## Preliminary Results: PSE Settings

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Eat</th>
<th>Live</th>
<th>Learn</th>
<th>Work</th>
<th>Play</th>
<th>Shop</th>
<th>Other</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care Policy</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>School Gardens</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Youth Federal Participation</td>
<td>0</td>
<td>1</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>School Wellness Policy</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Community or home garden</td>
<td>0</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>0</td>
<td>8</td>
<td>26</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>

*Other (all in Comm. or Home Garden): Hospital, Community Settings
*Unsure: Still exploring multiple settings*
Case Study 1: Policy Change

<table>
<thead>
<tr>
<th>School Wellness Policy Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy:</strong></td>
</tr>
<tr>
<td><strong>PSE Objectives (Short-Term, Measurable):</strong></td>
</tr>
<tr>
<td><strong>Name of Site(s)/Settings(s):</strong></td>
</tr>
<tr>
<td><strong>Youth or Adult:</strong></td>
</tr>
</tbody>
</table>
## Case Study 1: Activities to Date

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Activity Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend Wellness Committee meetings</td>
<td>MSAD 53 Wellness Team met and reviewed current school wellness policy.</td>
</tr>
<tr>
<td>Review and/or Identify Policies</td>
<td>Worked with MSAD 53 Wellness Team to make edits to existing policy, with an emphasis on nutrition and physical activity components.</td>
</tr>
<tr>
<td>Work to improve specific policies</td>
<td>Provided technical assistance and resources to Wellness Team throughout policy editing process.</td>
</tr>
</tbody>
</table>
| Attend Wellness Committee meetings    | • The Wellness Team presented the Wellness Policy to the school board for approval.  
• Attended meetings this month however the new wellness policy for MSAD53 is still waiting on approval |
Case Study 1: Preliminary Results

• # potential settings impacted:
  ➢ 3 schools

• # potential reach (students impacted):
  ➢ 740 students enrolled in FY2014

• # potential reach target population
  (FRL students impacted):
  ➢ 415 (56%) students eligible for free & reduced lunch
Planning and TA

• Tracking tool serves as planning and technical assistance support…
  ➢ Use tracking sheets to help NEs complete workplans
  ➢ One-on-one webinars twice a year

• Planning and TA Phases:
  ➢ Beginning of FY – Plan
    ▪ Draft annual SMART Objectives
  ➢ Mid-Way through FY – Identify barriers/TA needs
    ▪ Planning column reasonable/specific/achievable
    ▪ Settings identified
  ➢ Closing out FY – Capture evaluation indicators
    ▪ Annual objective progress
    ▪ Semi-structured interview process
Summary

• Tracking and evaluation can work and does not need to be onerous - focus on a few important measures

• PSE Tracking Tool serves multiple purposes:
  ➢ Monitoring/Evaluation
  ➢ Planning/TA
Reporting SNAP-Ed Priority Outcome Indicators

Daniella Uslan, MPH
RNECE-South / UNC SNAP-Ed
SNAP-Ed Plan Guidance and Templates

Download Templates from Appendix B

- Reporting SNAP-Ed Priority Outcome Indicators - Western Region’s SNAP-Ed Evaluation Framework (DOC 20 KB)
- Checklist for Evidence-Based Approaches (DOC 74 KB)
- Checklist for Public Health Approaches (DOC 36 KB)
- Mountain Plains Region Budget Template (XLSX 37 KB)

Reference Funding Allocations

- FY2016 - FY 2016 Final State SNAP-Ed Allocations (PDF 84 KB)
- FY2016 Final State SNAP-Ed Allocations (PDF 161 KB)
# 7 Priority Indicators

<table>
<thead>
<tr>
<th>Indicator Code</th>
<th>Indicator Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT1</td>
<td>MyPlate Behaviors</td>
</tr>
<tr>
<td>MT2</td>
<td>Shopping Behaviors</td>
</tr>
<tr>
<td>MT3</td>
<td>Physical Activity Behaviors</td>
</tr>
<tr>
<td>ST4</td>
<td>Identification of Opportunities</td>
</tr>
<tr>
<td>ST6</td>
<td>Partnerships</td>
</tr>
<tr>
<td>MT4</td>
<td>Nutrition Supports Adopted</td>
</tr>
<tr>
<td>MT5</td>
<td>Physical Activity Supports Adopted</td>
</tr>
</tbody>
</table>

**MT1 MyPlate Behaviors**
For this indicator, specify the survey(s) or data collection tool(s) and age group(s) surveyed: For each outcome measure, indicate pre scores, post scores, sample sizes, and statistical testing, if applicable. Add additional rows if necessary.
Click here to enter text.

**Insert Outcome Measure 1**
Click here to enter text.

**Insert Outcome Measure 2**
Click here to enter text.

**Insert Outcome Measure 3**
Click here to enter text.

**Insert Outcome Measure 4**
Click here to enter text.

**MT2 Shopping Behaviors**
For this indicator, specify the survey(s) or data collection tool(s) and age group(s) surveyed: For each outcome measure, indicate pre scores, post scores, sample sizes, and statistical testing, if applicable. Add additional rows if necessary.
Click here to enter text.

**Insert Outcome Measure 1**
Click here to enter text.
<table>
<thead>
<tr>
<th>ST6 Partnerships</th>
<th>MT4 Nutrition Supports Adopted</th>
</tr>
</thead>
<tbody>
<tr>
<td>For this indicator, identify the number of organizational partnerships, councils, or collaborative groups that organize themselves around a common SNAP-Ed agenda, mission, or strategic plan to adopt nutrition or physical activity practices or standards in settings where nutrition education is provided. List the number of organizations by categories below. Identify the types of settings and where applicable, identify specific partnership accomplishments.</td>
<td></td>
</tr>
<tr>
<td>For this indicator, report the number and percentage of organizational settings where at least one change is made in writing or practice to expand access or improve appeal for healthy eating. Use the ST4 (Identification of Opportunities) count as the denominator to calculate a proportion. Similarly, report the SNAP-Ed eligible audience and total audience who encounter the improved environment on a regular (typical) basis and are assumed to be influenced by it.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eat</th>
<th>Live</th>
<th>Learn</th>
<th>Work</th>
<th>Play</th>
<th>Shop</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of settings in ST4</th>
<th>Number of settings with changes adopted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SNAP-Ed Eligible Population</th>
<th>SNAP-Ed Population Reached</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Population Reached</th>
<th>Policy, systems, or environmental changes adopted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Policy, system, or environmental change 1</td>
</tr>
<tr>
<td></td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td></td>
<td>Policy, system, or environmental change 2</td>
</tr>
<tr>
<td></td>
<td>Click here to enter text.</td>
</tr>
</tbody>
</table>
Thank You for Joining Us!

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