Measurement of Policy, Systems, & Environmental Change

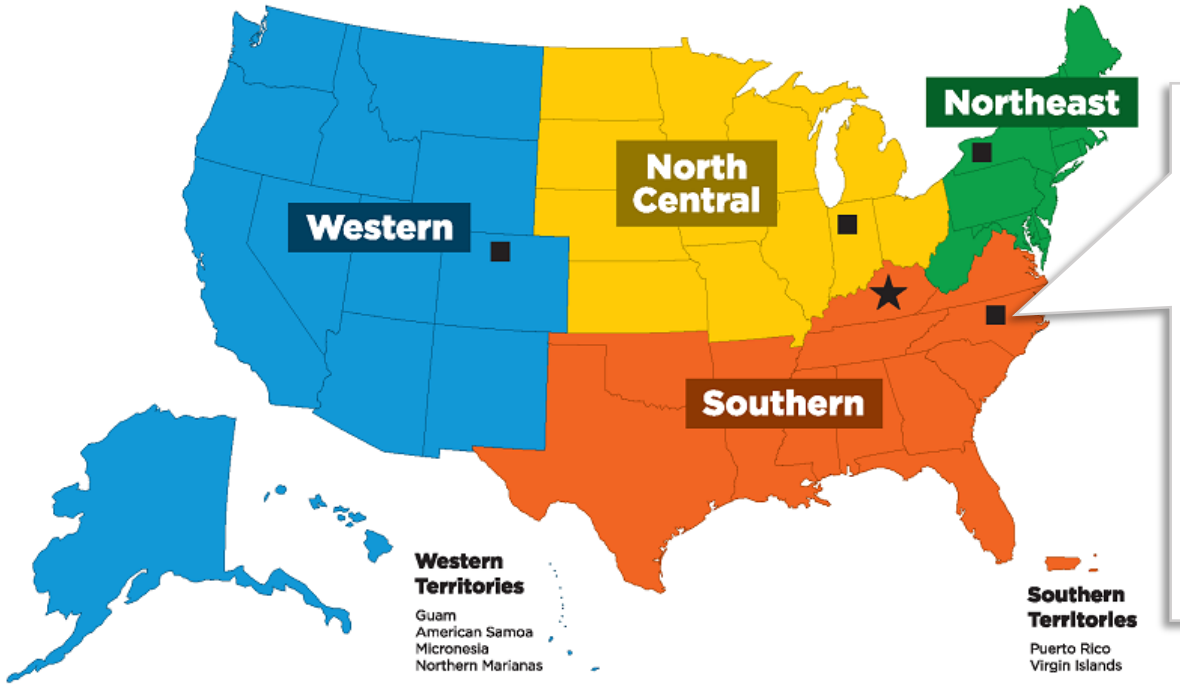
In EFNEP & SNAP-Ed Programs

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.



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UNC CENTER FOR HEALTH PROMOTION AND DISEASE PREVENTION

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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

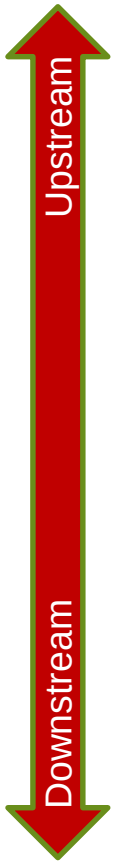
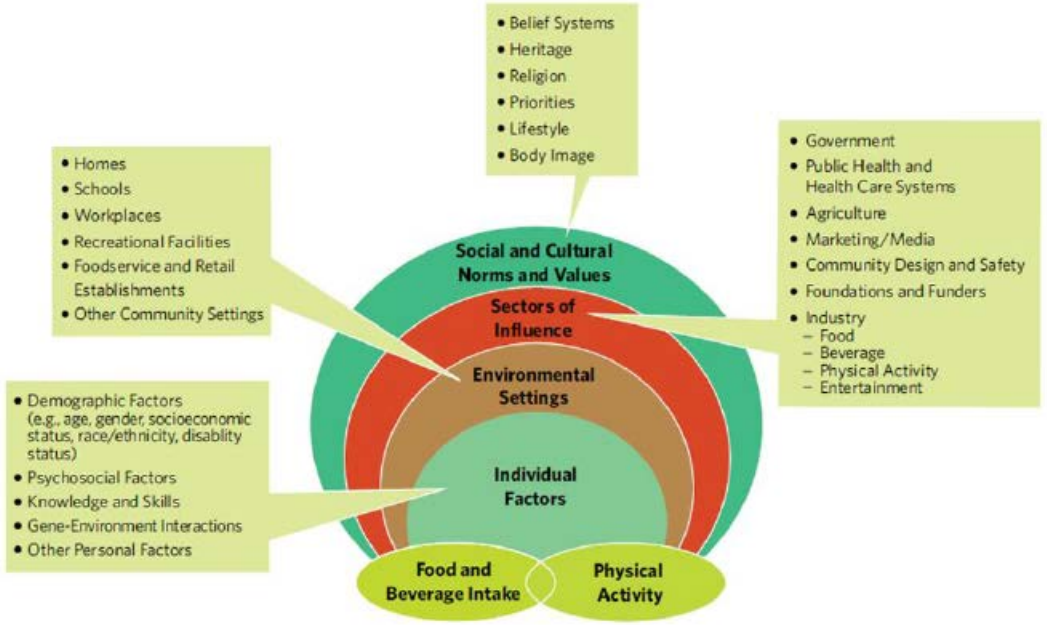


FIGURE 6 1: A Social Ecological Framework for Nutrition and Physical Activity Decisions



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)

Source: http://snap.nal.usda.gov/snap/Guidance/FinalFY2016SNAP-EdGuidance.pdf

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)

United States Department of Agriculture

National Institute of Food and Agriculture

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

2002 Community Nutrition Education (CNE) Logic Model	2010 US Dietary Guidelines*	2015-2020 US Dietary Guidelines
Communities and Institutions →	Environmental Settings →	Settings
Social Structures, Policies, Practices →	Sectors of Influence →	Sectors
		- Multi level
		- Multi-component

*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

NCCOR
National Collaborative on Childhood Obesity Research

SNAP-Ed Evaluation Framework Overview

Andy (Riesenberg) Naja-Reise, MSPH
FNS, Western Region
Program Integrity Branch Chief, SNAP

The ABCDs of PSEs

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

WESTERN REGION SNAP-ED EVALUATION FRAMEWORK

Nutrition, Physical Activity, and Obesity Prevention Indicators

	SHORT-TERM (ST) INDICATORS	MEDIUM-TERM (MT) INDICATORS	LONG-TERM (LT) INDICATORS	IMPACTS (I)	SOCIETAL CHANGES, NORMS & VALUES (NV)
INDIVIDUAL	KNOWLEDGE, INTENTIONS, AND GOALS ST1: MyPlate Knowledge ST2: Shopping Knowledge and Intentions ST3: Physical Activity Knowledge and Intentions	BEHAVIORAL CHANGES MT1: MyPlate Behaviors MT2: Shopping Behaviors MT3: Physical Activity Behaviors	DIETARY AND PHYSICAL ACTIVITY RECOMMENDATIONS LT2: Fruits & Vegetables LT3: Whole Grains LT4: Dairy LT5: Non-Dairy Beverages LT6: Food Security LT7: Physical Activity Recommended Levels LT8: Entertainment Screen Time	HEALTH I1: Healthy Weight and Blood Pressure I2: Quality of Life	
ENVIRONMENTAL	ORGANIZATIONAL OR INDIVIDUAL SUPPORT ST4: Opportunity Identification ST5: Local Champions ST6: Partnerships	ADOPTION AND REACH MT4: Nutrition Supports Adopted MT5: Physical Activity Supports Adopted MT6: Marketing / Messaging	IMPLEMENTATION AND EFFECTIVENESS LT9: Nutrition Supports Implementation LT10: Physical Activity Program Implementation LT11: Program Recognition LT12: Media Coverage	MAINTENANCE I3: Resources I4: Sustainability Plan I5: Barriers Mitigated and Co-Benefits	SOCIAL AND CULTURAL NORMS AND VALUES NV20: Family Meals NV21: Obesity Prevention Beliefs NV22: Breastfeeding Norms NV23: Physical Activity Norms NV24: Active Commuting
SECTORS OF INFLUENCE	COMMUNITY CAPACITY ST8: Community Partnerships ST9: Community Obesity Prevention Plan	COMMUNITY CHANGES MT7: Food Industry MT8: Local Government MT9: Agriculture MT10: Education MT11: Community Design and Safety MT12: Health Care MT13: Media	COMMUNITY BENEFITS LT13: Food Industry Healthy Outlets LT14: Local Government Healthy Food Sales LT15: Agriculture Sales LT16: Educational Attainment LT17: Shared Use Streets and Crime Reduction LT18: Health Care Cost Savings LT19: Healthy Advertising	SUSTAINABILITY I6: *Let's Move!* Recognition I7: Regional Food Hubs I8: Nutrition in Community General Plan	

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)	POPULATION RESULTS (R)
INDIVIDUAL	MOTIVATORS (KNOWLEDGE, INTENTIONS, SKILLS, AND GOALS) ST1: MyPlate ST2: Food Resource Management ST3: Physical Activity and Reduced Sedentary Behavior ST4: Message Recognition	BEHAVIORAL CHANGES MT1: MyPlate MT2: Food Resource Management MT3: Physical Activity and Reduced Sedentary Behavior MT4: Food Safety	MAINTENANCE OF BEHAVIORAL CHANGES LT1: MyPlate LT2: Food Resource Management LT3: Physical Activity and Reduced Sedentary Behavior LT4: Food Safety	
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	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
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 IN SOCIETAL NORMS AND VALUES

Global Framework Changes

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- 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

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SNAP-Ed Evaluation Framework: Environmental Level

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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

Domains	
Eat	Fast food chains, restaurants, mobile vending/food trucks, congregate meal sites and other senior nutrition centers
Live	Places of worship, community organizations, SNAP offices, Indian tribal organizations, public housing, shelters, residential treatment centers, low-income health clinics
Learn	Early care and education; schools; afterschool, summer, and community youth organizations; Boys and Girls Clubs, YMCA, Cooperative Extension offices
Play	Parks and recreation, bicycle and walking paths, school gymnasiums and fields, county fairgrounds
Work	Worksites with low-wage workers, job training programs/TANF worksites
Shop	Large food stores, small food stores, food banks and pantries, farmers' markets

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/

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	READINESS & CAPACITY SHORT TERM (ST)	CHANGES MEDIUM TERM (MT)	EFFECTIVENESS & MAINTENANCE LONG TERM (LT)
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

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	Environmental Settings Indicators	RE-AIM Model Component	SNAP-Ed Evaluation Framework Definition
Short-Term	• ST5: Readiness • ST6: Champions • ST7: Partnerships	Organizational readiness and capacity building	• 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 • 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. • Partnerships with service providers, community or organizational leaders, and SNAP-Ed representatives in SNAP-Ed settings

	Environmental Settings Indicators	RE-AIM Model Component	SNAP-Ed Evaluation Framework Definition
Medium-Term	• MT5: Nutrition Supports • MT6 Physical Activity and Reduced Sedentary Behavior Supports	Adoption	• The number of organizations where at least one change is made in writing or practice to expand access or improve appeal for healthful eating.
		Reach	• 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

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	Environmental Settings Indicators	RE-AIM Model Component	SNAP-Ed Evaluation Framework Definition
Long-Term	• LT5: Nutrition Supports Implementation and Effectiveness • LT6: Physical Activity Supports Implementation and Effectiveness • LT7: Program Recognition • LT8: Media Coverage	Implementation	• Whether the intervention was delivered with fidelity or as intended and whether the essential elements known to be important to the achievement of positive outcomes were actually and consistently implemented.
		Effectiveness	• Improvements in the food and physical activity environments and/or organizational changes, policies, rules, marketing, and access that make healthy choices easier.

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	Environmental Settings Indicators	RE-AIM Model Component	SNAP-Ed Evaluation Framework Definition
Long-Term	• LT9: Leveraged Resources • LT10: Planned Sustainability • LT11: Spin-Off Benefits	Maintenance	• Institutional or community resources invested in nutrition and physical activity supports • Number of SNAP-Ed eligible sites/systems with a high quality plan for sustaining effective nutrition or physical activity education, marketing, and PSE change. • Number, type, and dollar value of unanticipated or spin-off benefits

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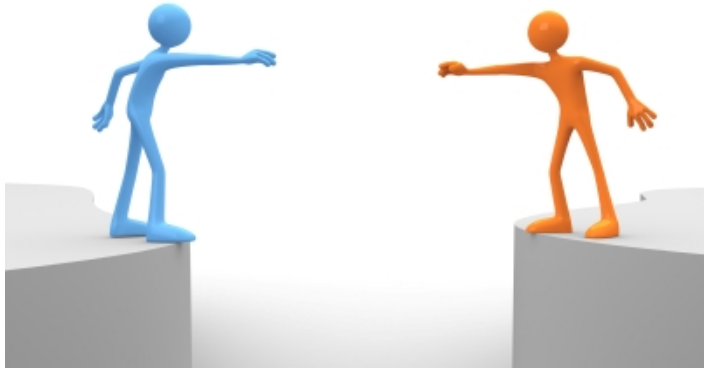
How to Measure PSE Reach

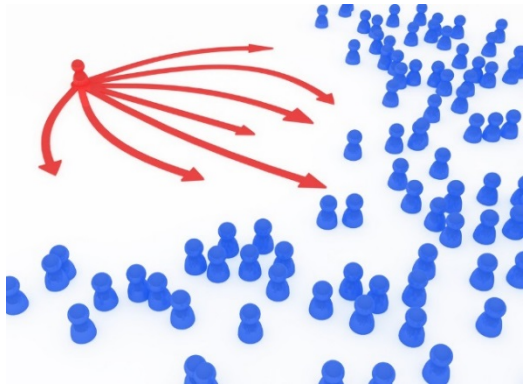
Alice Ammerman, DrPH, RD

RNECE-South / UNC Chapel Hill

	Environmental Settings Indicators	RE-AIM Model Component	SNAP-Ed Evaluation Framework Definition
Medium-Term	• MT5: Nutrition Supports • MT6 Physical Activity and Reduced Sedentary Behavior Supports	Adoption	• The number of organizations where at least one change is made in writing or practice to expand access or improve appeal for healthful eating.
		Reach	• 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

REACH – What, Why, How to Measure





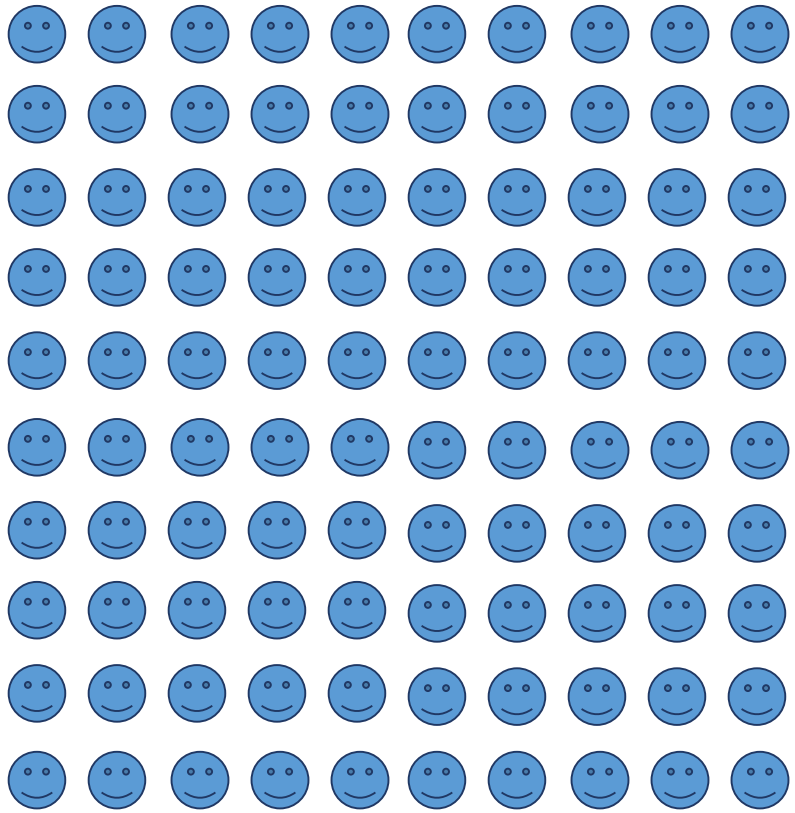
Why do we care?

- 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



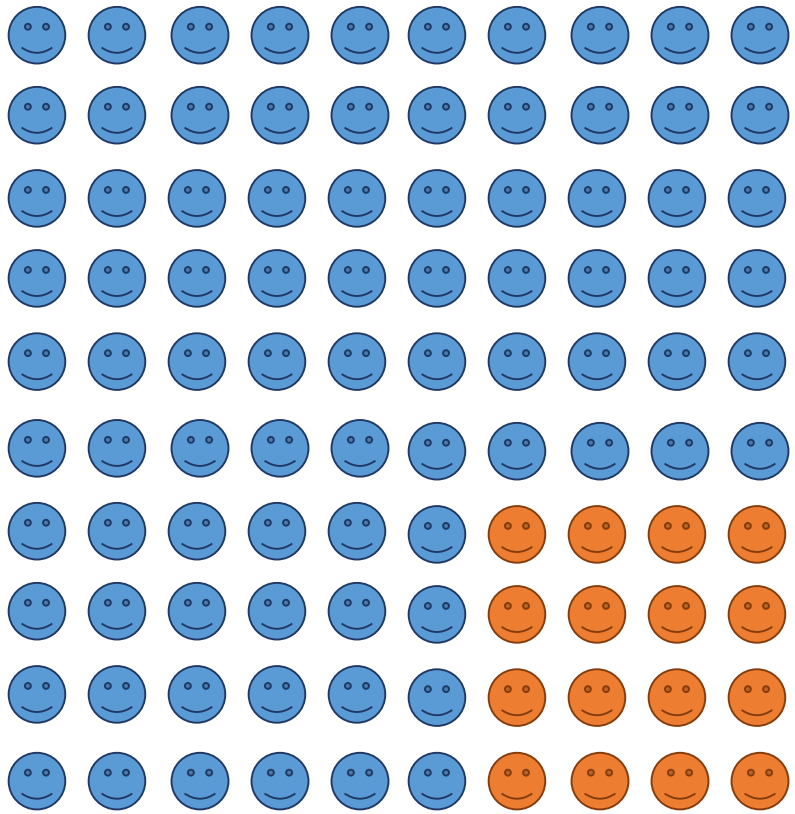
*Thanks to Paul Estabrooks

Understanding Intervention Reach: Representativeness

- Number: 16
- Participation Rate: 16%

= Participant

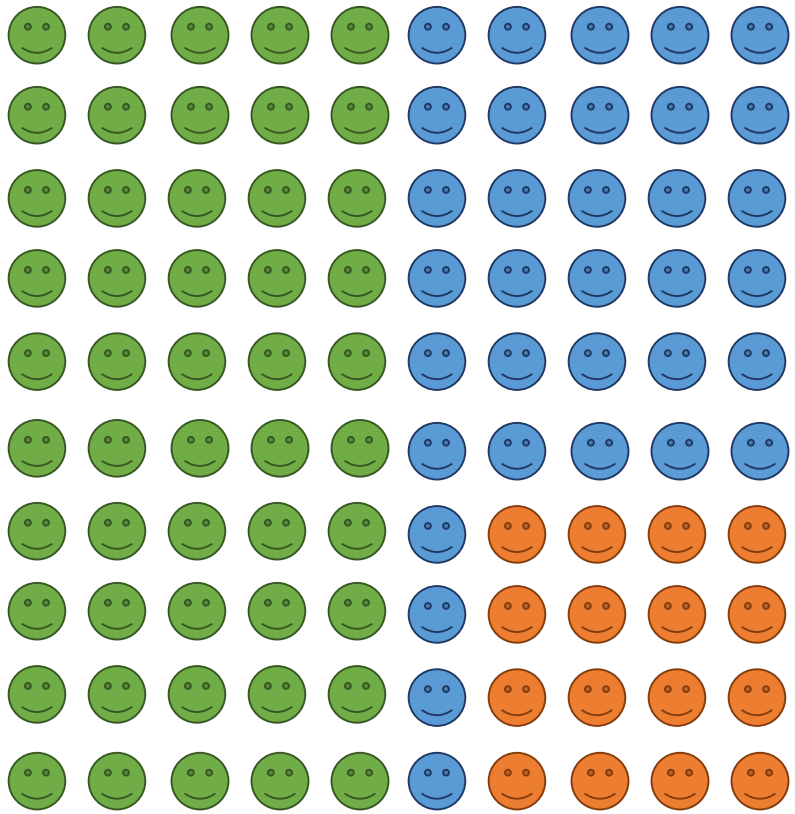
= Total eligible population



*Thanks to Paul Estabrooks for these slides

Understanding Intervention Reach

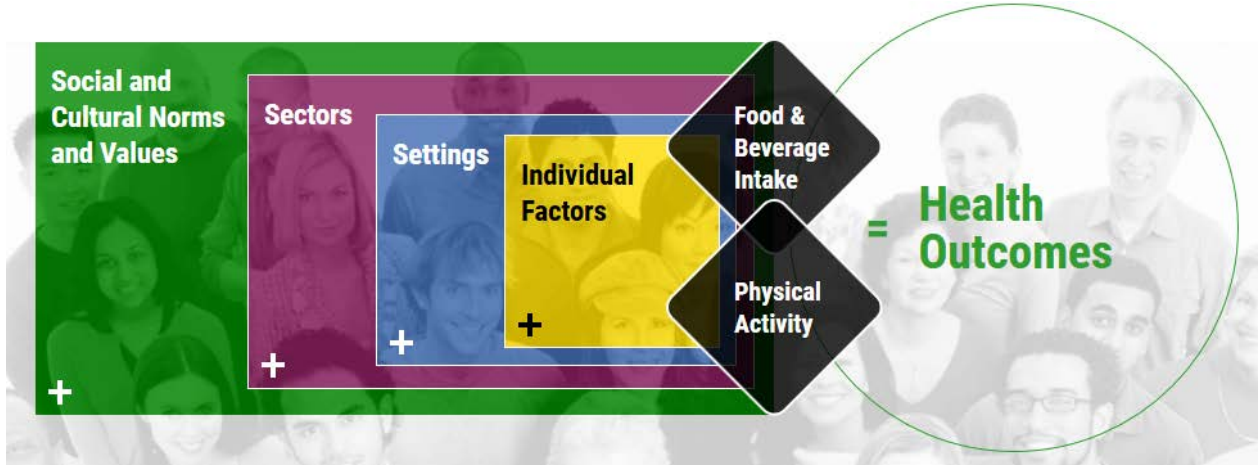
- Number: 16
- Participation Rate: 16%
- Representative:
  - PR=32% blue
  - PR=0% green
  - = Participant



*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….

Numerator **3**

Denominator **4**

Denominator

Numerator **3**

Denominator **4**

- 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

Numerator **3**

Denominator **4**

Divide…

- 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:

$$\frac{\text{Number of EBT participants BEFORE intervention}}{\text{Number of EBT participants AFTER intervention}}$$

5/10 = 50% increase in reach/participation

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Examples From the Field: Evaluation of School Wellness Policy

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Senior Research Specialist, University of Arizona

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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

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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**

Arizona Nutrition Network Evaluation Framework, Strategy 10 (of 16)

Strategy Number	Description of Strategy	INTENDED REACH	PROCESS INDICATOR	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
10	***Support the development, implementation, and evaluation of nutrition and physical activity LWPs*** in collaboration with Local Education Agencies (LEAs)	Number of schools that will be reached (SART)	Number of meetings with school and LEA leadership (SART) **Phase I** % of schools/districts assessed (SART): # WellSAT 2.0 assessments completed # contacted for assessment **Phase II** Number of trainings and/or TA with school and LEA leadership on LWPs (SART)	ST4 Baseline scores for school LWPs, Year 1 (WellSAT 2.0) ST4 Qualitative data re: the identification of LWP/LEA opportunities and/or needs (SARN)	MT4, MT5 Implementation scores, Year 2 (NHSAC) MT4, MT5 Increase in LWP scores, Year 3 (WellSAT 2.0) MT4 Qualitative data re: nutrition supports in LWPs (SARN) MT5 Qualitative data re: PA supports in LWPs (SARN)	LT9, LT10 Increase in implementation scores, Year 4 (NHSAC) LT9, LT10 Increase in LWP total scores with a comprehensive-ness grade of at least 70, Year 5 (WellSAT 2.0)	I4 Sustainability Plan – LWP is fully comprehensive (score of 100) and strength grade has increased, Years 7+ (WellSAT 2.0) LT2-5, LT7-8 Behavior change among youth associated with increased adherence to national dietary and PA guidelines (YRBS)	I1 Healthy weight - % of adults in Arizona who are overweight and % who are obese (BRFSS) I1 % of ***low-income*** adults in Arizona who are overweight and % who are obese (BRFSS) I1 % of youth in Arizona who are overweight and % who are obese (YRBS) I1 % of ***low-income*** youth in Arizona who are overweight and % who are obese (YRBS)

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Why WellSAT 2.0?

Rating	
0	= Not Mentioned
1	= Weak Statement
2	= Meets / Exceeds Expectations

- 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

*Schwartz, MB, Lund, AE, Grow, HM, McDonnell, E, Probart, C, Samuelson, A, Lyta, L. (2009) Comprehensive Coding System to Measure the Quality of School Wellness Policies. *J Am Diet Assoc*, 109, p. 1256-1262.

Summary of the LWP Scoring Process

Collect LWP

- Strategy 10 choice assumes LWP access
- School/site ***or*** district level LWP

Submit LWP

- Email or mail
- Evaluation Team Scores LWP
- No added burden to stakeholders
- Only submit LWPs where ***active*** or ***plan to be active***

Review Results

- Scorecard
- Recommendations
- Model policy

Decide & Act

- ***Contractor*** determines action, choosing ***what to share*** and ***how to share it***

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

General Comments

The Pickwick School District Health & 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.

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

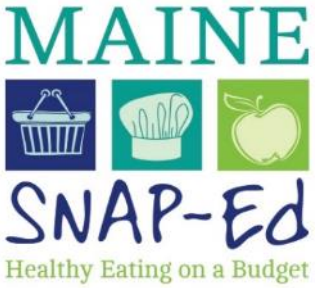
Pamela Bruno, MPH & Kira Rodriguez, MHS

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

MAINE SNAP-Ed Healthy Eating on a Budget

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

MAINE SNAP-Ed
Healthy Eating on a Budget

- 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

MAINE SNAP-Ed Healthy Eating on a Budget

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

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- 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)

Top of PSE Tracking Worksheet

Encouraging Participation in Federal Food Assistance Programs for Youth		
HMP Name:		
Person Reporting:		
Strategy (drop-down):		
Is this a continuation of last year's (FY15) Strategy? (Y/N)		***If NO, please complete row 6***
Why did you change your strategy (drop-down):		***Please provide additional detail about reason for strategy change :***
PSE Objectives (Short-Term, Measurable):		
Name of Site(s)/ Settings(s):		
What direct ed will you be implementing at the same setting? (choose up to 3)		

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Lower Part of PSE Tracking Worksheet

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Month	Projected Activities	Activities Accomplished	Activity Details (Specify who, what and why)	Were you able to accomplish your planned activities this month?	If activities were not accomplished, please explain
October					
November					
December					

Example of Drop-Down Activities

	Projected Activity	Activity #1	Activity Details (Specify who, what and why)	Were you able to accomplish your planned activities this month?	If activities were not accomplished, please explain
Month	Reach out to Maine Coast Memorial Hospital	Identify champions, stakeholde			d interest clear, as of yet.
October	Join the Maine Coast Memorial Hospital Green Team	Outreach to Champions, Partne Stakeholders			d technically am not yet been ng (no meeting
November	Work with Green Team to develop a hospital greenhouse	Attend community or other me			
December	Work with Green Team to develop a hospital greenhouse and discuss either adding a community garden or community engagement component	Work on implementing Garden			.

Policy Strategy Drop-Down Activities

Needs Assessment
Identify schools
Identify childcare sites
Identify champions, partners or stakeholders
Review and/or Identify Policies
Outreach to Schools
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

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- 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

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Strategy	Number & Types of Settings							
	Eat	Live	Learn	Work	Play	Shop	Other	Un-sure
Child Care Policy	0	0	5	0	0	0	0	0
School Gardens	0	1	4	0	0	0	0	0
Youth Federal Participation	0	1	8	0	0	0	0	1
School Wellness Policy	0	0	13	0	0	0	0	0
Community or home garden	0	6	1	0	0	1	5	2
TOTAL	**0**	**8**	**26**	**0**	**0**	**1**	**5**	**2**

Other (all in Comm. or Home Garden): Hospital, Community Settings
Unsure: Still exploring multiple settings

Case Study 1: Policy Change

School Wellness Policy Implementation	
Strategy:	Participate on school wellness teams and assist in establishing school wellness education programs and policies
PSE Objectives (Short-Term, Measurable):	By 9/30/2015, partner with MSAD53 Wellness Team to create a plan of implementation for a minimum of one nutrition goal outlined in Wellness Policy.
Name of Site(s)/Settings(s):	MSAD53
Youth or Adult:	Youth

Case Study 1: Activities to Date

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Activity Type	Activity Details
Attend Wellness Committee meetings	MSAD 53 Wellness Team met and reviewed current school wellness policy.
Review and/or Identify Policies	Worked with MSAD 53 Wellness Team to make edits to existing policy, with an emphasis on nutrition and physical activity components.
Work to improve specific policies	Provided technical assistance and resources to Wellness Team throughout policy editing process.
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

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Case Study 1: Preliminary Results

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- **# *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

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- 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

SNAP Ed UNC
Healthy Food for All in North Carolina
CENTER FOR HEALTH PROMOTION AND DISEASE PREVENTION

Reporting SNAP-Ed Priority Outcome Indicators

Daniella Uslan, MPH

RNECE-South / UNC SNAP-Ed

SNAP-Ed Plan Guidance and Templates

- MyPlate for My Family
- Eat Smart, Live Strong
- Materials from FNS
- Spanish Materials
- Nutrition Apps and Games
- Resource Library

Browse By Subject

- SNAP-Ed Guidance
- National SNAP-Ed
- State SNAP-Ed Contacts
- Evaluation
- Behavior Change
- Public Health Approaches
- Topics A-Z
- Professional Development Tools
- Resource Library
- Nutrition Through the Seasons
- Recipes

- **Funding/Credit Statement**
- **SNAP-Ed Strategies & Interventions Toolkit - January 2016 Update**
- **Western Region's Evaluation Framework and Priority Indicator Definitions**

Download Templates from Appendix B

- Reporting SNAP-Ed Priority Outcome Indicators - Western Region's SNAP-Ed Evaluation Framework (DOC|20 KB)

- Template 4, Section B: SNAP-Ed Plan Budget Information By Project (DOC|46 KB)
- Template 4, Section B: SNAP-Ed Plan Budget Information By Project (Excel Spreadsheet) (XLSX|16 KB)
- Template 4, Section C: SNAP-Ed Budget Information By Project (Travel) (DOC|45 KB)
- Template 5, SNAP-Ed Plan Assurances (DOC|33 KB)
- Template 6, SNAP-Ed Plan Signatures (DOC|38 KB)

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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)

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Reference Funding Allocations

- FY2010 - FY 2016 Final State SNAP-Ed Allocations (PDF|84 KB)
- FY2016 Final State SNAP-Ed Allocations (PDF|161 KB)

7 Priority Indicators

Indicator Code	Indicator Name
MT1	MyPlate Behaviors
MT2	Shopping Behaviors
MT3	Physical Activity Behaviors
ST4	Identification of Opportunities
ST6	Partnerships
MT4	Nutrition Supports Adopted
MT5	Physical Activity Supports Adopted

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.

ST6 Partnerships	
For this indicator, identify the number of organizational partnerships, councils, or collaboratives 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.	
Eat	Click here to enter text.
Live	Click here to enter text.
Learn	Click here to enter text.
Work	Click here to enter text.
Play	Click here to enter text.
Shop	Click here to enter text.
Other	Click here to enter text.

	MT4 Nutrition Supports Adopted 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.						
	Eat	Live	Learn	Work	Play	Shop	Other
Number of settings in ST4							
Number of settings with changes adopted							
SNAP-Ed Eligible Population							
SNAP-Ed Population Reached							
Total Population Reached							
Policy, systems, or environmental changes adopted							
Policy, system, or environmental change 1	Click here to enter text.						
Policy, system, or environmental change 2	Click here to enter text.						

Thank You for Joining Us!

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