RNECE-South Training Webinar: Policy, Systems, and Environmental (PSE) Change in SNAP-Ed and EFNEP Programs

Monday, August 17th 3:00 - 4:30 pm EDT
Agenda

WEBINAR OBJECTIVE: Introduce PSE concepts, examples, and resources in the context of SNAP-Ed and EFNEP programming in the RNECE-South Region

1. Overview of RNECE-South and introductions of RNECE-South staff
2. Defining PSE and Strategies for combining with Direct Education
3. Examples of PSE Activities in SNAP-Ed and EFNEP in the RNECE-South Region
4. Evaluating PSEs
5. Resources
6. Questions and Discussion
Section 1: RNECE-South Introduction
Southern Regional Center of Excellence in Nutrition Education and Obesity Prevention

Alice Ammerman, Co-Director
Lorelei Jones, Co-Director, EFNEP Specialist
Molly De Marco, Evaluation Specialist/Co-Investigator
Carolyn Dunn, Co-Investigator
Daniella Uslan, SNAP-Ed Specialist
Stephanie Bomberger, Regional Center Coordinator

Stephanie Jilcott Pitts (East Carolina University)
David Cavallo (Case Western Reserve University)
Annie Hardison-Moody (NC State University)

UNC Center for Health Promotion and Disease Prevention (UNC-Chapel Hill)

NC State University Cooperative Extension Office
Department of Youth, Family, and Community Sciences (NCSU)
Southern Regional Center Overview

- Nutrition Education and Obesity Prevention in the Southern Region
- Southern Regional Center
  - Center Team
  - Collaboration with Regional Stakeholders
    - Steering Committee
  - Sub-Awards
  - Website: RNECE-south.org
Section 2: Defining PSE and Strategies for combining with Direct Education
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 related to 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 (Page 11).
  - 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; and
  - 3. Community and public health approaches to improve nutrition

- FNS expects SNAP agencies to use comprehensive interventions in SNAP-Ed that address multiple levels of this framework to reach the SNAP-Ed target population in ways that are relevant and motivational, while addressing constraining environmental and/or social factors in addition to providing direct nutrition education.
EFNEP and PSE from Federal Policy

- Professional EFNEP staff coordinate efforts and collaborate with community partners to improve the food and physical activity environment for participants.

- Communities benefit as EFNEP personnel and others in the public and private sector network, cooperate, coordinate, and collaborate on efforts to support the nutritional health of low-income populations (Page 7).

PSE - 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, eg/ School Lunch/Breakfast
- Leverage and building 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, and 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
PSE happens at many levels - It doesn’t require passing a new state or federal law!
**Social and Cultural Norms and Values**

**Sectors of Influence**

- **Individual Factors**
- **Environmental Settings**

**Influencing Factors**

**Intervention Strategies**

- **Family Policy:** Dad is in charge of cat feeding
- **Share this story on social media or with your Vet**
- **Kids in the family get the message that “obesity” is a health threat to pets**

**Family “Fat Cat” Example**

- 2 parents
- 3 kids
- 1 (fat) cat

Some cats eat only when hungry, others eat whenever food is available.

This cat eats dry food.

Teach family members to use a checklist for when the cat has been fed.

Educate family members that cats should be fed dry food only twice a day.

This cat eats dry food.
Diet and physical activity for young children is largely determined by adults and their environment.

School environments and policies are an approach to reaching millions of children.

Parents are also key.

School nutrition standards have improved dramatically but increase support from schools and parents urgently needed.
Social and Cultural Norms and Values

- Social norms/Peer influence
- Parental attitudes about school food
- School Wellness Policies
- Food available at home
- Food available at school
- Knowledge about diet/health

Environmental Settings

- Team effort to improve school lunch
- Kids convey positives about school nutrition to parents
- School Wellness Policies
- Support School Lunch Improvements
- Awareness of School Health Policies

Sectors of Influence

- Potential PSE Addition
- Potential PSE Addition
- Potential PSE Addition

Individual Factors

- Current Program
- Current Program
- Facts about food and health, calories, labeling

Food for Thought

Grade Level: 4th – 5th

Program Length: 60 min.

- Schools visit Poe Center or host program at school. Interactive program, use clickers for feedback/evaluation
Suggested strategy to nudge one shot class sessions Upstream:

- **Before the session:** Assign teacher/students to find School Health Policy and send to the Poe Center staff. Learn about how it was developed. Alert Child Nutrition Director about plans and get buy-in.

- **During 60-Minute Session:**
  - Quick/strong review of health hazards of poor diet/lack of PA
  - Honest/controlled discussion of school lunch
  - If you want to say something bad you also have to say something good.
  - Discuss benefits of school nutrition policies and improved health
  - Strategize with kids on ways to enhance the appeal of the school lunch experience.

- **Back at School:**
  - Detective work on “compliance” with School Health Plan eg) classroom parties, fundraising
  - Writing assignments:
  - Letter to child nutrition director
  - (Exercise in making a convincing/diplomatic argument)
  - Suggestions on how to get kids more excited about school meals
  - After receiving (screened) letters, CND meets with students to discuss ideas
    - Letter to parents/caregivers about the School Health Plan and what they learned about it, send copy
  - Thinking Big – Form a SPOON (Student Power Over Our Nutrition) Committee at school
Evaluation Strategy

- Students - Pre-post 60 minute session (clickers)
  - Basic nutrition and PA knowledge
  - Purpose of School Health Policy
  - Benefits of healthy eating
  - Attitudes about school lunch??

- Teacher pre/post (with program application/follow-up)
  - Personal knowledge/attitudes/behaviors about SHP and Child Nutrition Program
  - Discussion with other teachers or administrators
  - Perceived changes in children’s attitudes about above and/or sense of engagement in the child nutrition programs

- Parent and School level??
Teen Moms face many challenges in raising healthy children.

Education helps but doesn’t change the many environmental obstacles:
- Access to good healthcare
- Healthy food availability
- Breastfeeding attitudes/support
Individual Factors

Environmental Settings

Sectors of Influence

Social and Cultural Norms and Values

- Social norms/Peer influence, self-efficacy/self worth
- Friend and Family attitudes about breastfeeding
- Food Available at School
- Food available at home
- Access to medical care
- Knowledge about diet/health

Current Program

Potential PSE Addition

8 one hour group modules
- Preparing for Stork
- Nurturing Self
- Care for Own Health
- Food selection
- Food Prep and Safety
- Pregnant Body Changes
- Feeding Baby
- Resources

Explore social media/marketing to increase support for teen moms/breastfeeding

Potential PSE Addition

Simple meal preparation and lunch packing

Potential PSE Addition

Explore breastfeeding support options including school, work

Potential PSE Addition

Links with nutrition benefits programs - WIC, SNAP, etc

Potential PSE Addition

Mentoring Program after graduation

Education per above 8 sessions

Current Program

Current Program

Current Program
Evaluation Strategies

- Participants
  - Good pre-post series of questions about diet, breastfeeding, attitudes, barriers, etc.
  - Add measures relevant to PSE efforts

- Mentors
  - Observations of changes in attitude, self efficacy
  - Advocacy efforts re breastfeeding support etc.

- Schools/workplaces (depending on context)
  - Evidence of improved/anticipated support for pregnant/breastfeeding moms
    - Maternity leave policies?
    - Set aside room for breastfeeding/pumping
Section 3: Examples of PSE Activities in SNAP-Ed and EFNEP in the RNECE-South Region

Presenters: Lorelei Jones, Lauren Amaya, Debra Garrard-Foster, Karla Shelnutt, Daniella Uslan, Molly De Marco
Examples of PSE Activities within EFNEP in the Southern Region
Lorelei Jones, EFNEP Coordinator
North Carolina State University
Department of Youth, Family, & Community Sciences, EFNEP

- EFNEP teaches nutrition education to parents of pre-school children.
- Pre-school teachers and director are collaborators to reach the parents.
- EFNEP professional engages with teachers and director to discuss how they are supporting healthy eating for the children in their care.
- Pre-school teachers and director decide to serve fruit instead of animal crackers for snack.
- Partnership results in environmental change for children in pre-school.
School Wellness Policies

Lauren Amaya PhD, RD, LD
CNEP Assistant State Specialist: Youth
Oklahoma Cooperative Extension Service
Nutritional Sciences Department
Oklahoma State University
School Wellness Policies

- If participating in school meal programs, required to develop & implement SWP
  - Child Nutrition and WIC Reauthorization Act of 2004, & HHFKA 2010
  - Addresses obesity and promotes healthy eating and physical activity through changes in school environments
- Important to measure quality of SWP & how implemented
  - Wellness School Assessment Tool: WellSAT, WellSAT 2.0, & WellSAT-i
  - Created by Rudd Center
  - WellSAT-i
    - Working draft
    - Measures the implementation of wellness policies
    - Wellness promotion, nutrition, physical activity, & evaluation
School Wellness Policies

- Schools in Oklahoma
  - Aims, in collaboration with the Rudd Center, to assess and quantify implementation of school wellness policies as well as identify promoters and barriers of implementation for school personnel in rural school districts
  - Partnered with Oklahoma State Department of Education
    - No SNAP-Ed funding
  - Semi-structured interviews with 5 people/school + observations
## How WellSAT Scores Are Calculated

The WellSAT will give you two scores: a **comprehensiveness** score, which reflects the extent to which recommended content areas are covered in the policy; and a **strength** score, which describes how strongly the content is stated. Both scores range from 0-100, with lower scores indicating less content and weaker language, and higher scores indicating more content and use of specific and directive language.

<table>
<thead>
<tr>
<th>SCORE</th>
<th>EXPLANATION</th>
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</thead>
<tbody>
<tr>
<td><strong>Comprehensiveness Score by section</strong></td>
<td>Comprehensiveness is calculated by counting the number of items in each section rated as &quot;1&quot; or &quot;2,&quot; dividing this number by the number of policy items in the section, and multiplying this number by 100.</td>
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<tr>
<td><strong>Strength Score by section</strong></td>
<td>Strength is calculated by counting the number of items in each section rated as &quot;2,&quot; dividing this number by the number of policy items in the section, and multiplying this number by 100.</td>
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<tr>
<td><strong>Total Comprehensiveness</strong></td>
<td>Total comprehensiveness is calculated by adding the comprehensiveness scores of all six sections and dividing this number by six (the total number of sections).</td>
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<tr>
<td><strong>Total Strength</strong></td>
<td>Total strength is calculated by adding the strength scores of all six sections and dividing this number by six (the total number of sections).</td>
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PSE Health & Hunger County Grants

Debra Garrard-Foster
Community Nutrition Education Programs State Coordinator
Oklahoma State University
PSE Health & Hunger County Grants

- Health & Hunger Grants were offered to counties in the amount of $2500 for single county or $5,000 for multi-county projects over a 3-year period.
- Program objectives (select one area from the project outcomes ex. Dietary Quality, Physical Activity, Food Resource Management, Food Safety, and Food Security)
- Describe how the community needs will be assessed?
- Action Plan (what will you be doing and how will the funds be spent?)
- Provide a detailed budget.
- If using a curriculum, list it and describe components to be used.
- Describe how you plan to involve outside partners in the project.
- How will the project be promoted or marketed in the community?
- How will the granting agency be recognized?
- How do you plan to evaluate project?
Community 1

- In order to increase food access, six traveling raised gardening beds are being made to assist adults with mobile limitations in three communities.

Community 2

Changes in the school environment include:

- Increased fruit consumption by offering fruit as reward
- Added *Be Fit 4 Life* nutrition education program
- Increased time devoted to physical activity
- Planted fruit trees on school grounds
In order to increase food access, six traveling raised gardening beds are being made to assist adults with mobile limitations in three communities.
Alachua County
Farm to School to Work Hub

Karla P. Shelnutt, PhD, RD
Associate Professor and Extension Nutrition Specialist
PI, Family Nutrition Program
Site Information

- Loften = 60% Students Qualify for Free or Reduced Lunch
- GET = Growing Educational Training
  - Pull from 4 district high schools for training on gardening, nutrition education, food safety, and food preparation
Activities

- Growing produce for school lunch and snacks (lettuce, peppers, and basil)
  - 1,000 lbs used in school lunches
- Processing produce
  - Repackaged 5,000 lbs of farm-grown lettuce
  - Sorted and packed 2,500 lbs of fruits and vegetables including 1,200 lbs of blueberries, 189 lbs of muscadine grapes, and 251 lbs of persimmons
Other Activities

- Nutrition Education
- Food Safety Education
- Taste Tests
- Seed Saving
- School Gardens
- 870 transplants grown for 6 schools
- Greenhouse tours and farm field trips
SNAP-Ed Funding at work in Loften

- 2.25 FTE On-site FNP Staff
  - Kitchen/Food Safety
  - Gardening/Horticulture
  - Nutrition
  - 3.25 FTE in FFY 2016

- Supplies
  - Gardening
    - Soil tests, shears, plant starter trays, gloves, safety signage
    - FFY 2016 expansion to 1 ac garden (irrigation, hand tools, etc.)
  - Kitchen
    - Gloves, aprons, measuring cups, spatulas
    - FFY 2016 replacement of kitchen smallwares
Loften Evaluation Efforts

- Suitable for ESE Students
- Student Pre-Post
  - Food Safety
    - 4 students successfully SafeStaff certified in FFY 2015
  - Work Behavior
    - Communication, decision making, problem solving
- Horticultural Skills
  - Greenhouse and Garden
- Nutrition
  - 6 Weeks of Education
Policy & Environment: Local Food Policy Councils & Healthy Corner Store Project

Daniella Uslan, MPH
SNAP-Ed North Carolina
UNC Center for Health Promotion and Disease Prevention
Local Food Policy Councils

- Food policy councils provide a nonpartisan setting for stakeholders to gather and develop a comprehensive view of local food systems.
- Stakeholders from all parts of the food system can come together to build and strengthen relationships and have conversations focused on improvement of policies.
- CDC’s Guide to Strategies to Increase Consumption of Fruits and Vegetables lists promotion of food policy councils as a way to improve the food environment.
- Page 18 of SNAP-Ed guidance, listed as a “Systems” change example
  - “The local SNAP-Ed provider could be an instrumental member of a food policy council providing insight into the needs of the low-income target audience.”
- SNAP-Ed staff attend local food policy council meetings to provide input around food access issues and help bring essential and diverse partners to the councils.
- Two counties: Orange and Warren
- Meetings held monthly
- Evaluated through meeting agendas, notes, attendance to determine Local Champions (WRO ST5) and new Partnerships (WRO ST6).
Environment: Healthy Corner Store Project

- The Healthy Aisle Project improves consumers’ awareness of healthy foods available in two stores in Lenoir County, NC (Rural with high density of low income residents).
- List of healthy items created for store managers.
- Healthy food options are labeled and grouped together in an appealing manner with shelving and colorful signage.
- With SNAP-Ed funds provide supplies (shelving, baskets), signage, and technical assistance to corner store owners.
Healthy Corner Store Project Evaluation

- Nutrition Environment Measure Survey (NEM-S)
- Shelf space measurement
- Customer Intercept interviews
- Logging of health food purchases (SNAP and non-SNAP)
- Interviews with store managers
- Weekly inventory checks (WRO ST4, ST6, MT4)
Section 4: Evaluation of Policy, Systems and Environmental Changes

Presenter: Stephanie Jilcott-Pitts
Evaluation of Policy, Systems and Environmental Changes

- A conceptual approach to the use of data as a part of a quality improvement process in public health.
- Used to improve public health interventions and policies.
- Purpose is to provide evidence of effectiveness (or lack thereof).
- There are several models and frameworks for evaluation.
  - I will briefly discuss just one!
Evaluation of PSEs

Four types:

- Formative evaluation
  - Prior to the PSE intervention, to develop materials and methods.

- Process outcomes
  - Did the PSE intervention happen as originally designed?
  - “DOSE”

- Intermediate (aka, impact, proximal) outcomes
  - Did the PSE intervention result in changes in the environment and/or behavior?

- Public Health (aka, distal) outcomes
  - Did the PSE intervention contribute to change in behavior and/or health indicators?
Evaluation of PSEs

- Intermediate outcomes may be environmental changes, beliefs regarding health behaviors, or behaviors.
- Public health outcomes may be behavior changes, or changes in a health outcome.
- Depends on your conceptual model + resources for evaluation.
- The following slides will detail each type of evaluation and give examples for two different PSE Interventions:
  - 1-Healthy corner stores
  - 2-Farmers’ markets that begin to accept SNAP/EBT
Formative Evaluation

<table>
<thead>
<tr>
<th>Methods used</th>
<th>Healthy corner store</th>
<th>Farmers’ markets</th>
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</thead>
<tbody>
<tr>
<td>Qualitative methods (interviews, focus group discussions)</td>
<td>Qualitative interviews with store owners to determine the types of healthy foods they would be able / willing to stock.</td>
<td>Qualitative interviews with SNAP participants to learn about barriers to shopping at farmers’ markets.</td>
</tr>
<tr>
<td>Community surveys</td>
<td>Customer surveys to determine types of healthy foods customers would purchase at a corner store.</td>
<td>Random digit dial surveys to learn about barriers and facilitators to shopping at farmers’ markets.</td>
</tr>
<tr>
<td>Community assessment</td>
<td>Environmental scan to examine the location of all corner stores in a county.</td>
<td>Inventory of all farmers’ markets and produce stands in a local jurisdiction.</td>
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## Process Evaluation

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<tr>
<td>Observations, audits, checklists</td>
<td>Nutrition Environment Measures Survey (NEMS)- Corner stores used to determine if corner stores are stocking and promoting healthier foods as planned.</td>
<td>Farmers’ market audit tool to determine healthfulness of offerings at markets; Observations to determine if farmers’ markets are using SNAP/EBT machines.</td>
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## Intermediate Outcome Evaluation

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<td>Observations, audits, checklists</td>
<td>Pre/Post NEMS-Corner stores to determine changes in the corner store environment.</td>
<td>Pre/Post FMAT in all farmers’ markets to determine changes in the farmers’ market environment.</td>
</tr>
<tr>
<td>Community surveys</td>
<td>Pre/Post customer surveys to determine if more customers are purchasing healthy foods at corner stores.</td>
<td>Pre/Post random-digit-dial surveys to determine if more SNAP participants are shopping at farmers’ markets.</td>
</tr>
<tr>
<td>Community assessments</td>
<td>Map of all the healthy corner stores in the county, overlaid with income status of all census tracts.</td>
<td>Map of all farmers’ markets that accept EBT, overlaid with income status of all census tracts.</td>
</tr>
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## Final public health outcome evaluation

*(NOTE: PSE intervention evaluations rarely go to this step)*

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<td>Community surveys</td>
<td>Customer surveys to determine if there is a decrease in weight status among those who shop at the healthy corner stores.</td>
<td>Customer surveys to determine if there is a decrease in weight status among those who use SNAP/EBT at farmers’ markets vs those who do not.</td>
</tr>
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The UNC-CH Center for Training and Research Translation

- http://CenterTRT.org/
- Provides many tools to assist with evaluation efforts!
Linkages between Center TRT and the WRO:

ST4: Identification of Opportunities (Setting where there is identified need for changing policies)

ST6: Partnerships (partnerships with leadership, service providers, or clients in low-income venues; # of members of task forces such as school wellness committees, food policy councils)

MT4: Nutrition Supports Adopted (Reach and adoption of nutrition policies or environmental changes, documentation of changes in at the low-income setting and associated reach)
PSE and the Western Regional Evaluation Framework

- WRO Framework measured SNAP-Ed/EFNEP effectiveness.
- 51 items on the menu
- 4 types of (from SEM) short, medium, and long-term indicators
  - Individual
  - Environmental
  - Sectors of influence
  - Social and cultural norms and values
- Selected indicators that measure policy, systems, or environmental changes are:
  - ST4: Identification of Opportunities (Setting where there is identified need for changing policies; #/% of settings with an identified need for improving access or creating appeal for nutrition and PA supports)
  - ST6: Partnerships (partnerships with leadership, service providers, or clients in low-income venues; # of members of task forces such as school wellness committees, food policy councils)
  - MT4: Nutrition Supports Adopted (Reach and adoption of nutrition policies or environmental changes, documentation of changes in at the low-income setting and associated reach - Faithful Families gets at this with their pre/post Faith Health Assessment assessing whether water policies, for example, have been implemented.)

Section 5: Resources
PSE Resources

- RNECE-South.org has a list of measures to evaluate PSEs as well a link to the Western Regional Evaluation Framework
  - [http://CenterTRT.org](http://CenterTRT.org)
  - [http://EvaluationPSE.org](http://EvaluationPSE.org)
References


- Byker Shanks C, Jilcott Pitts S, Gustafson A. Development and Validation of a Farmers’ Market Audit Tool in Rural and Urban Communities.


Section 6: Questions
RNECE-South Demographic Survey!

Southern Regional Center of Excellence
in Nutrition Education and Obesity Prevention

Thank you for participating in this SNAP-Ed/EFNEP Southern Regional Center of Excellence in Nutrition Education and Obesity Prevention (RNECE-South) training opportunity! We are using this brief survey to collect demographic information from participants of the training events (webinars, conferences, etc.) hosted by RNECE-South. The information collected in this brief demographic survey will be used internally for Center-related planning and organization to help us understand where our participants are located and how they learned about RNECE-South and our activities.

Please complete this survey each time you attend a training opportunity hosted by RNECE-South.

RNECE-South may report attendance rates and general information about the types of participants that attend our training events to our funder and the other RNECE Centers of Excellence (National Coordination Center, RNECE-Northeast, RNECE-North Central, RNECE-West). No individual or personal information will be shared with anyone outside of RNECE-South without your explicit permission.

RNECE-South is part of the USDA’s (NIFA/FNS) Regional Nutrition Education and Obesity Prevention Centers of Excellence Initiative and was awarded to the University of North Carolina at Chapel Hill and North Carolina State University. (USDA Award #2014-48757-22610; UNC IRB #14-2449)

https://unc.az1.qualtrics.com/SE/?SID=SV_daRwcmQIpe53Ib