The SNAP-Ed Evaluation Framework
Nutrition, Physical Activity, and Obesity Prevention Indicators
Objectives

☐ Overview & history
☐ Framework features
☐ Putting the framework to use
What is the SNAP-Ed Evaluation Framework?

- Evaluation model that allows SNAP-Ed to highlight program successes through the measurement of a specific set of 51 indicators across five levels

- Collaboration among network of experts:
  - Association of SNAP Nutrition Education Administrators (ASNNA)
  - National Collaborative on Childhood Obesity Research (NCCOR)
  - 28 state SNAP-Ed implementing agencies
  - 25 external experts
History

- 2013-2014 – 8 state SNAP-Ed programs in the Western Region developed and piloted the framework.
- Results from the pilot identified a common set of indicators that provide meaningful direction but inconsistent interpretation of PSE measures.
- The framework was then intensively reviewed in workshops from ASNNA and NCCOR
According to the FY’17 SNAP-Ed Plan Guidance, SNAP-Ed implementing agencies must use 3 approaches to delivering SNAP-Ed programming:

- #1 – Individual, group, and family nutrition education & physical activity promotion
- #2 – Comprehensive, multi-level interventions in environmental settings
- #3 – Community & public health approaches that reach a large segment of the population
SNAP-ED EVALUATION FRAMEWORK
Nutrition, Physical Activity, and Obesity Prevention Indicators

INDIVIDUAL
GOALS AND INTENTIONS
ST1: Healthy Eating
ST2: Food Resource Management
ST3: Physical Activity and Reduced Sedentary Behavior
ST4: Food Safety

BEHAVIORAL CHANGES
MT1: Healthy Eating
MT2: Food Resource Management
MT3: Physical Activity and Reduced Sedentary Behavior
MT4: Food Safety

MAINTENANCE OF BEHAVIORAL CHANGES
LT1: Healthy Eating
LT2: Food Resource Management
LT3: Physical Activity and Reduced Sedentary Behavior
LT4: Food Safety

ENVIRONMENTAL SETTINGS
EAT, LIVE, WORK, LEARN, SHOP, AND PLAY
ST5: Need and Readiness
ST6: Champions
ST7: Partnerships

ORGANIZATIONAL MOTIVATORS

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: Unexpected Benefits

SECTORS OF INFLUENCE
MULTI-SECTOR CAPACITY
ST8: Multi-Sector Partnerships and Planning

MULTI-SECTOR CHANGES
MT7: Government Policies
MT8: Agriculture
MT9: Education Policies
MT10: Community Design and Safety
MT11: Health Care Clinical Community Linkages
MT12: Social Marketing
MT13: Media Practices

MULTI-SECTOR IMPACTS
LT12: Food Systems
LT13: Government Investments
LT14: Agriculture Sales and Incentives
LT15: Educational Attainment
LT16: Shared Use Streets and Crime Reduction
LT17: Health Care Cost Savings
LT18: Commercial Marketing of Healthy Foods and Beverages
LT19: Communitywide Recognition Programs

CHANGES IN SOCIETAL NORMS AND VALUES

POPULATION RESULTS (R)
TRENDS AND REDUCTION IN DISPARITIES
R1: Overall Diet Quality
R2: Fruits & Vegetables
R3: Whole Grains
R4: Dairy
R5: Beverages
R6: Food Security
R7: Physical Activity and Reduced Sedentary Behavior
R8: Breastfeeding
R9: Healthy Weight
R10: Family Meals
R11: Quality of Life
Framework Features

- **Rows = levels of indicators being measured**
  - Individual
  - Environmental Settings
  - Sectors of Influence

- **Columns = types of outcomes being measured**
  - Short-term outcomes ➔ measure readiness and capacity
  - Medium-term outcomes ➔ measure changes
  - Long-term outcomes ➔ measure effectiveness and maintenance
Individual Level (1)

- Represents the foundation of SNAP-Ed: **individual, group, and family nutrition education** and physical activity promotion.
- Corresponds with **Approach 1** in the Guidance.
- **Overarching question:** “To what extent does SNAP-Ed programming improve & sustain participants’ behaviors?”
Environmental Settings Level (2)

- Focus is measuring changes in settings where people eat, learn, live, play, shop, and work
- Includes adoption & implementation of a new or enhanced organizational practice, rule, or procedure that makes healthy choices easier
- Corresponds with Approach 2 in the Guidance
- Overarching question: “To what extent does SNAP-Ed programming facilitate access and create appeal for improved healthy choices in various settings?”
Focus of goals is broad in scope (e.g. reforming food systems)

Difficult to tease out the relative contribution of SNAP-Ed; instead, consider collective impact of partnerships among multiple agencies

Corresponds with **Approach 3** in the Guidance

**Overarching question:** “To what extent is SNAP-Ed programming working with other sectors to collectively impact lifelong healthy behaviors?”
Population Results (4)

- Population Results are long term outcomes & impacts measured at the population level
- Achieved by interventions at Levels 1-3 of the framework
- Measured and tracked through use of screeners (e.g. NHANES)
Social Norms & Values (5)

- Represent the priorities, lifestyle choices, and values for healthy living held by the public and by organizational leaders.

- No specific indicators in the framework because the results are outside the scope of SNAP-Ed, but can include a qualitative approach to measuring changes in norms.

  - Link changes in indicators within and across levels of the framework.
  - Understand changes within individual indicators (that are sustained over a long period).
- **Short-term indicators measure...**
  - Goals and intentions that demonstrate readiness for change
  - Include questions such as, “How likely are you to....”
  - *Not currently measured by Ohio SNAP-Ed*

- **Medium-term indicators measure...**
  - **Immediate** outcomes following program completion (pre- and post-test evaluations)
  - *Potential success stories fall here*

- **Long-term indicators measure...**
  - **Sustained** behavior change outcomes from program participants (6 months or longer)
  - *Potential success stories could fall here*
- Environmental approaches may include multiple, complementary activities within a site or organization
  
  - Changes in written policies, organizational practices (systems), and the observable or communications environments are included \( \rightarrow \text{PSE activities} \)
  
  - Focus is measuring the above changes in SNAP-Ed qualified sites and organizations
  
  - Purpose is to learn whether SNAP-Ed’s influence in these PSE’s make healthier choices easier or more desirable
Environmental Settings Level (2)

- To be most effective, PSE interventions should be combined with other activities or components that reflect the needs & readiness for PSE change within an organization:

<table>
<thead>
<tr>
<th>Evidence-based nutrition education</th>
<th>Marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/community involvement</td>
<td>Staff Training</td>
</tr>
</tbody>
</table>

- The primary role of SNAP-Ed is to provide initial assistance, consultation, technical assistance, and a supportive infrastructure to help create appropriate changes that benefit the low-income population.

- It is ultimately the responsibility of the participating site/organization to adopt, maintain, and enforce the PSE changes.
Environmental Settings Level (2)

- **Short-term indicators assess...**
  - **Readiness & need** for change in settings or policies/systems at sites or organizations that support SNAP-Ed
  - **Champions** who have engaged in efforts, *outside* of the delivery model of SNAP-Ed (direct education programming), to improve access or create appeal for nutrition and activity supports
  - **Partnerships** with service providers, community or organizational leaders, and SNAP-Ed representatives in SNAP-Ed settings
    - *Level 2 partnerships occur at the organizational level within SNAP-Ed sites and organizations (e.g. a school building or food bank)*
Environmental Settings Level (2)

- Medium-term indicators measure...
  - Reach
    - The number of people who encounter the improved environment on a regular basis and are assumed to be influenced by it
  - Adoption
    - When organizations make at least 1 change in policy or practice (systems) to expand access or improve appeal for healthy choices or practices
    - Adoption does not mean that full-scale implementation has occurred
Environmental Settings Level (2)

- Long-term indicators measure...
  - Implementation
    - Whether the PSE was delivered with fidelity/as intended
    - To be effective and sustainable, organizational policy changes and environmental supports should be made as part of multi-component and multi-level interventions
  - Effectiveness
    - Achievement of the intended outcomes; closely linked with implementation
  - Maintenance
    - Relates to the number and average % increase of SNAP-Ed sites or organizations who have plan in place for maintaining the PSE
- Short-term indicators measure...

- Multi-sector capacity

  - Assessment of multi-sector partnerships or coalitions that are planning for community-level changes in policies or systems

  - **Level 3 partnerships occur at the local, state, territorial, or triable level and are composed of 5+ diverse sector representatives**
Sectors of Influence Level (3)

- Medium-term indicators measure...
  - Multi-sector changes within different arenas:
    - **Government policies** to increase access to healthy food/activity
    - **Agriculture** (changes in PSE activities emphasizing farmers’ markets, farm-to-school initiatives, etc. at the local, state, territorial, or tribal level)
    - **Educational policies** (high-level policies or systems implemented at the state level)
    - **Community design & safety** policies or systems changes that create safer places for activity
    - **Health care clinical-community linkages** (linking health care systems with community groups)
    - **Social marketing** (focuses on comprehensive, multi-level campaigns that combine education, marketing, and public health approaches)
    - **Media practices**, which capture significant, sustained changes in routine business practices to influence public opinion/social norms
Sectors of Influence Level (3)

- **Long-term indicators measure...**

- **Multi-sector impacts** across a variety of arenas:

<table>
<thead>
<tr>
<th>Sector</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food systems</td>
<td>Health care cost savings</td>
</tr>
<tr>
<td>Government incentives &amp; investments</td>
<td>Commercial marketing of healthy foods &amp; beverages</td>
</tr>
<tr>
<td>Agricultural sales &amp; incentives</td>
<td>Community-wide recognition programs</td>
</tr>
<tr>
<td>Educational attainment</td>
<td>Shared-use streets &amp; crime reduction</td>
</tr>
</tbody>
</table>

- The goal is improving food access and promoting healthy eating behaviors and physical activity, reducing chronic disease, and improving educational attainment
So what’s the bottom line?

- Success Stories occur at the Individual Level of the framework
- PSE’s occur at the Environmental Settings level of the framework
  - And may occur at the Sectors of Influence level
- The SNAP-Ed professional’s role is to serve as a partner in the PSE activity; the site or organization is responsible for oversight
- PSE’s are a multi-faceted collaboration, of which direct nutrition education can be one component
- PSE’s can be reported at 3 outcome intervals: short-term, medium-term, and long-term outcomes
Qualitative data are reported for:

- **Individual Level** – success stories
- **Environmental Settings Level** – smaller-scale PSE’s
- **Sectors of Influence Level** – multi-partner PSE’s (5+ partner agencies)

All will be reported using ONE qualitative reporting system

- SNAP-Ed Program Assistants must submit 4 qualitative reports per fiscal year; at least 1 of these must be a PSE (their contribution only)
- SNAP-Ed Program Coordinators and FCS Educators will report their roles in a PSE separately using the same reporting system

The new qualitative reporting system will go live November 2016
Resources

- The Supplemental Nutrition Assistance Program Education (SNAP-Ed) Evaluation Framework: Nutrition, Physical Activity, and Obesity Prevention Indicators

- The Supplemental Nutrition Assistance Program Education Plan Guidance FY 2017: Nutrition Education & Obesity Prevention Grant Program
What are your questions?