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**

Food and Nutrition Service's Western Region States

SNAP-Ed Plan Guidance

❑ **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

	READINESS & CAPACITY SHORT TERM (ST)	CHANGES MEDIUM TERM (MT)	EFFECTIVENESS & MAINTENANCE LONG TERM (LT)
1 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
2 ENVIRONMENTAL SETTINGS EAT, LIVE, WORK, LEARN, SHOP, AND PLAY	**ORGANIZATIONAL MOTIVATORS** ST5: Need and 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: Unexpected Benefits
3 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: Community-Wide Recognition Programs

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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

5 CHANGES IN SOCIETAL NORMS AND VALUES

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)

READINESS & CAPACITY SHORT TERM (ST)	CHANGES MEDIUM TERM (MT)	EFFECTIVENESS & MAINTENANCE LONG TERM (LT)
GOALS AND INTENTIONS	BEHAVIORAL CHANGES	MAINTENANCE OF BEHAVIORAL CHANGES
ST1: Healthy Eating	MT1: Healthy Eating	LT1: Healthy Eating
ST2: Food Resource Management	MT2: Food Resource Management	LT2: Food Resource Management
ST3: Physical Activity and Reduced Sedentary Behavior	MT3: Physical Activity and Reduced Sedentary Behavior	LT3: Physical Activity and Reduced Sedentary Behavior
ST4: Food Safety	MT4: Food Safety	LT4: Food Safety

☐ 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)

	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: Need and 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: Unexpected Benefits

- 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?"

Sectors of Influence Level (3)

	READINESS & CAPACITY SHORT TERM (ST)	CHANGES MEDIUM TERM (MT)	EFFECTIVENESS & MAINTENANCE LONG TERM (LT)
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: Community-Wide Recognition Programs

- 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?"
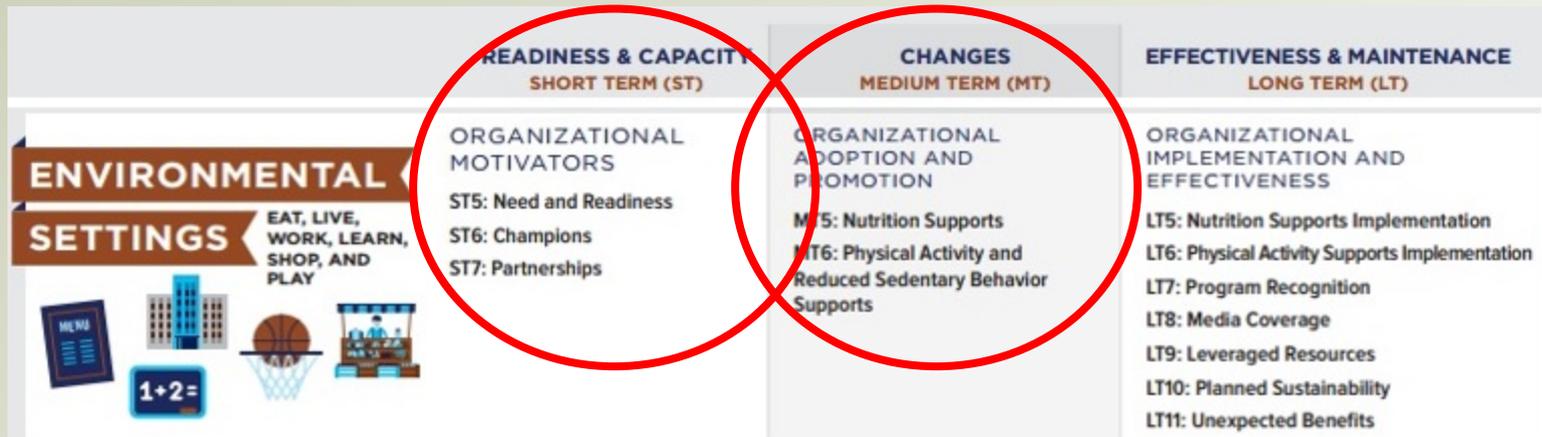
Population Results (4)

☐ **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)

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

☐ **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*

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☐ **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 → 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:**

Evidence-based nutrition education	Marketing
Parent/community involvement	Staff Training

☐ **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

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SECTORS OF INFLUENCE

☐ **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:**

Food systems	Health care cost savings
Government incentives & investments	Commercial marketing of healthy foods & beverages
Agricultural sales & incentives	Community-wide recognition programs
Educational attainment	Shared-use streets & crime reduction

   ☐ **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

Reporting Qualitative Data

- **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**

  ◼ https://snaped.fns.usda.gov/national-snap-ed/snap-ed-evaluation-framework-and-interpretive-guide

☐ **The Supplemental Nutrition Assistance Program Education Plan Guidance FY 2017: Nutrition Education & Obesity Prevention Grant Program**

  ◼ https://snaped.fns.usda.gov/national-snap-ed/snap-ed-plan-guidance-and-templates

What are your questions?