

Western Region's SNAP-Ed Evaluation Framework: Nutrition, Physical Activity, and Obesity Prevention Outcomes

Indicator Definitions and Data Sources Priority Indicators – Federal Fiscal Year (FFY) 2016 March 31, 2015

Indicator Code	Indicator Name	Page Number
MT1	MyPlate Behaviors	4
MT2	Shopping Behaviors	7
MT3	Physical Activity Behaviors	10
ST4	Identification of Opportunities	20
ST6	Partnerships	23
MT4	Nutrition Supports Adopted	24
MT5	Physical Activity Supports Adopted	27

ST=short-term; MT=medium-term

Individual-Level Indicators
<i>Scope of Interventions:</i> Individual, family, or group based nutrition education, physical activity promotion, and intervention strategies
<i>Overarching Evaluation Question:</i> To what extent does SNAP-Ed programming improve participants' diet, physical activity, and health?
<i>Priority Indicators:</i> MT1, MT2, MT3 <i>MT=Medium-Term</i>

Individual-Level. The base level of the *Framework* represents the foundation of SNAP-Ed: individual, group, and family nutrition education and physical activity promotion and related interventions. All State SNAP-Ed Plans must include individual-level activities (identified as “Approach 1” within the FFY 2016 SNAP-Ed Guidance). Individual and group based activities are designed to change knowledge, goals, intentions, and skills that create pathways to behavioral changes among low-income SNAP-Ed participants. The outcomes in this level are measured through validated and reliable questionnaires, such as the Food Behavior Checklist or the International Physical Activity Questionnaire, designed for low-income and low-literacy populations to self-report their behaviors. The indicators in this level focus on improving nutrition, stretching food dollars, and increasing physical activity through free or low-cost exercise or leisure-time sports.

At the individual-level, the three priority indicators for FFY 2016 are selected from the Medium-Term outcomes in the *Framework*; Medium-Term (MT) outcomes are behavioral changes resulting immediately upon completion of a series of evidence-based direct nutrition education and physical activity lessons. Medium-term outcomes represent changes in actions or behaviors as measured by pre- and post-questionnaires before and after individual, group, and family based education and health promotion programs. Additionally, there are two options for 24-hour dietary recalls using images and visual cues to estimate portion sizes in low-literacy populations. Certain physical activity behaviors can also be directly measured using pedometers, for instance.

Each indicator has multiple outcome measures. An outcome measure is the “desired benefit, improvement, or achievement of a specific program or goal” (Posavac & Carey, 1997). Program evaluators can choose one or more outcome measures for each indicator based upon state or local evaluation objectives and learning goals. The medium-term indicators are actionable for on-going program evaluation and continuous program improvement. Participants who begin and complete a SNAP-Ed program should have their targeted behaviors assessed at baseline and again at program completion. For each indicator, a list of preferred questionnaires, sample questions, and data collection methodologies are suggested. Some questionnaires may be

proprietary, have specific requirements for utilization, or items of cost; please contact the survey developer prior to initial implementation.

Evaluators should measure, analyze, and report changes in either mean (average) scores, where appropriate, or the distribution of participant responses or self-reported behaviors before and after the series. These summary statistics should be based on the number of participants who complete both the baseline and the program completion questionnaire. The reporting of means and/or the distribution of responses or behaviors should include the number of participants from which the findings were calculated. Statistical testing is encouraged to rule out that the observed changes are due to chance. Step-by-step guidance for SNAP-Ed Program Evaluation is available in: [*Addressing the Challenges of Conducting Effective Supplemental Nutrition Assistance Program Education \(SNAP-Ed\) Evaluations*](#).

While there is no time period or required number of program sessions for tracking Medium-Term indicators, States are expected to use principles from [*Best Practices for Nutrition Education for Low-Income Audiences*](#). These principles include delivering a program fully and as intended, based upon behavioral theory, and with an appropriate number of educational sessions and educational contacts (Baker et al., 2014).

Indicator MT1 MyPlate Behaviors

<p>Logic Model Component</p>	<p>Medium-Term Outcome – Nutrition Changes in individual and group behaviors that reflect <i>MyPlate</i> principles and are on the pathway to achieving the current <i>Dietary Guidelines for Americans</i> recommendations</p>	<p>What to measure: SNAP-Ed participants who increased* one or more of the targeted dietary outcome behaviors during the period assessed. Choose at least one outcome measure from the list provided, and select a measurement approach based upon the type of survey question and responses:</p>
<p>Outcome Measures</p>	<p>MyPlate Dietary Behaviors. Improvements in dietary behaviors during the period assessed:</p> <p>MT1. Use of MyPlate to make food choices.</p> <p>During main meals: MT1a. Protein foods prepared without solid fats (e.g., saturated and/or trans fats) MT1b. Ate a serving size of protein less than the palm of a hand or a deck of cards</p> <p>Throughout the day: MT1c. Ate more than one kind of fruit MT1d. Ate more than one kind of vegetable MT1e. Drank more plain water MT1f. Drank fewer sugary beverages (e.g., regular soda or sports drinks) MT1g. Drank more low-fat or fat-free milk (including with cereal), milk products (e.g., yogurt or cheese), or fortified soymilk MT1h. Ate more nuts or nut butters MT1i. Ate less refined grains (e.g., spaghetti, white rice) MT1j. Ate less desserts or sweets (e.g., cookies or cake)</p>	<p><i>Interval</i> - Interval measures are standard units, such as cups of milk. When the survey responses include standard units (e.g., ¼ cup, ½, cup, 1 cup), it is preferred to use paired or matched statistical tests to determine whether there are changes in mean (average) scores before and after the program. Use paired or match statistical tests, such as a <i>t</i>-test, to determine whether the changes are statistically significant.</p> <p><i>Ordinal</i> - Assessments of attitudes or agreement with statements using a Likert-type rating scale use <i>ordinal</i> measures. For ordinal levels of measurement, the simplest approach is to collect and analyze percentage distributions of responses before and after the program. For instance, before the program, a certain percentage of participants may strongly agree with a statement; at follow-up, a different percentage may strongly agree. Calculate the percentage change from before, to after the program. Unlike interval data, calculating means is not appropriate for ordinal responses. However, comparing the median (middle) or mode (most frequent) response before and after the program can be appropriate. The Wilcoxon Signed-Rank statistical test will identify the level of statistical significance.</p> <p><i>Nominal</i> - When an outcome measure is <i>nominal</i> (e.g., names of fruit or answers to “yes or no” questions), these are categorical responses. For nominal data, the simplest approach is to collect and analyze percentage distributions of responses before and after the program. For instance, before the program, a certain percentage of participants may drink low-fat milk; at follow-up, a different percentage may drink low-fat milk. Calculate the percentage change from before to after the program. The McNemar’s statistical test will identify the level of statistical significance.</p>
<p>Population</p>	<p>Youth (grades 3 and up) and Adults</p>	<p>(*Note, for certain outcome measures, a reduction in the behavior is desired. An example is drinking sugary beverages, such as regular soda or sports drinks).</p>

How to Measure: The following is a list of preferred surveys and sample questions for MT1 outcome measures by age group. Each outcome measure that corresponds to the question is identified in brackets.

Adults

1. Visually-Enhanced Food Behavior Checklist (13 items)

Available at: <http://townsendlab.ucdavis.edu/>

- Do you eat more than one kind of fruit each day? [MT1c]
- Do you eat more than one kind of vegetable each day? [MT1d]
Responses: no; yes, sometimes; yes, often; yes, always

2. Starting the Conversation (8 items)

Available at: <http://evaluationpse.org/dietary.do>

- How much margarine, butter, or meat fat do you use to season vegetables or put on potatoes, bread, or corn? [MT1a]
Responses: very little, some, a lot
- How many times a week did you eat desserts or sweets (not the low-fat kind)? [MT1j]
Responses: 1 time or less, 2 -3 times, 4 or more times

3. University of California Cooperative Extension - Plan, Shop, Save, and Cook Survey (7 items)

Available at:
<http://uccalfresh.org/>

- How often do you use MyPlate to make food choices? [MT1]
Responses: never, seldom, sometimes, usually, always

4. EFNEP Food Behavior Checklist (15 items)

Available at: <http://townsendlab.ucdavis.edu/>

- I choose healthy foods for my family. [MT1]
Responses: no, sometimes, often, very often, almost always

5. Share our Strength Cooking Matters for Adults Survey (39 items)

Available at:
<https://foodshuttlesatellites.wordpress.com/forms/cooking-matters-resources/surveys/>

- How often do you typically eat french fries or other fried potatoes, like home fries, hash browns, or tater tots? [MT1a]
- How often do you typically drink a bottle or glass of water? (Count tap, bottled and parking water.) [MT1e]

Children and Youth

9. Beverage and Snack Questionnaire (19 items)

10 – 18 year olds

Available at:

<http://sharedresources.fhcrc.org/documents/beverage-and-snack-questionnaire>

- How often did you drink these beverages in the past week? [MT1e-g]
Responses: never or less than 1 per week, 1 per week; 1 2-4 per week, 5-6 per week, 1 per day, 2-3 per day, 4+ per day
- How often did you eat these foods in the past week? [MT1h-j]
Responses: never or less than 1 per week, 1 per week; 1 2-4 per week, 5-6 per week, 1 per day, 2-3 per day, 4+ per day

10. California Youth Nutrition and Physical Activity Survey [condensed version of the School and Physical Activity Nutrition project (SPAN) survey]

4th – 8th graders

Available at:

<http://www.cdph.ca.gov/programs/cpns/Pages/Chapter1RequiredSurveysforImpactOutcomeEvaluation.aspx>

- Yesterday, did you eat any corn tortillas or bread, tortillas, buns, bagels or rolls that were brown (not white)? [MT1i]
- Yesterday, did you eat sweet rolls, doughnuts, cookies, brownies, pies, or cake? [MT1j]
Responses: no, I didn't eat any of these foods yesterday; yes, I ate one of these foods 1 time yesterday; yes, I ate one of these foods 2 times yesterday; yes, I ate one of these foods 3 or more times yesterday

EFNEP Nutrition Education Survey

Grades 3-5

- I eat vegetables . . . every day) [MT1d]
- I eat fruit . . . [MT1c]
Responses: ever or almost never, some days, most days,

- When you eat grain products like bread, pasta, rice, etc., how often do you choose whole grain products? [MT1i]
Responses: not at all, once a week or less, more than once a week, once a day, more than once a day

6. National Cancer Institute Automated Self-Administered (ASA) 24-hour Dietary Recall

Available at: <http://appliedresearch.cancer.gov/asa24/>

7. University of California Cooperative Extension EFNEP Food Tracker: 5-step Multiple Pass 24-hour Dietary Recall

Available at: <http://townsendlab.ucdavis.edu/>

8. Rethink Your Drink (RYD) Survey [originally known as the Beverage Intake Questionnaire (BEVQ-15)] (15 items)

Available at:

<http://www.cdph.ca.gov/programs/cpns/Pages/Chapter4SurveysforAdults.aspx>

- Indicate how often you drank the following beverages. [MT1e-g]
Responses: Never or less than 1 time per week, 1 time per week, 2-3 times per week, 4-6 times per week, 1 time per day, 2+ times per day, 3+ times per day

EFNEP Nutrition Education Survey Graders

Grades 6 – 8, 9 - 12

- Yesterday, how many times did you drink nonfat or 1% low-fat milk? Include low-fat chocolate or flavored milk, and low-fat milk on cereal. [MT1g]
Responses: none, 1 time, 2 times, 3 times, 4 or more times
- Yesterday, how many times did you drink sweetened drinks like soda, fruit-flavored drinks, sports drinks, energy drinks and vitamin water? Do not include 100% fruit juice. [MT1f]
Responses: none, 1 time, 2 times, 3 times

Comments:

Indicator MT1 measures changes reported by participants before and after participation in a series of nutrition education classes. The number of classes and contacts varies by program model, ranging from four to eight sessions. Differences in reportable outcomes may be explained by the intensity of nutrition education programming received by participants. Results may be limited due to self-report biases (e.g., recall and social desirability). Using multiple measures of related behavioral changes strengthens the likelihood of determining that participants are improving their dietary patterns across food groups. At present, there is no standardized survey instrument or composite score used in SNAP-Ed programming due to the variety of curricula and population sub-groups served. Evaluators are encouraged to measure the degree of correlation among the individual measures listed in this indicator.

Indicator MT2 Shopping Behaviors

Logic Model Component	<p>Medium-Term Outcome – Nutrition</p> <p>Changes in individual and family behaviors that reflect smarter shopping and food resource management strategies, enabling participants to stretch their food resource dollars to support a healthier diet.</p>	<p>What to measure:</p> <p>SNAP-Ed participants who increased* one or more of the targeted shopping and food resource management outcome behaviors during the period assessed. Choose at least one outcome measure from the list provided, and select a measurement approach based upon the type of survey question and responses:</p>
Outcome Measures	<p>Healthy Purchases: Increase in the following targeted shopping behaviors during the period assessed:</p> <ul style="list-style-type: none"> MT2a. Choose healthy foods for my family MT2b. Read nutrition facts or nutrition ingredients lists MT2c. Buy 100% whole grain products MT2d. Buy low-fat dairy products MT2e. Buy foods with lower added: <ul style="list-style-type: none"> 2e1. Solid fats (saturated and/or trans) 2e2. Sugar 2e3. Salt <p>Stretch Food Dollars Increase in the following food resource management behaviors during the period assessed:</p> <ul style="list-style-type: none"> MT2f. Not run out of food before month's end MT2g. Compare prices before buying foods MT2h. Identify foods on sale or use coupons MT2i. Shop with a list MT2j. Use safe food preparation skills MT2k. Batch cook (cook once; eat many times) MT2l. Refrigerate or freeze leftovers 	<p>Interval - Interval measures are standard units, such as volume of milk. When the survey responses include standard units (e.g., 1 quart, ½ gallon, 1 gallon), it is preferred to use paired or matched statistical tests to determine whether there are changes in mean (average) scores before and after the program. Use paired or match statistical tests, such as a t-test, to determine whether the changes are statistically significant.</p> <p>Ordinal - Assessments of attitudes or agreement with statements using a Likert-type rating scale use ordinal measures. For ordinal levels of measurement, the simplest approach is to collect and analyze percentage distributions of responses before and after the program. For instance, before the program, a certain percentage of participants may strongly agree with a statement; at follow-up, a different percentage may strongly agree. Calculate the percentage change from before, to after the program. Unlike interval data, calculating means is not appropriate for ordinal responses. However, comparing the median (middle) or mode (most frequent) response before and after the program can be appropriate. The Wilcoxon Signed-Rank statistical test will identify the level of statistical significance.</p> <p>Nominal - When an outcome measure is nominal (e.g., types of whole grain foods or answers to “yes or no” questions), these are categorical responses. For nominal data, the simplest approach is to collect and analyze percentage distributions of responses before and after the program. For instance, before the program, a certain percentage of participants may drink low-fat milk; at follow-up, a different percentage may drink low-fat milk. Calculate the percentage change from before to after the program. The McNemar’s statistical test will identify the level of statistical significance.</p>
Population	<p>Adults (ages 18+), high school or transitional aged youth who are the primary shoppers/meal preparers</p>	<p>(*Note, for certain outcome measures, a reduction in the behavior is desired. An example is running out of food before the end of the month).</p>

How to Measure: The following is a list of preferred surveys and sample questions for MT2 outcome measures for adults/heads of household only. Each outcome measure that corresponds to the question is identified in brackets.

Adults/Head of Households

1. Visually-Enhanced Food Behavior Checklist (13 items)

Available at: <http://townsendlab.ucdavis.edu/>

- Do you run out of food before the end of the month [MT2f]
Responses: no; yes, sometimes; yes, often; yes, always
- Do you use this label when food shopping? [image of Nutrition Facts panel] [MT2b]
Responses: no; yes, sometimes; yes, often; yes, always

2. University of California Cooperative Extension - Plan, Shop, Save, and Cook Survey (7 items)

Available at: <http://uccalfresh.org/>

- How often do you compare unit prices before you buy food? [MT2g]
Responses: never, seldom, sometimes, most of the time, almost always
- How often do you shop with a grocery list? [MT2i]
Responses: never, seldom, sometimes, most of the time, almost always
- How often do you use the "Nutrition Facts" on the food label to make food choices? [MT2b]
Responses: never, seldom, sometimes, most of the time, almost always

3. EFNEP Food Behavior Checklist (15 items)

Available at: <http://townsendlab.ucdavis.edu/>

- I choose healthy foods for my family. [MT2a]
Responses: no, sometimes, often, very often, almost always
- I shop with a list. [MT2i]
Responses: no, sometimes, often, very often, almost always
- I compare prices. [MT2g]
Responses: no, sometimes, often, very often, almost always
- I run out of food before the end of the month. [MT2f]
Responses: no, sometimes, often, very often, almost always
- I use this food label [image of Nutrition Facts panel] [MT2b]
Responses: no, sometimes, often, very often, almost always
- I thaw frozen foods at room temperature. [MT2j]
Responses: no, sometimes, often, very often, almost always

4. Share our Strength Cooking Matters for Adults Survey (39 items)

Available at:

<https://foodshuttlesatellites.wordpress.com/forms/cooking-matters-resources/surveys/>

- How often do you compare prices before you buy food? [MT2g]
Responses: never, rarely, sometimes, often, always, does not apply
- How often do you use a grocery list when you go grocery shopping? [MT2i]
Responses: never, rarely, sometimes, often, always, does not apply
- How often do you adjust meals to include specific ingredients that are more "budget-friendly," like on sale or in your refrigerator or pantry? [MT2h]
Responses: never, rarely, sometimes, often, always, does not apply

Comments:

Indicator MT2 measures behavioral changes resulting from smarter shopping and food resource management strategies in the home. Indeed, this indicator measures changes reported by participants before and after participation in a series of nutrition education classes. The number of classes and contacts varies by program model, ranging from four to eight sessions. Differences in reportable outcomes may be explained by the intensity of nutrition education programming received by participants. Two common survey questions for this indicator are using nutrition facts on food labels or shopping with a grocery list. A more sophisticated interpretation of this measure entails multiple survey questions using a Likert-type scale. Using multiple measures of related behavioral changes strengthens the likelihood of determining that participants are improving their shopping and food resource management practices. At present, there is no standardized survey instrument or composite score used in SNAP-Ed programming due to the variety of curricula and population sub-groups served. Evaluators are encouraged to measure the degree of correlation among the individual measures presented in this indicator. Results may be limited due to self-report biases (e.g., recall and social desirability).

Indicator MT3 Physical Activity Behaviors

<p>Logic Model Component</p>	<p>Medium-Term Outcome – Physical Activity Two-part indicator measuring increases in duration, intensity and frequency or physical activity behaviors and/or reductions in time spent in sedentary behaviors. The indicator reflects progression toward the <i>Physical Activity Guidelines for Americans</i>.</p>	<p>What to measure: SNAP-Ed participants who increased* one or more physical activity or muscle strengthening behaviors. This can include any sport or behavior or the average number of days or minutes engaging in the behavior. For programs that have an individual or group walking component, additional emphasis is placed on tracking and measuring walking steps using a pedometer. Choose at least one outcome measure from the list provided, and select a measurement approach based upon the type of survey question and responses:</p>
<p>Outcome Measures</p>	<p>Increased Physical Activity. Increases in exercise, physical activities or leisure-sport appropriate for the population of interest, and types of activities.</p> <ul style="list-style-type: none"> MT3a. Physical activity when you breathed harder than normal MT3b. Physical activity to make your muscles stronger MT3c. Physical education or gym class activities MT3d. Lunchtime physical activities MT3e. Average number of days with physical activity MT3f. Average number of minutes per physical activity session MT3g. Average number walking steps during period assessed (e.g. increasing daily goal by ≥ 2000 steps) MT3h. Average number of days with walking for at least 10 minutes at a time <p>Reduced Sedentary Behavior. Decreases in sedentary behavior (computers, desk sitting, television watching) during the period assessed</p> <ul style="list-style-type: none"> MT3i. Television viewing MT3j. Computer and video games MT3k. Sitting on weekdays while at work, at home, while doing course work and during leisure time 	<p><i>Interval</i> - Interval measures are standard units, such as hours of the day. When the survey responses include standard units (e.g., 1 hour, 2 hours, 3 hours), it is preferred to use paired or matched statistical tests to determine whether there are changes in mean (average) scores before and after the program. This approach would also be appropriate for direct measures, such as steps per day using a pedometer or number of sit-ups completed in a physical fitness test. Use a paired or match statistical tests, such as a <i>t</i>-test, to determine whether the changes are statistically significant.</p> <p><i>Ordinal</i> - Assessments of attitudes or agreement with statements using a Likert-type rating scale use <i>ordinal</i> measures. For ordinal levels of measurement, the simplest approach is to collect and analyze percentage distributions of responses before and after the program. For instance, before the program, a certain percentage of participants may strongly agree with a statement; at follow-up, a different percentage may strongly agree. Calculate the percentage change from before, to after the program. Unlike interval data, calculating means is not appropriate for ordinal responses. However, comparing the median (middle) or mode (most frequent) response before and after the program can be appropriate. The Wilcoxon Signed-Rank statistical test will identify the level of statistical significance.</p> <p><i>Nominal</i> - When an outcome measure is <i>nominal</i> (e.g., types of sports played or answers to “yes or no” questions), these are categorical responses. For nominal data, the simplest approach is to collect and analyze percentage distributions of responses before and after the program. For instance, before the program, a certain percentage of participants may drink low-fat milk; at follow-up, a different percentage may drink low-fat milk. Calculate the percentage change from before to after the program. The McNemar’s statistical test will identify the level of statistical significance.</p> <p>(*Note, for certain outcome measures, a reduction in the behavior is desired. An example is amount of time watching television).</p>

How to Measure: There are two ways to measure MT3: physical activity questionnaires or direct measurements. Each outcome measure that corresponds to the question is identified in parentheses.

Physical Activity Questionnaires

Following is a list of preferred surveys and sample questions for MT3 outcome measures by age group.

Adults

1. International Physical Activity Questionnaire (IPAQ)

Available at:

https://sites.google.com/site/theipaq/questionnaire_links

Young and middle-aged adults (15-64 years)

- During the last 7 days, on how many days did you do vigorous physical activities like heavy lifting, digging, aerobics, or fast bicycling? [MT3a, b, e]
- During the last 7 days, on how many days did you walk for at least 10 minutes at a time? [MT3h]

2. On the Go (20 items)

Available at: <http://townsendlab.ucdavis.edu/>

- Think about the last 7 days at work, at home, and in your spare time. How many hours did you spend sitting on a weekday? [MT3k]
Responses: 0, 1, 2, 3, 4, 5, 6+ hours
- Think about the last 7 days. On how many days did you breathe a little harder than normal on one of those days? [MT3a, e]
Responses: 0, 1, 2, 3, 4, 5, 6, 7 days

3. Michigan Fitness Foundation/Altarum Institute Physical Activity Screener for Adults (4 items)

- During the last 7 days, how much time in total did you usually spend *sitting* on a week day? [MT3k]
Responses: # hours, # minutes
- During the last 7 days, on how many days did you do vigorous physical activities like jogging or running, fast bicycling, heavy shoveling or digging, or heavy lifting? Think about *only* those physical activities that you did for at least 10 minutes at a time. [MT3e]

Children and Youth

6. EFNEP Nutrition Education Survey (1 item)

Grades 3 – 5

- I do physical activities...
Responses: never or almost never, most days, some days

7. Michigan Fitness Foundation/Altarum Institute Physical Activity Screener for Youth (10 items)

Grades 4 - 12

- In the last 7 days, during your physical education (PE) or gym classes, how often were you active (playing hard, running, jumping, throwing)? [MT3c]
Responses: hardly ever, sometimes, quite often, always, I don't do PE or gym
- In the last 7 days, what did you normally do *at lunch* (besides eating lunch)? [MT3d]
Responses: sat down (talking, reading, doing schoolwork), stood around or walked around, ran or played a little bit, ran around and played quite a bit, ran and played hard most of the time, his does not apply to me; I am only able to eat during lunch
- On an average school day, how many hours do you watch TV? [MT3i]
Responses: I do not watch TV on an average school day, less than 1 hour per day, 1 hour per day, 2 hours per day, 3 hours per day, 4 hours per day, 5 or more hours per day

Responses: # days per week; hours and minutes

- Again, think only about those physical activities that you did for at least 10 minutes at a time. During the last 7 days, on how many days did you do moderate physical activities like bicycling, active play with children, and light yard work or housework (for example, gardening, raking, washing windows, vacuuming, or carrying light loads)? Do not include walking. [MT3e]

Responses: # days per week; hours and minutes

- During the last 7 days, on how many days did you walk for at least 10 minutes at a time? This includes walking at work and at home, walking to travel from place to place, and any other walking that you did solely for recreation, sport, exercise or leisure. [MT3h]

Responses: # days per week; hours and minute

4. Physical Activity Questions Recommended by Multistate Cooperative Extension Workgroup

- In the past week, how many days did you exercise when you breathed harder than normal for at least 30 minutes? [MT3b, e]
- In the past week, how many days did you exercise to make your muscles stronger, such as lifting weights, working with elastic bands, doing push-ups, sit ups, etc.? [MT3a, e]

Responses: 0, 1, 2, 3, 4, 5, 6, 7 days

Older Adults **(Ages 60+)**

5. Rapid Assessment of Physical Activity (9 items)

Available at: <http://depts.washington.edu/hprc/rapa>

- I do activities to increase muscle strength, such as lifting weights or calisthenics, once a week or more. [MT3b]

Responses: yes, no

8. Physical Activity Questionnaire for Children (10 items) **Grades 4 - 8**

Available at: <http://www.performwell.org/index.php/find-surveyassessments/outcomes/health-a-safety/good-health-habits/physical-activity-questionnaire-for-children>

- Physical activity in your spare time: Have you done any of the following activities in the past 7 days (last week)? If yes, how many times? [MT3a]
Responses: No, 1, 2, 3, 4, 5, 6, 7 times or more
- In the last 7 days, during your physical education (PE) classes, how often were you very active (playing hard, running, jumping, throwing)? [MT3c]
Responses: I don't do PE, hardly ever, sometimes, quite often, always
- In the last 7 days, what did you do most of the time at recess? [MT3d]

Responses: Sat down (talking, reading, doing schoolwork), stood around or walked around, ran or played a little bit, ran around and played quite a bit, ran and played hard most of the time

9. California Youth Nutrition and Physical Activity Survey **[condensed version of the School and Physical Activity Nutrition project (SPAN) survey]**

Grades 4 - 8

Available at:

<http://www.cdph.ca.gov/programs/cpns/Pages/Chapter1RequiredSurveysforImpactOutcomeEvaluation.aspx>

- During the week days, about how much time do you spend on a typical or usual school day sitting and watching TV, playing video games, or on a computer? Examples are: playing on a PSP or other handheld game, using an iPad or tablet, using the internet (not for school), or watching movies or TV shows on a TV, computer, or phone. [MT3i-j]

Responses: Less than 1 hour per day, 1 hour per day, 2 hours per day, 3 hours per day, 4 hours per day, 5 or more hours per day, I do not watch TV, play video games, or use a computer for something that is not for school work on school days

- Below, check all the days you exercised or took part in physical activity that made your heart beat fast and made you breathe hard for *at least 60 minutes*? Examples are: basketball, soccer, running or jogging, fast dancing, swimming, bicycling, jumping rope, trampoline, hockey, fast skating, or rollerblading. [MT3a, e]

Responses: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, I didn't do any exercise last week that made my heart beat fast for 60 minutes

10. EFNEP Nutrition Education Survey (3 items)

Grades 6- 8; Grades 9 -12

- During the past 7 days, how many days were you physically active for at least 1 hour? [MT3e]
Responses: 0 days, 1 day, 2 days, 3 days, 4 days, 5 days, 6 days, 7 days
- During the past 7 days, how often were you so active that your heart beat fast and you breathed hard most of the time? [MT3a, e]
Responses: 2 times last week, 3 times last week, 4 times last week, 5 or more times last week
- How many hours a day do you spend watching TV or movies, playing electronic games, or using a computer for something that is not school work? [MT3i-j]
Responses: never, 1 hour or less, 2 hours, 3 hours, 4 hours, 5 or more hours

11. Previous Day Physical Activity Recall (PDPAR) (recall log)

Grades 7 -12

http://www.sph.sc.edu/USC_CPARG/pdpar.html

- On the next page is a scale which records the main activities you did yesterday. Please be certain to write on the scale the day of

the week that “yesterday” was.

- For each time period write in the number(s) of the main activities you actually did in the boxes on the time scale. [MT3a, e]
- Then rate how physically hard these activities were. Place an “X” on the rating scale to indicate if the activities for each time period were:

Responses: Very Light = Slow breathing, little or no movement, Light = Normal breathing, regular movement, Medium = Increased breathing, moving quickly for short periods of time, Hard = Hard breathing, moving quickly for 20 minutes or more.

Direct measurements

Following are three options for direct measurement of MT3 outcome measures.

12. Parental Report of Outdoor Playtime: Parent observation

Preschool aged children

Available at: <http://archpedi.jamanetwork.com/article.aspx?articleid=485682>

- How much time did your child spend playing in the yard or street around your house? [MT3a]
- How much time did your child spend playing at a park, playground, or outdoor recreation area? [MT3f]

13. Pedometers (Guide to Help Step it Up, University of Nevada Cooperative Extension)

Adults or children

Available at: <http://www.unce.unr.edu/publications/files/hn/2008/fs0832.pdf>

Pedometers are a cost-effective approach for measuring steps taken by SNAP-Ed participants. Lindsay et al. (2014) recommend a time frame of 1 – 7 days of pedometer use to establish a baseline average of daily total steps. After being trained on proper pedometer placement, participants are encouraged to wear a pedometer for weeks to calculate new daily averages and measure increases in daily number of steps. [MT3g, h]

14. Pushup, Sit-up, or Curl-Up Test

Adults or children (ages 5 – 17)

Push-ups or sit-ups are an example of a physical fitness test that measures muscular strength and muscular endurance, respectively. For children, curl-ups are an alternative to sit-ups. Participants complete as many repetitions until failure in a brief period (from 1 to 3 minutes). Lindsay et al. (2014) [MT3b]

Population

Preschool aged children and older

Comments: Indicator MT3 measures the duration, intensity, and frequency of physical activity behaviors, including activities where heart rate increases and/or activities designed to strengthen muscles. The indicator also measures reduction in sedentary behaviors (e.g., watching television or other entertainment screen time). Evaluators may choose among data collection methods, including self-reported questionnaires and direct measurement using parent observation, pedometers, or fitness tests. There are tradeoffs for each data collection tool in terms of cost, time, and participant burden. While evaluators are encouraged to triangulate outcomes using multiple data sources, at a minimum, this indicator can be satisfied through self-administered participant questionnaires.

Similarly, this indicator measures changes reported by participants before and after participation in a series of nutrition education classes. The number of classes and contacts varies by program model, ranging from four to eight sessions. Differences in reportable outcomes may be explained by the intensity of nutrition education programming received by participants. Results may be limited due to self-report biases (e.g., recall and social desirability).

Environmental-Level Indicators

Scope of Interventions: Organizational changes, policies, rules, marketing, and access to make healthier choices easier

Overarching Evaluation Question: To what extent does SNAP-Ed programming facilitate access and create appeal for improved dietary and physical activity choices in the settings where nutrition education is provided?

Priority Indicators: ST4, ST6, MT4, MT5

ST = short-term, MT = medium-term

Environmental. At this level, the focus of evaluation is measuring changes in policies, organizations and environmental conditions in SNAP-Ed qualified settings and low-income areas. Eventually, evaluators could also measure changes in individuals that eat, live, learn, work, shop, or play in these settings, but, the initial goal of the evaluation is to assess whether healthier choices are available and appealing. This level of the *Framework* corresponds to SNAP-Ed Approach 2: comprehensive, multi-level interventions at multiple complementary organizational and institutional levels. The next level of the *Framework* (Sectors of Influence) covers SNAP-Ed Approach 3: Community and public health approaches to improve nutrition which includes interventions in which multiple sectors work together. At the *Sectors of Influence* level of the *Framework*, activities may address interventions at broad geographic areas such as a state, tribe, region, county, city, or town, or another organizational division such as a school district, company ‘district’ or ‘region’, or a ‘chapter’ or ‘affiliate’ of a voluntary organization that have the potential for broader reach and societal impact (Ammerman et. al, 2010).

Changes in written policies, organizational practices, and the observable (physical or ‘built’), social, economic and communications environments may include the adoption and implementation of a new or enhanced organizational practice, rules, or procedures that make healthy choices easier and more desirable. Within a social-ecological framework, organizational practice changes and environmental approaches include multiple, complementary activities within the organization or system. Often referred to as ‘whole setting’ or ‘multi-level’ interventions, multi-component activities may include nutrition education classes, marketing and promotion, food service policies, wellness councils, point-of-choice prompts to action, access to recreational facilities, and financial incentives that make healthy choices more affordable. Layering different types of complementary activities within a single organization will help to maximize impact (Riley et al., 2010). Facilitating changes across organizations—that is, similar changes across multiple schools within a school district and

pre-school or afterschool programs, or complementary changes with reinforcing nutrition messages among food retailers and worksites—are examples of more comprehensive approaches that are known to amplify results through their collective impact.

To be effective and sustained, organizational, environmental, and policy-level interventions should be combined with other activities. Organizational changes are not intended to replace direct nutrition education or marketing initiatives, but rather to maximize overall reach and effectiveness. Other components to layer on nutrition education programs include: consumer awareness or marketing, parent or community involvement, organizational partnerships, and staff training on implementation, maintenance, and -- where appropriate -- enforcement. The primary role of SNAP-Ed Implementing Agencies (IAs) is to provide initial assistance, consultation, technical assistance and a supportive interorganizational infrastructure to help create appropriate organizational or environmental changes that benefit low-income households and communities. It is ultimately the responsibility of the organization that serves the SNAP-Ed audience and partners with SNAP-Ed to adopt, maintain, and enforce the change.

Indicators in the environmental level of the *Framework* reflect a modified version of the RE-AIM (**R**each, **E**ffectiveness, **A**doption, **I**mplementation, and **M**aintenance) model, a program planning and evaluation tool. For SNAP-Ed purposes, agencies would measure Reach and Adoption of the people and organizations/sites that could and do offer evidence-based interventions, then Implementation of the essential components, Effectiveness in terms of periodic checks on progress, and lastly Maintenance using the definitions on the following page.

The priority indicators for FFY 2016 focus on the Reach and Adoption measures of RE-AIM.

RE-AIM (Reach, Effectiveness, Adoption, Implementation, and Maintenance)

Reach: We define reach by the “number of people who encounter the improved environment on a regular basis and are assumed to be influenced by it” (Cheadle et al., 2012). For SNAP-Ed purposes, we calculate two different, but related, reach measures:

1. the total number and proportion of **SNAP-Ed eligibles** (e.g., number of persons < 185% of Federal Poverty Level) who benefit from the change(s) during the period assessed and
2. the total population benefitting from the change.

Adoption: Aggregate number of SNAP-Ed sites or settings within a system, where an organization adopts an evidence-based policy, systems, or environmental change, such as those appearing in the *SNAP-Ed Interventions: A Toolkit for States*.

Implementation: Aggregate number of SNAP-Ed settings, or complementary venues within a system/channel, that report completing essential steps needed to implement an evidence-based, multi-component initiative with one or more changes in written policies, organizational practices or environmental conditions adopted AND at least one of the following: 1) evidence-based education, 2) marketing or promotional strategies, 3) partner, intermediary, parent, and other community engagement, and 4) training/TA of staff, intermediaries and partners on continuous program and policy implementation.

Effectiveness: Number of settings/sites with improved food or physical activity assessment scores using a reliable tool [e.g., Nutrition and Physical Activity Self-Assessment for Child care (NAP SACC), Communities of Excellence in Nutrition, Physical Activity, and Obesity Prevention (CX3), School Health Index, Nutrition Environment Measures Survey (NEMS)]. (report actual scores). Effectiveness may include results of periodic spot checks on continued results as planned with clients, intermediaries, and partners, needed course corrections/lessons learned, and improvements.

Maintenance: Number and average percentage increase of SNAP-Ed eligible sites/systems with a plan in place for staff, training, procedures, diversified funding, human and facility resources, and other maintenance-of-effort essentials. May include metrics such as institutional resources invested in nutrition and physical activity supports or standards in terms of paid and volunteered/redirected staff (number of full time equivalents), cash, or in-kind supports, as well as spin-off projects, co-benefits, and Return on Investment (ROI).

Categories of Organizational Environments and Policies

To maintain consistency across states in reporting changes in organizational environments and policies, the *Framework* categorizes SNAP-Ed strategies and services into six domains or buckets. These domains are groupings of organizational settings or channels that span different age groups or geographies (rural, urban, exurban, suburban, or frontier). Because of the vast number of settings and the flexibility offered in SNAP-Ed programming, these buckets will help to aggregate activities across venues in a meaningful way. Furthermore, these buckets drive the importance of tracking and reporting outcomes *across* multiple venues rather than in a single setting.

Based on the results of a survey of the membership of the Association of SNAP-Ed Nutrition Networks and other Implementing (ASNNA), settings suggested as 'high-impact' for SNAP-Ed have an asterisk.¹

1. Restaurants, fast food chains*, mobile vending/food trucks, congregate meal sites and other senior nutrition centers (or, other places where people primarily go to “**eat**”)
2. Public housing, shelters, Faith/places of worship*, community organizations*, residential treatment centers, SNAP offices*, low-income health clinics, Indian tribal organizations* (or, other community or neighborhood settings where people “**live**” or live nearby)
3. Early care and education*; Schools*; afterschool, summer, and community youth organizations*; Boys and Girls Clubs*, YMCA*, Cooperative Extension offices; (or, other places where people go to “**learn**”)
4. Worksites with low-wage workers*, job training programs/TANF worksites (or, other places where people go to “**work**”)
5. Parks and recreation*, bicycle and walking paths, school gymnasiums and fields, county fairgrounds (or, other places where people go to “**play**”)
6. Large food stores (4+ registers)*, Small food stores (≤ 3 registers)*, Food Banks and Pantries*, and Farmers’ Markets (or, other places where people “**shop**” for or otherwise access food)

¹ <http://extension.missouri.edu/hes/ConferenceDocs.htm>

Indicator ST4 Identification of Opportunities

Logic Model Component	Short-Term Outcome – Settings where there is identified need for changes in organizational environments and policies	<p>How to Measure: There are reliable tools for needs assessments and environmental scans; some of these tools are identified in the SNAP-Ed Interventions: A Toolkit for States. Trained community members, employees, or participants should conduct assessments using a consistent process to ensure results across jurisdictions are comparable.</p> <p>EAT Strategies</p> <ol style="list-style-type: none"> 1. Communities of Excellence in Nutrition, Physical Activity, and Obesity Prevention (CX3) http://www.cdph.ca.gov/programs/cpns/Pages/CX3_Main_Navigation.aspx 2. Nutrition Environment Measure Survey – Restaurant (NEMS-R) http://www.med.upenn.edu/nems/measures.shtml#nemsr <p>LIVE Strategies</p> <ol style="list-style-type: none"> 3. USDA’s Community Food Assessment Toolkit http://ers.usda.gov/publications/efan-electronic-publications-from-the-food-assistance-nutrition-research-program/efan02013.aspx 4. Communities of Excellence in Nutrition, Physical Activity, and Obesity Prevention (CX3) http://www.cdph.ca.gov/programs/cpns/Pages/CX3_Main_Navigation.aspx 5. Youth PhotoVoice http://depts.washington.edu/ccph/photovoice/photovoice_guide.pdf 6. Healthy Eating Active Living: Mapping Attributes Using Participatory Photographic Surveys HEAL MAPPS™ http://extension.oregonstate.edu/growhkc/tools/heal-mapps 7. North Carolina Faith-Based Facility Assessment Tool http://www.eatsmartmovemorenc.com/SharedUseAgreementsAndAssesments/Texts/FaithBasedReport0514%20FINAL.pdf 8. Community Health Needs Assessments (through non-profit hospitals) http://www.communitycommons.org/chna/
Outcome Measures	Number and percentage of organizational settings with an identified need for improving access or creating appeal for nutrition and physical activity supports.	
Numerator	Number of organizations/sites that are means-tested or located in low-income areas that have documented needs for changes in organizational environments and policies	
Denominator	Number of organizations/sites that are means-tested or located in low-income areas and were contacted for participation in a SNAP-Ed needs assessments	
Strategies	Each organization should be assigned a category for aggregation purposes: Eat, live, learn, work, play, shop	
What to Measure	Organizations or organizational systems (e.g., school districts, Head Start, SNAP offices, parks and recreation) that have conducted a needs assessment or environmental scan focused on SNAP-Ed priority areas, the results of which have documented needs for changes in organizational environments and policies. Factors to consider in selecting a needs assessment tool or environmental scan process include institutional resources and capacity, trained staff or community residents, prior needs assessments, and plans for how the results will be used or shared. A consistent process for needs assessments or environmental scans is one that is documented and can be replicated across jurisdictions and over time. SNAP-Ed local project staff is encouraged to engage and empower children, youth, and families who eat, live, learn, work, play, or shop in local settings to conduct needs assessments or environmental scans and communicate results to stakeholders.	

LEARN Strategies

9. Smarter Lunchrooms Self-Assessment Scorecard
http://smarterlunchrooms.org/sites/default/files/lunchroom_self-assessmt_score_card.final_4-3-14.pdf
10. School Physical Activity and Nutrition Environment Tool (SPAN-ET)
<http://extension.oregonstate.edu/growhkc/tools/span-et>
11. Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC)
<https://gonapsacc.org/>
12. Contra Costa County's C.H.O.I.C.E. Toolkit and Self-Assessment Questionnaire
<http://www.cocokids.org/child-health-nutrition/c-h-o-i-c-e-toolkit-self-assessment-questionnaire/>
13. San Francisco Healthy Apple Awards
<http://www.healthyappleaward.com/>
14. UConn Rudd Center's Wellness Child Care Assessment Tool (WellCCAT)
<http://www.uconnruddcenter.org/resources/upload/docs/wellccat/communities/WellnessChildCareAssessmentToolForResearch.pdf>
15. Wellness School Assessment Tool (WellSAT) – The Rudd Center
<http://wellsat.org/>
16. School Health Index – Centers for Disease Control and Prevention/Alliance for a Healthier Generation – Healthy Schools Program Framework of Best Practices Assessment Tool
https://schools.healthiergeneration.org/dashboard/about_assessment/
17. School Physical Activity Policy Assessment (S-PAPA)
http://activelivingresearch.org/files/S-PAPA_Instrument.pdf
18. Local Wellness Policy: How to Get Started – Arizona Department of Education
<http://www.azed.gov/health-nutrition/wellness-policy/>
19. Promoting Health in Minnesota Schools: School Wellness

WORK Strategies

21. California Fit Business Kit/Check for Health
http://www.cdph.ca.gov/programs/cpns/pages/worksite_fitbusinesskit.aspx

PLAY Strategies

22. Physical Activity Resource Assessment (PARA)
<http://activelivingresearch.org/physical-activity-resource-assessment-para-instrument>
23. Community Park Audit Tool (CPAT)
<http://activelivingresearch.org/community-park-audit-tool-cpat>
24. Walkability Checklist - Safe Routes to School
<http://www.saferoutesinfo.org/program-tools/education-walkability-checklist>
25. October Walk to School Month Walkability Checklist
<http://www.caactivecommunities.org/wp-content/uploads/2011/09/Walkability-Checklist-for-Students-and-Adults.pdf>
26. Bikeability Checklist - Safe Routes to School
<http://www.saferoutesinfo.org/program-tools/education-bikeability-checklist>
27. Pedestrian Environmental Data Scan (PEDS)
<http://activelivingresearch.org/pedestrian-environment-data-scan-peds-tool>
28. California Youth Participatory Action Research
<http://www.cdph.ca.gov/programs/cpns/Pages/YouthEngagement.aspx>

SHOP Strategies

29. Communities of Excellence in Nutrition, Physical Activity, and Obesity Prevention (CX3)
http://www.cdph.ca.gov/programs/cpns/Pages/CX3_Main_Navigation.aspx
30. Michigan's Nutrition Environment Assessment Tool (NEAT)

<p>Policies http://publichealthlawcenter.org/resources/promoting-health-minnesota-schools-school-wellness-policies</p> <p>20. Gretchen Swanson Center Farm to School Toolkit http://toolkit.centerfornutrition.org/</p>	<p>http://mihealthtools.org/neat/</p> <p>31. Nutrition Environment Measure Survey – Store (NEMS-S) http://www.med.upenn.edu/nems/measures.shtml</p> <p>32. Nutrition Environment Measures Survey – Corner Store (NEMS –CS) http://www.med.upenn.edu/nems/measures.shtml</p> <p>33. Oregon Food Bank’s Healthy Pantry Options Scorecard http://oregonfoodbank.org/?c=13071816191603903</p> <p>34. Oregon State University Rapid Farmers Markets Assessments http://ir.library.oregonstate.edu/xmlui/bitstream/handle/1957/8665/SR_no.1088_ocr.pdf</p> <p>35. ChangeLab Solutions: Health on the Shelf http://changelabsolutions.org/publications/health-on-the-shelf</p>
<p>Comments: This indicator measures the results of needs assessments in organizations, settings, or systems that serve low-income audiences. This indicator is an appropriate place to start for SNAP-Ed implementers beginning their efforts to identify changes in organizational environments and policies. While the needs assessment itself is not a program outcome, it is the first step in Implementation and thus a key program output for SNAP-Ed. For the purpose of the <i>Evaluation Framework</i>, this indicator becomes the denominator for the medium and long-term outcomes of Adoption, Implementation, Effectiveness and Maintenance for PSE changes. The unit of analysis is the organization with a completed needs assessment. In some instances, the SNAP-Ed local project staff will conduct a valid and reliable assessment in which partner and community involvement is expected. In other instances, a needs assessment may pre-date SNAP-Ed involvement, or the intervention may involve an organizational self-assessment. SNAP-Ed local project staff can work with partners and the organization’s staff to use the results from prior needs assessments and fill in any observable gaps. Because of the breadth of SNAP-Ed settings, the categorization of strategies is useful to more appropriately track organizations and to also identify complementary organizations within a broader system. For instance, there may be multiple Head Start and other early care and education sites within a local Child and Adult Care Feeding Program system. While some settings, such as schools, may lie within multiple categories (EAT, PLAY, and LEARN) categories. For the purposes of the <i>Framework</i>, the primary intent of the setting should be considered. Thus, the primary purpose of school is to learn, so a school-based assessment and strategy would be categorized in the LEARN bucket.</p>	

Indicator ST6 Partnerships

Logic Model Component	Short-Term Outcome – Partnerships with service providers, community or organizational leaders, and SNAP-Ed representatives in SNAP-Ed qualified venues	<p>How to Measure: Evaluating partnerships using a mixture of qualitative and quantitative methods is encouraged. The Centers for Disease Control and Prevention (CDC) developed a Guide to Evaluating Partnerships, a useful tool for identifying success factors in partnerships and how to measure them. http://www.cdc.gov/dhdsp/programs/spha/evaluation_guides/evaluating_partnerships.htm</p> <p>Qualitative Approach Qualitative approaches through direct observation, content analysis and documentation review can include one or more of the following methods to identify:</p> <ul style="list-style-type: none"> • Key Informant Interviews with partnership members to identify activities, barriers and success factors, and outcomes • Key Informant Interviews with nonparticipating members participants to identify partnership activities and outcomes • Content analysis of partnership meeting minutes and partnership plans • Review of organizational plans, Partnership agreements, or Strategic plans <p>Quantitative Approach Wilder Collaboration Factors Inventory (20 items) A free on-line inventory that identifies partnership performance across 20 success factors. http://www.wilder.org/Wilder-Research/Research-Services/Pages/Wilder-Collaboration-Factors-Inventory.aspx</p>
Outcome Measures	The number of organizational partnerships, councils, or collaboratives that organize themselves around a common agenda, mission, or strategic plan to adopt nutrition or physical activity practices or standards in settings where nutrition education is provided.	
Strategies	Each organizational partnership should be assigned a category for aggregation purposes: eat, live, learn, work, play, shop	
What to Measure	Number of organizational partnerships, councils, or collaboratives with representation by SNAP-Ed (e.g., county extension staff, public health directors, food bank managers), who commit to making changes in organizational environments or policies in a single organization (e.g., school) or a system (e.g., school district). The partnership is expected to display multiple success factors, including organizing itself to adopt a shared vision, develop a specific plan, then commit to coordinate activities, share metrics, and maintain continuous ‘communications’. These reflect some of the key principles of <i>Collective Impact</i> (see: http://www.fsg.org/OurApproach/CollectiveImpact.aspx)	
Comments	The partnership itself is not the outcome. This indicator measures active partnerships that are successful in creating an organizational, or systems-wide, commitment to advancing one or more organizational practice changes or policies that are assumed to positively access and appeal for nutrition and physical activity. The unit of analysis is the setting or site with an active partnership. RE-AIM suggests that the partners should be helping to implement new interventions by redirecting activities or staff, contributing in-kind or out-of-pocket resources, and being part of a plan to maintain/sustain the intervention once original grant funding is over, including how to maintain or diversify the funding base for the project of interest.	

Indicator MT4 Nutrition Supports Adopted

Logic Model Component	Medium-Term Outcome – Reach and adoption of nutrition environmental changes, procurement changes, or food preparation changes	Denominators	ADOPTION (MT4a) Number of settings reported in Indicator ST4 SNAP-Ed REACH (MT4e) Number of SNAP-Ed eligibles in the State, jurisdiction, or strategy of focus
Outcome Measures	Adoption MT4a. Number and proportion of organizational settings, or organizational systems, where at least one change is made in writing or practice to expand access or improve appeal for healthy eating. MT4b. Total number of environmental changes made MT4c. Total number of procurement changes made MT4d. Total number of food preparation changes made Reach MT4e. <i>SNAP-Ed Reach</i> : Number and proportion of the SNAP-Ed eligible audience who encounter the improved environment on a regular (typical) basis and are assumed to be influenced by it MT4f. <i>Total Reach</i> : Total audience who encounter the improved environment on a regular (typical) basis and are assumed to be influenced by it	What to Measure	The documentation of change(s) adopted in the SNAP-Ed qualifying organizational setting and associated reach. Changes can include one or more of the following environmental, procurement, or meal preparation activities: Environmental changes <ol style="list-style-type: none"> a. Improvements in hours of operations/time allotted for meals or food service b. Improvements in layout or display of food c. Change in menus (variety, quality, offering lighter fares) d. Point-of-purchase/distribution prompts e. Menu labeling/calorie/fat/sodium/sugar e counts f. Edible gardens (establish, reinvigorate or maintain food gardens) g. Lactation supports, or policies for working mothers h. Improvements in free water taste, quality, smell, or temperature i. Rules on use of food as rewards or during celebrations j. Rules on foods served in meetings or in classrooms k. Standards for healthier fundraising k. Healthier vending machine initiatives (e.g., access to healthier foods and beverages with labeling)
Strategies	Each setting should be assigned a category for aggregation purposes: eat, live, learn, work, play, shop		
Numerators	ADOPTION (MT4a) Number of organizational settings, or organizational systems, where at least one change is made in writing or practice to expand access or improve appeal for healthy eating SNAP-Ed REACH (MT4e) Number of SNAP-Ed eligibles who encounter the improved environment on a regular (typical) basis and are assumed to be influenced by it	Procurement changes <ol style="list-style-type: none"> l. Change in food purchasing specification(s) m. Change in vendor agreement(s) n. Farm-to-table o. Increase in fruits and vegetables p. Increase in 100% whole grains q. Increase in low-fat dairy r. Increase in lean proteins s. Lower sodium levels t. Lower sugar levels u. Lower solid fats (e.g., saturated or trans fats) 	

<p>How to Measure</p>	<p>Adoption Documentation (direct observation, photographic evidence, repeated self-assessments or surveys) or interviews with key informants to confirm the uptake of the policy or environmental change in the low-income setting, learn of unexpected benefits or spinoffs, or course-correct and improve the intervention if needed.</p> <p>Reach <i>Means-tested setting - Reach</i> The number of SNAP-Ed eligibles, based on qualification for free or reduced price meals or federal poverty level (within 185 %) who encounter the improved environment on a regular (typical) basis and are assumed to benefit from the change(s). For example, if the school cafeteria adopts changes in meal service, and there are 1,150 students, and 750 students who qualify for free or reduced price meals, then the SNAP-Ed reach numerator is 750 and the total reach is 1,150 students. Then, divide 750 by the total number of SNAP-Ed school aged children in the jurisdiction to calculate a proportion of the SNAP-Ed population reached.</p> <p><i>Census tract, or census designated place - Reach</i> The number of SNAP-Ed eligibles, based on census data and direct observation, who benefit from the change(s). For example, if there are 6,000 (out of 10,000) individuals within 185 % of federal poverty level in a given census tract where a new farmers market opens, and on average in the past month, there have been 350 customers at the market per shopping day, multiply 350 x .60, which equals 210 (SNAP-Ed reach). Then, divide 210 by the total number of SNAP-Ed eligibles in the census tract.</p>	<p>Food preparation changes</p> <ol style="list-style-type: none"> a. Enhanced training on menu design and healthy cooking techniques b. Reduced portion sizes c. Use of standardized recipes
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Comments: Measuring reach and adoption are the first two components of the RE-AIM model. Reach is often based on estimation when actual counts are unavailable; we consider the audience that is potentially exposed to the intervention (UNC, 2013). SNAP-Ed reach should be expressed as a percentage by dividing the total number of SNAP-Ed eligibles who are touched by the intervention by the total number of SNAP-Ed eligibles in the SNAP-Ed area of focus (an organization, a system, a jurisdiction). We also calculate total reach (including SNAP-Ed and non-SNAP eligibles) to demonstrate the broader impact on the entire organizational environment.

Evaluators should also consider ways to maximize measures of reach by monitoring a policy or environmental change that can spread across settings or a system. For instance, the reach of a local school wellness policy will be greater when the policy is adopted district-wide rather than one school at a time.

For adoption, it is important to document each change that occurs within a setting. One change alone may not have enough magnitude to produce an impact. Thus, evaluators can document multiple changes that occur (e.g., signage, changes in layout, etc). Measuring adoption may be labor-intensive; thus, it can be appropriate to choose a sample of settings (e.g., 10 percent) for evaluation purposes.

Indicator MT5 Physical Activity Supports Adopted

Logic Model Component	Medium-Term Outcome – Reach and adoption of physical activity environmental changes, program changes, or organizational practice changes	Denominators	ADOPTION (MT5a) Number of settings reported in Indicator ST4 SNAP-Ed REACH (MT5e) Number of SNAP-Ed eligibles in the State, jurisdiction, or strategy of focus
Outcome Measures	Adoption MT5a. Number and proportion of organizational settings, or organizational systems, where at least one change is made in writing or practice to expand access or improve appeal for physical activity MT5b. Total number of environmental changes made MT5c. Total number of program or practice changes Reach MT5e. <i>SNAP-Ed Reach</i> : Number and proportion of the SNAP-Ed eligible audience who encounter the improved environment on a regular (typical) basis and are assumed to be influenced by it MT5f. <i>Total Reach</i> : Total audience who encounter the improved environment on a regular (typical) basis and are assumed to be influenced by it	What to Measure The documentation of change(s) adopted in the SNAP-Ed qualifying organizational setting and associated reach. Changes can include one or more of the following environmental, procurement, or meal preparation activities: Environmental changes <ol style="list-style-type: none"> a. Improvements in hours of operations of recreation facilities b. Improvements in access to safe walking or bicycling paths, or Safe Routes to School or work c. Signage and prompts for use of walking and bicycling paths d. New or improved stairwell prompts e. Improvements in access to stairwells Program or practice changes <ol style="list-style-type: none"> f. New or increased use of school facilities during non-school hours for recreation, or joint use policies g. New or stronger limits on entertainment screen time h. Increase in school days spent in physical education i. Improvements in time spent in daily recess j. New or improved access to structured physical activity programs k. Physical activity breaks 	
See ST4 for baseline numerators and denominators			
Strategies	Each setting should be assigned a category for aggregation purposes: eat, live, learn, work, play, shop		
Numerators	ADOPTION (MT5a) Number of organizational settings, or organizational systems, where at least one change is made in writing or practice to expand access or improve appeal for physical activity SNAP-Ed REACH (MT5e) Number of SNAP-Ed eligibles who encounter the improved environment on a regular (typical) basis and are assumed to be influenced by it		

<p>How to Measure</p>	<p>Adoption Documentation (direct observation, photographic evidence, repeated self-assessments or surveys) or interviews with key informants to confirm the uptake of the policy or environmental change in the low-income setting, learn of unexpected benefits or spinoffs, or course-correct and improve the intervention if needed.</p> <p>SNAP-Ed Reach <i>Means-tested setting – Reach</i> The number of SNAP-Ed eligibles, based on qualification for free or reduced price meals or federal poverty level (within 185 %) who encounter the improved environment and are assumed to benefit from the change(s). For example, if the school creates a policy to expand the length of time for school recess, and there are 1,150 students, and 750 students who qualify for free or reduced price meals, then the SNAP-Ed reach numerator is 750 and the total reach is 1,150 students. Then, divide 750 by the total number of SNAP-Ed school aged children in the jurisdiction to calculate a proportion of the SNAP-Ed population reached.</p> <p><i>Census tract, or census designated place – Reach</i> The number of SNAP-Ed eligibles, based on census data and direct observation, who are assumed to have benefitted from the change(s). For example, if there are 6,000 (out of 10,000) individuals within 185 percent of FPL in a given census tract where a new walking path opens, and on average in the past month, there have been 350 pedestrians who use the path, multiply 350 x .60, which equals 210 (SNAP-Ed reach). Then, divide 210 by the total number of SNAP-Ed eligibles in the census tract.</p>	
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Comments	<p>Measuring reach and adoption are the first two components of the RE-AIM model. Reach is often based on estimation when actual counts are unavailable; we consider the audience that is potentially exposed to the intervention (UNC, 2013). SNAP-Ed reach should be expressed as a percentage by dividing the total number of SNAP-Ed eligibles who are assumed to be touched by the intervention by the total number of SNAP-Ed eligibles in the SNAP-Ed area of focus (an organization, a system, a jurisdiction). Evaluators should also consider ways to maximize measures of reach by monitoring a policy or environmental change that can spread across settings or a system. For instance, the reach of a local school wellness policy will be greater when the policy is adopted district-wide rather than one school at a time. We also calculate total reach (including SNAP-Ed and non-SNAP eligibles) to demonstrate the broader impact on the entire organizational environment.</p> <p>For adoption, it is important to document each change that occurs within a setting. One change alone may not have enough magnitude to produce an impact. Thus, evaluators can document multiple changes that occur (e.g., signage, changes in layout, etc). Measuring adoption may be labor-intensive; thus, it can be appropriate to choose a sample of settings (e.g., 10 percent) for evaluation purposes.</p>
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