

# A Socio-Ecological Model for Food & Physical Activity Decisions



# Definition of Policy, Systems, and Environmental Changes

- **Programs:** Activities targeted to individuals or groups to change knowledge or behaviors; typically have a beginning & end
  - ❖ Pick a better snack™
- **Policy:** Written statement of organizational position, decision or course of action
  - ❖ Joint Use Agreement
- **Systems:** Unwritten, ongoing organization decisions or changes that result in new activities reaching large proportions of people the organization serves
  - ❖ Food policy council creates a farm to school system linking local farmers and schools
- **Environmental Change:** Built or physical environments which are visual/observable; may include economic, social, normative, or message environments
  - ❖ Walking trails
  - ❖ Lower prices for healthy items

# PSE Change in SNAP-Ed

- Work on PSE change allowable in SNAP-Ed under Healthy Hunger Free Kids Act

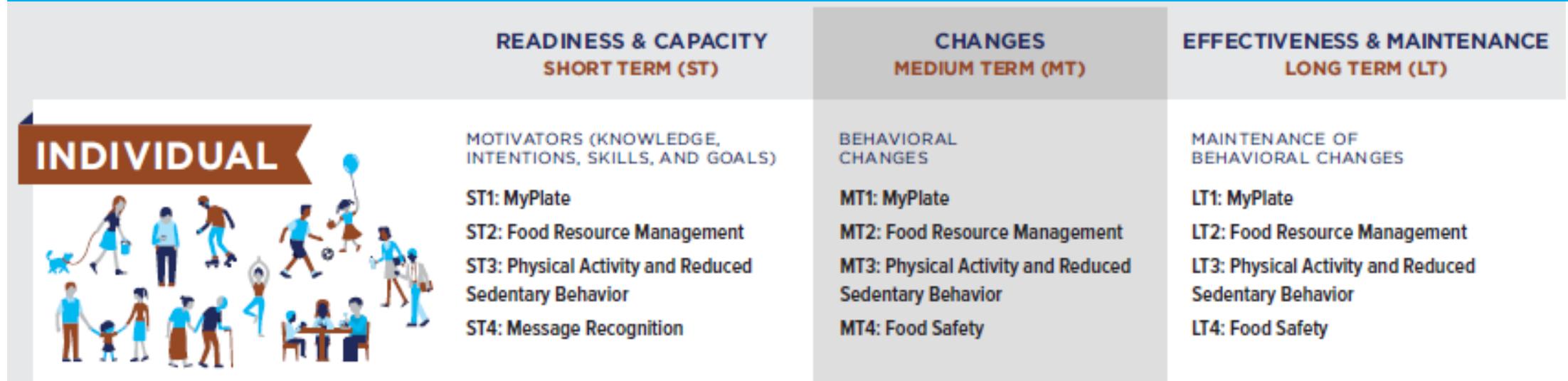
# Characteristics of a Good PSE Project

- Community engagement
- Responsive to community needs
- Collaboration with other agencies
- Clearly identified expected outcomes
- Measurable changes in the food environment
- Sustainable changes
- Behavior changes

# Evaluation Questions

- **Individual:** To what extent does SNAP-Ed programming improve & sustain participants' dietary & physical activity behaviors?
- **Environmental:** To what extent does SNAP-Ed programming create & sustain access & appeal for improved dietary & physical activity choices in settings where people eat, learn, live, play, shop, & work?
- **Sectors of Influence:** To what extent is SNAP-Ed programming working with other sectors to collectively impact lifelong healthy eating & active living in low-income communities?
- **Population Results:** To what extent does SNAP-Ed programming improve low-income population's achievement of *Dietary Guidelines for Americans* recommendations & other health risk behaviors compared to the general population?
- **Social & Cultural Norms & Values:** To what extent do community-level obesity prevention strategies impact public's priorities, lifestyle choices, & values for healthy living?

# Individual Level



- Participant behavioral changes resulting from nutrition education & physical activity programs
- Pre- & post-evaluation

# Environmental Settings



- Policy, systems, environmental changes, & promotion in places where we eat, learn, live, play, shop, & work
- Reach, adoption, implementation, effectiveness, & maintenance

# Sectors of Influence



- Changes made at local (neighborhood, city, town, county), state, tribal, or territorial levels
- Changes involve multiple sectors

# ST4: Message Recognition

## Logic Model Component

Changes in individual knowledge, skills that reflect recognition & recall key messages, images that convey what individuals should know, believe & do to accomplish healthy eating

## Outcomes Measures

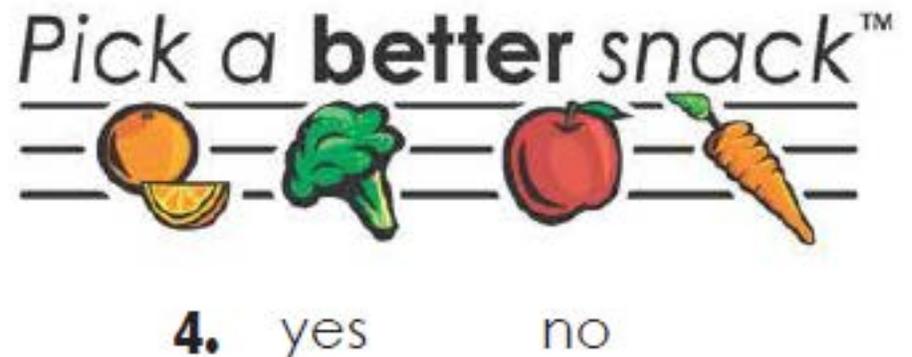
# or % of participants who recall key messages, images that convey what individuals should know, believe & do to accomplish healthy eating

## ST4a

Recall key media messages related to F&V consumption

## What to Measure

SNAP-Ed participants who recall key messages, images that convey what individuals should know, believe & do to accomplish healthy eating



# MT5: Nutrition Supports

## **Logic Model Component**

Adoption & reach of policy, systems, environmental (PSE) changes to support nutrition, food & beverage procurement, food & beverage preparation

## **Outcomes Measures**

### **ADOPTION**

MT5a: #, proportion sites where at least 1 change made in writing or practice to expand access or improve appeal for healthy eating

MT5b: Total # of policy changes made

MT5c: Total # of system changes made

MT5d: Total # of environmental changes made

### **REACH**

MT5f: SNAP-Ed Reach

MT5g: Total Reach

# MT5: Nutrition Supports (contd.)

## **What to Measure**

### **Policy:**

D. Standards for healthier eating

### **Systems:**

J. Change in food purchasing specification toward healthier foods

K. Change in vendor agreement towards healthier foods

### **Environmental:**

P. Edible gardens (establish, reinvigorate, maintain food gardens)

# ST6: Champions

## Logic Model Component

# & type of champions engaged in efforts, outside of the delivery model of SNAP-Ed program, to improve access or create appeal for nutrition & physical activity in SNAP-Ed sites or broader community

## Outcomes Measures

ST6a: # champions identified

ST6b: # of SNAP-Ed sites benefited from activities of champions

ST6c: proportion/% SNAP-Ed sites benefited from activities of  $\geq 1$  champions

ST6d: Description of activities & accomplishments of champions

Examples of champions & activities:

- Parent: Parent whose child participated in SNAP-Ed gardening program initiated & led parent committee to continue the garden over the summer.
- Youth: An older peer leader that had participated in classroom nutrition programming led SNAP-Ed physical activity initiative & talked to students about physical activity & diet.

# ST6: Champions (contd.)

## What to Measure

Numerator: # of sites at which SNAP-Ed program has taken place that have benefited from activities of  $\geq 1$  champions

Denominator: # of sites at which SNAP-Ed program has taken place during the year

# ST7: Partnerships

## **Logic Model Component**

Partnerships with service providers, community or organizational leaders & SNAP-Ed representatives in SNAP-Ed settings where people eat, learn, live, play, shop, work

## **Outcomes Measures**

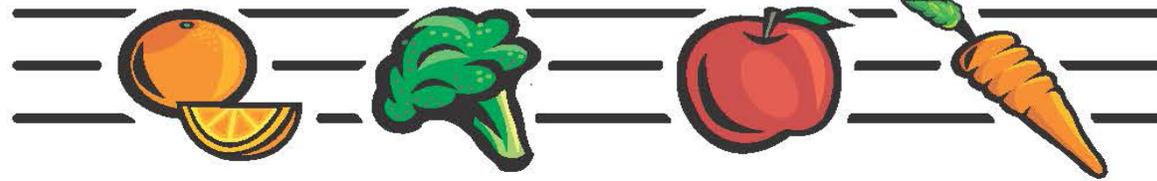
ST7a: # organizational partnerships, collaborative in qualified SNAP-Ed settings that organize themselves around common agenda, mission, strategic plan to adopt nutrition or physical activity practices

ST7b: Description of partnership maturity levels (formation, building maintenance)

## **What to Measure**

Partnership itself is not the outcomes. Indicator measures active partnerships, stage of partnership development. Active partnerships may include 2 or more individuals who meet regularly, exchange information, identify & implement mutually reinforcing activities that contribute to adoption of  $\geq 1$  organizational or system-wide changes or policies.

*Pick a better snack*<sup>TM</sup>



# Pick a better snack

3<sup>RD</sup> GRADE SURVEY

FIDELITY ASSESSMENT

3. Which school are you reporting on?

Cardinal Elementary School

4. Which school are you reporting on?

Garfield

Grant

Harrison

Hoover

Johnson

Taylor

Wright

13. What month are you reporting on?

- September
- October
- November
- December
- January
- February
- March
- April
- May

14. Did you taste the featured item?

- Yes
- No

15. If NO, what did you taste?

16. Did you distribute Bingo cards?

Yes

No

17. Did you distribute family newsletters?

Yes

No

18. Did you distribute stickers?

Yes

No

19. Did you do the "thumbs up thumbs down" activity?

Yes

No

20. Did you have a class discussion on "asking" skills?

Yes

No

21. Do you have questions or concerns for IDPH?

22. Did you distribute incentive items for returned bingo cards?

- Yes
- No
- There were no returned cards

23. Did you lead a classroom physical activity break?

- Yes
- No