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
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 > 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.
What to Measure

Numerator: # of sites at which SNAP-Ed program has taken place that have benefited from activities of > 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 > 1 organizational or system-wide changes or policies.
Pick a better snack

3RD 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