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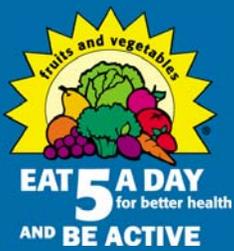
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Evaluation Approaches, Methods, Measures and Outcomes in the “Outer Spheres of Influence” by State Social Marketing Networks: 2004 Status Report

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Andrew Fourney, Leslie Beckstrom,
Dorrie Lisle, Doris Montgomery,
Sharon Sass, Sharon Sugerman

March 16, 2004



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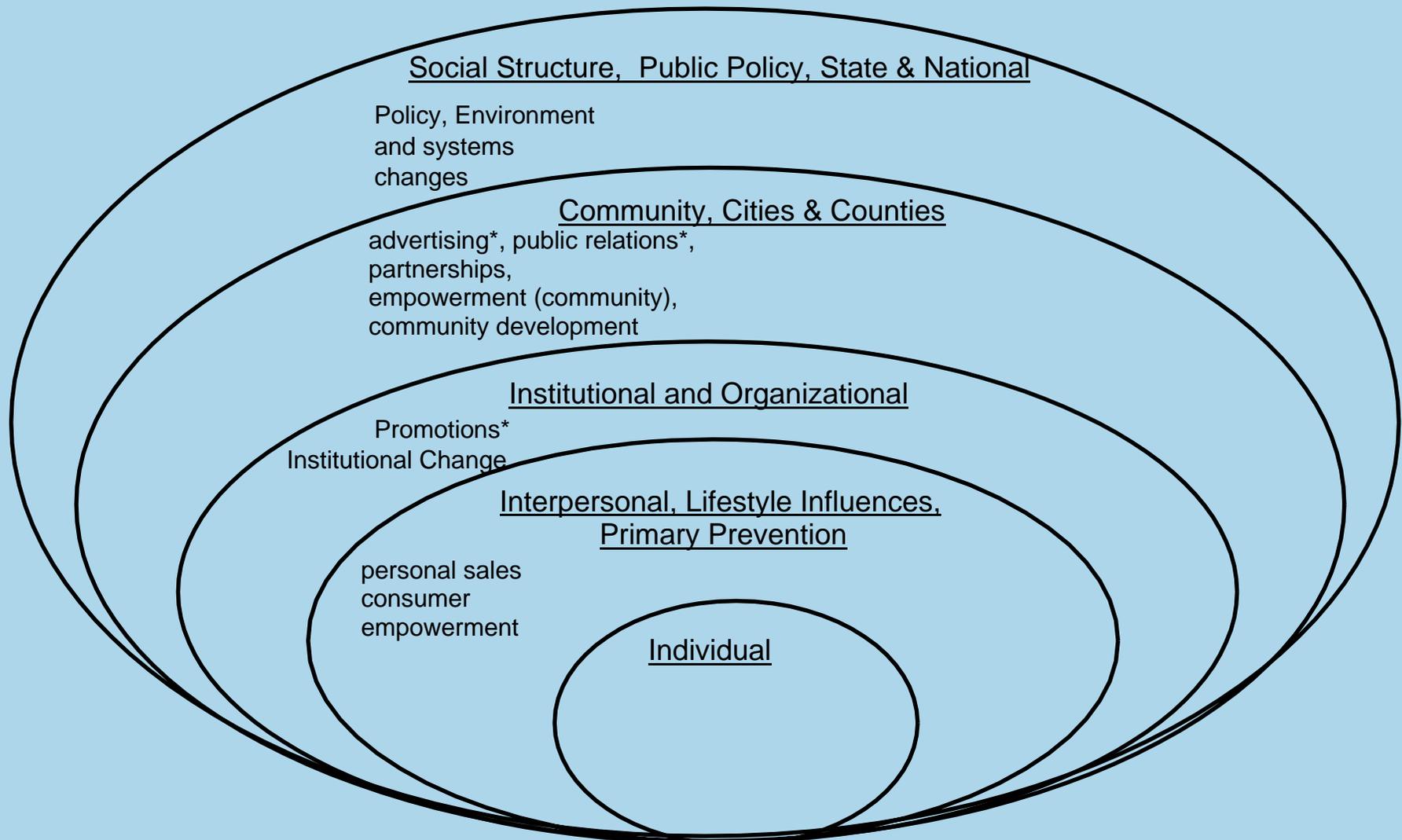
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Background of Nutrition Networks

- 22 planning cooperative agreements were issued in 1995 & 1996
- Housed in Extensions, Universities and State Health Departments
- To test model that nutrition education could be delivered using social marketing practices
- Targeted Food Stamp and similar low-income households
- Programs vary widely in focus, scope, complexity and funding
- Association of State Nutrition Network Administrators (ASNNA)

Social Marketing Components by Level of Influence in the Social -Ecological Model



*Categorization in the specific sphere depends on how the construct was operationalized. Often Community and Institutional activities are very similar, and Interpersonal and Individual activities are very similar.



The Community Nutrition Education (CNE) Logic Model Overview

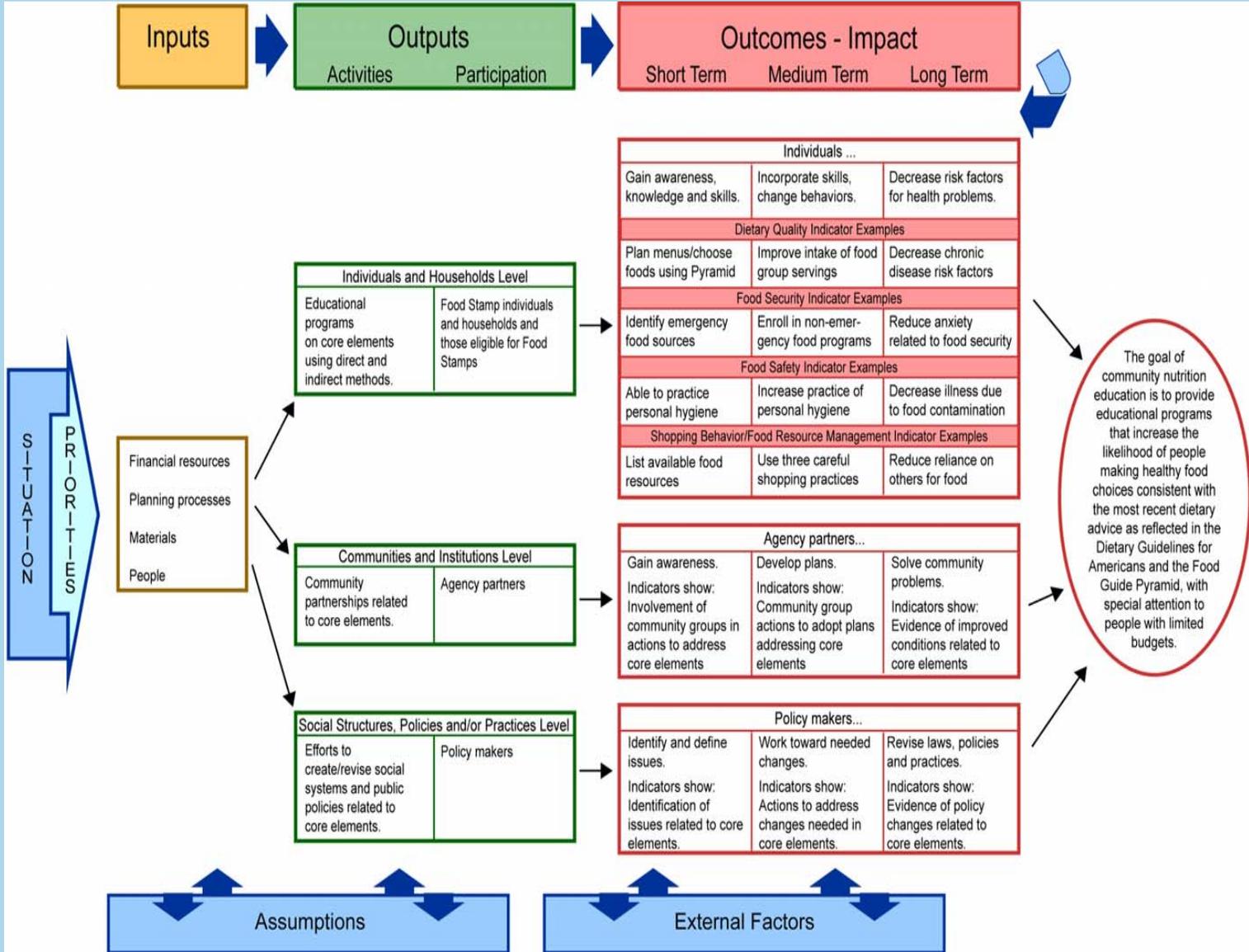
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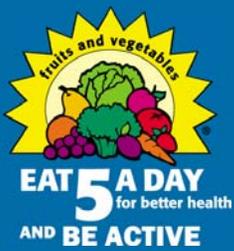


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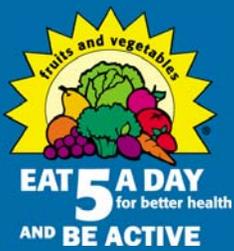


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Study purpose

- This survey investigates the similarities of goals/objectives, criteria of success and identify measurement instruments
- Survey was conducted to follow up on July 2003 SNE post-conference on FSNE evaluation
- Charged with complementing and filling in gaps between Federal evaluation activities and State Networks evaluation activities
- Tried to capture emerging issues for state Networks, e.g., SNAP
- Trying to be more descriptive about how SM is being practiced by State Networks



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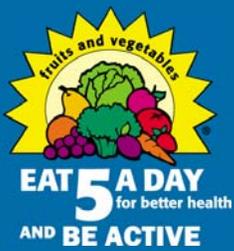
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Methods

- 19 of 22 states completed surveys
 - AL, AZ, CA, CO, IA, KS, ME, MI, MN, MO, NC, NJ, NV, OK, PA, SD, WA, WI, WV
- Most completed by Network coordinator (some by designee)
- Conducted by email
- 11 Survey questions
- Data were analyzed using the constant-comparative method (Lincoln & Guba, 1985)

Lincoln, YA. & Guba. EG. (1985). Processing Naturalistically Obtained Data. Naturalistic Inquiry (pp. 332-356). Newbury Park: Sage Publications.



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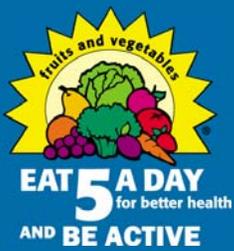


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Methods

- 1) What activities and approaches does your Food Stamp nutrition network do that you consider to be social marketing?
- 2) How is social marketing, as you practice it, different than other approaches used for nutrition education?
- 3a) At the state level, what do you use to define social marketing “success” in each of USDA’s core areas (diet quality, food security, food resource management and food safety)?
- 3b) At the state level, what are your criteria for measuring success in each of the core areas? How do you know when you’ve succeeded?



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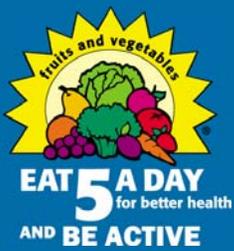


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Methods

- 4) Please name the evaluation instrument(s) that you used to measure success for each of the core areas.
- 5a) At the sub-state level, what do you use to define SM “success” in each of USDA’s core areas?
- 5b) At the sub-state level, what are your criteria for measuring success in each of the core areas? How do you know when you’ve succeeded?
- 6) At the sub-state level, please name the evaluation instrument (s) that you use to measure success for each of the core areas.
- 7) Briefly, what is your Network doing to work on nutrition education across USDA programs? What do you consider as evidence of success in each instance (describe all that pertain):



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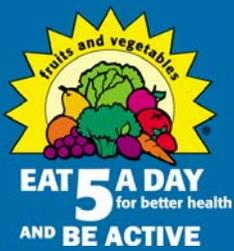


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1) What activities and approaches does your Food Stamp nutrition network do that you consider to be social marketing?

- Advertising (community, state)
 - We use large-scale and local media
 - Billboards, radio, TV and print media
- Public Relations (community, state)
 - radio talk show guest, news articles
- Personal Sales (interpersonal)
 - Brochures, food demonstrations, magnets, posters, website, disc jockeys, calendars
- Sales Promotions (interpersonal)
 - larger-than-life animated spokesperson, events, promotions done at retail chains



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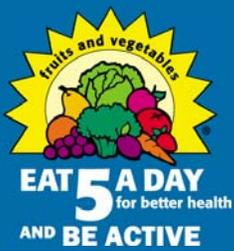
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1) What activities and approaches does your Food Stamp nutrition network do that you consider to be social marketing?

- Policy (social structure)
 - We work to ultimately create environmental changes that support and sustain desired behaviors
 - The program [established standards] to incorporate new foods into menus for school meals
 - We try to drive permanent change in systems, environmental assets and policies





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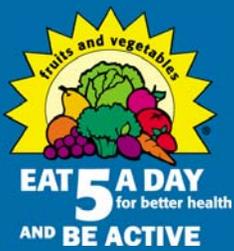


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1) What activities and approaches does your Food Stamp nutrition network do that you consider to be social marketing?

- Partnerships (community)
 - Large-scale, vertically-integrated, public/private partnerships
 - Our core strategy has been the use of community coalitions
 - Campaign messages are reinforced through partners
 - All projects within the Network are fueled by the dynamics of public/private partnerships
 - FNS presented [us] with a Partnerships and Collaboration Award - significant evidence of cross-program collaboration



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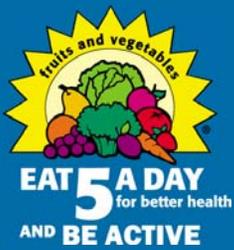


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2) How do Networks perceive “traditional” nutrition education?

- Traditional nutrition education [entails] teaching facts or providing information to individuals or groups
- Uses a set curriculum hoping that an increase in knowledge will change behavior
- Interventions are designed to change knowledge, attitudes, skills, beliefs, self-efficacy
- Delivered through one channel
- Small numbers of individuals



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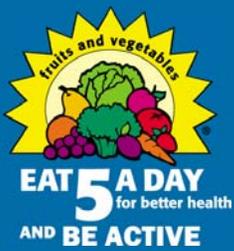


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2) How is social marketing, as you practice it, different than other approaches used for nutrition education?

- Based on formative research with the target audience.
- Messages and materials are pre-tested.
- Uses multiple communication channels
- Provides multiple exposures
- Engages community partners/partner base is broader



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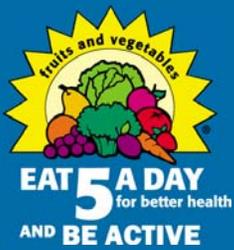


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2) How is social marketing, as you practice it, different than other approaches used for nutrition education?

- Uses mass media
- Segments the target audience
- Surrounds the target audience w/ promotion & support for new behavior
- Greater appreciation for systems and environmental support
- Goes beyond individuals to the larger environments to deal with root problems



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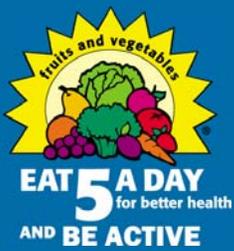
DIETARY QUALITY Goals/Objectives by Topic, Number of States Reporting (3a, 4)

STATE-LEVEL

- 9 – F/V
- 9 – PA
- 4 – “Healthy Eating”
- 4 – Schools - Nut Educ. & Systems Change
- 3 – Weight/Portion Size
- 3 – Calcium
- 3 – Coalitions & Partnerships
- 2 – Change in Food Assistance Programs
- 2 – Parental Change

LOCAL-LEVEL

- 6 – PA
- 5 – F/V
- 3 – Schools
- 3 – Coalitions & Partnerships
- 2 – “Healthy Eating”
- 2 – Change in Food Assistance Programs
- 2 – Parental Change
- 1 – Calcium
- 1 – Breakfast



DIETARY QUALITY

State and Local-Level Goals/Objectives

18 states reported at least one DQ goal/objective; of those, 4 reported an objective explicitly weight-related

Inner Spheres (selected examples):

- Increase F/V consumption in general by [varied targets and target populations]
- Eat more F/V snacks – children
- Increase awareness of soda consumption & use of alternative beverages
- Increase awareness of portion size
- Increase breakfast eating through awareness building
- Raise awareness among parents, grandparents, and guardians about the importance of being role models for healthy eating habits
- Increase participation in seniors' farmers' market program

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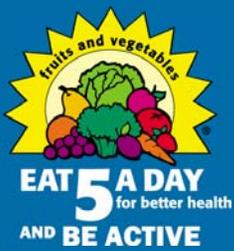


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DIETARY QUALITY

State and Local-Level Goals/Objectives

Outer Spheres (selected examples)

- Evoke community, institutional, policy, systems, and environmental changes that promote increased availability and accessibility of F/V to low-income people
 - Increase breakfast eating by building up the program
 - Change workplace policies on vending machine and meeting refreshment content
 - Provide children with the opportunity to taste-test F/V as an alternative to competitive foods at schools
 - Institute new farmer's markets
 - Enable use of Food Stamp EBT cards at those farmer's markets

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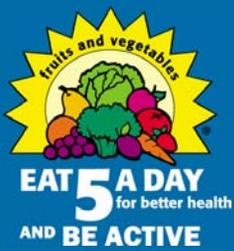


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Dietary Quality (3b, 3c, 4)

Criteria for success and measurement instruments – Inner Spheres

- Consumption change on pre/post tests F/V, calcium
 - WIC clients – BRFSS
 - State-developed evaluation surveys
- Consumption change F/V - ongoing statewide surveillance for trends
 - BRFSS, YRBS, Harvard FFQ and State-specific
- Changes in awareness, knowledge, attitude, message influence
 - FV snack survey, Calcium-rich food pre-post test
 - Marketing surveys and focus groups
 - Supermarket intercept surveys

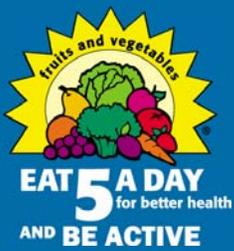


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Dietary Quality (3b, 3c, 4)

Criteria for success and measurement instruments – Inner Spheres (cont'd)

- Increased availability of target food as measured by pre/post-test with individuals
- Number of meals family eats together
 - BRFSS supplemental data
- Child's willingness to try new foods
 - Modified food preference taste panel



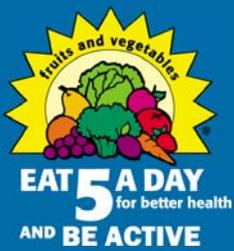
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Dietary Quality (3b, 3c, 4)

Criteria for success and measurement instruments – Outer Spheres

- Policy and environmental change
 - School nutrition environmental checklist
 - Incorporation of new foods into cycle menus in Headstart & pre-schools
 - Tracking sheet
 - Teacher feedback survey
- Number of partners extending the 5 a Day message
- Increased purchase of targeted food, as measured by retail sales data (calcium-rich)
- Surveys developed by State staff; administered at the local level; aggregated data
 - Brief surveys to measure multi-media efforts and grocery store interventions

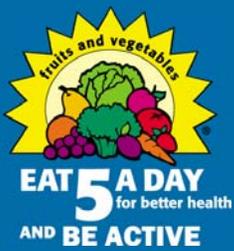


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Dietary Quality (3b, 3c, 4)

Criteria for success and measurement instruments – Process Measures

- Improved participation and redemption rates for senior farmers' market voucher program
 - Congregate meal survey to be developed
- Frequency and reach of interventions
- Number of contacts
- Media reach and estimated cost
- Regular reporting forms – quarterly or semi-annually

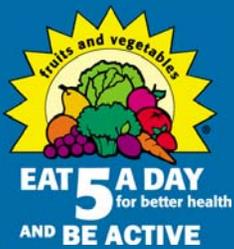


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DIETARY QUALITY – Physical Activity

State and Local-Level Goals/Objectives

10 states reported at least one PA objective/goal

Inner Spheres:

- Increase physical activity in general by [varied targets and target populations]
 - Meet State goals and/or Federal HP 2010 goals
- Increase number of [target audience] that takes part in a specific physical activity
 - Routine walking/biking to school by grade school children
- Increase awareness of options for lifestyle physical activities
- Raise awareness among parents, grandparents, and guardians about the importance of being role models for engaging in regular PA
- Increase participation in PA as a family activity
- Increase awareness of TV/screen time

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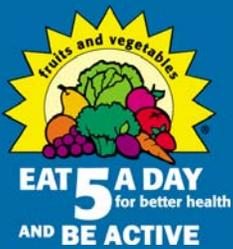


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DIETARY QUALITY – Physical Activity

State and Local-Level Goals/Objectives

Outer Spheres:

- Advocate for community, institutional, policy, systems, and environmental changes that promote physical activity
- Sponsor Safe Route to School Days
- Conduct campaigns that promote PA, either alone or in conjunction with healthy food campaigns
- Increase number of local partners supporting and reinforcing the PA campaign messages

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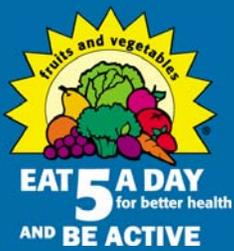


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Dietary Quality – Physical Activity (3b, 3c, 4)

Criteria for success and measurement instruments – Inner and Outer Spheres

Inner Spheres:

- Reported behavior, pre/post intervention or trends
 - BRFSS, YRBS
 - State-developed health surveys
- Message awareness – recall, effect in evoking change
 - State-developed media surveys and focus groups

Outer Spheres:

- Degree of cooperation by partners
- Greater exposure to opportunity and improved access
 - Opening of school gyms to the community
 - Increase in # of Walk to School Days
 - Increase in # of walking paths



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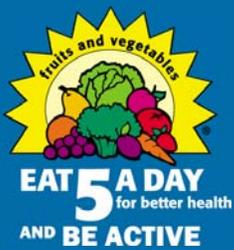


Dietary Quality – Physical Activity (3b, 3c, 4) Criteria for success and measurement instruments – Inner and Outer Spheres

Process measures were reported more often
than outcome measures for PA

Process measures

- Number of family fitness kits mailed
- Reach of PA campaign components
- Percent of target population reached
- Intervention delivery frequency



Food Security (3a, 4)

State and Local-Level Goals/Objectives

N = 6 for State and 4 for local

Inner Spheres:

- Decrease food insecurity/Increase food security statewide
- Increase participation in FSP
- [Decrease] rate of hunger in state

Outer Spheres:

- Ensure more “seamless” connection between and among federal, state, and local systems
- Coordinate and integrate nutrition education for low-income residents
- Increase participation in state-based cooperative food purchasing program
- Raise community awareness of state food security picture and educate about FSP

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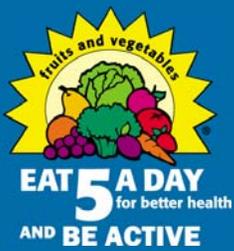


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Food Security (4)

Additional Local level Goals/Objectives

Outer Sphere:

- Not yet in place, but planned:
 - Local coalition involvement in conducting Community Food Security Assessments and developing plan to improve food security

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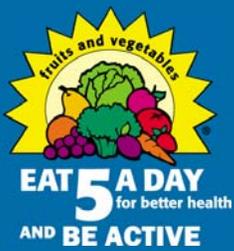


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Food Security (3b, 3c, 4)

Criteria for success and measurement instruments – Inner spheres, usually statewide

- Reduction in food insecurity measured by
 - USDA Food Security module (brief & full)
 - USDA Food Insecurity reports, state breakouts from national surveys
 - Statewide “report card” on FAP participation
 - FS and cooperative food purchasing program participation data - state offices
 - Congregate meal data collection system that includes a question about having adequate \$ for food



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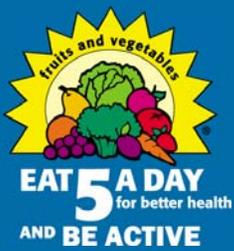


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Food Security (3b, 3c, 4)

Criteria for success and measurement instruments – Outer spheres

- Tracking improvement in FS systems
 - involving other state agencies, e.g., advocating support for implementing Farm Bill improvements using case studies
 - involving local agencies, e.g., FS promotion by funded projects using case studies
- Collaborations #, type, depth, state and local
 - partnership agreements and case studies
- Community awareness/involvement, local
 - Participation rate in educational forums
 - Development of community food security profiles
 - Community-specific criteria and web-based tools

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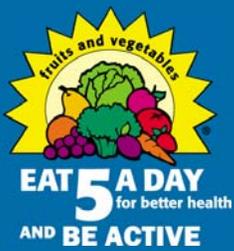


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Food Safety (3a, 4)

State and Local Level Goals/Objectives

N = 4 for both State and local

Inner Spheres:

- Improvement in perception of need to change and/or intent to change behavior
- Participation in community education activities
- Improvement in reported practices (in general)
- Improvement in specific practices (local)
 - Food thermometer use in households w. young children
 - Hand washing
 - Washing fruits and vegetables

Outer Spheres:

- Implementation of food safety campaigns

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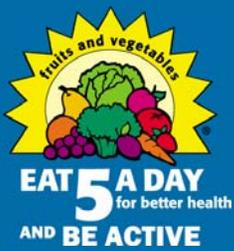


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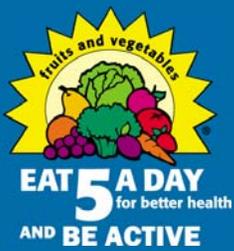
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Food Safety (3b, 3c, 4)

Criteria for success and measurement instruments – Inner Spheres

- Increased use of food thermometers
 - Congregate meal site survey questions (pre/post-tests), including stage-of-change
- Improved practices (in general)
 - State-modified FDA questions on statewide Network Evaluation Survey
 - Short-term outcomes specific to coalition's work plan
- Percent of target population reached
 - Supermarket intercept survey
 - Marketing firm survey



Food Safety (3b, 3c, 4)

Criteria for success and measurement instruments – Outer Spheres

- Increased use of food thermometers
 - Thermometer sales from partner retailers
- Documented partnerships
- School environment checklist
- Process measures of community-based special event and use of campaigns
 - # events,
 - # schools/institutions reporting campaign
 - Participation contacts, web hits
 - Frequency intervention is delivered

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Food Resource Management (3a, 4)

State and Local Level Goals/Objectives

N = 5 for State and 4 for local

Inner spheres

- Improved reported practices

Process Outcomes

- Participation in supermarket festivals, tours, and other store-based activities
- Participation in educational activities
 - opportunity to taste garden-grown foods
 - # taking part in a garden curriculum



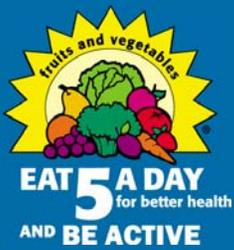
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Food Resource Management (3a, 4)

State and Local Level Goals/Objectives

N = 5 for State and 4 for local

Outer spheres:

- Encourage gardens – family, schools and communities
 - Work through sustainable agriculture coalitions, Parks & Recreation Departments
- Implementation of garden-based nutrition curriculum
- Community partners promoting snack choice and shopping campaigns
- Conduct of supermarket festivals
- Seasonal retail FV campaigns

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Food Resources Management (3b, 3c, 4)

Criteria for success and measurement instruments – Inner and Outer Spheres

Inner Spheres:

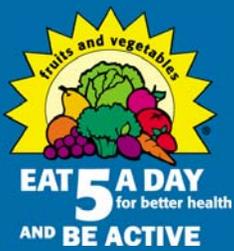
- Knowledge - selected EFNEP questions

Outer Spheres:

- Degree of cooperation by partners
- Greater exposure to opportunity and improved access
 - Increase in school gardens
 - Policy and institutional changes at schools and daycare

Process measures

- Number of contacts campaign makes
- Number of festivals held



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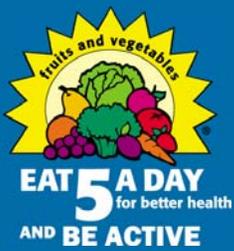


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7) What is your Network doing for your State Nutrition Action Plan?

- [We] involve three state WIC agencies ... Farmers Markets and other public health programs
- Members are developing common nutrition standards for all public health programs
- Met with 50 agencies and set 3 priorities related to collaborations, work with state legislative branch, set core curriculum standards
- [We] foster partnerships to promote consistency and coordination of nutrition education messages and approaches.



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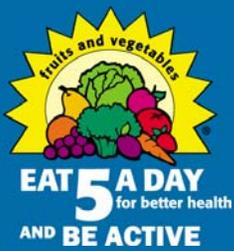


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7) SNAP success is evidenced by

- Issues elevated within the Executive Branch and increased f/v consumption
- Gaining an open-door policy in schools. It indicates interest and recognition of the benefits provided through nutrition education.
- The agencies attending meetings and picking up messages
- Success is evident in the enhanced nutrition education within the Congregate Meal Program



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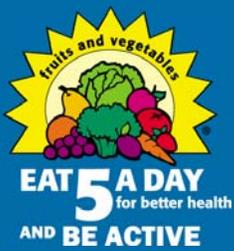


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7) What is your Network doing to work on nutrition education in Food Stamp Operations

- Participates on Network committees
 - Quarterly Steering Committee meetings
 - Food Security Task Force
 - Nutrition education coordinating councils
- Assure EBT in Farmers' Markets,
- Advance Food Stamp promotion and outreach within state government
- Conduct training
- [Share a] nutrition consultant with the Dept of Elder Affairs
- Provide outreach materials and data



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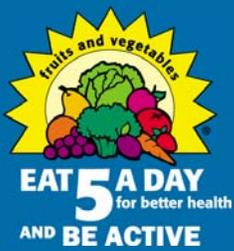


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7) What is your Network doing to work on nutrition education in School Nutrition Programs

- Trained agencies to use Changing the Scene
- Implemented CTS
- Computer “matching” (direct cert.) for school F/R lunches and school nutrition policies
- Wrote support letters for the reauthorization of the child nutrition program
- Expanded the Food Friends program
- Provided resources to develop a SM campaign



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7) What is your Network doing to work on nutrition education in School Nutrition Programs

- Serves on the core advisory committee for Team Nutrition and Action for Healthy Kids
- Partnered with the schools and community agencies
- Supported the Eat Smart. Play Hard.™ campaign
- Developed a curriculum to meet content standards
- Helped implement Project Teach, a program developed for pregnant young mothers to assist them in completing high school



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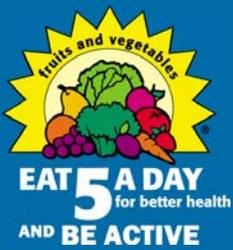


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7) What is your Network doing to work on nutrition education in WIC

- Network materials are distributed to WIC agencies and Network staff serves on WIC nutrition education committees
- Promoted the Food Friends Program
- WIC has used a social marketing campaign throughout the state at local WIC offices
- Involved in community education projects
- Eat for Health messages through flyers and fact sheets
- Share nutrition education materials with WIC educators via the website



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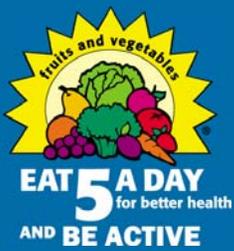


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7) What is your Network doing to work on nutrition education in WIC

- Provide training for the WIC Intergenerational School Breakfast Program for preschoolers. This is a program where seniors mentor preschoolers and encourage them to eat their breakfast and drink their milk
- [Implement] our social marketing activities in the clinics and on radio



7) What is your Network doing to work on nutrition education in Cooperative Extension

- Utilize local Extension Agents as key initiators of our local community projects
- Subcontract with Extension to provide direct nutrition education
- We generally use the local Extension agent as the key contact person in our local community projects
- Working w/ the FSNE-funded initiative on an MoU for *5 A Day*

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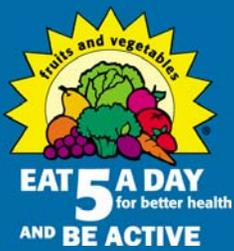


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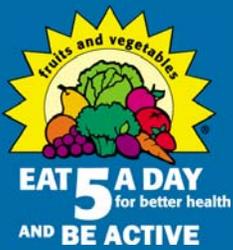


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7) What is your Network doing to work on nutrition education in Cooperative Extension

- Put a copy of Extension's curriculum on touch-screen computers that will be used in DHS county offices where there is no FSNE in the county
- Our FSNE is conducted by the CES
- Network collaborated with Extension's Family Nutrition Program (FNP) to work on food security and gardening projects, and staff training.



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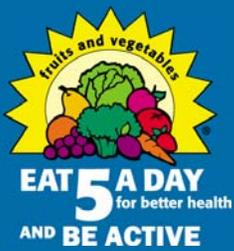


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7) What is your Network doing to work on nutrition education in other areas

- Collaborate with
 - Dept. of Ed, Health Services and 5 A Day
 - CDC funded Chronic Disease Programs
 - Head Start programs
 - The Office on Services to the Aging senior meals programs
 - Council of Regional Public Library System
 - Council on the Prevention and Management of Overweight and Obesity
 - Heart Disease and Stroke Prevention Task Force
 - State Dept of Agriculture
 - Farm Bureau
 - Partnership for Children
 - Senior Centers and Congregate Meals



Limitations

- Written surveys do not allow data collectors to “prompt” respondents for additional information or clarify questions
- The survey did not capture outcomes and other successes in any sphere



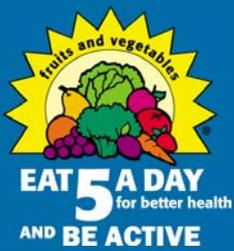
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Implications

- Outer spheres of the SEM could be addressed more extensively
- How to reconcile emerging priorities and Guidance recommendations
- What are ASNNA's recommendations to USDA based on emerging priorities and guidelines?
- What to say to FNS, CSREES, ERS



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Emerging USDA priorities

- Obesity
- Regional office relationships
- Cross-cutting FNS coordination
- Outcome evaluation
- Re-engineering FSNE
- Attribution