FY17 Evaluation Updates

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Agenda

• FY16 data: What happens next?
• FY17 assessments
  • Outgoing, ongoing, and new
• Beyond the assessments: Other updates
FY16 data: What happens next?
USDA Report

DATA!!!

Contractor Reports

County Reports

But wait... there's more!
FY17 Assessments
Outgoing Assessments

- SFSP Supports Checklist
- WellSAT 2.0
- Wilder Inventory
- Go NAP SACC

Back in FY 2018
Ongoing Assessments in FY17

- SART
- SARN
- Tips for SARTs & SARNs
- KAN-Q (youth survey)
- Adult Surveys
- Training Today
<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Strategy</th>
<th>Assessment</th>
<th>Training Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Health</td>
<td>10-12: School PSE Implementation</td>
<td>HSPAC</td>
<td>November, 2016</td>
</tr>
<tr>
<td>Active Living</td>
<td>7: Promote Use of Active Living Resources</td>
<td>PARA</td>
<td>February, 2017</td>
</tr>
<tr>
<td>Food Systems</td>
<td>1: Healthy Food Retail</td>
<td>STORE (formerly STAT)</td>
<td>March, 2017</td>
</tr>
</tbody>
</table>
What about Early Childhood?

- Build relationships
- Implement PSEs
- Use FY16 Go NAP SACC results
- Prepare for FY18
Beyond the Assessments
Other Updates
## SNAP-Ed Evaluation Matrix

### Arizona’s Matrix: Updated

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
<th>Immediate Impact</th>
<th>Process Indicator</th>
<th>DII vs DII Indicators</th>
<th>DFI vs DFI Indicators</th>
<th>L1 vs L2 for Indicators</th>
<th>L3 vs L4 for Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve habits, teach, and staff promote healthy behavior</td>
<td>Number of meetings with children (DII)</td>
<td>5% increase in children’s attendance at meetings (DII)</td>
<td>Percentage of meetings attended by children (DII)</td>
<td>Increase in children’s attention during meetings (DII)</td>
<td>Increase in children’s engagement during meetings (DII)</td>
<td>Increase in children’s motivation to learn (DII)</td>
<td>Increase in children’s learning outcomes (DII)</td>
</tr>
</tbody>
</table>

### Personalized Matrices: Now Available

- **My Framework**
  - The ARMS Evaluation Framework is comprehensive, covering all SNAP-Ed and similar programs.
  - The framework is designed to be flexible and adaptable to various contexts and audiences.
  - It can be customized to meet the specific needs of different programs and stakeholders.
  - The framework encourages ongoing evaluation and improvement of programs.

- **Your Program**
  - To use the framework, you need to select the relevant sections that apply to your program.
  - The framework provides guidelines and resources to help with program design and implementation.

- **Implementation**
  - The framework emphasizes the importance of continuous improvement and adaptation.
  - It encourages the collection of data to inform decision-making and program adjustments.

- **Evaluation**
  - The framework outlines the key indicators and strategies for evaluation.
  - It provides tools and resources to help with data collection and analysis.

- **Feedback**
  - The framework encourages the sharing of feedback and learning opportunities among programs.
  - It promotes the use of feedback to improve program effectiveness.

- **Action**
  - The framework supports the development of action plans based on evaluation results.
  - It encourages the implementation of evidence-based practices.

- **Sustainability**
  - The framework highlights the importance of sustainability and long-term impact.
  - It provides strategies to ensure the continued success and impact of programs.

- **Collaboration**
  - The framework fosters collaboration among stakeholders.
  - It encourages the involvement of diverse groups in program design and delivery.

- **Conclusion**
  - The framework is a valuable resource for anyone involved in SNAP-Ed and similar programs.
  - It is designed to be user-friendly and adaptable to various contexts.

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The Year to Come

• Visiting your communities
• Special project: tribal community
• Special project: multi-level interventions with TKZ
• Dancing
We Look Forward to Evaluating Together!

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