



LFNE EVALUATION PLAN TEMPLATE

This template was designed for Local Food and Nutrition Education (LFNE) projects receiving their first year of funding in FFY 08-09. As described in the original Request for Applications (RFA), LFNE funding is provided to non-profit, community-based organizations to implement innovative nutrition education activities and promote access to healthy food for low-income Californians. This funding mechanism also recognizes that community-driven approaches to implement nutrition education and promote access to healthy food are most successful in changing community norms. Projects must place emphasis on community empowerment as an integral part of the nutrition education interventions, and include promotion of access to healthy food, and physical activity.

As specified in the original Request for Proposals, impact evaluation is not required during the first year while awardees implement the intervention. However, the intervention should be designed to facilitate short-term impact evaluation during the second and subsequent years of the project. LFNE projects can elect to address a wide range of evaluation questions. Ideally, the evaluation would measure change in behavior and factors that influence behavior, like knowledge, peer norms, availability or access to fruits and vegetables. However, the evaluation may utilize a wide range of approaches including quantitative methods such as pre- and post-surveys, qualitative methods such as focus groups and/or participatory learning and action methods such as ranking or rating or mixed methods. The *Network* also has a compendium of surveys contractors will be encouraged to use. Evaluation instruments need to be included with the evaluation plan and approved prior to their use.

The *Network* contracts with Dr Dan Perales & Denise Perales [aka Perales Evaluation Team (PET)] to provide you with evaluation technical assistance. During your first year of funding, you are encouraged to work with the PET to develop your evaluation plan. They will also assist you with choosing appropriate evaluation methods for your priority population. Dan & Denise will be contacting each of you during the early months of the first year. However, you may contact them directly at anytime you need evaluation assistance (evaluation@perales-paes.com or 925-265-4014).

Please complete and submit your Evaluation Plan template via email to Dan & Denise Perales and your program manager **no later than** October 15th, 2009. Evaluation plan can be submitted together with your Annual Progress Report; however, they will certainly be accepted before this final due date.

Organization: _____

Name of your LFNE Program: _____

Program's Priority (Target) Population: _____

Plan prepared by: _____ Date: _____

Telephone: _____ Email: _____

Evaluation Plan

1. Provide a brief description (not more than 150 words) of the overall project (e.g. what specific nutrition education, community empowerment and promotion of access to healthy food strategies are being implemented/planned?)
2. Overall, what impact(s) or change is your program trying to achieve with your priority population?
3. What subgroups are represented in your priority population (e.g., gender, socio-economic status, reading levels, language, culture, race/ethnicity, disability)?

Design:

4. What is the specific evaluation question or question(s) your evaluation plan is designed to address e.g. what question(s) are you trying to answer? What do you want to know?
5. How will you tailor your evaluation design/plan to make it relevant and responsive to your priority population sub-groups? (see question #3 above).
6. In your program will you provide nutrition education to the same people more than one time (e.g., parent nutrition classes, school-based education, etc.)?

Data Collection

7. How will evaluation information be collected? Why was this approach selected? (e.g., one-on-one interviews, focus groups, telephone interviews, surveys, etc.) (See attachment A for example approaches.)
8. What challenges are you anticipating with the information collection approach(es) you have selected? What strategies will be used to address these challenges?

Sampling

In order to gather evaluation data/information:

- 9a. Who will you gather information from?
- 9b. How will individuals be selected or sampled?
- 9c. How many individuals will be sampled/interviewed?

Data Collection Instrument

10. Attach examples of the evaluation instruments (surveys, interview guides or descriptions of participatory method protocols) that you will use. Complete attachment B if a survey approach is being used. (Note: evaluation instruments must include informed consent.)

Data Analysis

11. How will the collected information be analyzed? By whom and by when?

Results and Dissemination

12. Who is the principal intended audience for the evaluation results?
13. How will the collected information be summarized and reported? By whom and by when?
14. How will the evaluation results be disseminated?
15. How will the results be shared with program participants?

Attachment A: Optional Evaluation Approaches

Option #1: Matched pre/post surveys (survey administered on the first day before the nutrition education is implemented and after the nutrition education is completed).

A project in a high school in San Francisco chose to assess change in food preferences. For this project they used a fruit and vegetable preference survey – students asked to indicate whether they “do not like”, “like a little”, “like a lot” or “don’t know” specific fruits and vegetables. The specific fruits and vegetables will be included in an 8-week nutrition education class that includes participatory food preparation, taste testing and farm field trips.

- “Matched” refers to the same students’ responses to the pre-test are compared to their responses on the post-test. This approach makes it more likely that a genuine impact will be detected through the survey analysis.
- Only students who had participated in at least five of the eight class sessions were asked to complete the post-test since students would need to participate in some minimum amount of the education activities to expect impact.
- CAUTION: Accuracy of results is very much influenced by how well the survey is administered and understood by respondents therefore instructions, questionnaire wording and formatting are very important.

Option #2: Focus group or Small group discussion: (administered 30 days after the end of the 8-week nutrition education and cooking class with groups of 8-10 students.) A contractor in northern CA conducted a focus group to find students opinions’ about project impacts.

- Discussion guide included open-ended questions to explore what students had learned from the nutrition education classes (what idea or lesson really “stuck” with them), whether they had talked with others about what they had learned, whether they had noticed any changes in the way they think about food or eat since taking the class, changes in food shopping, food preferences and trying new foods.
 - Someone who had not been involved in the nutrition education classes facilitated the focus group discussion to minimize the likelihood students would feel compelled to give a “correct” answer.
 - CAUTION: This approach requires good facilitation skills to ensure full group participation, an atmosphere of frank and open discussion and probing for the reasons behind responses.

Option #3 Photo Voice: Project staff at a middle school in Los Angeles used a Food Photo diary to record students’ food consumption patterns for students participating in an afterschool nutrition education classes at a MiddleSchool)

- Students were given a disposable camera, instructions and an entry form. The instructions guide students to take photos of the first thing they eat or drink in a given day and each item throughout the day. Students are asked to photo only the food or beverage and not people. Students complete an entry for each photo they take describing the meal, snack or drink, the date and time, where they purchased or who prepared the item, the estimated cost and one or two words why they ate or drank this item.

- The photos can be used to discuss food choices and, if conducted again, to discuss changes and similarities in food choices.
- CAUTION This approach requires a budget for disposable cameras and film processing.

Option #4: Mixed methods: (this approach combines quantitative “measurement” methods with qualitative “descriptive” methods).

Example #1:

- **Matched pre- and post-survey and in-depth interview:** Adults participating in an 8-session nutrition education class held at a senior center. Pre and post-survey administered 7-item fruit and vegetable checklist for measuring fruit and vegetable consumption. Comparison of the pre- and post-surveys identifies participants whose fruit and vegetable consumption increased and those whose fruit and vegetable consumption either stayed the same or decreased. Follow-up in-depth interviews are conducted to explore participants’ opinions/observations for why their fruit and vegetable consumption did or did not increase as well as their feedback on specific aspects of the 8-class session.

Example #2:

A project providing nutrition education at an afterschool care setting convened a stakeholder group of parents, afterschool care provider staff and school administrators to inform project implementation.

- Major project stakeholders invited to: 1) prioritize which activities are most important to evaluate over the course of the program, 2) rate how well the project has been performing in this area and 3) identify at least one participant (or client) level change or impact to be measured. The priority rankings are used to help focus future evaluation efforts and the rating results are used as a ‘baseline’ measure. The reasons stakeholders give for why they rated the project activities as they did provides important qualitative information for guiding and evaluating the project.
- Conduct a similar meeting after one-year and again assess stakeholders’ ratings of the major project activities. Track the participant (or client) level change or impact.

Attachment B: For LFNE projects using a survey approach

It is recommended that the Network Impact Evaluation Handbook and Compendium of Surveys be considered in the selection/development of evaluation surveys.

<http://www.cdph.ca.gov/programs/CPNS/Pages/ImpactEvaluation.aspx>

LFNE projects planning to measure change in consumption are encouraged to use either the Food Behavior Checklist (FBC) or Fruit and Vegetable Checklist (FVC). You may see the full instruments at on the Evaluation Research and Tools Page of the Townsend Lab: <http://townsendlab.ucdavis.edu/>

Food Behavior Checklist (cups or servings)

or

Fruit and Vegetable Checklist (cups¹ or servings)

Contractors serving youth must measure consumption using one of the following:

Day in the Life (17 items 3rd-6th grade. First page on page 25 [here.](#))

School and Physical Activity Nutrition Project (SPAN) questions on NES (3 items for 4th-9th grade - page 60 [here.](#))

YRBS (6 items for 9th-12th grades - page 26 [here.](#))

Other surveys: (paste a check next to your answer)

Fruit and Vegetable Inventory (adults)

HOTM

Five a Day Power Play! Survey

NES (which factors)

Perceived peer behavior

Perceived parent consumption

Self-efficacy (asking and/or shopping)

Outcome expectations

Socialization-encouragement

Access to fruit and vegetables in the home

Physical Activity

Preferences (list items that will be feature if you know)

Other – List _____

¹ Not on the website but available from the *Network*. Surveys also available in Spanish.