



## Additional Resources

### Public Service Announcements (TV and Radio)

#### Title: 5-A-Day PSAs (2 TV and 3 Radio)

Produced locally in Maine in 1998

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#### Title: *What's Cooking in Connecticut Schools? Ideas for Healthy Kids and Healthy Schools.*

A report of the Connecticut Food Policy Council, 2004.

- This report presents examples of some of the actions already taking place in Connecticut schools and suggests resources that communities can use in developing their own plan to improve the nutrition environment in schools.
- Contact the Parisky Group for additional copies: 30 Arbor Street, Hartford, CT, 06106. Call (860) 232-0641 for more information or visit [www.foodpc.state.ct.us](http://www.foodpc.state.ct.us) to view a copy of the report.



## Sample Policy

### I. Purpose of the Policy

To improve the health of (community members/employees/employers/students/staff) by providing fruit and vegetables as choices for vending machines, meals, snacks, and other events when food is offered.

### II. Rationale

Offering fruits and vegetables as a healthy choice may increase the amount of fruits and vegetables consumed by people of all ages. Increased consumption of these foods improves our nutritional intake and hence overall health status. Not only does increased consumption of fruits and vegetables have a positive impact on overall health and weight, it can improve local agriculture if local fruits and vegetables are chosen when available.

### III. Fruits and Vegetables Choices

Whenever food is offered—whether it is in the form of vending machines, cafeteria style, office, or school parties, etc.—fruits and vegetables will be a consistent choice.



Consideration of local fruits and vegetables will be made at the time of planning for the food event.

In the case that there is no availability of fresh or local produce, other options include canned, frozen, or dried fruits and vegetables.

## Evaluation Model

### Introduction

Evaluation is a process of using collected information to understand the effectiveness of an activity, project, or program. This process answers questions about the effectiveness of your activities, supports informed decisions, clarifies options, and provides information about projects and policies. Evaluation findings can demonstrate that your efforts are making a difference in many ways.

Evaluations can help:

- Promote your project to potential participants
- Provide direction for people working on the project
- Identify partners for collaboration
- Guide budget planning
- Retain and increase funding
- Enhance your project's public image
- Recruit talented staff and coworkers
- Support long-range planning

### Outcome Measurement

Outcome evaluation determines whether your project has met the stated goals or outcomes developed in the action plan. Outcome evaluation, or more specifically, **outcome measurement**, provides a clear method for tracking what happens in your project. Outcomes are the benefits or changes experienced by individuals or groups during or after participating in project activities. Exhibit 1 (p. 76) provides examples of programs and program outcomes.

**Measuring program outcomes** is a step-by-step system to measure outcomes and use the results. Most systems require that you:

- Choose the outcomes you want to measure
- Specify the indicators that fit your outcomes (i.e. produce sales, fruit and vegetable consumption statistics, number of participants)
- Prepare to collect data on your indicators (possible measures of success)
- Analyze and report your findings

The Centers for Disease Control and Prevention's Physical Activity Evaluation Handbook is:

- Quick
- Easy to read
- User-friendly

**Although this handbook focuses on vegetable and fruit consumption, it can be used for other health-related initiatives.** It explains how to write goals and SMART objectives and includes worksheets that can be copied and used for your initiatives. This handbook is available on the Web at [www.cdc.gov/nccdphp/dnpa](http://www.cdc.gov/nccdphp/dnpa).

## Evaluation Model (continued)

### Choosing Outcomes to Measure

Your project may feature a succession of **initial outcomes**, progress to a set of **intermediate outcomes**, and finally arrive at the ultimate, **long-term outcome(s)**.

For example, a project's desired long-term outcome may be an increase in the percent of adults who consume fruits and vegetables. To reach this outcome, a number of people may first need to *attend a cooking class to gain knowledge and skills to buy, prepare, and store fruits and vegetables (initial outcome.)* Armed with new knowledge and skills, the population may actually *buy fruits and vegetables (intermediate outcome.)* Finally, as a result, the population may *consume more fruits and vegetables (long-term outcome.)*

### Specifying Indicators that Match Outcomes

An **indicator** is an observable, measurable characteristic or change that will tell you whether an outcome has been achieved. As shown in the sample presented in Exhibit 1 (p. 76), almost all the indicators are expressed in *number of percent* of participants achieving an outcome.

### Data Collection Methods

Once an indicator, or series of indicators, is chosen, the next step is to design a data collection method.

### When to Implement Your Data Collection Method

Since outcome measurement emphasizes the *results* of project activities, it makes sense to present questionnaires or other data collection methods at the end of your program. However, if you are trying to gauge the success of a particular activity with a particular group or population, it is helpful to “test” participants both *before* and *after* program activities or interventions. This is commonly referred to as the Pre- and Post-Test method.

### Analyze and Report Your Findings

A straightforward step-by-step data analysis process is presented here; if more complex analysis seems appropriate, help often exists within State government or university communities.

### Task 1: Enter Data and Check for Errors

Once questionnaire or other source data has been collected, the information can be transferred to a computer or handwritten spreadsheet.

## Evaluation Model (continued)

### Task 2: Tabulate Data

Most outcome indicators are expressed as the number or percent of a given measurement. To calculate basic data:

- Count the total number of participants for whom you have data.
- Count the number achieving the chosen outcomes (e.g. number who have demonstrated knowledge presented in your program; number who have demonstrated behavioral change, etc.).
- Calculate the percentage of participants achieving each outcome status.
- Calculate other needed statistics, such as averages or medians.

### Task 3: Analyze and Compare Data by Key Characteristics

Comparing program indicator data “broken out” by gender, ethnicity, socioeconomic status, or age may demonstrate that your project activities have been more successful for some types of participants than for others. Data for participants at different program sites or locations may add perspective and meaning to your data interpretation.

### Task 4: Present Data in Clear and Understandable Form

As you prepare reports for various audiences, remember that presenting data in tables and charts will make your data more understandable for many readers. Narrative discussion and description, especially the results of open-ended interview or focus groups, can balance the presentation of numerical data or provide clearer context for understanding the data’s significance. It may be beneficial to review project goals in narrative form so findings can be compared to original initiatives. You may make recommendations for a continuing project or suggest changes in project direction based upon outcome findings.



## Exhibit 1: Example outcomes and outcome indicators for various programs

*(Adapted from "Measuring Program Outcomes: A Practical Approach," United Way of America, 1996)*

**These are illustrative examples only. Programs should identify their own outcomes, matched to and based on their own experiences and missions and input of their staff, volunteers, participants, and others.**

Program	Possible Outcomes	Indicators
Community Garden	<ul style="list-style-type: none"> <li>• Community members take an active part in growing and consuming fruits and vegetables</li> <li>• Availability of fruits and vegetables</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of community members participating in the community garden from one year to the next</li> </ul>
Fruit and vegetable snack center for employees	<ul style="list-style-type: none"> <li>• Employee chooses fruit or vegetable for snack</li> <li>• Employee is able to reach goal of five fruits and vegetables daily</li> </ul>	<ul style="list-style-type: none"> <li>• More fruits and vegetables sold vs. other items</li> <li>• Number and percent of employees who report they are eating five fruits and vegetables a day increases</li> </ul>
Summer coupons for low-income WIC participants to use at farmers' markets for fresh fruits and vegetables	<ul style="list-style-type: none"> <li>• WIC participant uses coupons to buy fruits and vegetables at farmers' market</li> <li>• WIC participant increases the amount of fruits and vegetables consumed</li> </ul>	<ul style="list-style-type: none"> <li>• Redemption rates increase</li> <li>• Participants report an increase in the consumption of fruits and vegetables</li> </ul>
Restaurant policy to buy local produce when available.	<ul style="list-style-type: none"> <li>• Patrons have options to choose dishes made with local produce</li> <li>• Patrons choose and consume dishes made with local fruits and vegetables</li> </ul>	<ul style="list-style-type: none"> <li>• Menu options indicate which dishes use local produce.</li> <li>• Survey indicates patrons choose dishes made with local produce</li> </ul>
Promotion of local produce at supermarkets	<ul style="list-style-type: none"> <li>• More local produce is available in the supermarket</li> <li>• Increase in fruits and vegetables available</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage of local produce purchases is increased</li> </ul>
Fruit and vegetable snack policy for school parties	<ul style="list-style-type: none"> <li>• Students are able to choose fruits and vegetables for party snacks</li> <li>• Students are exposed to a variety of fruits and vegetables</li> <li>• School parties offer more fruits and vegetables</li> <li>• Students consume more fruits and vegetables</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage of students who choose fruits and vegetables increases by the end of the school year</li> <li>• Number of parties with fruits and vegetables increases</li> </ul>



## Definitions and Resources

**Questionnaires** are widely used and may provide a good fit for your indicators. Please see Helpful Hints for Building Good Questionnaires on page 78, which includes tips for writing workable survey questions.

**Interviews** with key participants in your program provide rich sources of data. Formal interview formats or pre-designed questions that identify the topic areas associated with your set of indicators help to guide this method.

**Focus groups** are pre-designed interviews conducted with small groups around a specific topic. They are relatively easy to arrange and can be an efficient way to gather specific responses from a small, usually select, targeted group. It can be helpful to have a professional conduct these groups.

**Archival forms of data already exist and may be useful.** The Federal Bureau of Census ([www.census.gov](http://www.census.gov)), the Behavioral Risk Factor Surveillance System ([www.cdc.gov/brfss](http://www.cdc.gov/brfss)), and the Youth Risk Behavior Surveillance System ([www.cdc.gov/nccdphp/dash/yrbs/index.htm](http://www.cdc.gov/nccdphp/dash/yrbs/index.htm)) all provide a wealth of applicable data. Law enforcement, health departments, foundations, universities, media, all at State and local levels, are valuable data sources. The University of Maine Cooperative Extension system provides both information and, in some instances, tips on the evaluation process.



## Helpful Hints for Building Good Questionnaires

(Adapted from "Measuring Program Outcomes: A Practical Approach," United Way of America, 1996)

### Hints on Sound Wording

1. Ask questions the person is qualified to answer.
  - Poor: Do students at your school eat five servings of fruits and vegetables a day?
  - Better: Do you eat at least five servings of fruits and vegetables a day?
2. Keep each question short. Use simple sentences.
3. Use basic vocabulary.
4. Begin the questionnaire by catching respondents' interest. For example, start with objective, interesting, easy questions. Let respondents know how the survey results will be used. Consider providing respondents with the survey results or other benefit.
5. Be concrete.
  - Poor: Do you think it is important to buy local produce?
  - Better: Do you think it is important to buy local produce when available?
6. Avoid words or phrases that may have double meanings. Watch out for this especially if the writer differs in background from the respondents.
7. Try not to ask leading questions.
  - Poor: When planning a classroom party, do you include fruits and vegetables?
  - Better: What types of snacks do you offer when you have classroom parties?
8. Ask only one question at a time.
  - Poor: Do you know how to choose, store, and prepare most fruits and vegetables?
  - Better: Do you know how to choose a ripe, fresh cantaloupe?  
Do you know how to cook fresh squash?
9. Watch out for hidden biases.
  - Poor: Do you think local farms will continue to shut down?
  - Better: In your opinion, in the next two years, how do you think the local farmer will do economically?
    - a) for the better
    - b) for the worse
    - c) stay about the same
    - d) I don't have an opinion
10. Don't ask questions that are too complicated.
  - Rather than ask: Please rank the following 40 fruits and vegetables in the order you like the taste of them, with "1" being the fruit or vegetable you like the most and "40" being the one you like the least.
  - Ask: Name the top five fruits or vegetables that you consume.

## Helpful Hints for Building Good Questionnaires (continued)

11. Be specific about time frames.
  - Poor: Have you eaten any fruit recently?
  - Better: Have you eaten any fruit in the past week?
12. Read questions aloud as a way to spot wording problems.
13. Translate the questionnaire into other languages if a significant proportion of the target audience is not likely to speak English.
14. Be aware of cultural issues that may affect how people respond (for example, reluctance to offend the interviewer, cultural focus on the collective instead of the individual, reluctance to answer more personal questions until trust is established).
15. If the questionnaire is administered by interviewers, be sure the interviewer is appropriate for the respondents.
  - Poor: A local farmer asks other community members if they buy local produce.
16. Don't ask questions that are too personal if you can avoid it.
  - Poor: What was your annual income last year?
17. Be sure there is an appropriate response option for every possible respondent.
  - Poor: What is your race/ethnicity?
    - White/European     Asian     Native American
    - Latino/Latina     African American
    - Puerto Rican     Other
  - Better: Please name your race/ethnicity. \_\_\_\_\_
18. If the response options are numeric, be sure that the ranges do not overlap.
  - Poor: How often do you serve vegetables as part of a meal?
    - 0-1 time a week     1-3 times a week
    - 3-5 times a week     5-7 times a week
  - Better: How often do you serve vegetables as part of a meal?
    - 0-1 time a week     2-4 times a week
    - 5-7 times a week     more than once a day
19. Resist the urge to include questions just to satisfy your curiosity. This may lengthen the survey so much that respondents will be less likely to complete it.
  - Poor: Asking respondent income when you have no reason to think income affects the answers.



20. If you use a series of rating questions, avoid “response set” (that is, the same response option consistently associated with the “right” answer).

Poor:

Fruits and vegetables are healthy foods. SA A N D SD

Eating a variety of fruits and vegetables is healthy. SA A N D SD

Choosing local produce is best for local agriculture. SA A N D SD

### Hints on Format/Style

- Group related questions together, starting with the least personal and most obviously relevant.
- Be sure instructions are short and explicit.
- Minimize skip patterns (for example, “If you answered no to this question, please go to question 17”).
- Avoid having the questionnaire copied on both sides of the paper.
- Make the questionnaire easy to read (for example, plenty of white space, a clean typeface, preferably 12-point font but at least 11-point).
- Try not to use colored paper; if you do, use very light shades only.
- Leave enough space on written surveys so that the answers are clearly readable.
- If you use scales or checklists, make them all run in the same direction.

I like answering survey forms. \_\_\_Yes \_\_\_No

I like working in my garden. \_\_\_Yes \_\_\_No

9. Make parallel statements.

Poor: I like answering survey forms. \_\_\_Yes \_\_\_No

I don't like chocolate. \_\_\_Yes \_\_\_No

Better: I like to eat fruit. \_\_\_Yes \_\_\_No

I like to eat vegetables. \_\_\_Yes \_\_\_No

I like shopping at the local farmers' market \_\_\_Yes \_\_\_No

**Remember to pre-test the questionnaire!**

# Assessment Timeline Form

Steps and Tasks	Who's Responsible	Deliverables	Jan 0_0_	Feb 0_0_	Mar 0_0_	Apr 0_0_	May 0_0_	Jun 0_0_	Jul 0_0_	Aug 0_0_	Sep 0_0_	Oct 0_0_	Nov 0_0_	Dec 0_0_	Jan 0_0_
<b>1. Identify decision-makers regarding policy and/or environmental changes.</b>															
a.															
b.															
c.															
<b>2. Meet with the decision-makers to identify current policies and resources.</b>															
a.															
b.															
c.															
<b>3. Scan the current environment to identify potential areas for change.</b>															
a.															
b.															
c.															
<b>4. Conduct a focus group discussion including people who will be affected by the change.</b>															
a.															
b.															
c.															



Identify interested partners to work on the project.

# Sign-Up Sheet

NAME	ORGANIZATION	PHONE #
		Interested? <input type="checkbox"/> Yes <input type="checkbox"/> No
ADDRESS	E-MAIL	

Notes: \_\_\_\_\_

NAME	ORGANIZATION	PHONE #
		Interested? <input type="checkbox"/> Yes <input type="checkbox"/> No
ADDRESS	E-MAIL	

Notes: \_\_\_\_\_

NAME	ORGANIZATION	PHONE #
		Interested? <input type="checkbox"/> Yes <input type="checkbox"/> No
ADDRESS	E-MAIL	

Notes: \_\_\_\_\_

NAME	ORGANIZATION	PHONE #
		Interested? <input type="checkbox"/> Yes <input type="checkbox"/> No
ADDRESS	E-MAIL	

Notes: \_\_\_\_\_



## Action Planning Worksheet

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Location: \_\_\_\_\_


Partners Present: \_\_\_\_\_

Project Name: \_\_\_\_\_ Next Meeting: \_\_\_\_\_

Use this worksheet to help you with your planning process.

Activities	Who is assigned activity?	Due Date
1) _____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____
2) _____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____

# Action Packet

 Healthy Maine Partnerships  
Maine Cardiovascular Health Program  
in collaboration with the Maine Nutrition Network  
Maine Department of Health and Human Services  
Maine Center for Disease Control and Prevention

Create Environments that Increase Vegetable and Fruit Consumption

## Support Materials

# 7



Activities	Who is assigned activity?	Due Date
3) _____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____
4) _____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____
5) _____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____