

Don't Procrastinate ...Evaluate!



Thursday, September 21, 2017 * 1 p.m. eastern



Welcome

**We are very glad you
are with us!**

The Partnership for Food Safety Education develops and promotes effective education programs to reduce foodborne illness risk for consumers. We are a non-profit organization that relies on grants and donations.

To ask a question,
please use
the question
box
on the right of
the screen.



After webinar,
you will receive
a brief survey.

**Please fill it
out.**

Help us improve!



Please note -- we are not offering CEUs for today's webinar.

We will be offering CEUS for our next event October 25.

Our Speakers:



Ayma Rouhani, MPH
Public Health Educator
US FDA
CFSAN



Moderator
Shelley Feist,
Executive Director
Partnership for
Food Safety Education

Poll Question #1

- How far along are you with your 2018 program planning?

**PLAN YOUR WORK
FOR TODAY AND
EVERY DAY, THEN
WORK YOUR PLAN.**

Margaret Thatcher

PICTUREQUOTES.com

What we will cover today

- Why evaluate?
- Online Guide – origins and components
- Online Toolbox – tools you can use
- Program & Evaluation Planning
 - Standards; Team; Target; Needs Assessment;
 - Theory; Messaging; Logic models;
 - Levels of Assessment; SMART objectives; Tools



Don't Procrastinate – Evaluate!

Ayma Rouhani
US Food and Drug Administration

Why Evaluate?



- Know your program, learn from mistakes, and improve
- Use resources effectively and efficiently
- Give program staff insight about the program
- Monitor and ensure accountability
- Support other food safety educators
- Show that your program has an impact

The Consumer Food Safety Educator EVALUATION TOOLBOX & GUIDE



<http://evaluationguide.fightbac.org/>

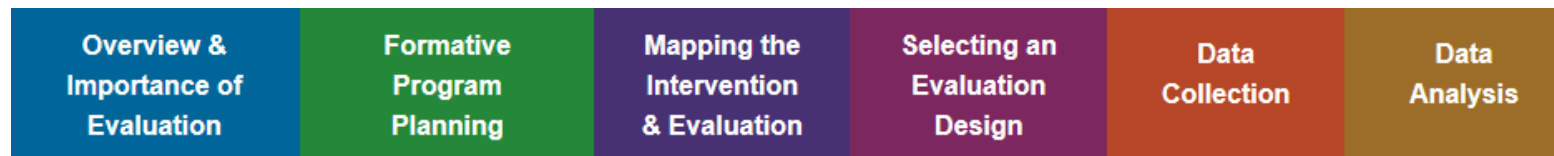
Research

- BAC Fighter survey
- Assessment of consumer food safety education strategies
- Reviewers: 10 health educators
 - 4 health educators at FDA
 - One-on-one interviews with 6 consumer food safety educators
- Launched January, 2017



Guide Components

- Web and downloadable PDF versions
- Chapters covered:



- Toolbox is Chapter 7 of the guide



Toolbox

- Tipsheets
- Logic model template
- Budget form
- Web and social media metrics tables
- Process evaluation form
- User/participant feedback forms

Activity Tracker Form

Conduct a process evaluation and track program inputs and outputs by providing this form to staff or volunteers to complete for each activity. You can adapt this form to suit your program's needs. When collected input responses are a spreadsheet to keep track of program activities. Don't forget to reflect on the information gathered to see how activities can be improved.

- Name:
- Date activity took place:
- Describe the type of activity implemented (e.g., workshop/structure development and distribution/lettering).
- Describe the main objectives of the project and the food safety topic addressed.
- List all materials and resources used for this activity.
 - Provide the names of staff or volunteers that worked on this project and # of hours worked.

Name:	Hours:
-------	--------
- List any equipment, printed materials, or tools acquired and used for the activity.

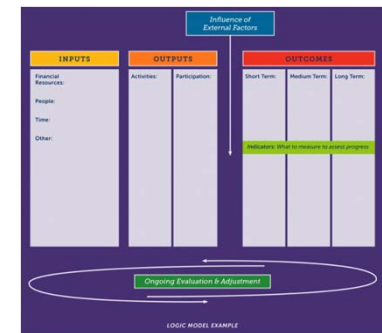
Budget Tracker

	Month/Year	Month/Year	Month/Year	Month/Year	Month/Year
Evaluation Staff	\$	\$	\$	\$	\$
Consultants	\$	\$	\$	\$	\$
Travel	\$	\$	\$	\$	\$
Communication	\$	\$	\$	\$	\$
Printing Materials	\$	\$	\$	\$	\$
Supplies and Equipment	\$	\$	\$	\$	\$
Incentives	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$
TOTAL					



Web Page Analytics

Date or # of Weeks Pre or Post Launch	#Web Page Views	#Downloads of Materials	#Unique Visitors (# of individual users, regardless of how often they view the site)	#New Visitors	Average Time on Site





PROGRAM & EVALUATION PLANNING

Standards

- Utility
- Feasibility
- Proprietary
- Accuracy
- Evaluation Accountability

Learn more: <http://www.jcsee.org/program-evaluation-standards-statements>





Form a Team

A close-up photograph of a dartboard. A green pen is pinned to the center of the board, holding a bright green sticky note. The sticky note has the words "TARGET AUDIENCE" written in bold, dark red, sans-serif capital letters. The dartboard's segments are alternating white and dark grey, with a blue and orange segment visible at the bottom left corner.

**TARGET
AUDIENCE**

Needs Assessment

- Access to resources
- Convenience
- Cues to action [Champion & Skinner, 2009]
- Knowledge (inaccurate knowledge or beliefs, specific knowledge, why, when, how)
- Public policy
- Sensory appeal
- Perceived severity [Champion & Skinner, 2009]
- Social norms and culture
- Socio-demographics
- Perceived susceptibility [Champion & Skinner, 2009]
- Trust

Apply Theory

- Effective strategies
- Evaluation/program objectives
- Example: Transtheoretical Model
 - Needs of participants depending on stage of change
 - Narrow down target audience
 - Decisional balance and self-efficacy



Poll Question #1



- *Have you used **theory** to drive evaluation efforts, messaging, or education strategies?*

*If you have used theory in your program development – please share more about this by typing in the **Question or Chat** boxes.*

Messaging

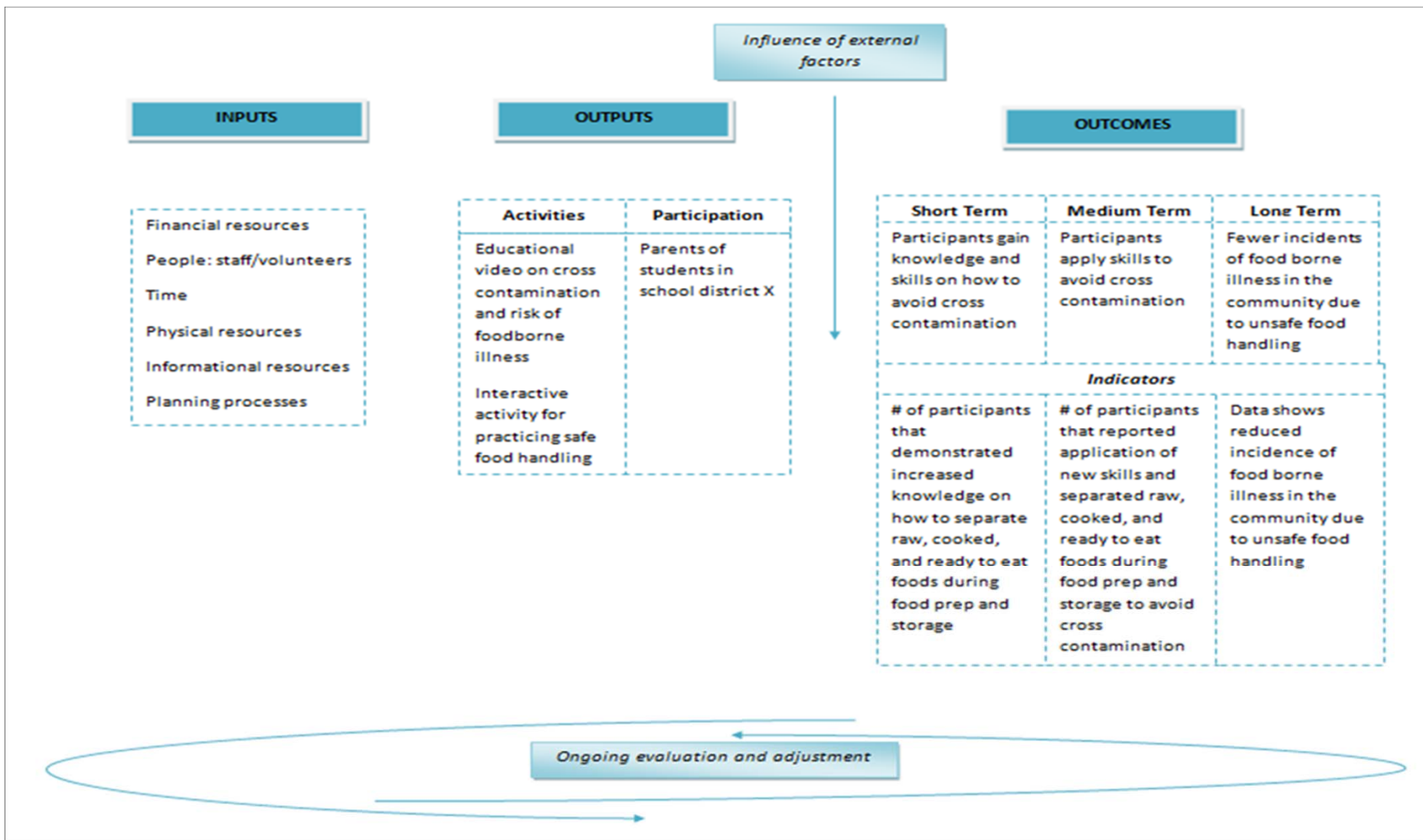
- Types:
 - awareness
 - instruction
 - persuasion
- Use appeals and incentives
- Consider timing
- Don't reinvent the wheel!
- Address health literacy and cultural sensitivity issues



[Rice & Atkin, 2001]



Logic Models



Levels of Assessment

1. Inputs and resources
2. Education and promotion activities
3. Participant involvement
4. Positive or negative reactions, interest level, and ratings
5. Changes in Learning or Knowledge, Attitude, Skills, and Aspiration (KASA)
6. New practice, action, or behavior changes
7. Changes, impact, or benefits to social, economic, and environmental circumstances

Assessment Level	Goal/Target Outcomes	Indicators
Inputs	400 total hours of staff and volunteer time, 500 copies of educational brochures are printed and distributed.	Time sheet is completed by staff/volunteers and includes the assignments produced or worked on. A spreadsheet that documents printing and distribution of brochures and other materials is also complete.
Activities	Needs assessment, focus groups to finalize program materials and messaging, and educational workshop for parents on cross contamination and safe food handling (video and interactive activity).	Frequency, duration, methods, and content of program activities are documented and reported on.
Participation	Target quota for participation filled (n=100), workshop members consist of target audience (parents in school district X), participants stay for the entire duration of the workshop.	Participant sign in/sign out sheet for workshop is filled out. Sheet documents the time participant signs in and out and whether or not participant has a child that is a student in school district X.

Assessment Level	Goal/Target Outcomes	Indicators
Learning or Knowledge, Attitude, Skills, and Aspiration (KASA)	Participants gain knowledge and skills on how to avoid cross contamination.	# of participants that demonstrated increased knowledge on how to separate raw, cooked, and ready-to-eat foods during food prep and storage.
Actions or behavior	Participants apply skills to avoid cross contamination.	# of participants that reported application of new skills and separated raw, cooked, and ready-to eat-foods during food prep and storage to avoid cross contamination.
Impact	Fewer incidents of foodborne illness in the community due to unsafe food handling.	Data shows reduced incidence of foodborne illness in the community due to unsafe food handling.

SMART Objectives

- Specific
- Measurable
- Achievable
- Relevant
- Time-bound

[Meyer, 2003]



Summary Questions

In Summary,

when thinking about mapping your intervention and evaluation and how to apply what you learned in this chapter to your program you may want to ask:

- What would be included in my logic model? What are my program inputs, outputs (activities/participation), outcomes (short, medium, and long term), and indicators?
- What is my evaluation budget? How will this budget be distributed?
- What is my timeline for program planning, implementation, and evaluation?
- What is the overall purpose of my program evaluation?
- Is a process evaluation feasible?
 - If yes – what kind of information do I need to gather in a process evaluation?
- What can I do to ensure program fidelity?
- What are the SMART objectives of my program?

Planning - Budget

Budget Tracker	Month/Year	Month/Year	Month/Year	Month/Year	Month/Year
Evaluation Staff	\$	\$	\$	\$	\$
Consultants	\$	\$	\$	\$	\$
Travel	\$	\$	\$	\$	\$
Communication	\$	\$	\$	\$	\$
Printing Materials	\$	\$	\$	\$	\$
Supplies and Equipment	\$	\$	\$	\$	\$
Incentives	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$
TOTAL					

Activity Tracker Form

Conduct a process evaluation and track program inputs and outputs by providing this form to staff or volunteers to complete for each activity. You can adapt this form to collect input responses into a spreadsheet to keep track of program activities. Use the information gathered to see how activities can be improved.

1. Name:
2. Date activity took place:
3. Describe the type of activity implemented (e.g. workshop/broadcast distribution/Webinar).
4. Describe the main objectives of the project and the food safety education activity.

5. List all materials and resources used for this activity.

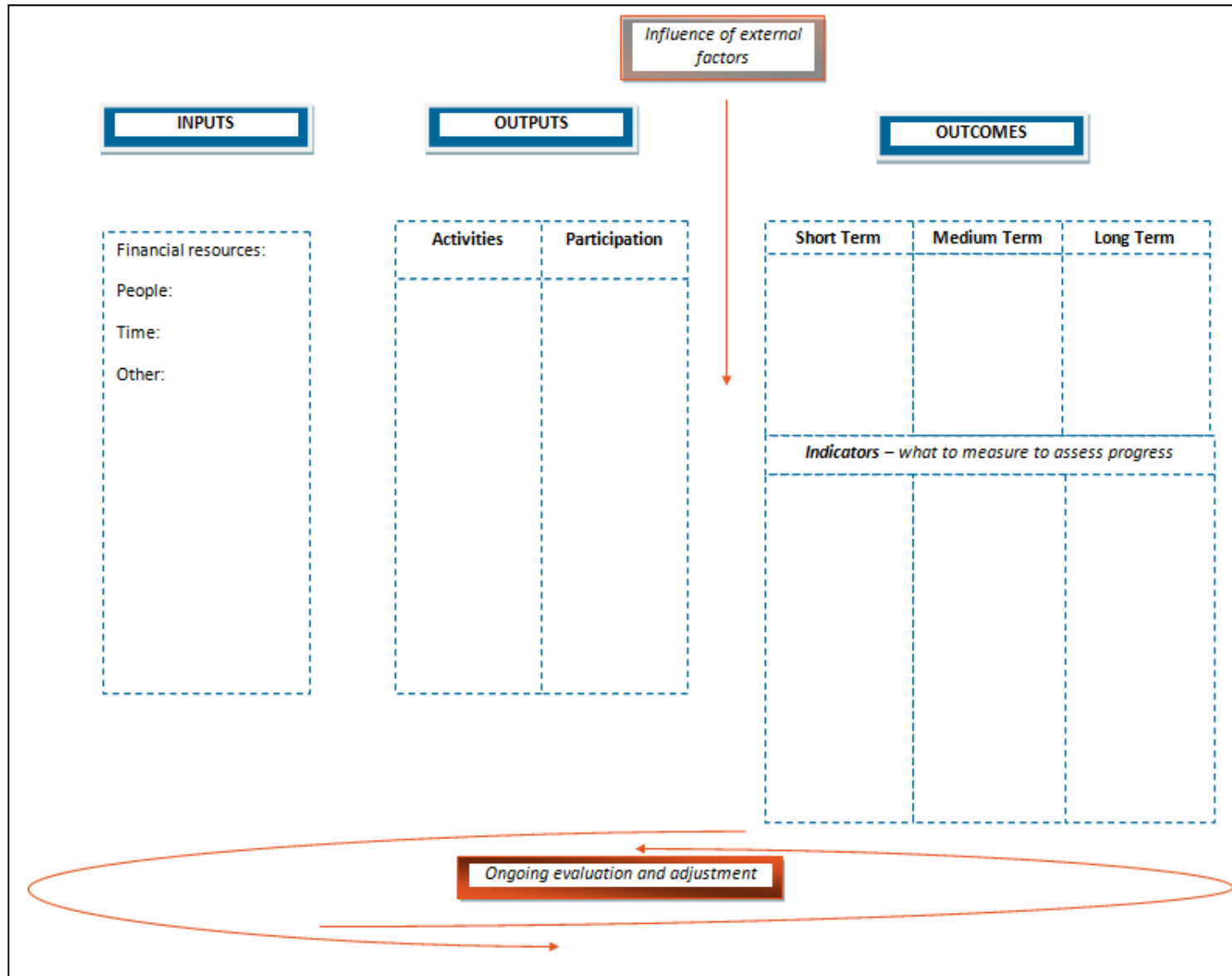
A. Provide the names of staff or volunteers that worked on this activity.

Name: _____ Hours: _____

B. List any equipment, printed materials, or tools acquired and used for this activity.

Direct Contact Method: Circle All That Apply	Gender Counts	Ethnicity Counts	Adult/Youth Counts
Class	Female:	White:	Youth 5-11 years:
Workshop		Black:	Youth 12-18 years:
Group discussion One on one interaction	Male:	Asian	Adults 19-64 years:
Other (specify)		Native Hawaiian or other Pacific Islander:	Older Adults 65+ years:
		American Indian or Alaska Native:	Families:
		Hispanic or Latino:	
		Other:	

Indirect Contact Method: Circle All That Apply	Explain how you arrived at count of indirect contacts:
Social Media	
Online	
Public Service Announcements	
Billboards	
Newsletters	
Other (specify)	



Sample Tools

- Participant Evaluation Form
- Feedback Form
- Web and social media metrics tables



<http://evaluationguide.fightbac.org/>

Participant Evaluation Form

Your feedback is important and will help us to improve the [INSERT program/activity]. Please take a few minutes to fill out this evaluation form.

How much do you agree or disagree with the items below:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The [INSERT program/activity] lived up to my expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The [INSERT program/activity] taught me about food safety and [INSERT program/activity topic].	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The information I learned in the [INSERT program/activity] was useful and relevant to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I feel confident that I can apply what I learned when [INSERT behavior - e.g. cooking or grocery shopping].	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I plan to apply what I learned when [INSERT behavior - e.g. cooking or grocery shopping]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The presenter was knowledgeable and engaging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I plan to share what I learned with friends and family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. What part of the [INSERT program/activity] was most interesting or useful to you?

9. How would you rate the [INSERT program/activity] overall?

Excellent <input type="radio"/>	Good <input type="radio"/>	Average <input type="radio"/>	Poor <input type="radio"/>	Very poor <input type="radio"/>
------------------------------------	-------------------------------	----------------------------------	-------------------------------	------------------------------------

10: How would you improve the [INSERT program/activity]?

11. Are you the main food preparer in your household? Yes No

If yes, how many people live in your household? # _____

12. Any additional comments?

Thank you!

[Insert Name of Material] Feedback Form

Your feedback is important and will help us improve our food safety education materials. Please take a few minutes to fill out this evaluation form.

1. Please share how useful the information provided in the [Insert Name of Material] is to you.

Extremely Useful Very Useful Somewhat Useful Not Very Useful Not At All Useful

2. Do you intend to use the information you learned in the [Insert Name of Material] when handling foods?

Yes No Maybe

3. What food safety topics do you want to learn more about and would you like to see included in our food safety materials?

4. How can the [Insert Name of Material] be improved?

5. If you plan to or have already shared and distributed the [Insert Name of Material] please write how many have or will be distributed. Also, describe how and to whom.

6. Would you like to receive email updates with of our latest food safety activities and information?

Yes No

If yes, please provide your email address: _____

7. Any additional comments?

Thank you!

Online Tour

The Consumer Food Safety Educator EVALUATION TOOLBOX & GUIDE



Poll Question #3

- Do you plan to use any part of the **online guide and toolbox** in your 2018 program planning?

Questions?



Thank You!

Please feel free to contact us if you have any questions or comments

Ayma.rouhani@fda.hhs.gov

sfeist@fightbac.org



References

1. Champion, V.L., & Skinner, C.S. (2009). The health belief model. In: Glanz, K., Rimer, B.K, & Viswanath, K. Health behavior and health education theory, research and practice. San Francisco, CA: Jossey-Bass
2. Kluchinski, D. (2014). Evaluation behaviors, skills and needs of cooperative extension agricultural and resource management field faculty and staff in New Jersey. Journal of the NACAA, 7(1).
3. Little, D., & Newman, M. (2003). Food stamp nutrition education within the cooperative extension/ land-grant university system national report – FY 2002. Prepared for United States Department of Agriculture Cooperative State Research, Education, and Extension Service Families, 4-H, and Nutrition Unit. Washington, D.C. Retrieved from: <https://articles.extension.org/sites/default/files/National%20SNAP-Ed%202002%20NIFA%20site.pdf>
4. Meyer, P. J. (2003). What would you do if you knew you couldn't fail? Creating S.M.A.R.T. Goals. Attitude is everything: If you want to succeed above and beyond. Meyer Resource Group, Incorporated
5. Prince George's County Health Department's Health Enterprise Zone evaluation sheet of Health Literacy Workshops. (2015).
6. Rice, R. E., & Atkin, C. K. (2001). Public Communication Campaigns. London: Sage publications.
7. Rockwell, K., & Bennett, C. (2004). Targeting outcomes of programs: a hierarchy for targeting outcomes and evaluating their achievement. Faculty Publications: Agricultural Leadership, Education and Communication Department. Paper 48. Retrieved from: <http://digitalcommons.unl.edu/aglecfacpub/48/>
8. USDA and National Institute of Food and Agriculture (NIFA). (n.d). Community nutrition education (CNE) – logic model detail. Retrieved from: <https://nifa.usda.gov/resource/community-nutrition-education-cne-logic-model>
9. USDA and National Institute of Food and Agriculture (NIFA). (n.d). Community nutrition education (CNE) – logic model overview. retrieved from: <https://nifa.usda.gov/resource/community-nutrition-education-cne-logic-model>
10. W. K. Kellogg Foundation. (2004). W. K. Kellogg foundation education evaluation handbook. MI. Retrieved from: <https://www.wkcf.org/resource-directory/resource/2010/w-k-kellogg-foundation-evaluation-handbook>



www.fightbac.org

PROTECT YOUR FOOD. PROTECT YOUR FAMILY. KEEP YOUR FRIDGE AT 40°F OR BELOW.

TEMPERATURE MATTERS

KEEPING YOUR FRIDGE TEMP AT 40°F OR BELOW HELPS REDUCE YOUR RISK OF FOODBORNE ILLNESS.

USE A FRIDGE THERMOMETER
TO MONITOR TEMPERATURE AND STAY FOOD SAFE

EVERY YEAR IN THE U.S. **1 IN 6 PEOPLE** GETS SICK FROM CONTAMINATED FOOD

THE CDC ESTIMATES LISTERIOSIS CAUSES ABOUT **1,600 ILLNESSES** AND **260 DEATHS** ANNUALLY

PREGNANT WOMEN ARE 10X MORE LIKELY TO CONTRACT FOODBORNE ILLNESS

Bacteria that can cause illness grow rapidly between **40°F-140°F**

FOR MORE INFORMATION, VISIT [FIGHTBAC.ORG](http://www.fightbac.org)

FIGHT FOODBORNE ILLNESS

DIVIDE LEFTOVERS
SMALL, SHALLOW FOR QUICKER COOL

REFRIGERATE OR PERISHABLES & WITHIN 2 HOURS
IF NOT REFRIGERATED

KEEP LEFTOVERS 3-4 DAYS

FIGHT BACI[®] LIKE A producepro



- CHECK**
For Bruising or Damage
- CLEAN**
Hands, Surfaces and Utensils
- RINSE**
Fresh Fruits and Vegetables
- SEPARATE**
From Contaminants
- CHILL**
Cold Produce Below 40°F
- THROW AWAY**
If in Doubt, Throw It Out

SAFE GRILLED HAMBURGER?

www.fightbac.org

160°F

Is the temp for safe grilled hamburger. Please pass the food thermometer!

A Cold Fridge!

Why do pregnant women need to be extra vigilant with unborn baby at increased risk of contracting a foodborne unpasteurized dairy products can be especially risky for illness, occurs during pregnancy.¹ Listeriosis can pass to even newborn deaths. A pregnant woman is 10 times more



The Partnership for Food Safety Education's new GO4

DON'T W

Simple so According Agricultural illness. Th 70% if all at or below thermom actual ten

When you tools to pi

Don't WING IT

PRACTICE SAFE POULTRY HANDLING



IN PLASTIC BAG
Provided at meat counter.

PLACE POULTRY IN A PLASTIC BAG PROVIDED AT MEAT COUNTER

Help avoid cross-contamination

www.fightbac.org

After touching raw and packaged poultry.



IN-STORE SAFE P

DISINFECT YOUR SHOPPING CART HANDLE

More home food safety tips at www.fightbac.org

Don't WING IT

PRACTICE SAFE POULTRY HANDLING



Join us for our next event

*Wed., October 25, 2017
1 p.m. eastern*

2017 Story of Your Dinner Campaign Preview



The Partnership for Food Safety Education thanks these **Sponsoring Partners** for their support:



cargill.com



conagrabrands.com



fmi.org



gmaonline.org



nsf.org



pma.com



We thank **BAC Fighter Community Connectors** for their support:



- Cargill
- Foundation for Meat and Poultry Research
- General Mills
- The Hershey Company
- NSF International
- USDA FSIS

3M * American Frozen Food Institute * Intl Assn. for Food Protection * Land O Lakes



A **survey** will pop up immediately following this webinar.



Please respond to it.

Then we'll know how to serve you better ...

...Thank you!

