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:

**Moderator**

Shelley Feist,  
Executive Director  
Partnership for Food Safety Education

**Ayma Rouhani, MPH**  
Public Health Educator  
US FDA  
CFSAN
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
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

www.fda.gov
PROGRAM & EVALUATION PLANNING
Standards

- Utility
- Feasibility
- Proprietary
- Accuracy
- Evaluation Accountability

Learn more: http://www.jcsee.org/program-evaluation-standards-statements
Form a Team
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

[USDA, n.d]
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

[Kluchinski, 2014; Rockwell & Bennett, 2004]
<table>
<thead>
<tr>
<th>Assessment Level</th>
<th>Goal/Target Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inputs</td>
<td>400 total hours of staff and volunteer time, 500 copies of educational brochures are printed and distributed.</td>
<td>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.</td>
</tr>
<tr>
<td>Activities</td>
<td>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).</td>
<td>Frequency, duration, methods, and content of program activities are documented and reported on.</td>
</tr>
<tr>
<td>Participation</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Assessment Level</td>
<td>Goal/Target Outcomes</td>
<td>Indicators</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Learning or Knowledge, Attitude, Skills, and Aspiration (KASA)</td>
<td>Participants gain knowledge and skills on how to avoid cross contamination.</td>
<td># of participants that demonstrated increased knowledge on how to separate raw, cooked, and ready-to-eat foods during food prep and storage.</td>
</tr>
<tr>
<td>Actions or behavior</td>
<td>Participants apply skills to avoid cross contamination.</td>
<td># 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.</td>
</tr>
<tr>
<td>Impact</td>
<td>Fewer incidents of foodborne illness in the community due to unsafe food handling.</td>
<td>Data shows reduced incidence of foodborne illness in the community due to unsafe food handling.</td>
</tr>
</tbody>
</table>
SMART Objectives

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

[Meyer, 2003]
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

<table>
<thead>
<tr>
<th>Category</th>
<th>Month/Year</th>
<th>Month/Year</th>
<th>Month/Year</th>
<th>Month/Year</th>
<th>Month/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation Staff</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Consultants</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Travel</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Communication</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Printing Materials</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Supplies and Equipment</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Incentives</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td></td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

**TOTAL**

[W. K. Kellogg Foundation, 2004]
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 outputs based on 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/breakout session/
distribution/Webinar):
4. Describe the main objectives of the project and the food safety goals:
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:

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

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

[Little & Newman, 2003]
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:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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
   - Good
   - Average
   - Poor
   - Very poor

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 here or will be distributed. Also, describe how and to whom.

6. Would you like to receive email updates with 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

Partnership for Food Safety Education

FDA
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


5. Prince George's County Health Department's Health Enterprise Zone evaluation sheet of Health Literacy Workshops. (2015).


www.fightbac.org
Join us for our next event

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

2017 Story of Your Dinner Campaign Preview

www.fightbac.org
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:

- **Walmart**
- Foundation for Meat and Poultry Research
- General Mills
- **Cargill**
- **ECOlab**
- **pma**
- **FMIF**
- **Sealed Air**

- 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!