

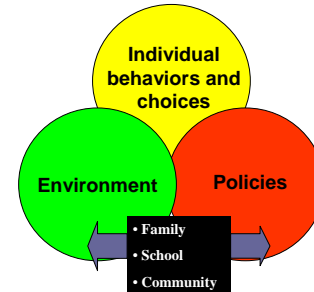
Evaluating Your Wellness Policy

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Why Make Policy and Environmental Changes?



Why Make Policy and Environmental Changes?

- Create a supportive environment to enable people to lead healthy lives
- Make healthy choices possible or easier
- Make social and physical environments health enhancing
- Provide building blocks for the sustainability of community-based health improvement

Underlying idea

- Behavior is shaped by factors such as:
 - the available range of choices
 - social reinforcement and approval (norms)
 - rules (laws and policies)
 - ease/difficulty (benefits and barriers)
 - cost (economic and otherwise)
- These factors are the focus of environmental change

Policy and systems change is possible at the:

- Organizational/institutional level
- Community level
- Public Policy/State level

Local Wellness Policy

Prior to the beginning of the 2006-2007 school year, Local Education Agencies shall use input from parents, students, administrators, school board representatives, and others to establish school wellness policies that include:

- goals for nutrition education, physical activity, and other wellness promotion activities
- nutrition guidelines for all foods available on each school campus
- guidelines for school meals that are not less restrictive than USDA guidelines

Local Wellness Policy

4. Establishes a plan for measuring implementation of the local wellness policy, including designation of one or more persons within the local educational agency or at each school, as appropriate, charged with operational responsibility for ensuring that the school meets the local wellness policy....

Why Evaluate?

- Feasibility
- Ability to replicate/share successes
- Accountability
- Sustainability
- Funding

Different levels of evaluation

- Process Evaluation: How?
- Outcome Evaluation: How well?

Evaluating Process

- Takes place during program and policy implementation
- Tracks activities
 - Involvement of team members
 - Number attending programs, affected by policies
 - Types & variety of activities

FORMATIVE: Lessons used to fine-tune

SUMMATIVE: Implemented as planned?

Planning Process Evaluations

- WHO?
 - Collaborative team of key stakeholders
 - Multidisciplinary, understand iterative nature of planning
- WHAT?
 - Understand program & policy as intended
 - Define purposes for process evaluation
 - Consider CONTEXT (organization, external)

Adapted from: Saunders RP, Evans MH, Joshi P. Developing a process evaluation plan for assessing health promotion program implementation: a How-To Guide. Health Promotion Practice 2005; 6:134-7.

Elements of a Process Evaluation Plan

- Question
- Data sources
- Tools and procedures
- Timing of data collection
- Data analysis and synthesis
- Reporting and using process data

Adapted from: Saunders RP, Evans MH, Joshi P 2005.

Key Questions

- FIDELITY
 - To what extent was policy implemented as planned?
- DOSE Delivered
 - What, when, how much was 'delivered' to participants?
- DOSE Received
 - Were (teachers, students, parents) satisfied?
- REACH
 - Goal reached for % in (school, community) whom policy affected?
- RECRUITMENT
 - What procedures were followed to involve participants?
- CONTEXT
 - What were the barriers & facilitators to implementing the policy in your school?

Adapted from: Saunders RP, Evans MH, Joshi P. 2005

Evaluating Results

- Outcome evaluation – direct/immediate result of intervention
 - Attitudes
 - Knowledge
 - Behavior
- Impact evaluation – longer term effects
 - Health status

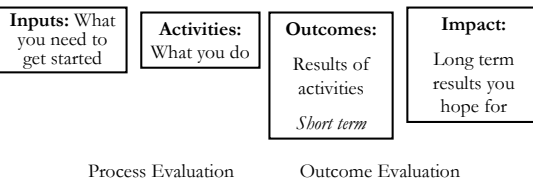
Evaluating Results

- Be realistic
 - Where would you expect to see a change?
 - Knowledge
 - Attitudes
 - Behavior
 - In what timeframe?
- Also, look for side-effects

Evaluating results

- Collect baseline information when possible
- Other comparison groups (e.g., statewide YRBS)
- Sampling
- Use information already being collected (e.g., sales records)

Logic Model



Vending Machine Example

- **Policy:** *School vending machines will offer only healthy alternatives.*
- Procedures will need to spell out
 - What is meant by "healthy alternatives"
 - Timeline for implementation
 - Steps in implementation

Vending - Process measures

- Goal: 8 out of 10 schools will have healthy vending machines by Feb 30th
 - Document steps taken
 - Document number of schools within the district who've actually changed over to new products
 - Document new items added
 - Document change in revenue with new products vs. old (beverage company contract and sales revenue)

Vending – Outcome Measures

Outcome

- Goal: Decrease consumption of soda from 1/ day to 1/week
 - Survey sample of kids about soda consumption
 - Get information on sales from school business manager
- Are results consistent with goal?
 - Change policy if necessary
 - Ex...addition of education campaign

Healthy Choices Survey

Middle School
FOOD AND PHYSICAL ACTIVITY
Questionnaire

FALL 2005

Massachusetts Department of Public Health
Blue Cross Blue Shield of Massachusetts
Harvard School of Public Health

Vending –Impact Measures

Impact

- Body Mass Index
- Lower rates of new Type 2 diabetes cases

It's probably not realistic to expect changes in these measures from simple interventions over a short period of time...but it is still very helpful to gather this information

Nutrition Education Policy Change

- **Policy:**
 - *Nutrition education will be incorporated into health education and taught at every grade level.*
- **Process**
 - Timeline for implementation
 - Curriculum materials
 - Training of teachers
 - Timeline
 - Teacher feedback
 - Implementation of lessons

Nutrition Education Example (cont.)

- 1st-level Outcome
 - Improve teachers' knowledge, confidence, intentions regarding nutrition education
 - Increase number of lessons taught, students reached
- 2nd-level Outcome
 - Increase students' knowledge (skills as well as content knowledge) regarding healthy eating
 - Improve students' attitudes regarding healthy eating
 - Increase students' healthy eating behavior(s)
- **Impact**
 - BMI, Diabetes, etc

Physical Activity Example

- *Policy: All students will be taught how to increase their own fitness levels.*
- Procedures:
 - Train PE teachers on fitness measurements
 - Set up system for students to monitor own fitness levels and track progress
 - PE teachers must implement lessons in PE classes

Physical Activity Example

- Process evaluation:
 - How many PE teachers were trained
 - Number and quality of fitness lessons in PE curriculum
 - Number of students taught
 - Development of fitness tracking system
- Outcome evaluation:
 - Improve students' knowledge, skills, attitudes behaviors regarding increasing PA
 - Improved fitness levels
 - Side effects: Parent attitudes, administration support for PE, . . . And academic improvement?

Communicating about your progress

- School administration
- School committee
- PTA
- Local health agencies, pediatricians
- Newspapers, local news channels

In Conclusion

- Best way to plan for wellness policy is to have evaluation in mind while planning as opposed to having it be an afterthought
- Utilize existing systems and resources
- Evaluating your wellness policy should not be a burden, but rather a means to improve upon the work being done

Resources

- Team Nutrition
 - http://www.fns.usda.gov/tn/Healthy/wellnesspolicy_steps.html
 - See step #8
- The Wellness Solution – John Stalker Institute
 - <http://www.johnstalkerinstitute.org/wellness/>
- Action for Healthy Kids Wellness Policy Tool
 - <http://www.actionforhealthykids.org/wellnesstool/index.php>

Thanks! Questions or comments?

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