

Applying a RE-AIM Framework to Curriculum Fidelity to Evaluate SNAP-Ed Direct Education in Washington State



Sophia Wang, UW Nutritional Sciences Program, MPH-Nutrition Student & Dietetic Intern

Mentors: Karen Barale MS, RD; Maggie Grate MS, RD; Alexandra Bush-Kaufman MPH, RD, Rebecca Sero, PhD, Washington State University

Background

The Supplemental Nutrition Assistance Program – Education (SNAP-Ed) is a nutrition and physical activity education program for people who are eligible to receive SNAP benefits (at or below 185% Federal Poverty). Classroom observations were conducted to compare in-class implementation to curricula instruction by educators. The four most popular curricula were evaluated: Eating Smart, Being Active (ESBA); Choose Health: Fun, Food, Fitness (CHFFF); Plan, Shop, Save, Cook (PSSC); and Pick a Better Snack (Snack).

Objective

To evaluate direct education through a curriculum fidelity monitoring approach by applying the public health systems framework of: reach effectiveness, adoption, implementation and maintenance (RE-AIM).

Methods

Dimension	Question	Data Source
Reach	In each region, How many people are eligible for SNAP? How many SNAP eligible people are reached through direct education?	FY 2017 State plan
Effectiveness	Did behavior and attitudes change after direct education?	PEARS (Program Evaluation and Reporting System)
Adoption	How many subcontractors were going to implement each curriculum? How many subcontractors actually used this curriculum?	PEARS State Plan
Implementation	How well did educators implement curricula? Relationship between curriculum fidelity and change in behavior?	Classroom Observations PEARS
Maintenance	How can we make evaluation better? Other Improvements or gaps?	Data analysis

Results – Applying the RE-AIM Framework

Reach

How many people reached by direct education and what percentage that is of all SNAP-Ed participants in the region.

- Region 1 – 19,689 people, 23%
- Region 2 – 7,662 people, 5%
- Region 3 – 2,233 people, 1%
- Region 4 – 16,533 people, 3%
- Region 5 – 14,877 people, 4%

Effectiveness

For Washington state, all curricula improved fruit and vegetable (FV) consumption.

- **PSSC** participants (adults) reported increased milk consumption, label reading, healthy protein consumption, better budgeting for food, and decreased soda consumption.
- **ESBA** participants (adults) reported increased healthy protein consumption and decreased sugary beverage consumption.
- **CHFFF** participants (youth) reported thinking physical activity is more fun and more likely to ask parents to buy low-fat milk.
- **Snack** participants (youth) reported increased knowledge about benefits of physical activities and asking parents for FV in the fridge.

Implementation

There was a strong correlation between curriculum fidelity scores measured by in-class observations for given behaviors of **ESBA** and **PSSC**. **CHFFF** and **Snack** yielded zero significant correlations.

ESBA: High curriculum fidelity was related to increased FV consumption as snacks ($r=0.7$), and to decreased food insecurity ($r = -0.5$)

PSSC: High curriculum fidelity was related to increased fruit juice, sports drinks, and punch. ($r = 0.5$)

Adoption

Subcontractors who implemented curriculum/those who proposed using curriculum

	ESBA	CHFFF	PSSC	Snack
Region 1	3/7	4/6	6/6	3/8
Region 2	1/2	3/4	6/6	0/0
Region 3	3/4	3/3	1/1	0/1
Region 4	2/2	3/3	3/3	0/0
Region 5	2/5	4/4	10/11	2/3
Total	11/20	17/20	26/27	5/12

Conclusions – Maintenance

- Increase the number of completed evaluations entered into PEARS.
- Allocate appropriate staff time to analyze data.
- Given the small number of Curriculum Fidelity Monitoring Staff, encourage managers to conduct classroom observations and enter data in a web-based system.



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