CHAMPIONS for CHANGE
Network for a Healthy California

Regional Networks
Nutrition Education Initiatives
Evaluation Guidelines--The Case Study
February 2009

The purpose of the case study is to document and showcase *Regional Network* activities associated with the nutrition education initiatives conducted in conjunction with their Regional Collaboratives. For the current contract period (FFY 2009 – 2011), 2 – 5 nutrition education initiatives are required to be implemented. A case study must be completed for each initiative. The case study will assist in the evaluation of the strategies used in developing and implementing the initiatives. It captures the invaluable lessons learned, which will inform future efforts. It will also help you identify what was exciting, innovative, or special about the initiative and how it resonated with your target audience. The case study requires qualitative, descriptive, and process related reporting. Information should also be systematically collected that documents the initiative's results and progress towards its objectives. Finally, the case study should conclude with recommendations for improving future nutrition education initiatives. If you have any questions regarding the case study or guidelines, contact your *Network* Research an Evaluation Liaison or Alyssa Ghirardelli, MPH, RD, Research Scientist, Alyssa.ghirardelli@cdph.ca.gov.

The Case Study Guidelines document is separated into the following sections:

1) Case Study Components
2) Required and Suggested Research/Evaluation Activities
3) Resources for Developing your Case Study
4) Timeline for Submission

Case Study Components

The following 11 components are required to be elements of the case study.

Formatting: Please use 11 point font, 1 inch margins through the entire single-spaced document. Please include page numbers. The date, region name and Collaborative name should be included on each page following the title page.

Title

The title on the first page of the case study must include the following:

- Date
- Region
- Collaborative name
- Name of the nutrition education initiative
- Lead author and contributing authors
- Lead author contact information including a phone number and email address

Initiative Objectives and Rationale (1 page maximum)

This section should describe what the initiative is intended to accomplish and why it was chosen:

- Start with a brief (1-3 sentence) description of the initiative
- Specify the initiative's goals and objectives (e.g. explain what you planned to accomplish with the initiative)
- Describe why the initiative was recognized as a priority in your area and why it was chosen
- Specify how the initiative advances one or more of the *Network*'s four pillars of fruit and vegetables, physical activity, food security, and chronic disease prevention

Project Setting(s) and Population Served (1 page maximum)

Summarize where and to whom the initiative was delivered.

- <u>Location</u>: Describe the location for the initiative. Provide geographic information at the appropriate level for the intervention (region, county, city, etc.), as well as a very brief, general description of the physical environment. If delivery occurred at multiple venues, please include all locations.
- <u>Population</u>: Include an estimate of the number of people receiving messages and/or attending any events or participating in the initiative itself. Include demographic information about the population that was served by the initiative such as, age, gender, ethnicity, Food Stamp participants, FSNE-eligible persons or intermediaries/collaborative partners, etc. (Note: If necessary, this information can come from census data or other secondary data sources.) Include target population served through specified funding streams, if appropriate.

Nutrition Education Initiative Description (2 page maximum)

This section provides a description of the main components of the initiative.

- Include key implementation dates and milestones
- Include a brief background of activities that informed the development of messages and materials, e.g. focus groups, surveys, other formative research, prior Collaborative activities, etc. What was the process to create the initiative and how was the community involved?
- Provide strategies, methods, and activities for implementation that meet the scope of the initiative.
- How was the initiative intended to work and what made it possible?
- What was the educational component of the initiative?
- What was the community, environmental, or policy improvement/change(s) that the initiative intended to promote?
- How were the FSNE-eligible consumers involved and/or inspired by the initiative?
- How was the initiative received by the community?

Key Partners, Partnerships, and/or the Collaborative (1 page maximum)

- Include who was involved in the project(s), such as groups, individuals, or community members, specifically those who played instrumental roles- names are not required, but titles and agency names are recommended.
- Include a list of non-*Network* resources (donor source and amount or donation type) that were provided to achieve the initiative.
- Provide clear distinctions and descriptions of the roles covered by funding sources, if applicable (i.e., what did the *Network*-funded partners do and what did non-funded partners do as part of the initiative)

- How did Collaborative members work together to achieve something that otherwise wouldn't be possible or to the same scale?
- Has ongoing commitment or new relationships been fostered?

Media Coverage (½ page maximum-not including appendix if provided)

Garnering media attention is important for reaching the community and other stakeholders and should be part of any successful educational initiative.

- Describe how media was involved in the delivery of the initiative. Describe what type of media was utilized (newspaper, TV, internet, radio, etc.), and provide highlights of the coverage.
- Please attach any print media coverage of the initiative activities such as copies of newspaper articles. Include web addresses for any electronic coverage received.

Results and Achievements (2 page maximum)

Summarize data and information gathered regarding the outcomes and effectiveness of the initiative.

- Describe what you consider to be the top three achievements of the initiative
- Provide a description of the results covering any sample information and responses to questions. If you have done a quantitative evaluation and analysis, provide statistical significance when reporting results.
- Direct quotes from interviews and/or focus groups often provide compelling examples that capture more deeply the success of the initiative.
- Highlight results that show what parts of the project worked well and how that impacted the target population and Collaborative partners or members.

Barriers and Solutions (1 page maximum)

- Describe specific barriers to the design or implementation of the initiative and solutions to overcome those barriers. If relevant, describe how expectations shifted or changed during the process.

Lessons Learned

- Describe lessons learned from the initiative. What are some ways to improve or change the initiative for delivery in the future?
- Describe aspects of the initiative that you would recommend to other Collaboratives.

Future Plans (1 page maximum)

- Provide ideas for future plans that have resulted from implementation of the initiative. Include thoughts for new approaches, methods, and modifications based on lessons learned from the initiative.
- Describe plans for sharing methods, materials, findings, and lessons learned with the local and greater community.
- Are their plans for sustaining the initiative?

Appendices, Attachments, Etc.

Attach any of the following or other applicable information:

- Products produced (brochures, educational materials)
- Written examples of media coverage (newspaper articles, etc.)
- Data collection instruments (surveys, discussion guides, and complete summary of results, including data tables)
- Information on secondary data sources

Required and Suggested Research and Evaluation Activities

Over the course of the education initiative's implementation, information will need to be systematically collected to include in the case study and track progress towards its objectives. At a minimum, key informant interviews must be completed with three or more people directly involved with the initiative in inform the case study findings. However, there are other evaluation methods or research that can be used to inform not only the case study, but help you document the results and achievements of the initiative. Below are descriptions of approaches to consider and specifics about their use. Be clear on what you hope to gain from the research method. Please work with your Research and Evaluation Unit (REU) liaison to get their input on possible options and on finalizing data collection instruments such as discussion guides, surveys etc.

Required:

- Key informant interviews
    - Minimum requirement of 3-5 interviews for the initiative
    - Recommended at multiple times during the course of the initiative, but at least one time is required
    - Can be used to gain perspective from different people involved in the initiative (i.e. stakeholders, Collaborative members, contributors, partners, etc.)
    - Can be done by phone, but more effective if in-person
    - Questions should be open ended and encourage discussion
    - A discussion guide should be prepared in advance so key informants are asked consistent themes and questions. The discussion guide should be used/adapted for interviews conducted later in the time span of the initiative
    - Be careful not to ask about more than one thing in a given question
    - Give the chance for respondents to elaborate by asking open probing question such as "why" and "could you tell me more about that"
    - Ask at the end of the interview if they have anything to add or if something that they felt was important about implementing the initiative was missed during the interview
    - Be ready to take copious notes and audio record, if possible
    - Analyze responses by pulling out themes and topics that emerge from multiple respondents

Other Possible Research/Evaluation Activities:

- Focus Groups
    - Can be used at any phase of initiative, but often work well to provide input at formative stages of initiative development
    - Need to develop a moderator's guide and select someone who is an experienced, excellent facilitator
        - Guide should include open ended questions in appropriate order to spur discussion among participants
        - Conceptualize answers that you might get to questions and decide if those questions are what would most inform your strategies and approaches
    - Need to recruit participants
        - Decide where to recruit to provide respondents that will best inform what you want to gain from the focus groups
        - Coordinate time and location
        - Keep in mind the needs of families if engaging with parents/students
    - Recommended that the session be recorded (audio/video)

- Analyze to identify themes and take away topics/concepts
    - Can provide good qualitative information and quotes
    - Excellent resources on focus groups have been developed by Kreuger et. al (Morgan, D. L. and R. A. Keueger, 1998. *The Focus Group Kit* (six book set). Thousand Oaks, Calif: Sage.)
    - Another brief guide is found at: http://www.extension.iastate.edu/Publications/PM1969B.pdf

- Surveys –
    - Can be used to gain very specific and detailed insights regarding what you are interested in researching
        - Can be anything from learning more about the level of interest in the target population to measuring audience reaction to the initiative or consumption of fruits or vegetables.
    - Consider sample selection
        - How many people needed for results desired?
        - Will sample be generalizable to the population that is targeted as part of the intervention?
        - Where will sample be recruited from?
    - Design of the study is important
        - When/how/where will surveys be conducted?
    - Need to have survey instrument/tool
        - Best to use existing tools that have already been tested
        - If existing survey tools are not available, include clear, simple questions
        - Be careful not to ask about more than one thing in a given question
        - Decide on best questions and if open ended, scales, or yes/no
        - Try to keep it short and simple
        - Consider how data entry/analysis will occur
        - Provide surveys for review by research/evaluation staff
    - Be sure to consider quality control and gather clean data
    - Analysis can be complicated
        - Helps to have epidemiologist or statistician to consult/assist
        - Double entry is recommended
    - On-line resource available with chapter on survey research at: http://www.socialresearchmethods.net/kb/survey.php

- Secondary data sources (not collected as part of the initiative), such as sales or purchasing data, from advocacy groups (e.g., CFPA for statistics on nutrition assistance programs by county), county health departments, state surveillance projects (e.g., CHIS, Network) or others
    - Can help to show results and/or characterize the need or problem
    - Use data that is local when possible

Resources for Developing Your Case Study

A couple of notes about getting in the right mind set for developing case studies. First of all, write your case study from the perspective that it will be read by others (e.g., *Network* projects, other organizations, etc.). Present the information in a way that is clear, descriptive and can “stand alone” as complete in documenting and showcasing your initiative.

Secondly, it is essential that you take a systematic approach to compiling and completing information to develop your case study during the course of your initiative. Otherwise, memories fade and important information will be lost. As such, Regional Network staff should engage in information gathering throughout the course of the initiative. Specific documents that can inform your case study are:

- Communications Planning Workshop (2/09) Planning documents:
    - Worksheets stating goals and objectives, audience, influencers, strategies and tactics (completed for all aspects of initiative and populations served)
    - Pre-workshop homework assignments covering outcomes, obstacles, partners, community involvement, media tools, roles and responsibilities, research and facts, action steps, etc.
    - Communications plan and timeline (a required SoW deliverable)
- Fact sheets and leave-behinds
- Site visit documents
- Periodic check-ins with REU liaison
- Progress reports

Network Research and Evaluation Unit (REU) liaisons are available to provide guidance. It is suggested that REU liaisons are consulted regarding planned research and evaluation activities, developing any surveys or interview questions, and other data gathering approaches before proceeding.

For questions or more information, contact your *Network* Research an Evaluation Liaison or Alyssa Ghirardelli, MPH, RD, Research Scientist, Alyssa.ghirardelli@cdph.ca.gov , 916-449-5342.

DEVELOPMENT AND SUBMISSION TIMELINE

The *Regional Network* staff should consult with the assigned Regional Program Manager and REU staff throughout the initiative planning and implementation process to discuss qualitative, process, and other evaluation methods to inform case studies. Specific discussion opportunities are described below:

Annual Site Visits **Spring/Summer 2009, 2010**	The completed Communications Plan will be one of the required documents for the site visit. The plan should address all key strategies that are part of the identified nutrition education initiative(s) and will be reviewed and discussed at the scheduled annual site visit.
Year End Progress Reports **October 2009, 2010, 2011**	Using the report template, provide the status of the nutrition education initiative and case study: include updates on evaluation/research efforts, barriers/challenges and progress. Teleconference calls typically are held after the analysis is received by the Regional Networks. (Please note: This summary and the communications plan are SoW deliverables.)
Mid-Year Progress Reports **2010, 2011**	Using the report template, provide the status of the nutrition education initiative and case study, which should also include updates on evaluation/research efforts, barriers/challenges and progress.
August 1, 2011	Case study drafts are due when the initiative has been completed; however, all draft case studies must be submitted for State review no later than August 1, 2011. Within three weeks of receiving a case study, State staff will review and return with comments. *Regional Network* staff will then make final revisions and resubmit the case study(ies) to State staff based on a timeline to be determined between State and Regional staff. Regional Program Leads and REU staff will jointly review and approve case studies submitted by their respective, assigned regions.
October 2011	**Submit finalized case study** as an attachment to the Final Progress report for the contract term.