

Process Evaluation Worksheet

Step 1: Briefly describe the program. Your program description should include 1) the program's mission, goals, and objectives, 2) the underlying theory behind the program, and 3) a brief description of how the program activities/strategies will help achieve program goals.

The mission of this program is to improve nutrition to reduce the risk or progression of type 2 diabetes (T2D) and hypertension in the inner city of Baltimore, MD, through the implementation of faith-based interventions. The program goals are to increase nutrition literacy, focusing on the self-efficacy of individuals, to equip them with knowledge to make healthier choices and increase food access with the establishment of a Farmer's Market on Church property or within walking distance of church.

The guiding construct of this program is the social cognitive theory which emphasizes the belief that health behaviors are largely influenced by an expectation that an action will lead to a desired outcome and the expectation that the individual can perform the action or change the behavior (self-efficacy).

Two of the primary objectives of the Nutrition for A Healthful Life program: conducting monthly nutrition lessons and establishing a new Farmer's market to improve access, both work toward increasing self-efficacy and improving food access for this inner-city community,

The Nutrition for A Healthful Life logic model is provided below:

INPUTS	ACTIVITIES	OUTPUTS	S-T OUTCOMES	I-T OUTCOMES	L-T OUTCOMES
Program team develops intervention program.	Present intervention program proposal to senior Church leadership (Pastor, Co-Pastor).	Church leadership approves participation in program.	Church leadership commits and approves financial/physical resources for the program.	Church leadership extends participation to non-Church members of the community.	Church leadership incorporates intervention funding into their annual budget. Strengthened relationship between Church leaders/members and surrounding community.
Program team develops nutrition lessons/activities for intervention participants.	Program team implements lessons/organizes activities for participants about healthy nutrition (focusing on nutrition behavior that can improve T2D and	90% of participants complete the nutrition lessons/activities. Program team develops infographics with recipes, snack, and prep ideas.	Participants gain knowledge (increased nutrition literacy) around healthy nutrition behavior. Participants gain self-efficacy by understanding	Participants purchase and consume less highly processed food. Participants purchase and consume more fiber-rich/lower sodium foods.	Participants report improvement in blood glucose and hypertension levels. More community members join the intervention program influenced by existing participants.

	hypertensive status).		how change in nutrition can positively impact their chronic issues.		
Program team develops a proposal to establish community farmer's market within/near Church property.	Program team identifies local vendors to support the farmer's market.	City/local government approves establishment of farmer's market.	Program team implements advertising campaign promoting new inventory of Farmer's Market fruits and vegetables.	<p>Participants have a greater appreciation for the availability of fruits and vegetables and begin/continue to consume them.</p> <p>Participants support local commerce by regular visits to Farmer's Market.</p>	<p>Farmer's Market vendors maintain affordable prices for fresh fruits/vegetables (decrease food insecurity).</p> <p>Participants purchase more fresh fruits and vegetables than processed foods/drinks.</p> <p>Participants experience an improvement in their health.</p>

Step 2: Describe complete and acceptable delivery of the program. Imagine that you are creating a “canned” program – one that could be implemented by any other program planner in a similar role/setting. What elements would need to be in place in order to maintain the integrity of the program? Just as lesson plans provide an outline for how an individual lesson should be delivered, your description of ‘complete and acceptable delivery’ is your program’s plan or outline.

COMPLETE AND ACCEPTABLE DELIVERY OF *NUTRITION FOR A HEALTHFUL LIFE*

The implementation of the *Nutrition for A Healthful Life* program will consist of three components: an environmental component focused on the establishment of a new Farmer's Market to increase food security, a training component to increase nutrition literacy, and a health communication component to provide continued access to information.

The Environmental Component

- **Program Fidelity** – Assess the feasibility of a stationary Farmer's Market (held on Church grounds) or a Mobile Farmer's Market.
- **Dose delivered** – Study to be conducted by the program team at least three months prior to program implementation to establish a timeframe for Farmer's Market opening.

- **Dose received** – Program team to meet monthly with Church leadership to provide status on city approval of required documents.
- **Reach** – The initial reach (opening of the Market-potentially 6 months after the program starts) will target Church members participating in the program.

The Training Component

- **Program Fidelity** – Nutrition Program team will meet at least 60 days prior to the program start date to compose lesson plans/structure, develop presentation materials, and design infographics for distribution to participants and for display in the vestibule of the complex (with Church leadership approval).
- **Dose delivered** – Nutrition educators will provide monthly nutrition education lessons to program participants.
- **Dose received** – after 90 days (3 lessons), participants will complete a survey.
- **Reach** – In the first 90 days, the participant's attendance at the training program will be assessed by sign-in sheets at in-person meetings.

The Health Communication Component

- **Program Fidelity** – Nutrition education lessons (held monthly) will establish core nutrition principles of a well-balanced nutrition plan and will highlight focused nutrition choices to decrease the risk or progression of type 2 diabetes or hypertension. Also, a website will be designed by the Program team and will be referenced in the first nutrition education lesson.
- **Dose delivered** – Content (PowerPoint slides/infographics) will be distributed during the monthly nutrition education lessons.
- **Dose received** – A website tracking tool will be implemented to measure the amount of traffic and activity on the webpage. Additionally, the program team will monitor how often the display of infographics is replenished. This could indicate the amount of interest from program participants as well as Church congregants who may or may not be participating in the program.
- **Reach** – The response rate will be tracked and will guide future decisions on the best types of outreach.

Steps 3-5: Develop a list of potential process-evaluation questions (3), determine methods for process-evaluation (4), and identify the resources needed to conduct the process evaluation questions you have mapped out (5). Using the table below as a guide, develop at least one question for each target. You may list out as many questions as you think would be relevant. Think of this step as a brainstorming activity. Consider all of the questions you might like to ask. Then, in considering the methods and resources, you may narrow what becomes your final list of questions (Step 6). For each question you come up with in steps 3-5, identify the method of assessment that would be used to answer the question as well as the resources that would be required to do so.

Target of Question	Process- Evaluation Question	Method of Assessment for Question	Resources Required
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Recruitment	How were members of the Church made aware of the establishment of the Nutrition for A Healthful Life Program?	Sign-in 'sheet'- (electronic or hardcopy). Participants will be asked to provide their name AND identify how they heard about the program.	Church worship leader to verbally promote program as part of church announcements & inform congregants of sign-up sheet in church lobby or online. Program team staff to provide sign-in sheet in the church lobby and work with Church administrator to ensure electronic sign-up is available on Church's website.
Reach	Of the [average] number of regular churchgoers, how many decided to enroll in the Program?	Program team will obtain information from Church administrative staff about average number of church members who attend Sunday worship services. Program team will compare the average attendance numbers with the number of Church members enrolling in the program.	Church administrative staff to identify Church attendance average. Program team staff will use that average to compare to Program enrollment numbers to identify interest level.
Fidelity	How useful were the lessons in increasing nutrition literacy?	Program team (Nutrition educator) will give a 'pretest' before the first lesson to establish baseline literacy. Participants will hand in the pretest anonymously (no use of names). Program team (Nutrition educator) will give a 'posttest' after the 3 rd lesson	Program team (Nutrition educator) to compile 5-10 questionnaire based on information that will be covered in the first three nutrition education sessions. Questions will be in Likert/5-point-scale type format.

		<p>(with same questions from pretest). Participants will hand in the posttest anonymously (no use of names).</p> <p>Program team (Nutrition educator) will compare pre- and post- test responses to determine if nutrition literacy has improved.</p>	
Context	<p>If nutrition literacy was increased, will a corresponding increase in participant self-efficacy be supported and promoted by an increase in food access (a new Farmer's Market)?</p>	<p>Program team to survey participants by questionnaire to determine if they self-report an increase in healthier food purchases based on closer access [to Farmer's Market].</p>	<p>Program team to work w/ community vendors to determine if an increase in sales occurred over the six month period after Farmer's Market opening.</p>
Dose Delivered	<p>Did participation in the monthly education lessons increase or decrease in the first 90 days?</p> <p>Would an online option increase participation?</p>	<p>Comparison of attendance sheet in the 1st and 3rd classes.</p>	<p>Program team (Nutrition educator) collects and maintains attendance records.</p>
Dose Received	<p>Did the participants access the program website between lessons for additional information and resources?</p>	<p>Website analysis software will be used as method to track 'hits' to website.</p> <p>Hardcopy infographic (designed by program team) replenishment will be monitored to determine how often members avail themselves of information at the physical location of the church.</p>	<p>Program team to acquire website traffic analysis tool to provide information on frequency of online visits to the Program's website.</p>

- Writes a minimum of one question to measure each target. Questions accurately align with the respective target. **1 point each**

- Clearly identifies a method for assessment. **1 point each**
- Clearly identifies resources required for measurement. **1 point each**

Steps 3-5: 18 points

Step 6: Narrow down your list of questions to the ones that are most relevant. Put an asterisk (*) next to the questions that you believe will be most important for your process evaluation and provide a brief explanation for your selections.

Target of Question	Process- Evaluation Question	Explanation
Recruitment	*How were members of the Church made aware of the establishment of the Nutrition for A Healthful Life Program?	This nutrition program will be the first of its kind in this church. The church's promotion of the program, particularly when it is promoted by the Pastor, will be instrumental to the program's success.
Reach	*Of the [average] number of regular churchgoers, how many decided to enroll in the Program?	This information will be helpful in assessing interest in the program. For example, if average church attendance is 100 members and 20 members enroll in the program, that 20% provides a baseline measurement and can help justify the continuance of the program if the percentage of enrollment/participation increases over time.
Fidelity	*How useful were the lessons in increasing nutrition literacy?	A significant challenge among this target audience is their lack of science-based knowledge of nutrition. Increasing nutrition literacy will be key in their ability to make healthier choices.
Context	*If nutrition literacy was increased, will a corresponding increase in participant self-efficacy be supported and promoted by an increase in food access (a new Farmer's Market)?	The participants' learning what healthier choices look like and having access to those options are two different things. The Farmer's Market will improve access, but to truly affect change, literacy and access will need to work synergistically.
Dose Delivered	*Did participation in the monthly education lessons increase or decrease in the first 90 days?	If participation is increasing, then it likely means that program promotion is effective. However, if participation is decreasing, promotion efforts need to be reassessed; online activities/lessons/opportunities should be explored.
Dose Received	*Did the participants access the program website between lessons for additional information and resources?	Analysis of website traffic can be instrumental in meeting the needs of participants who participate in-person

		as well as those who only access the information based on positive word-of-mouth from enrollees. Feedback from the website tracking tool gives the team an opportunity to assess level interest regarding certain topics based on the pages/information that receive the most traffic on the website.
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Step 6: 2 points

Assignment Total = 50 points

References

Contento, I. R. (2015). *Nutrition Education* (3rd Edition). Jones & Bartlett Learning.