FFY 2022 PSE Evaluation Toolkit

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Prevention and Community Health Division
Washington State Department of Health

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# Contents

**Introduction** .......................................................................................................................... 3  
  What this toolkit covers ............................................................................................................ 3  
  How to use this toolkit .............................................................................................................. 3

**Learning from the community** ............................................................................................. 4  
  First time working in the community or working on a new project? ........................................ 4  
  Still establishing partnerships or coalitions? ............................................................................ 4  
  Looking for ways to learn from community members? ............................................................. 5

**Farm to Community** .............................................................................................................. 6  
  Working in a farmers market? .................................................................................................. 6  
  Working on a gleaning project? ............................................................................................... 7  
  Working on Farm to Food Bank? ............................................................................................. 7  
  Working in a community or school garden? ........................................................................... 7  
  Working on Farm and Sea to School? ...................................................................................... 7  
  Working on food systems? ....................................................................................................... 8

**Access to Healthy Foods** ...................................................................................................... 9  
  Working in a school? ................................................................................................................ 9  
  Working in a food bank or mobile pantry? ............................................................................... 10  
  Working in retail? .................................................................................................................... 10  
  Working on improved transit or physical access to healthy food outlets? ............................ 10  
  Working in childcare? ............................................................................................................. 10

**Physical Activity** .................................................................................................................. 11  
  Planning a more in-depth assessment? ................................................................................... 11  
  Working with schools? ............................................................................................................. 12  
  Collaborating with teens? ....................................................................................................... 12  
  Working on community spaces for physical activity? ........................................................... 13  
  Working in rural communities? .............................................................................................. 13

**Recording Evaluation Tools in PEAR** .................................................................................. 14  
**Glossary** ................................................................................................................................. 16  
**References** ............................................................................................................................. 17
Introduction
The Washington SNAP-Ed PSE Evaluation Toolkit was designed with two goals in mind:

1. to offer resources that help ensure that PSE projects align with community needs
2. to help Local Implementing Agencies (LIAs) capture the impact of PSE activities in the community

The toolkit includes strategies to learn from the community, as well as tools to evaluate PSE projects for each intervention type. The toolkit will be updated as better tools are identified, and feedback on the selected tools is provided.

What this toolkit covers
The WA SNAP-Ed PSE Evaluation Toolkit focuses on formative evaluation, which includes both needs assessment and process evaluation methods. Needs assessment strategies provide information that can guide program planning decisions and help align PSE projects with community and partner needs. Process evaluation can offer insight about whether a project is on track or tweaks are necessary. Many sections also include outcome evaluation tools that can be used to measure project outcomes. For example, an environmental scan could be completed before and after a project is implemented to assess whether there was a change.

This toolkit is broken into four sections: Learning from the Community, Farm to Community, Access to Healthy Foods, and Physical Activity. The first section, Learning from the Community, provides a handful of tools that can be used to learn more about community needs, including mapping resources, stakeholder interviews, focus groups, and more. The following sections, Farm to Community, Access to Healthy Foods, and Physical Activity, offer tools that can be used for projects in each intervention, as well as recommended process evaluation measures.

How to use this toolkit
1. Start by selecting strategies to hear directly from the community, outlined in the Learning from the Community section.
2. After working with partners and community members to prioritize needs and identify a project or strategy to implement, identify which intervention the project fits into: Farm to Community, Access to Healthy Foods, or Physical Activity.
3. Scroll to or click on the appropriate section in the Table of Contents and review the recommended evaluation resources or tools for the project.
4. Begin tracking process evaluation measures and collecting data on the project.

Wondering which tool is most appropriate?
Are there questions about a resource?
Send an evaluation request form to the SNAP-Ed Evaluation Team for assistance!
Learning from the community

Even an evidence-based PSE strategy may not get much traction if it isn’t what a community is looking for. This toolkit provides a range of tools to gather input and feedback from the community and partners on what’s most important to them, as well as their suggested solutions and next steps.

First time working in the community or working on a new project?

The evaluation team recommends conducting a needs assessment to make sure that SNAP-Ed staff, partners, and community members are on the same page about how to move forward – especially if SNAP-Ed is new to the community. This data can be used to start or continue conversations about community priorities.

- **Community Readiness Assessment manual** (2014): This guide includes an overview of how to conduct an assessment, as well as step-by-step instructions for implementing the assessment. Page 30 provides recommendations for how to conduct a brief assessment if a more comprehensive one is not feasible. This strategy makes use of the ‘Community Knowledge of Efforts’ and ‘Leadership’ rating scales, which are included in the manual appendix.

If there's not enough time to conduct a full needs assessment, the tools below can be used to develop a report or map using multiple data sources. Keep in mind that the information included may not be very recent, and it may vary depending on the indicators or characteristics that are selected.

- **County Health Rankings** ranks counties based on various health outcomes, including quality and length of life. Enter address information or zip code to explore a community’s health ranking, including information on health indicators. The ‘Health Factors’ includes indicators on health behaviors and social and environmental context that may be especially helpful.
- The Community Commons provides a more interactive option to develop a customized report or map. Both options allow users to select indicators of interest to create a tailored report or map.

Still establishing partnerships or coalitions?

A partnership assessment takes the pulse of partnerships and can be used to evaluate whether closer collaboration is feasible or more relationship-building is necessary. A couple of resources are also included to assess coalition’s work during the development stage or once projects are underway.

The SNAP-Ed Evaluation team has put together the Washington State SNAP-ED Partnership Readiness Assessment, which is newly launching in FFY 2022. The assessment measures alignment between partners in three broad categories: shared goals and vision, communication and commitment, and relationship. At the end of the assessment, users are given results along with recommendations for next steps based on the depth of their partnership. The Evaluation team highly recommends completing this assessment before trying to launch any new PSE project, as strong partnerships are a key component to successful PSE interventions.
Other potential tools to use for evaluating partnerships and coalitions are included below.

- **The Collaboration Readiness Survey**, developed by RNECE, is a brief 5-10 minute survey that is completed by partner(s). The tool asks partners to specify where they fall on the spectrum of collaboration in regard to different types of work. It includes a scoring section at the end, as well as recommendations for next steps.
- **Coalitions Work** provides several resources that can be used to evaluate coalition work. This includes an initial needs assessment, a coalition member survey, and meeting effectiveness inventory, which can be found towards the bottom of the page.
- The **Community Tool Box** provides a great overview on how to get a coalition off the ground, including links to additional resources.

Looking for ways to learn from community members?

It may be helpful to participate in a **community forum** or hold **focus groups** to hear directly from residents or community members. Taking time to learn from community members will provide information that can help to ensure projects are on the right track from the beginning.

- Community Forum: The **Community Tool Box** provides key pointers on why and how to conduct a community or public forum to get feedback from community members. If it’s not possible to conduct a forum solely focused on the project-related topic of interest, an alternative strategy is to add the topic to the agenda for an existing town hall meeting or forum.
- Focus groups: The **Community Tool Box** highlights the basics of focus groups, including when and how to run a focus group. If a focus group is the right fit, Richard Krueger’s ‘**Designing and Conducting Focus Group Interviews**’ guide provides an in-depth breakdown of the process from start to finish.
- Key informant interviews: The **Community Tool Box** provides an overview of how to use key informant interviews to gather input, including different types of interviews (in-person and phone), how to prepare and conduct the interview, and how to develop interview guide questions.
Farm to Community

Start by using the tools in the Learning from the Community section to map key health and demographic indicators, along with the community’s food access points using the Healthy Food Access Portal. A bird’s eye view can help pinpoint community assets, as well as potential opportunities, and can serve as a good starting point for conversation and program planning.

The Healthy Food Access Portal, developed by The Food Trust and PolicyLink, provides a detailed interactive map, which can be found here. Start by inputting a site address, a city, a county, or census information (tract or block group). From there, click on ‘New Map’ in the upper left-hand corner to select indicators. Here are some recommendations:

- People --> SNAP Benefits or Families in Poverty
- Locations Accepting SNAP
- Grocery Retail Locations
- Limited Supermarket Access (LSA) Areas
- Health --> Obesity or Diabetes

Keep in mind that a map may not be able to display all selected indicators at the same time. After creating the map, select ‘Get Report’ in the upper right-hand corner to generate a customized report with a breakdown of each selected indicator.

In addition to the Farm to Community tools provided below, process evaluation measures can be used to gather information about how a project is working and whether it’s being implemented as planned. A full list of potential process evaluation measures is available here, and a list specific to Farm to Community projects is available here.

### Need help evaluating a Farm to Community project?

Please reach out to the Evaluation team with an evaluation request form for help evaluating project or if a project site is not included below. The Evaluation team is happy to offer assistance and help identify the right evaluation tools and methods.

### Working in a farmers market?

- **Tools for Rapid Market Assessments** provides a great overview of how to put together and use dot surveys to gain key insights from farmers market customers. Dot surveys are a widely used method for surveying farmers market customers. These surveys usually consist of three to four questions listed on large posters. Staff or volunteers provide customers with dot stickers to “rapidly” select their responses.
- For more in-depth Farmers Market evaluation, consider:
  - **Farmers Market Audit Tool (F-MAT)**, which provides a valid and reliable measure of food offerings at Farmers Markets. This tool is based on the Nutrition Environment Measures Survey (NEMS) and is most useful for
evaluating efforts to increase availability of healthy foods at farmers markets.

- Be sure to connect with the Farmers Market manager, the Washington State Farmers Market Association (WSFMA) and the Fruit and Vegetable Incentive Program (SNAP Market Match/GusNIP) to discuss other evaluation opportunities at farmers markets.

Working on a gleaning project?
- Focus on tracking recommended process evaluation measures for a gleaning project. Process measures can be used to establish a baseline and track how gleaning efforts progress over time.
- If possible, conduct stakeholder interviews with farmer(s), staff member(s) at the organizations produce is donated to, and volunteer(s) to gather additional perspectives on gleaning projects, including benefits, challenges and opportunities.

Working on Farm to Food Bank?
- Focus on tracking recommended process evaluation measures for Farm to Food Bank projects. Process measures can be used to establish a baseline and track how Farm to Food Bank projects progress over time.
- If possible, conduct stakeholder interviews with farmer(s), staff member(s) at the organizations produce is donated to, and volunteer(s) to gather additional perspectives on farm to food bank projects, including benefits, challenges and opportunities.

Working in a community or school garden?
- The Community Food Project Evaluation Toolkit (2006) was developed by USDA. The tools relevant to community gardening are in Chapter 5 (pg. 119). It is recommended to start with the Community Garden Data Collection Worksheet (pg. 122) and determine what information would be most useful to collect for an individual garden project. From there, the Worksheet points to which tools should be used to collect that information.
- The SNAP-Ed Evaluation team put together a Community Garden Assessment Tool, adapted the District of Columbia’s school garden tool, for use in all types of community gardens. This tool is available on the Evaluation page of the SNAP-Ed Provider site, along with guidance on how to use the tool.

Working on Farm and Sea to School?
- Evaluation for Transformation (2014) was developed by the National Farm to School Network. This document includes in-depth description of Farm to School activities, as well as process tracking measures for key outcomes in public health, community economic development, education and environmental quality. Recommended measures are included for each outcome (e.g., pg. 40 includes ways to measure student access to local, healthy foods in schools).
- The Farm to School Evaluation Toolkit (2008) was developed by the National Farm to School Network and UNC Center for Health Promotion and Disease Prevention. The toolkit includes a school lunch recall survey, fruit and vegetable neophobia scales, and semi-structured interview guides for interviews with school food service staff, farmers, stakeholders and educators.
- Be sure to connect with the Washington State Farm to School Network to share successes and impacts from Farm and Sea to School projects!
Working on food systems?

- The [Community-Based Food System Assessment and Planning](#) (2011) developed by the Southern Sustainable Agriculture Research and Education (SSARE) grant provides an overview of how to conduct a community food system assessment. The guidebook walks through choosing a steering committee, defining the project scope, developing goals, identifying assets, and creating a report to provide a baseline for future work.

- The [Community Food Project Evaluation Toolkit](#) (2006) was developed by USDA, and Chapter 8 (pg. 201) includes resources for evaluating the work of food coalitions, networks and councils to change food systems. This includes general data collection worksheets, as well as tracking forms for participants, structures and processes, assessment and planning, and implementation of strategies. These resources will be most useful for well-established coalitions.
Access to Healthy Foods

Start by using the tools in the Learning from the Community section to map key health and demographic indicators, along with the community’s food access points using the Healthy Food Access Portal. A bird’s eye view can help pinpoint community assets, as well as potential opportunities, and can serve as a good starting point for conversation and program planning.

The Healthy Food Access Portal, developed by The Food Trust and PolicyLink, provides a detailed interactive map, which can be found here. Start by inputting a site address, census information (tract or block group). From there, click on ‘New Map’ in the upper left-hand corner to select indicators. Here are some recommendations:

- People --> SNAP Benefits or Families in Poverty
- Locations Accepting SNAP
- Grocery Retail Locations
- Limited Supermarket Access (LSA) Areas
- Health --> Obesity or Diabetes

Keep in mind that a map may not be able to display all selected indicators at the same time. After creating the map, select ‘Get Report’ in the upper right-hand corner to generate a customized report with a breakdown of each selected indicator.

In addition to the Access to Healthy Foods tools provided below, process evaluation measures can be used to gather information about how a project is working and whether it’s being implemented as planned. A full list of potential process evaluation measures is available here, and a list specific to Access to Healthy Foods projects is available here.

Need help evaluating an Access to Healthy Foods project?
Please reach out to the Evaluation team with an evaluation request form for help evaluating a project or if a project site is not included below. The Evaluation team is happy to offer assistance and help identify evaluation tools and methods.

Working in a school?
- The Smarter Lunchroom Scorecard is a simple tool that can provide baseline measures for the school’s cafeteria, and is best for projects focused solely on lunchroom changes. After the scorecard is complete, work with school staff to prioritize and implement changes.
- The School Health Environment and Lunchrooms Form (SHELF) was developed by the SNAP-Ed Evaluation Team in FFY 2020. It is modeled after the School Health Index and includes the Smarter Lunchroom Scorecard. The tool assesses school wellness policy, physical activity environment and healthy eating environment. It is meant to be completed by the LIA, however there are items that will likely require SNAP-Ed staff to connect with different school staff members. There is a training video for the SHELF tool available on the SNAP-Ed Provider website.
Working in a food bank or mobile pantry?

- The **Healthy Food Pantry Assessment Tool** (HFPAT) was developed by Regional Nutrition Education and Obesity Prevention Centers of Excellence-West. The tool provides a comprehensive snapshot of the food bank environment and is meant to be completed alongside a food bank staff member or volunteer. It also includes a resource guide with recommended strategies to implement based on opportunities identified through the HFPAT, and training video of how to conduct the HFPAT.

- The **Nutrition Environment Food Pantry Assessment Tool** (NEFPAT) was developed by the University of Illinois, and is a good alternative if partners are concerned about the time and resource input needed to complete the HFPAT. Besides the actual tool, the U of I also provides guidance and training on how to complete the assessment, recommended strategies to implement based on assessment findings, and samples of materials to help implement those strategies.

Working in retail?

- The **Site Level Assessment Questionnaire** for retail was developed by the Nutrition Policy Institute at the University of California. This tool covers availability of healthy and unhealthy foods and beverages, product placement, and promotion. The tool auto-calculates a score and identifies areas of opportunity.

- For more in-depth formative assessment, consider:
  - The CDC’s **Healthier Food Retail** assessment guide includes recommendations for implementing a comprehensive formative assessment to support planning. This document links to other resources and tools.

Working on improved transit or physical access to healthy food outlets?

- Please see ‘**Physical Activity**’ section.

Working in childcare?

- **Go NAPSACC** offers several self-assessment tools with modifications for childcare centers and home-based childcare sites. Tools should be completed by a staff member at the childcare site. Once the tool is complete, LIAs can work collaboratively with childcare staff to prioritize and implement next steps to create a healthier environment. Support for working through the Go NAPSACC process is available [here](#). The Child Nutrition Self-Assessment and Breastfeeding and Infant Feeding Self-Assessment are most applicable for Healthy Food Access interventions, but additional tools are also provided.
Physical Activity

Start by using the tools in the Learning from the Community section, then use the Active Neighborhood Checklist to assess the physical activity environment.

The Active Neighborhood Checklist is a quick environmental scan completed over small segments of streets or neighborhoods. It provides a picture of the current environment and identifies areas to focus interventions or improvements. It is suitable for assessing the physical environment around schools, in urban or rural communities, and for identifying where there is need for green spaces, indoor and outdoor recreation, and improved pedestrian and bike access. This checklist should be completed in each neighborhood or community where a physical activity intervention is planned.

Aim to complete the Active Neighborhood checklist as a baseline measure and again at the end of the project to measure change over time. If possible, conduct multiple follow-ups after the end of the project (e.g., when the project ends, 6-month after the project ends, etc.) to determine how well changes have been maintained.

The Physical Activity tools below can be used for more in-depth evaluation with the community and may be applicable for specific projects. In addition to these resources, process evaluation measures can be used to gather information about how a project is working and whether it’s being implemented as planned. A full list of potential process evaluation measures is available here, and a list specific to Physical Activity projects is available here.

Planning a more in-depth assessment?

- The Microscale Audit of Pedestrian Streetscapes (MAPS) is a tool that does a deep-dive evaluation of the entire built environment in an area. This tool may be a good option if a more comprehensive and detailed assessment of the area is needed after completing the Active Neighborhood Checklist. There are two versions recommended for in-depth analysis of pedestrian access and the built environment:
  - The MAPS-Full is a 120-item audit survey, that reviews subsets of land use, aesthetics and pro-social appearances of streets, detailed analysis of walkways and sidewalks, and street crossings. Contact the Evaluation team to discuss setting up a database for MAPS-Full data collection.
  - The MAPS-Abbreviated is a 60-item audit survey that reviews the same aspects as the MAPS-Full survey, but with less specific details. It’s easier to learn and score, and still provides fairly detailed information on the different uses and navigability of the built environment. This tool can likely be completed and scored by SNAP-Ed staff, and the Evaluation team is available for questions or additional support.
• The CDC’s **Built Environment (BE) Assessment Tool** is includes many of the same measures as the MAPS-Abbreviated tool, as well as questions about bikeability, though it is less detailed. The BE assessment tool instructions are clear and straight-forward, including picture guidance. The scoring guide may be confusing, so please contact the Evaluation team with questions or submit an [evaluation request](#) for assistance.

**Working with schools?**

• The **School Health Environment and Lunchrooms Form (SHELF)** was developed by the SNAP-Ed Evaluation Team in FFY 2020. It is modeled after the School Health Index and includes the Smarter Lunchroom Scorecard. The tool assesses school wellness policy, physical activity environment and healthy eating environment. It is meant to be completed by the LIA, however there are items that will likely require SNAP-Ed staff to connect with different school staff members. There is a [training video for the SHELF tool](#) available on the SNAP-Ed Provider website.

• For more in-depth assessment, consider:
  - The **Physical Activity School Score (PASS)** is a brief, 8-item tool that provides a high-level overview of elementary schools’ physical activity policies and supports. This basic tool can be completed by school staff with assistance from SNAP-Ed.
  - The **School Physical Activity Policy Assessment (S-PAPA)** is designed to assess K-8th grade school and district wellness policies and identify areas of improvement.

• For Safe Routes to School projects, consider:
  - **Safe Routes to Schools (SRtS)** promotes walking and biking to school by using input from parent surveys and tallies of students in schools, along with observations by program staff and focus groups with the local community. The program toolkit includes guidance on how to start a Safe Routes to Schools programs and different areas of focus. Evaluation for Safe Routes to Schools should be done at least twice; once, at the beginning of the project or the school year, and again at the end of the project or the school year. Evaluations for multi-year projects should be completed at least once a year. The different evaluation tools for SRtS are:
    - **SRtS tally sheets** can be completed by SNAP-Ed or school staff. They need to be done at least twice in one week (on a Tuesday, Wednesday or Thursday)
    - **SRtS parent surveys** are available in [English](#), [Spanish](#), and [a variety of other languages](#). Reach out to the Evaluation team for help setting up an online survey.

**Collaborating with teens?**

• The **Bikeability Friendly Community Assessment** is designed for teens to assess the bikeability of their community working solo or in teams. The tool also includes ideas on how to improve bikeability with immediate and long-term actions teens can take to improve their community. The assessment is also available in [Spanish](#). If biking is not possible or popular with youth partners, consider holding a [focus group](#) or conducting a survey with them to find out why.

• The **Walk Friendly Community Assessment** is designed for teens to assess the walkability of their community working solo or in teams. The tool also includes ideas on how to improve walkability with immediate and long-term actions teens can take to improve their community.
Working on community spaces for physical activity?

- **Complete Streets** is a variety of policies, interventions and projects for improving the built environment. The [Evaluating Complete Streets Projects](#) manual includes a breakdown of possible measures, including access, economy, environment, place, safety, equity, and public health. The manual also includes suggested evaluation tools to use for each goal. Please reach out to the Evaluation team for more guidance on developing or using specific tools.

- The **Walkability Checklist** is ideal for **Community-Based Participatory Research**, which emphasizes community participation in the development, implementation and evaluation of an intervention. Once community members complete this simple checklist, it can be used to discuss identified issues and focus in on needs.

- The **Community Park Audit Tool** is a simple checklist that can be completed by one person to evaluate the usability of park spaces. It has different sections that focus on park accessibility, activity areas, and general maintenance and safety of park spaces.

Working in rural communities?

The **Rural Active Living Audit (RALA) Tool** is designed to evaluate the unique needs of rural communities by looking at demographics, accessibility to amenities, and town and county policies for health and wellness. The Street Segment Assessment must be completed in the field while the Town-Wide questions and Program and Policy questions can be completed remotely with input from community leaders or government.
Recording Evaluation Tools in PEARs

Use of any of the evaluation tools in this toolkit, or any other evaluation tools or assessments, should be documented in PEARs. Recording the outcomes of different tools and assessments in PEARs provides a record to monitor changes over time, as well as a central place for an LIA, their IA, and the Evaluation team to find those assessments.

The below instructions walk through how to record a PSE evaluation tool in PEARs. For general guidance on completing a PSE entry in PEARs, please see the most recent Evaluation Guidance, available on the SNAP-Ed Provider website.

In PSE Activity module, find the project that evaluation tool is being used with. After opening the activity, go to the Needs, Readiness & Effectiveness section of the module.

On the page, for the question asking if there were any needs or readiness assessments conducted at this site, select Yes from the drop down menu. When the Needs and Readiness Assessments section pops up, click the green button that says Add Assessment.

A new box will pop-up on the screen where you can enter the evaluation tool used. The different sections should be filled out as below:

- **Assessment Type**: Select Needs Assessment/environmental scan, Staff Readiness, or Organizational Readiness. Most of the tools mentioned in this toolkit would be entered under Needs assessment/environmental scan, but if you are unsure, please reach out to the Evaluation team.

- **Survey Instrument**: Very few of the tools in this toolkit are listed in the drop-down. If the tool used is not in the list, select Other (please specify), and in the text box, enter the name of the tool used.

- **Approximate date baseline assessment administered**: Put in the date the initial assessment was done.

- **Brief description of baseline assessment results**: Provide a brief summary of the results of the evaluation tool. Mention what was being evaluated and the general outcome. If there were any important findings from the evaluation, please include those as well.

- **Assessment Score**: If the evaluation tool had a score, please record it here.

- **Approximate date follow-up assessment administered**: If a follow-up assessment has been done, put the date of the assessment.

- **Brief description of follow-up assessment results**: Provide a brief summary of the results of the evaluation tool. Mention what was being evaluated and the general outcome. If there were any important findings from the evaluation, please include those as well. Additionally, you can include any notes of other positive changes that have occurred since the initial assessment.

- **Follow-up Assessment Score**: If the evaluation tool had a score, please record it here.

If you are doing a follow-up assessment a year or more after the initial assessment was done, please fill in the approximate date the initial assessment was done in the Baseline section, and the initial score (if you still have the record). This makes it easier to compare current assessment outcomes in PEARs to a previously done assessment.
Besides filling out the Needs, Readiness & Effectiveness section, upload a completed copy of whatever tool you used into PEARS. For example, if you used the Community Garden Assessment, you’d need to scan a copy of the filled-out tool and upload it into PEARS, whereas if you did the Partnership Readiness Assessment, you’d need to upload a copy of the assessment results. This can be done from the General Information page of a PSE Activity, by scrolling to the bottom and adding a file attachment.

If a tool requires or suggests taking pictures during the assessment, please upload copies of these pictures as well. It is helpful to label pictures with the date they were taken so it easier to determine if they were done as part of the evaluation, and if they were done in an initial/baseline assessment, or a follow-up assessment.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytics</td>
<td>The data that are available when using social media to engage with an audience.</td>
</tr>
<tr>
<td>Community-Based Participatory Research</td>
<td>An approach that emphasizes community participation in the development, implementation and evaluation of an intervention.</td>
</tr>
<tr>
<td>Engagement</td>
<td>Any interaction with content, like Twitter favorites or Facebook shares and likes.</td>
</tr>
<tr>
<td>Engagement rate</td>
<td>The ratio of total impressions vs. total engagements. For example, if there were 100 impressions and 10 of those people engaged with the content, the engagement rate would be 10%.</td>
</tr>
<tr>
<td>Formative evaluation</td>
<td>Ensures that a program or program activity is feasible, appropriate, and acceptable before it is fully implemented. It is usually conducted when a new program or activity is being developed or when an existing one is being adapted or modified.</td>
</tr>
<tr>
<td>Impact evaluation</td>
<td>Assesses program effectiveness in achieving its ultimate goals.</td>
</tr>
<tr>
<td>Impressions</td>
<td>The number of times a post showed up in someone’s timeline or feed. <em>This doesn’t necessarily mean the person took the time to read it,</em> but an impression confirms that it did, in fact, show up in their timeline.</td>
</tr>
<tr>
<td>Needs assessment</td>
<td>Provides information about community assets and needs that can guide program planning decisions and help align projects with community and partner needs.</td>
</tr>
<tr>
<td>Outcome evaluation</td>
<td>Measures program effects in the target population by assessing the progress in the outcomes or outcome objectives that the program is to achieve.</td>
</tr>
<tr>
<td>Partnership assessment</td>
<td>Takes the pulse of partnerships and can be used to evaluate whether closer collaboration is feasible or more relationship-building is necessary.</td>
</tr>
<tr>
<td>Process evaluation</td>
<td>Determines whether program activities have been implemented as intended. This type of evaluation can offer insight about whether a project is on track or tweaks are necessary.</td>
</tr>
<tr>
<td>Views</td>
<td>The number of people who visited a profile page or post within a certain timeframe.</td>
</tr>
</tbody>
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