

CRESP Newsletter

RIGOROUS RESEARCH TO IMPROVE LIVES
Education | Community Health | Human Services

Welcome!

We welcome you to CRESP's first issue of newsletters! Our goal is to share timely updates on CRESP's recently published work, presentations, webinars, and other resources to continue the dialog and better understand critical issues in education, community health, and human services.

We've taken the liberty of sending you this first issue because of our previous connection and your support and interest in CRESP's work. To avoid overloading inboxes, you can expect to receive issues three times per year: summer, fall, and late winter/early spring. If at any time you wish to unsubscribe, please use the [unsubscribe link](#) at the bottom of this and every issue. *Your privacy is important to us!* We want you to know that we will not sell, rent, trade, lease, or give your contact info to anyone.

Project Updates

Collective Community Impact

As the backbone organization for the project, "Realizing a Community's Collective Impact to Improve Fruit and Vegetable Consumption" (or, Collective Community Impact), CRESP brought together over 10 food-security minded partners to utilize the "Tastimals" characters and a healthy eating message [images to the right] in various



The food environment (e.g., concession stands) directly affects diet, shaping food choices that depend on access, affordability, and convenience. In order to encourage healthier choices, animal cartoons called Tastimals were created to promote healthy concession items at a local zoo (Brandywine Zoo, average

community education and outreach activities such as farmers markets, cooking demonstrations, and distribution of featured recipes, throughout Wilmington, DE's west end neighborhood. At partner sites (e.g., local grocery store and hospital), CRESP administered surveys regarding the Tastimals characters and observed interactions with them. While we are still analyzing data, we do know that a large majority of respondents found both the Iguana and the Macaw to be eye-catching, child friendly, and to have good colors (75-90% (Iguana); 94-95% (Macaw)). We are supporting our partners' strong interest in using modified versions of the characters in their future work to develop and deliver healthy eating messaging.

annual visitation: 85,000). On the zoo's menu board, Tastimals characters were paired with healthy food choices such as almonds, applesauce, fresh fruit, granola bars, peanut butter and jelly sandwiches, low-fat popcorn, and low-fat yogurt. Quantities of healthy food choices sold were significantly higher during the weeks in which the Tastimals characters were displayed, than in the weeks when the Tastimals characters were not displayed.



A nationally unique approach to reducing consumption of sugar-sweetened beverages

CRESP conducted a baseline evaluation of those restaurants in the City of Wilmington whose menus offer beverages as part of a packaged children's meal. Wilmington's City Council enacted an ordinance that became effective in early January, 2019 and that required the default beverage in these packaged meals be some form of water, milk, or juice; an alternative beverage can be requested by the purchaser. The Council's action came in response to evidence that 40% of DE's children are overweight or obese and that the consumption of sugar-sweetened beverages plays a critical role in this statistic. Wilmington's ordinance is one of at least 13 similar municipal actions across the country. CRESP will revisit these restaurants in the summer of 2019 to assess compliance with the ordinance. CRESP Research Coordinator, Tara Tracy, and Senior Associate Director, Dr. Allison Karpyn, highlighted CRESP's work to date on this project in a presentation at [The College of Physicians of Philadelphia's Annual Public Health Day Symposium](#) on April 1, 2019.

Center for Research Use in Education (CRUE)

Center for Research Use in Education (CRUE) is a 5-year project funded by the Institute of Education

Sciences of the U.S. Department of Education to better understand how decision-making and problem-solving happen in schools and how education researchers interact with educators to use research to address the current issues of schools. Currently, CRUE is surveying staff from 300 public and charter schools across the country, as well as a national sample of 500 education researchers. These surveys will help CRUE develop strategies and tools found helpful by educators to generate meaningful and impactful connections between research-based evidence and classroom practice. To learn more, look at our website at Research4Schools.org and follow us on Twitter at @rsrch4Schls.

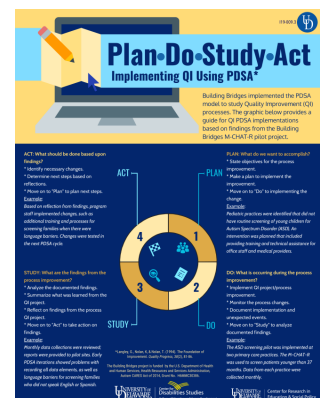


In-store interventions to encourage healthier purchasing: What we can learn from the supermarket industry

Supermarkets sit at a critical juncture and play an important role in determining how and what food we buy. During this Edible Inquiries discussion hosted on May 20, 2019, Dr. Allison Karpyn was one of two keynote speakers who discussed how supermarkets use placement, promotion, and price to induce impulse purchases of unhealthy foods and how similar strategies can be used to nudge healthier purchasing. The webinar was sponsored by The Johns Hopkins Center for a Livable Future, Food Policy Networks project. <http://www.foodpolicynetworks.org/food-policy-resources/?resource=1300>

Plan-Do-Study-Act model to study quality improvement processes for Autism Spectrum Disorder screening

To enhance services for families of children with autism spectrum disorder under the age of three, the Building Bridges project, coordinated at the [Center for Disabilities Studies](http://CenterforDisabilitiesStudies.org) (CDS) University of Delaware, works to: 1) create a more coordinated and supportive system of care for families, 2) improve screening,



evaluation, diagnosis and referral practices, and 3) increase families' knowledge and confidence in navigating the early childhood system. Building Bridges recently implemented the Plan-Do-Study-Act (PDSA) model to study Quality Improvement (QI) processes. [The downloadable graphic](#), a joint effort by CDS and Dr. Sue Giancola, CRESPP senior associate director, provides a guide for QI PDSA implementations based on findings from the Building Bridges M-CHAT-R pilot project. The project is funded by the Health Resources and Services Administration (HRSA).

Study examines impact of Algebra Nation tutoring program on the academic performance of struggling students

Dr. Zachary Collier, CRESPP assistant professor, recently published, "[The relationship between Algebra Nation usage and high-stakes test performance for struggling students](#)", in the *Journal of Computer Assisted Learning*. The study examines the relationship between usage of Algebra Nation, a self-guided system that provided instructional videos and practice problems, and the performance of students who had failed the state-administered Algebra I end-of-course (EOC) assessment the previous year. Path analyses and logistic regressions were used to evaluate relationships between usage indicators and algebra scores, controlling for number of absences, free/reduced lunch eligibility, Hispanic/Latino origin, race, and gender. The results indicate that higher levels of logins, video views, and practice questions answered were related to higher scores when the students re-took the assessment. Logins and practice questions were also related to increases in odds of passing the Algebra I EOC assessment, but not video views. The results suggest that there may be benefits to technology use in the form of an online educational resources adopted by students and teachers on an informal basis and link self-regulated learning strategies to student achievement. Access the article here:

<https://onlinelibrary.wiley.com/doi/full/10.1111/jcal.12360>

CRESPP Presentations and Workshops

(April, 2019) Dr. Zachary Collier presented, "Quasi-experimental Evaluation of Usage Patterns of Virtual Learning Environments with Multilevel Mixture Models and Propensity Score Weighting," at the American Educational Research Association Conference (AERA) held in Toronto (April, 2019).



(June 16-19, 2019) Dr. Sara Grajeda, CRESP research associate III, will present at the the 2019 American Society for Engineering Education (ASEE) conference highlighting current work in collaboration with Jenni Buckley from UD's Mechanical Engineering Program. The study improves on existing measures of undergraduate engineering students' self-confidence in 5 major areas: Math and Science, Engineering, Open-Ended Problem Solving, Tinkering, and Professional and Interpersonal Skills. The study is funded by the National Science Foundation. <https://www.asee.org/public/conferences/140/papers/26259/view>

(July, 2019) CRESP learned that, "**The Changing Landscape of Food Deserts**"—a publication for the UN—was accepted in their journal, [*United Nations System Standing Committee on Nutrition*](#) (UNSCN). UNSCN is a dedicated platform where UN agencies can have an open, substantive and constructive dialogue on nutrition strategies and initiatives. The release date is anticipated July, 2019. [Karpyn, A., Riser, D., Tracy, T., Wang, R., & Shen, Y.(in press). The Changing Landscape of Food Deserts. UNSCN Nutrition.]

(October, 2019) Dr. Allison Karpyn and CRESP undergraduate research assistant Henry Wolgast will deliver the presentation entitled, "Developing a Model for Assessing a University-wide Community Engagement Initiative: Tools and Lessons Learned," at the [2019 Assessment Institute in Indianapolis](#) (October, 2019).

(November 2-6, 2019) CRESP will present, "Toward Tailored Interventions at Farmers Markets: Understanding the Unique Qualities of Hispanics' Fruit and Vegetable Purchasing Patterns," at the [American Public Health Association](#) (APHA) annual conference in Philadelphia.

CRESP's abstract titled, "**A Nationally-Unique Approach to Reducing Consumption of Sugar-Sweetened Beverages,**" has been wait-listed for the APHA conference. Presentation status will be updated in CRESP's fall newsletter issue.

Dr. Sue Giancola conducted a number of workshops focused on program evaluation throughout Delaware in recent months.

- (May, 2019) **Evaluation matters.** Workshop conducted for the University of Delaware Family Shade, Dover, DE.
- (March, 2019) **Using evaluation for program improvement.** Program evaluation. Workshop conducted for the University of Delaware Cooperative Extension, Dover, DE.
- (December, 2018) **Program evaluation.** Workshop conducted for University of Delaware Residence Life & Housing Department, Newark, DE.
- (October/November, 2018). **Program evaluation: Improving implementation and measuring impact.** Workshop provided for English Language Institute Khbrat Project, Newark, DE.

Dr. Giancola also presented her evaluation research at the annual meeting of the American Evaluation Association (November, 2018 in Cleveland, OH):

- Giancola, S. (November, 2018). *Embedded evaluation: Using modeling and matrices to embed evaluation into a program*. Poster session.
- Giancola, S., & Jones, A. (November, 2018). *The importance of context to estimating impact in an RCT*. Poster session.
- Jones, A., & Giancola, S. (November, 2018). *A case for regression discontinuity design in impact evaluation*. Paper presentation.

Staff Spotlights



Katrina Morrison

I'm Katrina K. Morrison and I hail from Sharon Hill, Pennsylvania. I've been a Research Associate III at CRESPP since October 2018. At CRESPP, I work on a number of mixed-methods projects, such as an evaluation of Positive Behavior Supports (PBS) in Delaware schools and a research project on a system of supports for families with children with developmental disabilities. I am also a PPE fellow, working in a research-practice partnership to develop studies on restorative practices in Delaware schools. Prior to joining CRESPP, I was a Research Associate at Research for Action in Philadelphia, where I led and co-led research projects on PBS programs, high school curricula initiatives, out-of-school time programs, and Delaware's teacher appraisal system. I was drawn to research for three main reasons: to give voice, provide a service, and to ask interesting questions. Firstly, I've always been interested in elevating the experiences and voices of marginalized populations for program and policy decision-making. As a Black woman from a low-income background, I know what it is like to feel silenced or excluded. I like to think that my work as a researcher could help give voice to those individuals who have been undervalued or dismissed. Secondly, oftentimes, communities need information regarding how a program is being implemented or the extent to which an approach is effective. Being a researcher positions me to serve different partners by providing useful data and guidance on how to best collect that information in the future. Thirdly, I love inquiry and the intellectual stimulation that comes with research. I

get to ask and seek answers to interesting questions that lead me to fascinating discoveries! I have also been a lecturer in UPenn's MSW program for five years. I was drawn to teaching because I feel like I am making an immediate impact when I educate others about concepts, processes, or events that they had not previously known about or discussed in depth. There is nothing like witnessing A-Ha moments! I also think I grow whenever I teach.

My research interests are school climate initiatives, student voice, and equity, justice, and fairness in school discipline policies. I became interested in this work after being a high school teacher for 3 years and becoming concerned about schools' roles in the disproportionate policing and incarceration of Black and Latino youth. Late last year, I published an article entitled "Students' perspectives on unfair discipline in schools". This year I plan to publish a chapter in a textbook about evaluation. This summer, I will teach a session entitled "Program Evaluation and Learning from Where You've Been" in the Department of States' Middle East Partnership Initiative Student Leaders Program at UD. As my career blossoms, I hope to continue developing research-practice partnerships and I would like to develop more studies that include parents of school students. I would also like to continue teaching and I hope to mentor students and researchers. I live in Wilmington with my husband Wendell and two cats, Pawlo Furry and Blue.

PPE Fellows website: <https://sites.udel.edu/ppe/fellows/>
Link to 2018 article abstract: <https://jciuh.org/>



Henry Wolgast

Henry Wolgast is a rising junior at the University of Delaware Honors Program; where he is pursuing a Bachelors of Arts in English with a minor in Human Development and Family Sciences. He has worked for just over a year as an undergraduate research assistant at the Center for Research in Education and Social Policy (CRESP). His research at CRESP largely focuses on collective approaches to meeting social policy and health based needs within communities, an approach he became interested in after reading about a behavioral science concept called a nudge, which proposes positive reinforcement and indirect suggestions as ways to influence the behavior and

decision making.

Henry currently supports the development of the University's Community Engagement Initiative, an institutional measuring tool of faculty, staff, students, and community partners' impact on surrounding communities. He has also been published alongside CRESP researchers in the Delaware Journal of Public Health, outlining a case study and structure of a collective impact approach to improving fruit and vegetable consumption in areas of high food insecurity in Wilmington Delaware.

Outside of CRESP, he is also involved with environmental programs and has become invested in invasive species removal in White Clay Creek State Park. After completing his undergraduate degree he will continue to a graduate program with plans to teach secondary school afterwards.

Realizing Collective Impact for Community Health: A Wilmington Case Study:

https://issuu.com/dam-dpha/docs/2018nov_djph_cenr

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