

# SNAP-Ed Guide to Program Evaluation



# SNAP-Ed Guide to Program Evaluation

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## Introduction

The Evaluation Guide is intended as a starting place for BFNEP/SNAP-Ed <sup>1</sup>contractors in conducting program evaluation. The framework for the Guide is drawn from many comprehensive sources on evaluation and organized to lead you through the evaluation process from planning to reporting on SNAP-Ed forms. The selected evaluation resources focus on measuring objectives with factors of dietary quality with an emphasis on measuring the state objective on fruit and vegetable consumption. The reference section contains links to more evaluation resources. We welcome your comments and suggestions as you conduct program evaluation. When you develop and test new evaluation tools, please consider sharing them.

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<sup>1</sup> SNAP-Ed, Supplemental Nutrition Assistance Program Education. SNAP-Ed is USDA's new name for the Food Stamp Program Nutrition Education.

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# I. Overview of Program Evaluation

## What is program evaluation?

Evaluation is a systematic way of determining the value or worth of a program.

- Evaluation is an evidence-based way to improve programs by using an integrated set of activities designed to identify strengths and areas for improvement, and by systematically collecting evidence that will serve as the basis for future program planning and enhancements.
- Evaluation is most useful when approached as an important part of the program instead of an “add-on.” Besides providing services to a population, an organization must understand how well it is meeting its goals as well as barriers clients may face in accessing services. Evaluation results give program managers, administrators and other leaders a mechanism to identify lessons learned and to share those lessons with others.
- Evaluation is not an end in itself, but points a program to new areas of emphasis or focus. Often evaluation is most useful when utilized as an evolutionary process. Evaluation plans can change to meet the needs of the program and the clients. The reporting of results should result in further action, and not be the end of using evaluation results.
- Evaluation will make the greatest contribution if developed at the same time as program planning, rather than after a program is underway. This may or may not be feasible, but is an ideal to strive for, particularly when proposing a new program and seeking new resources to support it. <sup>2</sup>

### The Cycle of Program Evaluation <sup>3</sup>



<sup>2</sup> Sherril B. Gelmon, Anna Foucek and Amy Waterbury. Program Evaluation: Principles and Practices. 2<sup>nd</sup> ed. Portland: Northwest Health Foundation, 2005

<sup>3</sup> Chart developed by Megan Mikkelsen, Evaluator, Chronic Disease Prevention Unit, Washington Department of Health, 2009

## Why Evaluate?

We all want to know that our nutrition education efforts make a difference and result in a positive behavior change for our target audience. Reporting results based on systematic evaluation are more likely to be accepted and believed than those based on casual observation or intuition. Funders are asking more and more for evidence of success through outcome data. It therefore becomes critical to have a system in place to capture evaluation data and be able to report on the outcomes of your program efforts.

### Examples of evaluation uses include:

#### **Determining**

- If a program is having an impact on the target population.
- If there are additional program needs that are not currently being addressed.
- If the program is meeting funders' requirements to provide evidence of the value received for the money invested in a program through a grant.
- If the organization's limited resources are being maximized.
- If the elements of the program can be reproduced in other settings.

#### **Providing**

- Immediate feedback- enabling program leaders and managers to make small immediate changes during the program in response to the identified needs and concerns.
- Information over the long term as the basis for program planning, redesign and improvement.

The United Way conducted a survey of non-profits and small agencies in 2000 on Outcome Measurement Benefits for their programs.<sup>4</sup>

*(Number Participating=298 programs)*

Summary: Program executives agree or strongly agree that outcome measurement helps their program:

- Focus staff on shared goals (88%)
- Communicate results to stakeholders (88%)
- Clarify program purpose (86%)
- Identify effective practices (84%)
- Compete for resources (83%)
- Enhance record keeping (80%)
- Improve service delivery (76%)

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<sup>4</sup> Agency Experiences with Outcome Measurement: Survey Findings. United Way of America, 2000.

## Types of Evaluation

For the purposes of SNAP-Ed program planning, three types of evaluation are used: formative, progress, and outcome. There are strengths and limitations for each. You will be guided through an evaluation planning process that will help you determine which type of evaluation to use.

### Formative Evaluation

This type of evaluation happens **before** you start a project. Formative evaluation includes gathering information for program planning to determine whether your target audience understands the materials, and find them relevant and credible. This type of evaluation can help you align your curriculum/materials with your audience and program objective so that you have a greater impact on your population.

### Progress Evaluation

Progress evaluation<sup>5</sup> measures what participants or staff did **during** the project. Besides tracking the number of materials distributed and participants reached, it can include comparing the effectiveness of different methods of delivering education and identify barriers and project successes. Progress evaluation can document small amounts of change that lead to achieving an objective.

### Outcome Evaluation

Outcome evaluation determines the degree to which a program's objectives, or goals, have been achieved. This can be done by measuring changes in factors or behaviors over a specific period of time. This type of evaluation happens **before and after** a specific time interval. It can happen before and after a class, before and after a month, before and after an entire class series. Outcome evaluation demonstrates changes that occur in the presence of an intervention but do not necessarily establish cause and effect conclusions. Outcome evaluation usually focuses on short-term measures. For nutrition education programs short-term measures include changes in awareness, knowledge, beliefs, or confidence. Long-term measures, like consumption and changes in social norms, are more difficult to assess.

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<sup>5</sup> This type of evaluation is usually referred to as process.

## Examples of different types of evaluation

<b>Formative <i>Before</i></b>	<b>Progress <i>During</i></b>	<b>Outcome <i>Before &amp; After</i></b>
<ul style="list-style-type: none"> <li>● Focus groups</li> <li>● Interviews with participants/ staff</li> <li>● Pre-testing of materials</li> <li>● Training feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Recipes tried</li> <li>● Success stories</li> <li>● Attendance at classes and events</li> <li>● Journals, food logs, and/or homework assignments</li> <li>● Observing activities</li> <li>● One-time questionnaire/survey</li> <li>● Oral feedback from participants</li> <li>● Staff meeting feedback</li> <li>● Telephone interviews</li> </ul>	<ul style="list-style-type: none"> <li>● Pre and post surveys</li> <li>● Focus groups</li> <li>● Interviews with participants</li> <li>● Success stories</li> </ul>

## II. Developing and Implementing an Evaluation Plan

### Step 1. Consider Resources

Consider your resources when creating an evaluation plan. Evaluating nutrition education programs takes time and money. A good rule of thumb is to budget 10% of the total program costs for evaluation. Setting aside time and money for evaluation during the program planning stages shows the importance of evaluation and the program's commitment to continually improving. Programs that devote enough effort and money to evaluation often get more out of their investment and get information that is truly valuable and shapes the future of the program.

When creating an evaluation plan, prioritize the evaluation needs of the program and set aside time and resources available accordingly. Consider what is most important. Demonstrating objective achievement is often required by funders and is the number one priority for most programs.

#### **Example list of priorities**

- Meet funder requirements
- Improve services
- Demonstrate positive change
- Identify participant satisfaction
- Gain competitive edge for limited resources

## Step 2. Write an Objective

Before you write an objective, determine the needs of your target audience. Conducting a needs assessment will give you some ideas of what your project should focus on. Once you have a basic idea of the program focus you are ready to write an objective.

Any type of evaluation begins with a clearly defined objective. A S.M.A.R.T. objective aid a program in gathering evaluation data that will help determine if members of the target audience have made positive changes. After you have written an S.M.A.R.T. objective for your project you are ready to create an evaluation plan.

### **S.M.A.R.T. objectives are:**

**Specific** - Identifies a specific goal or action to be achieved.

**Measurable** - Quantifies the amount of change to be achieved.

**Achievable** - Can be achieved given the target audience stages of change, the time frame allotted, and proposed activities.

**Realistic** - Is practical given available resources.

**Time bound** - Specifies a time in which the objective will be achieved.

### ***Consider this S.M.A.R.T. objective***

**By September 2010, participants will increase preference for fruits and vegetables by 50%.**

***Specific*** - identifies **increasing preference for fruits and vegetables** as the goal.

***Measurable*** - identifies that participants will **increase preference by 50%**.

Consider what you can actually measure when creating an objective. If you cannot measure your results you cannot demonstrate that they have been achieved.

***Achievable*** - For this example target audience, the objective is achievable.

***Realistic*** - For this example target audience, the objective is realistic.

***Time bound*** - The objective specifies **by September 2010**.

## Measuring an Objective

It is especially important to consider what is measurable when writing your objective. Think about how you will be able to determine if you have achieved your objective. Below is an example of how simple changes to wording can change the ability to measure an objective.

### *Consider which objective will be easier to measure*

#### **Objective one**

By September 2010, **50%** of participants will **increase preference** for fruits and vegetables.

#### ***To measure***

- You will need to match pre and post test results of participants to determine if each has increased preference of fruits and vegetables, and then determine if 50% of the participants increased their preference.

**Or**

#### **Objective two**

By September 2010, participants will **increase preference** for fruits and vegetables **by 50%**.

#### ***To measure***

- You will need to determine an average baseline level of fruit and vegetable preference. After the program you will re-test and find the new average level of preference of participants. Then you can determine if there was a change between the baseline and the retest.

### ***Which objective is easiest to measure?***

Objective two is easier to measure because you do not need to match each individual survey to determine if each participant increased preference. You can simply determine if the average level of preference increased.

## Behavioral versus Factor- Based Objectives

Changing dietary behaviors can take a long time, longer than a SNAP-Ed contract year. Measuring a behavioral outcome like consumption may not tell you what is influencing your audience’s dietary habits. You may be more successful in evaluating intermediate factors that lead to long term behavior change in dietary habits. Examples of dietary factors are knowledge, preference, confidence, or skill in food shopping and preparation.

### How do I decide which factor to measure?

<b>Ask yourself</b>
1. What is important to my target audience? (Maybe you need to gather more info).
2. Will knowledge change attitudes or behavior?
3. What does research say about influencing your target audiences’ behavior?
4. How ready are they to increase consumption of fruits and vegetables as a dietary change in their lives?
5. How much change do you think is realistic in the time you have with your target audience?
6. What changes would need to happen before seeing a behavior change?
7. Can I measure the factor I am thinking about?

### Common Factors of Consumption

<b>Factor</b>	<b>Description</b>
Knowledge	Understanding the need for a variety of fruits and vegetables daily
Skills	Demonstration of ability to prepare, shop, menu plan etc.
Preference	A desire for a certain fruit and vegetable over others based on taste, custom, knowledge, or perceived benefit
Self-efficacy, attitude, confidence	A belief in one’s ability to make a change A belief that increased consumption of fruits and vegetables will improve my health

### Behavioral Outcomes

<b>Outcome</b>	<b>Description</b>
Consumption	Change in overall quantity consumed of a food or food group
Goal Achievement	Achieve healthy lifestyle goals as defined by the 2005 Dietary Guidelines.

### Step 3. Create a Plan

To get started on an evaluation plan first answer these three questions.

- What is the **aim** of the evaluation?
- What are the **goals** of the evaluation?
- What **key questions** need to be answered?

An **evaluation plan** will assure that the evaluation comes from the goals of your program. The plan will help you do the “behind the scenes” work before creating the evaluation template required by SNAP-Ed. The plan will give you an overall picture of what kind of evaluation you will need to do. Once you have written your evaluation plan you can pull information from it to build the evaluation template.

#### ***Aim***

The aim clarifies the purpose of the evaluation and makes it explicit. In creating an aim ask the question, “What are we trying to accomplish by conducting this evaluation?” Many programs simply evaluate because it is a grant requirement. Those who use evaluation as a tool for improvement have more success in achieving program goals and often provide a greater impact over time.

- “How will we know that a change is an improvement?”
- “What changes can we try that will result in improvement?”

#### ***Goals***

Define clear goals for the evaluation. These are different from the overall goals and mission of the program.

- Which focus areas will show accomplishing the aim? Most often the evaluation goals will be associated with the program as a whole, not with the individual activities of the program.

#### ***Key questions***

- What is the aim of your evaluation? What are the goals of the evaluation?
- Who wants or needs the evaluation information?
- What resources are available to conduct the evaluation? How much money, time, and personal expertise are available for the evaluation?
- Who will conduct the evaluation?
- How will the results be used?

#### ***Consider***

- What do we want to know?
- What will we look for?
- What will we measure?
- How will we gather the information to show what we want to know?

## Evaluation Plan Table

The following evaluation plan approach is based on work conducted at Portland State University and the Northwest Health Foundation.<sup>6</sup> The plan is built upon clear definitions of core concepts, key indicators, methods, and sources of information. It serves as a tool for designing program evaluation.

An evaluation plan lists the major questions the evaluation aims to answer. The table below will help you create and organize an evaluation plan. We will use this table to explain how to create a plan. The top row states the objective. The second row assigns a column letter that corresponds to the instructions. The third row names the information for each column.

<b>Objective:</b> By September 2010, participants will <b>increase preference</b> for fruits and vegetables by 50%.			
<b>A.</b>	<b>B.</b>	<b>C.</b>	<b>D.</b>
<b>Evaluation Questions</b>	<b>Key Indicators</b>	<b>Methods</b>	<b>Tools</b>
<i>What questions do you have about your curriculum, target audience, etc.?</i>	<i>How will you know the answer to the question?</i>	<i>What will you use to answer the question?</i>	<i>Where will the answers come from?</i>
<b>Formative Evaluation</b>			
<b>Progress Evaluation</b>			
<b>Outcome Evaluation</b>			

<sup>6</sup>Sherril B. Gelmon, Anna Foucek and Amy Waterbury. Program Evaluation: Principles and Practices. 2<sup>nd</sup> ed. Portland: Northwest Health Foundation, 2005

## A. Evaluation Questions

The far left column lists the **evaluation questions**. A well-designed evaluation plan includes questions that address formative, progress and outcome evaluation.

<b>Objective:</b> By September 2010, participants will <b>increase preference</b> for fruits and vegetables by 50%.			
<b>A.</b>	<b>B.</b>	<b>C.</b>	<b>D.</b>
<b>Evaluation Questions</b>	<b>Key Indicators</b>	<b>Methods</b>	<b>Tools</b>
<i>What questions do you have about your curriculum, target audience, etc.?</i>	<i>How will you know the answer to the question?</i>	<i>What will you use to answer the question?</i>	<i>Where will the answers come from?</i>
<b>Formative Evaluation</b>			
Were the materials pre-tested to determine if they were understandable, relevant and acceptable?			
<b>Progress Evaluation</b>			
Were participants engaged in class activities?			
Did participants say they would serve the fruits and vegetables at home?			
<b>Outcome Evaluation</b>			
Did participants increase preference for fruits and vegetables?			

## B. Key Indicators

**Key indicators** demonstrate that the evaluation questions are being answered. List a specific key indicator(s) for each evaluation question in the **Key Indicator** column. Indicators should be stated in neutral language. In defining key indicators, consider what can be measured and what would demonstrate progress towards achieving program objectives. “What does success look like?”

<b>Objective:</b> By September 2010, participants will <b>increase preference</b> for fruits and vegetables by 50%.			
<b>A.</b>	<b>B.</b>	<b>C.</b>	<b>D.</b>
<b>Evaluation Questions</b>	<b>Key Indicators</b>	<b>Methods</b>	<b>Tools</b>
<i>What questions do you have about your curriculum, target audience, etc.?</i>	<i>How will you know the answer to the question?</i>	<i>What will you use to answer the question?</i>	<i>Where will the answers come from?</i>
<b>Formative Evaluation</b>			
Were the materials pre-tested to determine if they were understandable, relevant and acceptable?	-Materials were pre-tested		
<b>Progress Evaluation</b>			
Were participants engaged in class activities?	Participants took hand-outs -Participants completed homework assignments -Participants asked questions and made comments		
Did participants say they would serve the fruits and vegetables at home?	-Number of participants who said they would try at home		
<b>Outcome Evaluation</b>			
Did participants increase preference for fruits and vegetables?	Measured increase in fruit and vegetable preference		

## Examples of indicators by dietary factors

When choosing indicators for each evaluation question consider the factor that the objective measures. For example, if the evaluation question is “Did participants achieve the set goals?” an indicator would be related to goal achievement, like “demonstrated achievement of set goals”. The following examples are suggestions of indicators by factor or behavior.

<b>Factor/Behavior</b>	<b>Possible Indicators</b>
<b>Self Efficacy</b>	Confidence in being able to eat more fruits and vegetables in general, and in specific situations, including difficult ones
<b>Consumption</b>	Fruit and vegetable intake, specific or general
<b>Goal Achievement</b>	Demonstration of ability to use specific skills in setting goals, making plans

## C. Methods

Use the **Methods** column for determining how you will answer the evaluation questions. Consider the best method for measuring the indicator. List the type of evaluation method in the **Methods column**. The most common evaluation methods used in nutrition education program evaluation are:

- Survey/one-time survey/pretest
- Focus group
- Interview
- Document review
- Observation

You can find more detailed information about evaluation tools in *Evaluation Resource Section, page 24 of this Guide*.

<b>Objective:</b> By September 2010, participants will increase preference for fruits and vegetables by 50%.			
A.	B.	C.	D.
Evaluation Questions	Key Indicators	Methods	Tools
<i>What questions do you have about your curriculum, target audience, etc.?</i>	<i>How will you know the answer to the question?</i>	<i>What will you use to answer the question?</i>	<i>Where will the answers come from?</i>
<b>Formative Evaluation</b>			
Were the materials pre-tested to determine if they were understandable, relevant and acceptable?	-Materials were pre-tested	Pretest	
<b>Progress Evaluation</b>			
Were participants engaged in class activities?	-Participants took hand-outs -Participants completed homework assignments -Participants asked questions and made comments	-Observation  -Document Review	
Did participants say they would serve the fruits and vegetables at home?	-Number of participants who said they would try at home	One time survey	
<b>Outcome Evaluation</b>			
Did participants increase preference for fruits and vegetables?	-Measured increase in fruit and vegetable preference	Pre/Post survey	

## D. Tools

The **Tools** column establishes where the information/data will come from. This can be a document, report, a specific person or group and may be internal or external to your organization. Some methods and sources can be used to measure multiple indicators, but not all methods and sources are appropriate for every indicator.

<b>Objective:</b> By September 2010, participants will increase preference for fruits and vegetables by 50%.			
<b>A.</b>	<b>B.</b>	<b>C.</b>	<b>D.</b>
<b>Evaluation Questions</b>	<b>Key Indicators</b>	<b>Methods</b>	<b>Tools</b>
<i>What questions do you have about your curriculum, target audience, etc.?</i>	<i>How will you know the answer to the question?</i>	<i>What will you use to answer the question?</i>	<i>Where will the answers come from?</i>
<b>Formative Evaluation</b>			
Were the materials pre-tested to determine if they were understandable, relevant and acceptable?	-Materials were pre-tested	Pretest	Materials pretest
<b>Progress Evaluation</b>			
Were participants engaged in class activities?	-Participants took hand-outs -Participants completed homework assignments -Participants asked questions and made comments	Observation  Document Review	Observation notes  Homework assignments  Instructor notes
Did participants say they would serve the fruits and vegetables at home?	-Number of participants who said they would try at home	One time survey	Serving fruits and vegetables survey
<b>Outcome Evaluation</b>			
Did participants increase preference for fruits and vegetables?	-Measured increase in fruit and vegetable preference	Pre/post survey	Food Preference Survey

Creating an evaluation plan will help focus the evaluation and serve as a reference document. You can keep the plan handy throughout the contract year and make sure that all aspects of the program are being evaluated as necessary.<sup>7</sup>

<sup>7</sup> Gelmon et al.

## Step 4. Choose a Tool

### Choosing or Developing an Appropriate Data Collection Tool

Once you decide on what you will measure then, consider what tools you will use. Measurement tools include: surveys, recording forms, observation forms, diaries, etc. Most nutrition education programs use surveys for outcome evaluation.

### Tips to consider when choosing or developing your survey

1. Select or develop your survey in collaboration with the people who will use it.
2. Use an existing survey, if available, appropriate for your audience and your objective.
3. If necessary modify an existing survey rather than creating a new one (see *Modifying Surveys* below).
4. The survey should collect information that is related to your evaluation question and objective.
5. Make surveys easy for participants to understand and complete.
6. Use the language of your target audience and avoid jargon.
7. Review surveys for age, reading-level, and cultural appropriateness.
8. Make surveys “pleasing to the eye” – lots of white space, pictures, colored paper.
9. Surveys should take less than 5 minutes to complete.
10. If possible, provide incentives for completion.
11. Pilot test your survey with representatives from your target audience.

## Modifying Surveys

### Validated Surveys

Validated means that the survey has been tested to make sure that the questions asked will get you the information you are looking for. The validated surveys included in this guide have been rigorously researched for effectiveness. The sources of the surveys have been referenced for more information. As a rule validated surveys should not be modified. Some surveys have copyright restrictions and cannot be modified. However some slight changes can be made to validated surveys. SNAP-Ed suggests the following rules for modifying validated surveys:

- **Knowledge questions:** surveys can be made specific to a certain population or class content but the survey must also measure another factor).
- **Preference questions:** surveys can be changed to include fruits and vegetables featured in the class.
- **Norms/Self-efficacy:** Questions should not be adapted, but you can shorten the survey to include only the norms or skills covered during class.<sup>8</sup>

### Non-validated Surveys

The SNAP-ED program highly suggests using validated surveys. Non-validated surveys can be modified as necessary, but will not be as effective in measuring achievement of the program objective. It is better to slightly modify a validated survey than use a non-validated survey.

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<sup>8</sup> Gwen Jones (contractor), in discussion with Andy Fourney, DrPH, California Department of Public Health, June 2008.

## **Step 5. Collect Data**

Once you have chosen a survey for evaluation, you will need to plan for collecting data. The most useful approach for nutrition education evaluation is a pre and posttest design. The other designs may not currently apply to your program, but consider the following designs as a possibility for the future.

### **Pre and Post Test Design**

A pre and posttest design takes a baseline before the program has begun and re-tests participants after the program has finished. If you are going with a pre and posttest design, you should give the pretest before participants start the program or learned any new information. The purpose of a pretest is to determine what participants already know. It serves as a baseline for evaluating the program. The post-test should be completed after the last education session. You can then determine your outcomes by comparing the two tests.

### **Pre and Post-Test with a Control Group Design**

A pre and posttest with a control group design is slightly different. In this study design you would do the same thing as the pre and posttest design, except you would have an additional group of non-participants that would serve as a control group. During analysis you would compare the outcomes of the intervention group to those of the control group to determine if any improvement in the intervention group was truly due to the program. This can rule out any outside factors that may have had an affect on the intervention group, for example a media campaign focused on fruits and vegetables, or an increase in fruits and vegetables given out at the food bank. If answers from the intervention group and the control group are similar, you could assume that outside factors played a part in the change from the pretest to the posttest.

### **Sample Populations**

Using a sample population is only appropriate for large contractors. The smaller the sample size, the greater the margin for error, therefore SNAP-Ed recommends that only programs with more than 1,000 participants per target audience consider sampling. SNAP-Ed defines a large enough sample as greater than 200 sampled participants.

### **Administering Surveys**

Be consistent when administering both the pretest and the posttest and with the control group (if applicable). Changes to the survey or method of administering the survey can make it difficult to associate outcomes with the participants. For example, if the survey is read aloud for the pretest, the posttest should also be read aloud. Ideally the same person would be conducting the survey on the same day of the week.

### **Observational Surveys**

In some cases it may be necessary to visually survey program participants. For example, if your program reaches young children who cannot read, you will need to find other ways to survey them. See examples under the preference tool section on pages 56-57.

## Step 6. Analyze Results

It may be helpful to find someone with experience in statistics to complete analysis of surveys. If necessary, consider contracting with someone who is skilled in statistics or find someone in your evaluation, assessment, or epidemiology departments who may be able to provide some assistance.

### Data

There are two kinds of data, quantitative and qualitative.

1. **Quantitative** data refers to data based on numbers. Quantitative data are collected from surveys, checklists, and observations. You can create charts and graphs to demonstrate quantitative data.
2. **Qualitative** data refers to data that uses words, not numbers. These kinds of data are collected from interviews, focus groups, and success stories. You can share these data in summary reports.

### Tabulating and Analyzing Quantitative Data

Create an Excel spreadsheet for entering the data

#### The spreadsheet should include:

1. Each question on the survey
2. Each participant's answer to the question
3. Give each participant a number to keep records confidential
4. Answers can be coded to assist with analysis, but codes need to be consistent across participants. This means that each answer would correspond to a certain number

#### For example

If the possible answers were *Not Sure, Sure, and Very Sure*

**Code** *Not Sure* answers a1

**Code** *Sure* answers a2

**Code** *Very Sure* answers a3

This will make it easier to find an average response for each question.

If you are experienced with basic statistics consider analyzing quantitative data using frequencies, means, standard deviations, cross-tabulations, etc. These analyses may be helpful for future program planning and determining success of the program.

When analyzing data, consider what you are looking for from the data and your objective and indicator of success. Remember, the SNAP-Ed program is looking for objective achievement from your evaluation.

**For example**

If every participant answered “not sure” to the statement “I am likely to prepare fruit soup for my family”,

**what do you need to change?**

After analyzing data, **ask yourself**, “What does this mean”?

**Analyzing Qualitative Data**

Qualitative data can be summarized and reviewed to identify key themes.

## Step 7. Report Findings

The final step in evaluation is to report your findings. SNAP-Ed contractors are required to report quarterly progress using the Quarterly Report Form. While you may not have evidence of progress each quarter, the reporting system is set up to provide frequent check-ins throughout the year. These check-ins give contract managers the opportunity to support you. For most programs, the fourth quarter report will demonstrate the overall evaluation of the program. For more information on the Quarterly Report Form, see the How to Guide on the SNAP-Ed website [BFNEP Evaluation - Washington State Dept of Health](#)

SNAP-Ed staff encourages you to share evaluation results with community members, funders, program participants, and other stakeholders. Most evaluation reporting begins with a written evaluation summarizing findings. The Quarterly Report Form can serve as a starting point for this kind of report. A basic evaluation report often includes:

- The purpose of the evaluation
- Description of the evaluation question and indicators
- Description of the methods
- Data collection techniques used
- Findings as related to the evaluation question
- Unexpected outcomes or challenges
- Graphs and charts, plus success stories and pictures
- Conclusions learned from the evaluation – impact and future direction of the program

Other methods for reporting findings can be drawn from the evaluation report. For example, displaying results on a poster, website, or an oral report to community stakeholders.

## Complete your SNAP-Ed Evaluation Template

Once you have finished creating your evaluation plan you can complete the evaluation template required for your SNAP-Ed application. Use your planning template and your evaluation plan to fill-in each section of the evaluation template.

### For each target audience objective, complete an Evaluation Template

**Target Audience:** *Fill in from column 3 of your Planning Template*

**Objective:** *Fill in from your evaluation plan*

**Describe if the project has been previously evaluated and when.**

#### **Column 1** Activities that support objective.

- Fill in all the activities that support your objective from column 6 of your Planning Template.

#### **Column 2** What will be measured?

- Insert your evaluation questions from column 1 of your Evaluation Plan
- Insert your indicator from column 2 of your Evaluation Plan

#### **Column 3A** Methods and Tools

- Fill in the methods and tools you will use to measure change in factors or consumption from your Evaluation Plan.

#### **Column 3B** Data Collection

- Fill in how and when you will collect participant information from your Evaluation Plan.

#### **Column 3C** Analyze Your Results

- Describe your plan for reviewing or analyzing your results.
- Indicate how you will use your evaluation data and information to improve your program.

## Evaluation Template

**Target Audience:** \_\_\_\_\_

**Objective:** \_\_\_\_\_

**Has this project been evaluated previously? If yes, describe:** \_\_\_\_\_

1	2	3		
Activities that support objective <i>From planning template Column 6</i>	What will be measured?  <i>Changes in factors like skill, preference, attitude, or consumption.</i>	How will we measure?  <i>Methods and tools used to measure change(s)</i>		
		<b>A</b> <b>Methods and Tools</b> <i>From evaluation plan columns 3 &amp; 4</i>	<b>B</b> <b>Data Collection</b>	<b>C</b> <b>Analyzing Your Results</b>
	<b>Outcome Indicators</b>	<b>Formative</b> <ul style="list-style-type: none"> <li>• Methods and tools</li> </ul> <b>Progress</b> <ul style="list-style-type: none"> <li>• Methods and tools</li> </ul> <b>Outcome</b> <ul style="list-style-type: none"> <li>• Methods and tools</li> </ul>		

### **III. Evaluation Resources**

To implement your evaluation plan, select a tool to collect evaluation data. The best tool/survey collects the information you need to measure an objective and achieve your evaluation goals.

The following section includes a selection of evaluation tools and resources focused on measuring fruit and vegetable consumption. It is not a comprehensive guide. The appendix contains links to additional evaluation references.

Each section is organized by evaluation type: formative, progress, outcome. A brief review is included about each type of evaluation. Tool samples are listed with references and suggestions on use and tabulation methods. Demographic resources are at the end of the section.

## **Formative Tools**

This type of evaluation happens **before** you start a project. Formative evaluation gathers information for program planning to determine whether materials or topics are understandable, relevant, credible, and acceptable to your target audience. This type of evaluation can help you align your curriculum/materials with your audience and objective so that you have a greater impact on your population.

### **Interview or Focus Group**

An interview or focus group can be used to evaluate a particular aspect of the program. The information gathered will be in-depth and qualitative. A focus group may be helpful for reviewing nutrition education curriculum, or determining if the correct survey tool has been chosen. Consider interviewing or conducting a focus group with program participants and/or staff.

### **Pre-testing Materials/Curriculum**

It is a good idea to pre-test materials and nutrition lessons to make sure that participants will understand and enjoy them. Consider conducting a pilot class and asking feedback from participants. You can also distribute the materials that will be given in class and ask for participants to complete them.

### **Tool Samples**

The following samples of formative evaluation tools are taken from nutrition education programs in Washington State and the University of Wisconsin Extension. Modify these tools as necessary to fit the needs of your program.

#### **1. Quick Tips**

##### **References**

Krueger, R. (1994). *Focus Groups: A Practical Guide for Applied Research*. Thousand Oaks, CA: Sage Publications.

Krueger, R., (1997). *The Focus Group Kit*. Thousand Oaks, CA: Sage Publications.

Stewart, D. (1990). *Focus Groups: Theory and Practice*. Newbury Park, CA: Sage Publications.

#### **2. Safe Haven Après Focus Group Discussion Guide**

## Quick Tips

### Focus Group Interviews<sup>9</sup>

Focus groups are structured small group interviews. They are “focused” in two ways. First, the persons being interviewed are similar in some way (e.g., limited resource family members as a group, family service providers as a group, local officials as a group). Second, the purpose of the interview is to gather information about a particular topic guided by a set of focused questions. Participants hear and interact with each other and the leader, which yields different information than if people were interviewed individually.

The purpose of focus groups is to develop a broad and deep understanding rather than a quantitative summary. Focus groups are a highly effective method for “listening” to clientele and non-users of Extension programs. The emphasis is on insights, responses and opinions. Usually, there are eight to 12 participants. Multiple groups are recommended since each discussion is highly influenced by who is involved and the comments that surface. Focus groups typically run one to two hours.

#### **Focus groups are used:**

- To solicit perceptions, views and a range of opinions, not consensus
- When you wish to probe an issue or theme in depth

#### **Preparation**

- A skillful facilitator (leader) is important. You may want to use an agent from another county because participants may feel more free with their comments when they do not know the facilitator.
- Craft the set of questions and their order to flow as a natural conversation might.
- Limit the number of questions (six or less); sequence the questions from very broad or general to narrow or specific.
- Consider tape recording the interview. For formal studies, tapes are transcribed.
- For informal studies, tapes serve as an audit trail, but only the most pertinent quotations are captured verbatim.
- Prepare an assistant moderator to take notes. The assistant moderator describes the sense of what each person says, provides an identifier of who said what (e.g., single mother comment) and identifies how the comments were made (e.g., specific phrases, nonverbal cues, etc.).

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<sup>9</sup> Prepared by Ellen Taylor-Powell, Evaluation Specialist. Citation: Program Development and Evaluation, *Focus Group Interviews, Quick Tips #5*, University of Wisconsin-Extension, Madison, WI. © 2002 Available in PDF format at <http://www.uwex.edu/ces/pdande/resources/index.html> or contact: [pdande.webmaster@ces.uwex.edu](mailto:pdande.webmaster@ces.uwex.edu) Last updated November 6, 2002

## ***Quick Tips continued***

### **Procedure**

The interview itself has three parts: the opening, the interview questions and the wrap-up.

#### ***The opening***

- Welcome, make introductions and thank participants.
- Review the purpose of the focus group interview.
- Review the ground rules: everyone's ideas are important and everyone has an opportunity to speak. There are no right or wrong answers; even negative comments are useful in gaining insight about the topic under discussion. All comments are confidential and only summarized information will be communicated.

#### **The interview**

Guide participants into the questioning, beginning with a general question first. As participants begin to share ideas, cycle through the group, ensuring that each participant has a chance to be heard. When comments related to one question are finished, summarize them, making sure there is agreement with the summary. Capitalize on unanticipated comments and useful directions the discussion may take. Probe and move flexibly into unplanned aspects of the topic but be careful about unnecessary or irrelevant divergences.

#### **The wrap-up**

You may wish to include a “cooling down” exercise. For example, ask group members to say “one thing that you heard here that was really important.” Thank participants and remind them how the information will be used. Participants often like to receive a follow-up (perhaps abbreviated) summary of the discussion.

#### **Focus group summary**

Various techniques are possible for analyzing the data. An abbreviated process may be sufficient. At the end of the focus group, the facilitator and assistant moderator debrief, review notes and write down the themes and main points that emerged and were discussed under each question and in general. Within the next few days, the facilitator and assistant moderator review their own notes independently and then reconcile any differences in their interpretations.

## Safe Haven Après Focus Group Discussion Guide <sup>10</sup>

**Focus Group Logistics:** set-up round table with moderator – six chairs; recorder located behind moderator typing on laptop computer; moderator to face wall clock at eye level for time keeping – recorder to sneeze when running out of time; name tags; sign-in sheet; refreshments (funds donated to program)

**Introduction:** Introduce SNAP-ED staff: moderator and recorder. Moderator explains purpose of the discussion (we are here today to meet with five of the Safe Haven children who attended the Let's Cook! Cooking Class; it is important to get your ideas so we can better teach the cooking classes in the future). Moderator will ask the questions and recorder will type the answers. The conversation will be recorded. Focus group will be one hour in length.

### **In-Depth Discussion (ask children to answer directly – around the table):**

1. What did you not like about the classes?
2. What did you learn from the classes that you didn't know before?
3. What new fruit or vegetable did you try in the classes?
4. Did you enjoy coloring & describing the new fruits & vegetables?
5. Would you come to another Let's Cook! Class? Why or why not?
6. What did you like about the classes?
7. Do you use the incentive items at home?

**Closure:** This discussion and all ideas have been written down and will help us plan the next cooking class. Do you have anything else you would like to share? Thank you for participating! Your ideas are important to us; to show our appreciation here is a fruit or vegetable stress ball to remind you to eat lots of fruits & vegetables.

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<sup>10</sup>Developed by Stephanie Hightower Rendulic, Yakama Nation BFNEP  
2008

## Progress Tools

Progress or process evaluation measures what participants or staff did **during** the project. Besides tracking the number of materials distributed and participants reached, it can include comparing the effectiveness of different methods of delivering education and identify barriers and project successes. Progress evaluation can document small amounts of change that lead to achieving an objective.

### Tool Samples

The following samples of progress evaluation tools are examples from nutrition education programs in Washington. To use these tools you will need to modify the tool as necessary to fit the needs of your program.

#### 1. **Success Story Template**

Success stories can show movement in your programs progress before you are able to measure long-term outcomes. They are the story behind the numbers-the visual picture of what “success looks like.” Collecting success stories provides an opportunity to regularly step back and celebrate achievements both big and small.

#### 2. **Lesson evaluations**

- SNAC
- *Mattawa Elementary School Individual Lesson Evaluation*
- *SNAP-Ed Fruit and Vegetable Cooking Class*
- *Rev it Up! with Catch, Lesson Plan and Comments Worksheet*
- *SNAP-Ed Food Demonstration Questionnaire*

#### 3. **Newsletters**

- *BFNEP Newsletter*
- *Healthy Eating for Healthy Aging Nutrition Newsletter Survey*

#### 4. **My Fruit and Vegetable Calendar**

#### 5. **Parent surveys**

- *Parent Guardian Survey*

#### 6. **Teacher Surveys**

- *Information Sheet*
- *Healthy Strides Evaluation by Teachers*
- *Yakima Health District/NW Community Action Center*

## Success Story Template

Success Story Item	Your Answer
<b>Contact Name:</b>	
<b>Time period of achievement</b>	
<b>Location of story</b>	
<b>Target audience</b>	
<b>Focus of story</b> should be an illustration of project intervention and its impact on an individual, target audience, or community	
<b>Point of view</b> <ul style="list-style-type: none"> <li>• Is the success from an individuals point of view</li> <li>• The educator</li> <li>• Partner</li> <li>• Coordinator</li> <li>• Other</li> </ul>	
<b>Describe success</b> <ul style="list-style-type: none"> <li>• What actions were performed</li> <li>• Who was involved</li> <li>• How long did it take to accomplish</li> <li>• How does the story illustrate progress toward the objective</li> </ul>	
<b>Describe Impact</b> <ul style="list-style-type: none"> <li>• What were the most important results</li> <li>• Give specific outcomes (e.g., change in specific behaviors related to objective)</li> <li>• number of people affected</li> <li>• Avoid broad, sweeping statements</li> <li>• Provide conclusions that wrap up the story in a convincing manner</li> <li>• What were the ripple effects among indirect audiences like parents,</li> <li>• Teachers, staff, community, etc.</li> <li>• Is the success replicable</li> </ul>	



## Demographics

Site Name/ Program	TOTAL Class Participants (average #)	Number of Participants by Age				Sex		White	Black or African American	Asian	Native Hawaiian or other Pacific Islander	America Indian or Alaska Native	Hispanic or Latino	Multiracial (more than one race)	Other or Don't Know
		< 5 y.o.	5-17 y.o. K-12	18-59 y.o.	60+ y.o.	M	F								

Length of class:

\_\_\_\_\_

Number of participants who tasted two new fruits or vegetables \_\_\_\_\_

Number of participants who helped prepare 1-2 new recipes \_\_\_\_\_

Number of newsletters handed out \_\_\_\_\_

### Class Dates

*(Please list all series class dates)*


Demonstrator's Name:

\_\_\_\_\_

**Please give pre-test before a series starts and a post-test at the end!**

<sup>11</sup> Developed by SNAC, Seattle-King County Health Department, 2007

**MATTAWA ELEMENTARY SCHOOL<sup>12</sup>**  
Kindergarten  
SNAP-ED Nutrition Lessons  
Winter-Spring 2009  
**INDIVIDUAL LESSON EVALUATION**

Lesson \_\_\_\_\_

Teacher \_\_\_\_\_

Date \_\_\_\_\_

Number students \_\_\_\_\_

Observations:

**Focus & Attention**

Participation

Comments

Number of Students trying a previously introduced recipe or food, at home \_\_\_\_\_

Number of Students trying food sample \_\_\_\_\_

**Observations**

**Comments**

**Lessons learned:**

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<sup>12</sup> Developed by Cindy Johnson, Mattawa Community Medical Center, 2008

## SNAP-ED Fruit & Vegetable Cooking Class <sup>13</sup>

*We would love to hear about your Fruit & Vegetable Cooking Class experience! You do not need to include your name. Thanks for your feedback!*

How did you hear about the Fruit & Vegetable Cooking Class?

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—

Did you enjoy tasting recipes in class?

YES                  NO

Did you learn any new cooking techniques or methods in class?

YES                  NO

Did you learn new ways to prepare fruits & veggies at home?

YES                  NO

Have you prepared any of the fruit & veggie recipes at home?

YES                  NO

Do you plan on using the fruit & vegetable cookbook at home?

YES                  NO

Feel free to share any additional comments or feedback

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<sup>13</sup> Developed by Stephanie Hightower Rendulic, Yakama Nation, 2007

Rev it Up! with CATCH  
Lesson Plan and Comments Worksheet <sup>14</sup>

<b>Name of Lesson:</b>	<b>Name of Activity:</b>	<b>Date:</b>	<b>Site:</b>
------------------------	--------------------------	--------------	--------------

Nutrition Lesson Materials:

<input type="checkbox"/>	

Nutrition Physical Activity Materials:

<input type="checkbox"/>	

Handouts (include # distributed):

<input type="checkbox"/>	

Incentives (include # distributed):

<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

---

<sup>14</sup> Developed by Jessica Brown, Yakima County Health Department, 2009

Modifications made to lesson:

What worked?

What were some challenges?

Student Responses to Nutrition Lesson and/or Physical Activity:

Future modification recommendations:

## SNAP-Ed Food Demonstration Questionnaire<sup>15</sup>

*Check the best answer. Add additional comments on back of page.*

1. Do you regularly attend the SNAP-ED food demonstrations?  YES  NO
2. Do you plan your trips to the Commodity Foods Distribution Center so you can attend the SNAP-ED food demonstrations?  YES  NO
3. Would you make a special trip to the Commodity Foods Distribution Center to attend a SNAP-ED food demonstration?  YES  NO
4. Will you make the recipe demonstration today at home?  YES  NO
5. Will you use the SNAP-ED cookbook to make meals at home?  YES  NO
6. Do you read the monthly SNAP-ED newsletter?  YES  NO
7. Do you read the nutrition handouts located in the Commodity Foods Waiting Area?  YES  NO
8. What can we do to make the SNAP-ED food demonstrations better for you?

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<sup>15</sup> Developed by Stephanie Hightower Rendulic, Yakama Nation, 2007

## EVALUATION OF THE BFNEP NEWSLETTER<sup>16</sup>

Your feedback is appreciated and will be used to create future newsletters.

1. Do you enjoy reading the newsletter? **YES NO**
2. Is the nutrition information useful? **YES NO**
3. Is the nutrition information easy to understand? **YES NO**
4. Do you like the new spice section? **YES NO**
5. Have you tried any of the recipes? **YES NO**
6. Do you regularly attend BFNEP Food Demonstrations? **YES NO**  
If no, why not?  
\_\_\_\_\_
7. Have you participated in the "Question of the Month"? **YES NO**  
If no, why not?  
\_\_\_\_\_
8. Which newsletter do you prefer to read? **BFNEP Smart Food**
9. What can we add to the newsletter to make it better?  
\_\_\_\_\_
10. What nutrition information would you like to see in future newsletters?  
\_\_\_\_\_

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<sup>16</sup> Developed by Stephanie Hightower Rendulic, Yakama Nation, 2007

*Healthy Eating for Healthy Aging Nutrition Newsletter Survey*<sup>17</sup>

1) Do you read the Healthy Eating for Healthy Aging newsletter?

- Yes                       No                       Sometimes

2) How long have you been receiving this newsletter?

- First year               1-2 years               3 or more years

3) Are you using the health and nutrition information, cooking methods, or skills that you have read about in these newsletters?

- Yes                       No                       Sometimes

If yes, please tell us what you are doing (check all that apply):

- Reading food labels  
 Preparing more meals with whole grains  
 Adding more fruit to meals and snacks  
 Adding more vegetables to meals or snacks  
 Other \_\_\_\_\_

4) What types of articles in the newsletter have you found most helpful?

- Recipes  
 Nutrition information  
 Exercise and physical activity information  
 Information about Aging and Disability programs  
 Health information  
 Other \_\_\_\_\_

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<sup>17</sup> Healthy Eating for Healthy Aging-Public Health-Seattle & King County-Newsletter

# January

## My Fruit and Vegetable Calendar

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2 Get on your way to five cups a day!	3 Fruits Veggie	4 Fruits Veggie	5 Fruits Veggie	6 
7 	8 Fruits Veggie	9 Fruits Veggie	10 Fruits Veggie	11 Fruits Veggie	12 Fruits Veggie	13 
14 	15 Fruits Veggie	16 Fruits Veggie	17 Fruits Veggie	18 Fruits Veggie	19 Fruits Veggie	20 
21 	22 Fruit Veggie	23 Fruits Veggie	24 Fruits Veggie	25 Fruits Veggie	26 Fruits Veggie	27 
28 	29 Fruits Veggie	30 Fruits Veggie	31 Fruits Veggie	Help your child track how many fruits and vegetables they eat!	Include fruits and vegetables from breakfast, lunch, dinner and snacks!	

18

<sup>18</sup> Developed by Tacoma-Pierce County Health Department



## <sup>19</sup> Parent/Guardian Survey



As a key partner in the Basic Food Nutrition program, your insights and suggestions are of great value in helping us to implement a quality program. Could you spare a few moments to **fill out** the following survey?

1. Your child's classroom has been participating in a new program about making healthy food choices. Do you remember hearing about the program from any of the following? Please mark all that apply.

- Letter sent home
- Teacher
- Recipes
- Newsletters
- My child talked about the program
- Don't remember hearing about the program at all→

1. Overall, the nutrition education program was:

- Not very good
- Fair
- Good
- Very good
- Excellent

2. Please describe any ways that the nutrition lessons seemed to help your child:

3. Please describe any changes you have seen in your child's attitude towards eating fruits and vegetables:

4. If you have helped your child eat more fruits and vegetables at home, please tell us what you have done:

5. Did you find the take home materials/incentives helpful?

- Very helpful
- Somewhat helpful
- Not very helpful

6. Additional Comments

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<sup>19</sup> Developed by Tacoma-Pierce County Health Department, 2007

## INFORMATION SHEET <sup>20</sup>

### ATTENDANCE

#### DEMOGRAPHIC DATA needed:

- Gender of students
- Race/ethnicity of students

#### CURRICULUM:

How well do you feel the Go, Glow, Grow message helped the children understand the food groups (circle the number):

1(very poorly)                      2                      3(neutral)                      4                      5  
(very well)

How did the length of presentation work for your class?

1(very poorly)                      2                      3(neutral)                      4                      5  
(very well)

How well do you think the children understood which foods are in the food groups?

1(very poorly)                      2                      3(neutral)                      4                      5  
(very well)

How well do you feel the books with food illustrations helped the children learn names of fruits and vegetables?

1(very poorly)                      2                      3(neutral)                      4                      5  
(very well)

Were you able to incorporate the Go, Glow, Grow message into any other teaching activities? \_\_\_\_\_ If so, which ones?

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#### FRUIT AND VEGETABLE CONSUMPTION OBSERVATION:

Have you noticed your children eating more or less fruits and vegetables at meals and/or snack times? \_\_\_\_\_ If so, how do you know?

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#### SUCCESS STORY:

Have any of your children had success in nutrition learning that you would like to share? If so, please provide a summary:

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<sup>20</sup> Developed by Nikki Smith, Cowlitz County Health Department, 2007

## Healthy Strides Evaluation by Teachers<sup>21</sup>

School:	Class Level:
Was the material covered adequately for your grade level?	
What did you hear from the students?	
What did you hear from the parents?	
What are your thoughts and how has <i>Healthy Strides</i> added to your classroom? How can it be improved?	
Would you like this program in your class again? Would you continue on your own in some way if the funding ceased for <i>Healthy Strides</i> ?	

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<sup>21</sup> Developed by Linda Porteous  
Pacific County Health and Human Services  
2007



**Rev it Up! with CATCH Parent Survey**

Circle the best answer for each of the questions below					
1.	During the past 30 days have you noticed your child eating more vegetables?	A couple of times—once or twice	Several times—about five to ten times	Yes—every day	No—Not at all
2.	During the past 30 days has your child talked about eating more fruits and vegetables?	A couple of times—once or twice	Several times—about five to ten times	Yes—every day	No—Not at all
3.	During the past 30 days have you exercised with your child (walking, jogging, playing sports such as baseball or basketball)?	A couple of times—once or twice	Several times—about five to ten times	Yes—every day	No—Not at all
4.	During the past 30 days has your child talked about the “Food Pyramid” or “Food Groups” at home?	A couple of times—once or twice	Several times—about five to ten times	Yes—every day	No—Not at all
5.	During the past 30 days have you noticed your child eating more fruit?	A couple of times—once or twice	Several times—about five to ten times	Yes—every day	No—Not at all
6.	During the past 30 days has your child talked about being more physically active?	A couple of times—once or twice	Several times—about five to ten times	Yes—every day	No—Not at all
7.	During the past 30 days have you noticed your child drinking less soda (pop, such as Pepsi, Coke, 7-UP)?	A couple of times—once or twice	Several times—about five to ten times	Yes—every day	No—Not at all

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**Rev it Up! con CATCH Encuesta Parental**

Marque la mejor respuesta para cada una de las preguntas abajo					
1.	¿Durante los últimos 30 días ha notado a su hijo/a comiendo más vegetales?	Un par de veces - una o dos veces	Varias veces- De 5 a diez veces	Si -todos los días	No— Ninguna vez
2.	¿Durante los últimos 30 días su hijo/a le ha hablado sobre comer más frutas y vegetales?	Un par de veces - una o dos veces	Varias veces- De 5 a diez veces	Si -todos los días	No— Ninguna vez
3.	¿Durante los últimos 30 días ha hecho ejercicio con su hijo/a (caminando, corriendo, haciendo deportes como béisbol o baloncesto)?	Un par de veces - una o dos veces	Varias veces- De 5 a diez veces	Si -todos los días	No— Ninguna vez
4.	¿Durante los últimos 30 días ha hablado su hijo/a acerca de "El Pirámide de Comida" o "Grupos de Comida" en casa?	Un par de veces - una o dos veces	Varias veces- De 5 a diez veces	Si -todos los días	No— Ninguna vez
5.	¿Durante los últimos 30 días ha notado a su hijo/a comiendo mas frutas?	Un par de veces - una o dos veces	Varias veces- De 5 a diez veces	Si -todos los días	No— Ninguna vez
6.	¿Durante los últimos 30 días ha hablado su hijo/a acerca de hacer más actividades físicas?	Un par de veces - una o dos veces	Varias veces- De 5 a diez veces	Si -todos los días	No— Ninguna vez
7.	¿Durante los últimos 30 días ha notado que su hijo/a toma menos soda (refrescos, como Pepsi, Coke, 7-UP)?	Un par de veces - una o dos veces	Varias veces- De 5 a diez veces	Si -todos los días	No— Ninguna vez

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## Outcome Tools

Outcome evaluation determines the degree to which a program's objectives, or goals, have been achieved. This can be done by measuring changes in factors or behaviors over a specific period of time. Outcome evaluation happens before and after a specific time interval. It can happen before and after a class, before and after a month, or before and after an entire class series. Outcome evaluation demonstrates changes that occur in the presence of an intervention but do not necessarily establish cause and effect conclusions.

**The outcome tools on the following pages have been organized by factors of consumption, behavior, and multiple factor tools.**

### Common Factors of Consumption

Factor	Description
<b>Knowledge</b>	Understanding the need for a variety of fruits and vegetables daily
<b>Skills</b>	Demonstration of ability to prepare, shop, menu plan etc.
<b>Preference</b>	A desire for a certain fruit and vegetable over others based on taste, custom, knowledge, or perceived benefit
<b>Self-efficacy/attitude/confidence</b>	A belief in one's ability to make a change A belief that increased consumption of fruits and vegetables will improve my health

### Behavioral Outcomes

Outcome	Description
<b>Consumption</b>	Change in overall quantity consumed of a food or food group
<b>Goal Achievement</b>	Achieve healthy lifestyle goals as defined by the 2005 Dietary Guidelines.

## Modifying Surveys

### Validated Surveys

The validated surveys that have been included in this guide have been rigorously researched for effectiveness. The sources of the surveys have been referenced for more information. Generally, as a rule validated surveys should not be modified. Some surveys have copyright restrictions and cannot be modified. However some slight changes can be made to validated surveys. SNAP-Ed suggests the following rules for modifying validated surveys:

- **Knowledge questions:** surveys can be made specific to a certain population or class content but the survey must also measure another factor(s).
- **Preference questions:** surveys can be changed to include fruits and vegetables featured in the class.
- **Norms/Self-efficacy:** Questions should not be adapted, but you can shorten the survey to include only the norms or skills covered during class.

### Non-validated Surveys

The SNAP-Ed program highly suggests using validated surveys. Non-validated surveys can be modified as necessary, but will not be as effective in measuring achievement of the program objective. It is better to slightly modify a validated survey than use a non-validated survey.

# Consumption and Knowledge Surveys

## How to use the surveys

Consumption and knowledge surveys should be used to show that the intervention changed fruit and vegetable consumption. These surveys are appropriate for adults only, although middle school and high school age students may understand the survey. These surveys would be good to use with parents.

The *Behavioral Risk Factor Surveillance System* (BRFSS) Modification guidelines for knowledge questions are as follows: surveys can be made specific to a certain population or class content but knowledge cannot be the only factor measured.

## Tool Samples

### 1. ***Behavioral Risk Factor Surveillance System* fruit and vegetable module**

- Target audience-Adults aged 20-70 years
- Survey has been validated and should not be modified.

#### **References:**

Centers for Disease Control and Prevention. 2002. Behavior Risk Factor Surveillance System Core Section 4: Fruits and Vegetables. [online] Available: <http://www.cdc.gov/brfss/questionnaires/pdf-ques/2002brfss.pdf>.

### 2. ***General Knowledge***

- Target audience-Adults aged 20-70 years
- Survey has been validated and should not be modified.

#### **References:**

Hoelscher D, Day RS, Lee ES, Frankowski RF, Kelder SH, Ward JL, Scheurer ME. Measuring the prevalence of overweight in Texas schoolchildren. *American Journal of Public Health* 2004; 94: 1002-1008.

### 3. ***WIC – Farmer’s Market Voucher Program***

- Target audience-WIC moms
- Survey has not been validated and may be modified

#### **References:**

Developed in collaboration with WA Department of Health Chronic Disease Prevention Unit and agencies participating in WIC/BFNEP farmers market project 2006

## ***Fruit and Vegetable Module (BRFSS)***

These questions are about the foods you usually eat or drink. Please tell me how often you eat or drink each one, for example, twice a week, three times a month, and so forth. Remember, I am only interested in the foods you eat. Include all foods you eat, both at home and away from home.

1. How often do you drink fruit juices such as orange, grapefruit, or tomato?

- Per day       Never  
 Per week     Don't know/Not sure  
 Per month  
 Per year

2. Not counting juice, how often do you eat fruit?

- Per day       Never  
 Per week     Don't know/Not sure  
 Per month  
 Per year

3. How often do you eat green salad?

- Per day       Never  
 Per week     Don't know/Not sure  
 Per month  
 Per year

4. How often do you eat potatoes not including French fries, fried potatoes, or potato chips?

- Per day       Never  
 Per week     Don't know/Not sure  
 Per month  
 Per year

5. How often do you eat carrots?

- Per day       Never  
 Per week     Don't know/Not sure  
 Per month  
 Per year

6. Not counting carrots, potatoes, or salad, how many servings of vegetables do you usually eat?

- Per day       Never  
 Per week     Don't know/Not sure  
 Per month  
 Per year

## **General Knowledge (Reynolds, Hoelscher)**

**We want you to tell us what you know about healthful eating.**

Please check  your answer

**1. What you eat can make a difference in your chances of getting heart disease or cancer.**

- 1  True
- 2  False
- 3  Don't know

**2. People who are overweight or underweight are more likely to have health problems than people of normal weight.**

- 1  True
- 2  False
- 3  Don't know

**3. People who are underweight are more likely to have health problems than people who are who not underweight.**

- 1  True
- 2  False
- 3  Don't know

**4. Which of these would be the best example of a SHORT-TERM Goal to help you begin to eat more fruits and vegetables?**

- 1  Eat fruit or drink juice every day for breakfast and lunch
- 2  Try to eat more fruits and vegetables
- 3  Drink juice at breakfast 3 days this week
- 4  Don't know

**5. Which of these would be the LOWEST Fat sandwich choice?**

- 1  Cheeseburger
- 2  Tuna salad sandwich with mayonnaise
- 3  Plain grilled chicken breast sandwich
- 4  Don't know

**6. Which of these would be the best way to add a fruit or vegetable to your meal at a fast food restaurant?**

- 1  Add a tomato slice to your hamburger
- 2  Order apple pie for dessert
- 3  Order a large serving of French fries
- 4  Order a side of salad
- 5  Don't know

**7. Which of these is the HEALTHIEST way to eat potatoes?**

- 1  Potato salad
- 2  French fries
- 3  Baked potato without toppings like butter
- 4  Don't know

**WIC – Farmer’s Market Voucher Program**

=====

- 1. Have you used vouchers at this year’s Farmer’s Market?**     yes  no  
If not, do you intend to?             Yes     no

**2. Please check the best answer to each of the following:**

<u>Yes</u>	<u>No</u>	<u>Not Sure</u>	<u>Because of the farmer’s market voucher program, I ...</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	went to a farmer’s market for the first time
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ate more fresh fruits and vegetables this summer
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	plan to eat more fresh fruits and vegetables year round
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	learned a new way to prepare fresh fruits or vegetables
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	will continue to shop at farmer’s markets
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	learned a new way to store fresh fruits and vegetables
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	bought a fresh fruit or vegetable that I had never tried before

**3. Please check the best answer to each of the following:**

<u>Yes</u>	<u>No</u>	<u>Not Sure</u>	<u>I learned more about fruits and vegetables from...</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	the flyer given to me at the WIC office
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	the fruit and vegetable samples provided at the market
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	the brochure on shopping tips given to me at the market
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	the cooking demonstration[s]

- 4. Was anything about shopping at the farmer’s market difficult for you?**  
Please write below:

## **Food Preference Surveys**

Food preference is linked with fruit and vegetable consumption (Domel, 1993) (Baxter, 2002). The surveys included here show pictures of fruits and vegetables and rate the individual's recognition and/or preference of each.

### **How to use the surveys**

The survey can be modified to add fruits and vegetables featured in the class. You can also add other fruits and vegetables not featured in the class to identify those the target audience does not like or are unfamiliar with. You should not include apples, grapes, kiwi, oranges, peaches, pears, or strawberries. Research has shown that most students are familiar with and like these fruits.

### **Examples of modification for younger children**

1. Draw a grid of four squares on a piece of paper. In each square draw/insert/paste a picture corresponding to the picture scale on the survey. (smiley face, sad face etc) Purchase fruit and vegetable stickers of the fruits and vegetables you want to measure. Talk to the children about what each "face" means. (I like this, I like this a lot etc.) Give each a set of stickers and asked them to place them in the grid that corresponds to their preference.
2. Conduct survey as a relay. Each child has a set of fruit and vegetable pictures that he/she takes turns going up to a wall/floor and placing the fruit and vegetable picture next to (in a bag/pouch/container etc) the picture of smiley face etc. Try turning on music and having the kids line up (can be multiple lines) and take turns going to the wall. While waiting the kids can perform different physical activities. You can also have another fun activity planned for after as motivation.
3. Conduct surveys individually with help of teachers  
Tell the child you will ask them to identify pictures of fruits & vegetables; then, you will ask if they don't like this, like this a little, or like this a lot. Show the child the pictures in the order listed on survey form. Ask, "Do you know what this is?" If the child answers NO – check don't know what this is on survey form, tell the child the name of the fruit or vegetable, and go to the next item. If the child answers YES – ask them to identify the fruit or vegetable variety to confirm their knowledge. If the child answers YES and can correctly identify the fruit or vegetable variety – ask if they don't like this, like this a little, or like this a lot. Use the thumbs up/thumbs down page as a visual reminder. Check answer on survey form and go to the next item.

## **Tool Samples**

### **1. *How Much Do You Like These Fruits and Vegetables?***

- Target audience-Children and adults – for younger children we suggest using the survey with pictures or try an observational method for surveying.
- Survey can be modified to add fruits and vegetables featured in the class

#### **References:**

Cullen K, Baranowski T, et al. Availability, accessibility, and preferences for fruit, 100% fruit juice, and vegetables influence children's dietary behavior. *Health Educ Behav* 2003; 30(5): 615-26.

### **2. *Sample Modification of Food Preference Survey***

## How much do you like these fruits and vegetables?

	I do not like this	I like this a little	I like this a lot	I don't know what this is
				
<b>Acorn Squash</b>	○	○	○	○
<b>Asparagus</b>	○	○	○	○
<b>Avocados</b>	○	○	○	○
<b>Beets</b>	○	○	○	○
<b>Broccoli</b>	○	○	○	○
<b>Cabbage</b>	○	○	○	○
<b>Carrots</b>	○	○	○	○
<b>Cherries</b>	○	○	○	○
<b>Cooked Greens</b>	○	○	○	○
<b>Corn</b>	○	○	○	○
<b>Dried Plum</b>	○	○	○	○
<b>Grapefruit</b>	○	○	○	○
<b>Green Beans</b>	○	○	○	○
<b>Tangerines</b>	○	○	○	○
<b>Melons</b>	○	○	○	○
<b>Mushrooms</b>	○	○	○	○
<b>Nectarines</b>	○	○	○	○
<b>Onions</b>	○	○	○	○
<b>Peas</b>	○	○	○	○
<b>Peppers</b>	○	○	○	○
<b>Persimmons</b>	○	○	○	○
<b>Plums</b>	○	○	○	○
<b>Potatoes</b>	○	○	○	○
<b>Pumpkins</b>	○	○	○	○
<b>Radishes</b>	○	○	○	○
<b>Salad Greens</b>	○	○	○	○
<b>Spinach</b>	○	○	○	○
<b>Sweet Potatoes</b>	○	○	○	○
<b>Tomatoes</b>	○	○	○	○
<b>Zucchini</b>	○	○	○	○

Grade/Grado \_\_\_\_\_ Teacher/Maestro \_\_\_\_\_ School \_\_\_\_\_

# Food Preference Survey

How much do you like these fruits and vegetables? Please put an "X" in the right box. Cuanto te gusta la fruta y verdura? Por favor marca tu respuesta con una				
Fruits & Vegetables Frutas y Verduras	I don't know what this is  No se que es esto	I do not like this  No me gusta	I like this a little  Me gusta un poco	I like this a lot  Me gusta mucho
 Banana/Platano				
 Blueberry/				
 Broccoli/Brocoli				
 Cabbage/Repollo				
 Carrot/Zanahoria				
 Green Bean/Ejote				
 Mushroom/Hongo				
 Orange/Naranja				
 Peach/Durazno				
 Pear/Pera				
 Spinach/				
 Strawberry/Fresa				
 Tomato/Tomate				

Are there other fruits you like? What kind .....

Are there other vegetables you like? What kind .....

## **Self Efficacy/Confidence Surveys**

These surveys measure self-efficacy and confidence.

### **How to use the surveys**

When choosing a survey; consider the focus of your intervention and which questions match your objective.

### **Tool Samples**

#### **1. *Self-Efficacy Surveys- Baranowski et al (2)***

- Target audience – children and adults
- Surveys have been validated and should not be modified.

#### **References:**

Baranowski T, Davis M, Resnicow K, Baranowski J, Doyle C, Smith M, Lin L, Wang DT. Gimme 5 fruit and vegetables for fun and health: Outcome Evaluation. Health Education & Behavior 2000; 27(1):96-111.

#### **2. *Self-Efficacy Survey- Reynolds al.***

- Target audience – children and adults
- Survey has been validated and should not be modified.

#### **References:**

Reynolds K, Yaroch A, et al. Testing mediating variables in a school-based nutrition intervention program. Health Psychol 2002; 21(1): 51-60.

#### **3. *Fruits and Vegetables – Are they a party of your life?***

- Target audience – middle school aged students through adults
- Survey has been validated and should not be modified.

#### **References:**

Reynolds K, Yaroch A, et al. testing mediating variables in a school-based nutrition intervention program. Health Psychol 2002; 21(1): 51-60.

### Self-Efficacy Survey - Eating FVs (Baranowski et al.)

How sure are you that you can:	Please check <input type="checkbox"/> your answer				
	I disagree very much	I disagree a little	I am not sure	I agree a little	I agree very much
<b>1. For breakfast, I think I can</b>					
A. drink a glass of my favorite juice	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
B. add fruit to my cereal	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>2. For lunch at school, I think I can...</b>					
A. eat a vegetable that's served	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
B. eat a fruit that's served	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>3. For lunch at home I think I can...</b>					
A. Eat carrot or celery sticks instead of chips	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
B. Eat my favorite fruit instead of my usual dessert	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>4. For a snack I think I can choose...</b>					
A. my favorite fruit instead of my favorite cookie	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
B. my favorite fruit instead of my favorite candy bar	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
C. my favorite raw vegetable with dip instead of my favorite cookie	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D. my favorite raw vegetable with dip instead of my favorite candy bar	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
E. my favorite raw vegetable with dip instead of chips	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>5. For dinner I think I can....</b>					
A. eat a big serving of vegetables	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
B. eat my favorite fruit instead of my usual dessert	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>6. I think I can...</b>					
A. eat at least 2 cups of fruit and juice each day	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
B. eat at least 2½ cups of vegetables each day	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
C. eat at least 4½ cups of fruits and vegetables each day	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

## Self-Efficacy Survey - Asking and Shopping for FVs (Baranowski)

2					
Please check <input type="checkbox"/> your answer					
How sure are you that you can:	I'm sure I cannot	I don't think so	I am not sure	I think so	I'm sure I can
1. write my favorite fruit or vegetable on the family's shopping list	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2. ask someone in my family to buy my favorite fruit or vegetable	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
3. go shopping with my family for my favorite fruit or vegetable	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
4. pick out my favorite fruit or vegetable at the store and put it in the shopping basket	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
5. ask someone in my family to make my favorite vegetable dish for dinner	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
6. ask someone in my family to serve my favorite fruit at dinner	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
7. ask someone in my family to have fruits and fruit juices out where I can reach them	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
8. ask someone in my family to have vegetables cut up out where I can reach them	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

### Self-Efficacy Survey – Eating, Asking, Preparing FVs (Reynolds al.)

How sure are you that you can:	Please check <input type="checkbox"/> your answer		
	Not Sure	Sure	Very sure
1. eat fruits I like (such as bananas or raisins) at breakfast	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
2. eat vegetables I like (such as green peppers or tomatoes) at breakfast	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
3. drink a glass of my favorite juice (such as orange juice or apple juice) with my breakfast	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
4. eat fruits I like (such as applesauce or fruit cocktail) at lunch	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
5. eat vegetables I like (such as salad or a plain baked potato) at lunch	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
6. drink a glass of my favorite juice (such as grape juice or V-8 juice) with my lunch	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
7. eat fruits I like (such as apples or oranges) for dessert at dinner	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
8. eat vegetables I like (such as corn or beans) at dinner	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
9. drink a glass of my favorite juice (such as tomato juice or orange juice) with my dinner	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
10. snack on fruits I like (such as grapes or bananas) instead of on foods like cake or cookies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
11. snack on vegetables I like (such as carrot or celery sticks) instead of on foods like potato or corn chips	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
12. drink a glass of my favorite juice (such as apple juice or grape juice) with my snack	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
13. ask my mom or dad to buy fruit for snacks	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
14. ask my mom or dad to fix my favorite vegetable dishes at dinner	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
15. ask my mom or dad to keep 100% juice in the refrigerator	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
16. help my mom or dad fix a fruit or vegetable snack	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
17. cook a vegetable (like corn-on-the-cob) for dinner	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
19. eat at least 4½ cups of fruit and vegetables each day	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
20. eat at least 2 cups of fruit and juice each day	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
21. eat at least 2½ cups of vegetables each day	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>



## --Fruits and Vegetables--

### Are they a Part of Your Life?

Please fill in the box that best answers the question for you. Your answers help us figure out if the WIC nutrition classes help people eat healthier. Completing this form is voluntary and will not affect your services if you choose not to complete it.

Office use only:  
 E  DT  DP  
 N  NE  V

**1-In general, how healthy is your overall diet? Would you say:**       Excellent     Very good     Good     Fair     Poor     Don't know

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**2-How often are you concerned about having enough food to eat?**       Always     Often     Sometimes     Rarely     Never

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**3-Are there fruits and vegetables readily available to eat in your home?**       Always     Often     Sometimes     Rarely     Never

Please tell us how you feel about eating, drinking, or cooking with juice, fruits, or vegetables. If you are already doing something, please mark "Definitely sure".

	 Not at all sure	 Somewhat sure	 Quite a bit sure	 Extremely sure	Definitely sure
<b>4-How sure are you that you will eat fruit once a day?</b> (fresh, canned, dried, or frozen)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5-How sure are you that you will drink water or 100% fruit juice once a day instead of regular soda, fruit punch, sports drink, or an energy drink?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6-How sure are you that you will eat vegetables once a day?</b> (fresh, canned, or frozen)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>7-How sure are you that you can change a family favorite recipe to include more vegetables?</b> (i.e. spaghetti, casserole, soup)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>8-How sure are you that you can add vegetables or fruit to a recipe using WIC foods?</b> (i.e. egg omelet, bean burrito, smoothie)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>9-How sure are you that you can make a WIC recipe for your family?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please tell us how often you drink juice and eat fruits and vegetables. Include all foods you eat, both at home and away from home.

<b>10-Think about what you ate during the last 3 days. How many times did you:</b>	None in the past 3 days	Less than 1 time per day	1 time per day	2 times per day	3 times per day	4 or more times per day
<b>Eat any vegetable.</b> (Cooked and uncooked vegetables; and baked, broiled, and mashed potatoes. Not french fries or chips.)	<input type="checkbox"/>					
<b>Eat fruit.</b> (Count any fruit which is fresh, canned, frozen, or dried.)	<input type="checkbox"/>					
<b>Drink 100% fruit or vegetable juice</b> such as orange, apple, or V-8 juice. (Not sports drinks or fruit flavored drinks.)	<input type="checkbox"/>					

**11-How many nutrition education sessions have you attended through the WIC program since October 2008?**     1     2     3     4

**12-How long has your family been on WIC?**     Less than 6 months     6-12 months     1-2 years     3 or more years

*Thank you for your assistance.*

## Skill Surveys

Skills are the technical abilities required to perform a task and are developed by performing a behavior with feedback to correct errors, i.e. selecting, preparing, and storing fruits and vegetables.

### How to Use the Survey

Measuring skill is best done by observation but can also be done with a self-report survey.

### Tool Samples

#### 1. *Safe Haven Cooking Skill Evaluation*

- Target audience-Children and Adults
- Survey can be modified
- Observational survey

#### References:

This tool was developed by Stephanie Hightower Rendulic  
Yakama Nation, 2007

# Safe Haven Cooking Skill Evaluation

Child's Name: \_\_\_\_\_ PRE POST

Skill Assessment by: \_\_\_\_\_ Date: \_\_\_\_\_

**Recipe Reading Skills:**

Ability to read, understand and follow order of instructions

**Measuring Skills:**

Ability to accurately measure with measuring cups

Ability to accurately measure with measuring spoons

**Knife Skills:**

Ability to slice zucchini

Ability to chop green onions

Ability to mince garlic

Ability to chop black olives

**Preparation Skill:**

Ability to finely grate cheese

**Stove Top Skill:**

Ability to sauté green onions and garlic

## Multiple Factor Surveys

Surveys that measure multiple factors are helpful for determining progress for more than one factor, for example, fruit and vegetable preference and self-efficacy/confidence.

### Tools Samples

#### 1. ***SNAP-Ed Learning Evaluation Tool***

- Target audience- Adults
- Survey can be modified
- Developed by Shoalwater Tribe, 2004

#### 2. ***CATCH Kids Club After School Questionnaire***

- Target audience-3<sup>rd</sup>-6<sup>th</sup> grade afterschool children
- Survey can be modified; references should be cited on any publications using this tool.
- The ASSQ survey was developed for a pilot program called the CATCH Kids Club (CKC). Measures were conducted with after-school students to assess nutrition behaviors, attitudes and knowledge
- These measurement tools/instruments are available for general use or adaptation; however, appropriate references and investigators should be cited on any publications using the measurement tools from this website. References for each of the instruments can be found within the description of each measure.

#### 3. ***Nutrition Education Survey***

- Target audience – children and adults
- The *Nutrition Education Survey* (NES) was developed is to assess the impact of nutrition education delivered to food stamp eligible persons. The NES is a modular tool that Network contractors and others can customize to fit the specific nutrition education activities delivered as part of their SOW. It has sets of questions that will capture change in perceived peer behavior, perceived parental support, self-efficacy, outcome expectations, socialization-encouragement, access, consumption, physical activity, knowledge and preferences. The sets are identified in the paragraphs below and can be extracted to fit an intervention.
- The NES was developed using questions from various sources. Questions 1-8, and 24-31 were adapted from Vereecken et al. (2005), questions 9-16 were taken from Baranowski et al. (2000), questions 17-23 were adapted from Reynolds et al. (2002), questions 32-33 were adapted from Hearn (1998), questions 34-36 were adapted from Hoelscher et al. (2003), questions 37-38 from Prochaska et al. (2001), question 39 from Domel (1993), questions 40-48 were created by “The Network for a Healthy California”, California Department of Public Health.

**References:**

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Reynolds K, Yaroch A, et al. Testing mediating variables in a school-based nutrition intervention program. *Health Psychol* 2002; 21(1): 51-60.

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Hoelscher DM, Day RS, Kelder SH, Ward JL. Reproducibility and validity of the secondary level school-based nutrition monitoring student questionnaire. *J. Am Dietetic Association*: 2003:103(2)186-194.

Domel SB, Baranowski T, Davis H, Leonard SB, Riley P, Baranowski J: Measuring fruit and vegetable preferences among fourth and fifth grade students. *Prev Med* 1993; 22(6): 866-879.

Prochaska, J.J., Sallis, J.F., & Long, B. A physical activity screening measure for use with adolescents in primary care. *Archives of Pediatric and Adolescent Medicine*: 2001 (155) 554-559.

**4. Harvest of the Month Survey**

- Target audience Children in 4<sup>th</sup> and 5<sup>th</sup> grades.
- The *HOTM* survey was developed using questions from various sources including “The Network for a Healthy California” contractors, Cullen et al., Baranowski et al., and the California Healthy Kids Survey Middle School Questionnaire.

**References:**

Cullen K, Baranowski T, et al. Availability, accessibility, and preferences for fruit, 100% fruit juice and vegetables influence children's dietary behavior. *Health Educ Behav* 2003; 30(5): 615-26.

Baranowski T, Davis M, Resnicow K, Baranowski J, Doyle C, Smith M, Lin L, Wang DT.

Gimme 5 fruit and vegetables for fun and health: Outcome Evaluation. *Health Education & Behavior* 2000; 27(1):96-111.

## SNAP-ED Learning Evaluation Tool

Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

### Dietary Quality

Please rate the following:

	Excellent	good	average	poor	very poor
1. Rate your <b>confidence</b> level in making 5 homemade soup before this class	4	3	2	1	
2. Rate your <b>confidence</b> in making 5 homemade soup after this class	5	4	3	2	1
3. Rate your <b>knowledge</b> of homemade 5 soup preparation before this class	4	3	2	1	
4. Rate your <b>knowledge</b> of homemade 5 soup preparation after this class	5	4	3	2	1

### Food Safety

True or False

- 5.. Fruits and Vegetables do not need to be washed if you are going to peel them. **True**  
**False**
6. When cooling soup for storage it is best to cool it rapidly in an ice water bath. **True**  
**False**

### Food Security

7. Do you feel you have access to fruits and vegetables? **Yes** **No**
8. Do you feel you have resources available to you that allow you to make healthy food choices? **Yes** **No**

### Food Resource Management

9. Do you know what fruits and vegetables are in season in the winter? **Yes** **No**
10. Do you know how to preserve/store these seasonal foods? **Yes** **No**
11. How will the information presented in this class help you?

---

---

---

Date: \_\_\_\_\_

School: \_\_\_\_\_

Name (first and last): \_\_\_\_\_

Date of Birth (mm/dd/yyyy) \_\_\_\_/\_\_\_\_/\_\_\_\_

1. What grade are you in? \_\_\_\_\_

2. How old are you? \_\_\_\_\_ years old

3. Are you a boy or a girl?

Boy

Girl

4. How do you describe yourself (circle all that apply)?

White

Black

Hispanic

Asian

Pacific Islander

American Indian or Native American

Alaskan Native

Other \_\_\_\_\_

5. Circle what language you use with your parents most of the time (select one).

Spanish

English

Russian

Vietnamese

Other \_\_\_\_\_

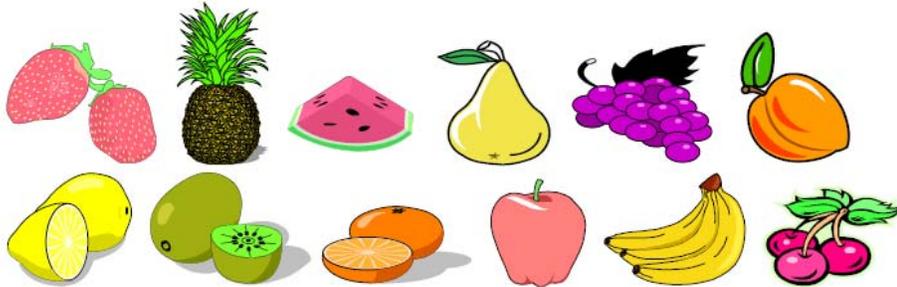
9/2008  
YVFWC P&D

7. Yesterday, did you eat beans such as pinto beans, baked beans, kidney beans, refried beans, or pork and beans?  
**Do not count green beans.**



- a. No, I didn't eat any beans yesterday.
- b. Yes, I ate beans **1 time** yesterday.
- c. Yes, I ate beans **2 times** yesterday.
- d. Yes, I ate beans **3 or more times** yesterday.

8. Yesterday, did you eat fruit?  
**Do not count fruit juice.**



- a. No, I didn't eat any fruit yesterday.
- b. Yes, I ate fruit **1 time** yesterday.
- c. Yes, I ate fruit **2 times** yesterday.
- d. Yes, I ate fruit **3 or more times** yesterday.

9. Yesterday, did you drink fruit juice?  
**Fruit juice** is a drink, which is 100% juice, like orange juice, apple juice, or grape juice.  
**Do not count** punch, kool-aid, sports drinks, and other fruit-flavored drinks.



- a. No, I didn't drink any fruit juice yesterday.  
b. Yes, I drank fruit juice **1 time** yesterday.  
c. Yes, I drank fruit juice **2 times** yesterday.  
d. Yes, I drank fruit juice **3 or more times** yesterday.
10. Yesterday, did you eat sweet rolls, doughnuts, cookies, brownies, pies, or cake?



- a. No, I didn't eat any of the foods listed above yesterday.  
b. Yes, I ate one of these foods **1 time** yesterday.  
c. Yes, I ate one of these foods **2 times** yesterday.  
d. Yes, I ate one of these foods **3 or more times** yesterday.

11. Yesterday, did you exercise or participate in sports activities that made your heart beat fast and made you breathe hard for at least 20 minutes. (For example: basketball, jogging, skating, fast dancing, swimming laps, tennis, fast bicycling, or aerobics)?



- a. YES
- b. NO

12. During the week, how many hours per day do you usually spend watching TV shows or videos?

- a. I don't watch TV or videos
- b. Less than 1 hour a day
- c. 1-2 hours a day
- d. 3-4 hours a day
- e. More than 4 hours a day



13. During the week, how many TV shows or videos do you usually watch each day?

- a. I don't watch TV or videos
- b. 1
- c. 2
- d. 3 or more

14. During the weekend, how many hours per day do you usually spend watching TV shows or videos?

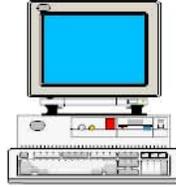
- a. I don't watch TV or videos
- b. Less than 1 hour a day
- c. 1-2 hours a day
- d. 3-4 hours a day
- e. More than 4 hours a day



15. During the weekend, how many TV shows or videos do you usually watch each day?

- a. I don't watch TV or videos
- b. 1
- c. 2
- d. 3 or more

16. During the week, how many hours per day do you usually play video games like Nintendo, Sega, games at the arcade, or use the computer to surf the Internet?



- a. I don't play video games or use the computer
- b. Less than 1 hour a day
- c. 1-2 hours a day
- d. 3-4 hours a day
- e. More than 4 hours a day

17. During the weekend, how many hours per day do you usually play video games like Nintendo, Sega, games at the arcade, or use the computer to surf the Internet?



- a. I don't play video games or use the computer
- b. Less than 1 hour a day
- c. 1-2 hours a day
- d. 3-4 hours a day
- e. More than 4 hours a day

- 18. Do you ever read the nutrition labels on food packages?**
- a. Almost always or always
  - b. Sometimes
  - c. Almost never or never
- 19. How many total servings of fruits and vegetables should you eat each day.**
- a. At least 2
  - b. At least 5
  - c. At least 9
  - d. At least 10
  - e. I don't know
- 20. The foods that I eat and drink now are healthy.**
- a. Yes, all of the time
  - b. Yes, sometimes
  - c. No
- 21. Do you ever eat high fiber cereal?**
- a. Almost always or always
  - b. Sometimes
  - c. Almost never or never
- 22. Do you ever eat whole wheat bread?**
- a. Almost always or always
  - b. Sometimes
  - c. Almost never or never
- 23. Do you ever drink 100% fruit juice?**
- a. Almost always or always
  - b. Sometimes
  - c. Almost never or never

**24. Do you ever eat fruit for lunch?**

- a. Almost always or always
- b. Sometimes
- c. Almost never or never

**25. Do you ever eat vegetables for dinner?**

- a. Almost always or always
- b. Sometimes
- c. Almost never or never

**INSTRUCTIONS:** Please **CIRCLE** one of the two foods that you would pick if you had to choose just one.

26. If you were at the movies, which one would you pick as a snack?



a. popcorn with butter



b. popcorn without butter

27. Which would you pick to drink?



a. regular milk



b. low fat or skim milk

28. Which food would you eat for a snack?



a. candy bar



b. fresh fruit

29. Which would you do if you were going to eat a piece of chicken?



a. leave on the skin



b. take off the skin and not eat the skin

30. Which food would you ask for?



a. frozen yogurt



b. ice cream

31. Which would you choose to cook if you were going to help make dinner at home?



a. French fries



b. baked potato

32. Which would you do if you were going to eat cooked vegetables?

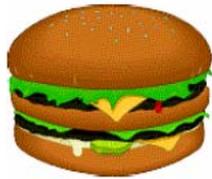


a. eat without butter



b. add butter

33. Which would you order if you were going to eat at a fast food restaurant?



a. a regular hamburger



b. a grilled chicken sandwich

38. **How likely are you to ask for frozen yogurt instead of ice cream?**
- a. Not likely
  - b. Likely
  - c. Very likely
39. **How likely are you to eat a baked potato instead of French fries?**
- a. Not likely
  - b. Likely
  - c. Very likely
40. **How likely are you to drink fruit juice instead of a soft drink (a soda pop)?**
- a. Not likely
  - b. Likely
  - c. Very likely
41. **How likely are you to order a grilled chicken sandwich at a fast food restaurant instead of ordering a hamburger?**
- a. Not likely
  - b. Likely
  - c. Very likely

46.



a. chicken



b. regular hamburger

47.

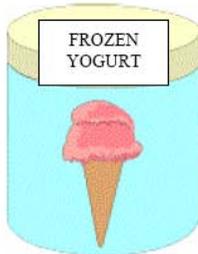


a. regular milk



b. low fat or skim milk

48.



a. frozen yogurt

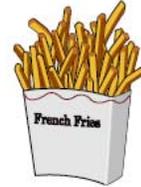


b. ice cream

49.

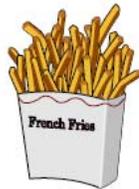


a. green salad



b. French fries

50.



a. French fries



b. baked potato

51.



a. 100% fruit juice



b. fruit punch

**INSTRUCTIONS:** The questions in this section ask how likely you are to be physically active or eat certain foods. Please answer by circling either **NOT LIKELY**, **LIKELY** or **VERY LIKELY** for each question.

**52. How likely are you to be physically active 3-5 times a week?**

- a. Not likely
- b. Likely
- c. Very likely

**53. How likely you to exercise and keep moving for most of the time in your after school program?**

- a. Not likely
- b. Likely
- c. Very likely

**54. How likely are you to run or bike 3-5 times a week?**

- a. Not likely
- b. Likely
- c. Very likely

**55. How likely are you to keep up a steady pace without stopping for 15-20 minutes when you are physically active?**

- a. Not likely
- b. Likely
- c. Very likely

*Thank you for your help!*

Write your **Identification Number** here: \_\_\_\_\_

## Nutrition Education Survey

NES

2007-08

Prepared by  
the Research and Evaluation Unit  
of the *Network for a Healthy California*

### **Confidentiality information to be explained to students**

We would like for you to complete this survey. You may skip questions you do not want to answer but we hope that you will answer all of them. Any information about who you are will be kept secret. We will not share your name or identification number. They will only be used for reports.



Funded by the U.S. Department of Agriculture Food Stamp Program, an equal opportunity provider and employer, through the *Network for a Healthy California*.



**Directions:** This is a survey to find out about what you know, like, think and do about healthy eating and fruits and vegetables. Fill in the bubble (O) of the one best answer for each question. Do NOT write your name anywhere on this survey.

**The questions in this section ask what your friends think about eating vegetables and fruit.** Please bubble in one answer to each question.

	Yes	No	I don't know
1. Do most of your friends like to eat fruit?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Do most of your friends eat fruit every day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Does your best friend eat fruit everyday?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Do most of your friends like to eat vegetables?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Do most of your friends eat vegetables every day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Does your best friend eat vegetables everyday?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**The questions in this next section ask how often your parents eat fruit and vegetables.** Please bubble in one answer to each question.

	Never	A few days a week	Most days a week	Every day	I don't know
7. How often do your parents eat fruit?	<input type="radio"/>				
8. How often do your parents eat vegetables?	<input type="radio"/>				

The questions in this next section ask how sure you are that you can ask and shop for fruit and vegetables. Please bubble in one answer to each question.

How sure are you that you can:	I disagree very much	I disagree a little	I am not sure	I agree a little	I agree very much
9. write my favorite fruit or vegetable on the family's shopping list	<input type="radio"/>				
10. ask someone in my family to buy my favorite fruit or vegetable	<input type="radio"/>				
11. go shopping with my family for my favorite fruit or vegetable	<input type="radio"/>				
12. pick out my favorite fruit or vegetable at the store and put it in the shopping basket	<input type="radio"/>				
13. ask someone in my family to make my favorite vegetable dish for dinner	<input type="radio"/>				
14. ask someone in my family to serve my favorite fruit at dinner	<input type="radio"/>				
15. ask someone in my family to have fruits and fruit juices out where I can reach them	<input type="radio"/>				
16. ask someone in my family to have vegetables cut up out where I can reach them	<input type="radio"/>				

**The questions in this section are about what you think will happen if you eat fruit and vegetables. Tell us how much do you agree or disagree with the following statements?** Please bubble in one answer for each question.

	<b>Disagree</b>	<b>Not Sure</b>	<b>Agree</b>
17. I will have more energy for playing (sports, recess or after school) if I eat fruits and vegetables.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I will get sick more often if I don't eat fruits and vegetables.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Eating fruits and vegetables will help me grow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I will have healthier skin if I eat fruits and vegetables.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. If I eat fruits and vegetables, I will have stronger eyes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. If I eat fruits or vegetables at breakfast, I will be able to think better in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Eating fruits and vegetables will keep me from getting cavities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**The questions in this next section ask what your teacher tells you about eating fruit and vegetables.** Please bubble in one answer to each question.

<b>Does your teacher tell you...</b>	<b>Yes</b>	<b>No</b>	<b>I don't know</b>
24. ... that vegetables are good for you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. ... that vegetables are healthy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. ...that vegetables taste good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. ...to eat vegetables every day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. ...that fruit is good for you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. ...that fruit is healthy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. ...that fruit tastes good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. ...to eat fruit every day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**The questions in this next section ask why you may or may not eat fruits and vegetables.** Please fill in one answer for each question.

32. At your home do you have fruits to eat?

- Never
- Sometimes
- Always
- I don't know

33. At your home do you have vegetables to eat?

- Never
- Sometimes
- Always
- I don't know

**The next set of questions is about how much you eat. (Please bubble your answer)**

34. Yesterday, did you eat any vegetables?

Vegetables are all cooked and uncooked vegetables; salads; and boiled, baked and mashed potatoes.

***Do not count French fries or chips.***

- No, I didn't eat any vegetables yesterday.
- Yes, I ate vegetables 1 time yesterday.
- Yes, I ate vegetables 2 times yesterday.
- Yes, I ate vegetables 3 or more times yesterday.

35. Yesterday, did you eat fruit?

***Do not count fruit juice.***

- No, I didn't eat any fruit yesterday.
- Yes, I ate fruit 1 time yesterday.
- Yes, I ate fruit 2 times yesterday.
- Yes, I ate fruit 3 or more times yesterday.

36. Yesterday, did you drink fruit juice?

Fruit juice is a 100% juice drink like orange juice, apple juice, or grape juice.

***Do not count punch, Kool-Aid®, sports drinks and other fruit-flavored drinks.***

- No, I didn't drink any fruit juice yesterday.
- Yes, I drank fruit juice 1 time yesterday.
- Yes, I drank fruit juice 2 times yesterday.
- Yes, I drank fruit juice 3 or more times yesterday.

**The last few questions are about you.** Please bubble one answer for each question.

37. What grade are you in? (Fill in one answer)

- |   |   |  |
|---|---|--|
| <input type="radio"/> 4 <sup>th</sup> grade | <input type="radio"/> 7 <sup>th</sup> grade | <input type="radio"/> 10 <sup>th</sup> grade |
| <input type="radio"/> 5 <sup>th</sup> grade | <input type="radio"/> 8 <sup>th</sup> grade | <input type="radio"/> 11 <sup>th</sup> grade |
| <input type="radio"/> 6 <sup>th</sup> grade | <input type="radio"/> 9 <sup>th</sup> grade | <input type="radio"/> 12 <sup>th</sup> grade |

38. How old are you? (Fill in one answer)

- |                                    |                                    |                                    |
|------------------------------------|------------------------------------|------------------------------------|
| <input type="radio"/> 8 years old  | <input type="radio"/> 12 years old | <input type="radio"/> 16 years old |
| <input type="radio"/> 9 years old  | <input type="radio"/> 13 years old | <input type="radio"/> 17 years old |
| <input type="radio"/> 10 years old | <input type="radio"/> 14 years old | <input type="radio"/> 18 years old |
| <input type="radio"/> 11 years old | <input type="radio"/> 15 years old |                                    |

39. Are you a boy or a girl? (Fill in one answer)

- Boy
- Girl

40. How would you describe yourself? (Fill in all that apply to you)

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino including Mexican
- Native Hawaiian or Other Pacific Islander
- White/Caucasian
- Other ( \_\_\_\_\_ )

## Preferences - Optional

Now we want to know how much you like some foods. (Please bubble in your answer)

How much do you like these fruits and vegetables?		I like this a lot 	I like this a little 	I do not like this 	I don't know what this is 
Asparagus.....		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dried Plums ....		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Green Beans.....		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kiwifruit.....		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mandarins .....		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Melons .....		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Persimmons.....		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salad Greens.....		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spinach.....		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sweet Potatoes...		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Harvest of the Month Survey

Fall 2006

Prepared by

the Research and Evaluation Unit

of the *California Nutrition Network for Healthy, Active Families*

### **Confidentiality information to be explained to students**

We would like for you to complete this survey. You may skip questions you do not want to answer but we hope that you will answer all of them. Any information about who you are will be kept secret. We will not share your name or identification number. They will only be used for reports.



Funded by the U.S. Department of Agriculture Food Stamp Program, an equal opportunity provider and employer, through the *California Nutrition Network for Healthy, Active Families*.



Student identification number \_\_\_\_\_

**We want you to tell us what you know about healthful eating.**

Please bubble your answer ●

1. Eating fruits and vegetables can help lower your chances of getting heart disease or cancer.

- True
- False
- Don't know

2. Fruits and vegetables that are high in Vitamin A are \_\_\_\_\_ in color.

- Red and white
- Blue and light brown
- Yellow-orange and dark green
- Brown and purple
- I don't know

3. Almost all fruits and vegetables contain a lot vitamins and \_\_\_\_\_.

- Protein
- Fiber
- Cholesterol
- Fat
- Don't know

4. Which of the following fruits and vegetables are grown in California:

- Spinach
- Apples
- Pears
- All of the above

5. Fruits and vegetables, like apples and pears, are best when eaten with the peel because that is where most of the fiber and antioxidants are.

- True
- False
- Don't know

**6. How much do you like these fruits and vegetables? Please bubble your answer ●**

	I do not like this 	I like this a little 	I like this a lot 	I don't know what this is 
Acorn Squash.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asparagus.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Avocados.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Beets.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Broccoli.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cabbage.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carrots.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cherries.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooked Greens.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Corn.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dried Plum.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grapefruit.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Green Beans.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mandarins (Tangerines)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Melons.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mushrooms.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nectarines.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Onions.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peas.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peppers.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Persimmons.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plums.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Potatoes.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pumpkins.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Radishes.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salad Greens.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spinach.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sweet Potatoes.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tomatoes.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zucchini.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Please bubble your answer ●				
	I disagree very much	I disagree a little	I am not sure	I agree a little	I agree very much
<b>7. For breakfast, I think I can...</b>					
A. drink a glass of my favorite juice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. add fruit to my cereal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>8. For lunch at school, I think I can...</b>					
A. eat a vegetable that's served	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. eat a fruit that's served	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>9. For lunch at home I think I can...</b>					
A. eat carrot or celery sticks instead of chips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. eat my favorite fruit instead of my usual dessert	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>10. For a snack I think I can choose...</b>					
A. my favorite fruit instead of my favorite cookie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. my favorite fruit instead of my favorite candy bar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. my favorite raw vegetable instead of my favorite cookie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. my favorite raw vegetable instead of my favorite candy bar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. my favorite raw vegetable instead of chips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	I disagree very much 	I disagree a little 	I am not sure 	I agree a little 	I agree very much 
<b>11. For dinner I think I can....</b>					
A. eat a serving of vegetables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. eat my favorite fruit instead of my usual dessert	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>During the past 24 hours (yesterday), how many times did you... (please circle the number of times)</b>						
12. Drink <b>100% fruit juices</b> , such as orange, apple or grape?	0	1	2	3	4	5 or more
13. Eat <b>fruit</b> ? (Do <b>not</b> count fruit juice.)	0	1	2	3	4	5 or more
14. Eat <b>vegetables</b> ? (Include salads and non-fried potatoes.)	0	1	2	3	4	5 or more

15. How old are you? \_\_\_\_\_  
Years

16. Are you  Boy  
 Girl

17. How do you describe yourself? (You may fill-out more than one)

- Latino, Hispanic
- Black, African American
- White
- American Indian, Alaskan Native
- Asian, Pacific Islander
- Other

## Demographic Data Collection Resources

Demographic data must be collected on each target audience. SNAP-Ed demographic requirements are based on USDA federal recommendations. The sample tools are intended for data collection for adults who are able to self-report. Many programs collect similar information. Check with your partners or program to see what information they collect before deciding on a collection tool. You may modify these tools to meet your collection needs.

### Resource Samples

1. *Demographic Data Collection Methods Table*
2. *English and Spanish Demographic Collection Postcards*
  - word and PDF versions are available for download on the SNAP-Ed website [BFNEP Evaluation - Washington State Dept of Health](#)

## Demographic Data Collection

Use the data collection method that gives you the most accurate information on your target audience.

1. **Community Service Office (CSO)** and Food Distribution Program on Indian Reservations (FDPIR): for SNAP-Ed reporting, are considered 100% Basic Food Program (BFP) enrolled. Where a CSO operates with another **program, i.e. food bank, you may need to estimate participation in BFP.**
2. **Self-reported:** use this method when working in a census track, in programs that do not collect BFP program data, or when it is not feasible to access BFP data.
3. **Estimate based on program intake data:** If your program/agency collects data on BFP enrollment for the SNAP-Ed project year, then you may apply the percentage BFP enrollment to your class attendance to determine BFP participation. See chart below for accepted methods.

### Examples of estimating based on program intake data

1. Your school project reported 100 children attending a nutrition education series. The **Free Lunch** eligibility rate is 60%. You would report 60 students under “BFP recipients” and 40 students under “All other participants”.
2. Your WIC project reported 50 women attended a class series. The WIC clinic BFP eligibility rate is 85%. You would report 43 under “BFP recipients” and 7 under “All other participants”.

## Demographic Data Collection Methods

Category	Basic Food Program (BFP) Reporting Methods	Data Collection Method
<b>Category 1 Certified Eligible's</b>		
CSO (Community Service Office that enrolls Basic Food Participants)	Enrolled	Program criteria are basic food participation. Report 100% BFP
Food Distribution Program on Indian Reservations - FDPIR	Enrolled	Program criteria are basic food participation. Report 100% BFP
<b>Category 2 Likely Eligible's as Established by Proxy Criteria</b>		
Early Childhood Education and Assistance Program (ECEAP)	Estimate based on program data	Estimate BFP participation based on program intake data. Apply BFP% to unduplicated class #'s.
Food Banks, Food Pantries and Soup Kitchens	Estimate based on program data  or Self Report	Estimate BFP participation based on program intake data. Apply BFP% to unduplicated class #'s.  Survey asking BFP participation.
Head Start (HS)	Estimate based on program data	Estimate BFP participation based on program intake data. Apply BFP% to unduplicated class #'s.
HUD subsidized housing (Section 8 Housing that is income-based)	Estimate based on program data  Or  Self Report	Estimate BFP participation based on program intake data. Apply BFP% to unduplicated class #'s.  Survey asking BFP participation.
Medicaid Recipients (130% FPL category)	Estimate based on program data	Estimate BFP participation based on program intake data.

	Or Self Report	Apply BFP% to unduplicated class #'s. Survey asking BFP participation.
Personal Information Form (PIF)	Estimate based on program data  Or  Self Report	Estimate BFP participation based on program intake data. Apply BFP% to unduplicated class #'s. Survey asking BFP participation.
Summer Food Service Program (SFSP) – closed enrolled sites	program data varies	contact DOH for data
Temporary Assistance to Needy Families (TANF)	Estimate based on program data  Or  Self Report	Estimate BFP participation based on program intake data. Apply BFP% to unduplicated class #'s.  Survey asking BFP participation.
<b>Category 3 Potentially Eligible by Site/Location</b>		
Census 2000 – people living in census tracts where at least 50% of residents have incomes that are = < 185% poverty.	Self Report	Survey asking BFP participation.
Child & Adult Care Food Program (CACFP)	Program data is variable	Contact DOH for data
Food shoppers in grocery stores located in census tracts where at least 50% of residents have incomes that are = < 185% poverty.	Self Report	Survey asking BFP participation.
National School Lunch Program (NSLP)	Estimate based on program data	Estimate BFP participation based on Free Lunch data. Apply Free Lunch % to unduplicated class #'s.
Special Supplemental Food Program for Women, Infants and Children (WIC)	Estimate based on program data	Estimate BFP participation based on program intake data. Apply BFP% to unduplicated class #'s.
Summer Food Service Program (SFSP) – open sites	Data is variable	Contact DOH for data.



Fecha (Mes/Día/Año): \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Su Código Postal: \_\_\_\_\_

Masculino  Femenino

Edad:  5-17  18-59  60+

¿Es usted Hispano (a) o Latino (a)?  Sí  No  
(Incluye Mexicano, Cubano, Puertorriqueño, Centro y Sudamericano u otra cultura Española u origen no importando la raza.)

Raza: *Marque todas las opciones que considere aplicables*

- Indio Americano o Nativo de Alaska  Nativo de Hawai o de otra isla del Pacífico  
 Asiático  Blanco  
 Negro o Africano Americano

¿Participa usted o su familia en El Programa de Cupones para Alimentos?  Sí  No

¿Participa usted u su familia en FDIPIR?  Yes  No

El Supplemental Nutrition Assistance Program (SNAP en inglés) ofrece asistencia relacionada con la nutrición para gente con recursos limitados. Estos beneficios le pueden ayudar a comprar comida nutritiva para una mejor dieta. Para más información, comuníquese a su oficina local del DSHS-Oficina de Servicios Comunitarios al 1-877-514-FOOD. Esta institución brinda igualdad de oportunidades en el empleo y en los servicios que provee.



Date (Month/Day/Year): \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Your Zip Code: \_\_\_\_\_

Male  Female

AGE:  5-17  18-59  60+

Are you Hispanic/Latino?  Yes  No  
(Includes Mexican, Cuban, Puerto Rican, Central and South American or other Spanish culture or origin regardless of race)

RACE: *Check all that apply*

- American Indian or Alaska Native  Native Hawaiian or other Pacific Islander  
 Asian  White  
 Black or African American

Does your family participate in Basic Food?  Yes  No

Does your family participate in FDIPIR?  Yes  No

This material is funded by USDA's Supplemental Nutrition Assistance Program. *Basic Food* assistance helps people with low incomes. It can help you buy nutritious foods for a better diet. To find out more, contact your local DSHS-Community Service Office or call 1-877-514-FOOD. This institution is an equal opportunity provider and employer.

# Appendix

## References/Additional Evaluation Resources

1. Sherril B. Gelmon, Anna Foucek and Amy Waterbury. Program Evaluation: Principles and Practices. 2<sup>nd</sup> ed. Portland: Northwest Health Foundation, 2005.  
<http://www.nwhf.org/events/documents/2005ProgramEvalHnbkfinal.pdf>
2. U.S. Department of Health and Human Services. Centers for Disease Control and Prevention. Office of the Director, Office of Strategy and Innovation. Introduction to program evaluation for public health programs: A self-study guide. Atlanta, GA: Centers for Disease Control and Prevention, 2005.  
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3. Isobel R. Contento. Nutrition Education: Linking Research, Theory, and Practice. Sudbury, MA: Jones and Bartlett Publishers, 2007.  
<http://nutrition.jbpub.com/education>
4. Quick Tips from the University of Wisconsin-Extension Program Development and Evaluation webpage.  
<http://www.uwex.edu/ces/pdande/resources/quicktipsnumerical.html>
5. The California Compendium  
<http://www.cdph.ca.gov/programs/CPNS/Pages/ImpactEvaluation.aspx>