Washington SNAP-Ed Evaluation Guidance for Federal Fiscal Year 2019

Washington SNAP-Ed Statewide Evaluation Team
Research, Analysis and Evaluation Unit
Office of Nutrition Services
Prevention and Community Health Division
Washington State Department of Health

February 2019

Washington State’s Basic Food Program can help provide a healthy diet consistent with the Dietary guidelines for Americans and stress the importance of variety, balance, and moderation, and do not disparage any specific food, beverage, or commodity and how to apply for benefits.

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SNAP-Ed Evaluation in Washington

The SNAP-Ed Evaluation will tell the statewide story of SNAP-Ed in Washington. To do that, the evaluation team will establish a widespread evaluation effort that will help stakeholders understand the process, outcomes, and impact of SNAP-Ed activities in Washington. Results from the statewide evaluation will inform annual reports and will be shared to inform continual improvement efforts.

**Evaluation Methods:** Washington’s SNAP-Ed Statewide Evaluation methods and tools were selected from USDA-FNS’s SNAP-Ed Evaluation Framework and focus on FNS priority indicators. The SNAP-Ed evaluation will use pre/post-tests, PEARs modules, and report reviews to assess SNAP-Ed activities and programming throughout Washington.

**Demographic Information:** The Evaluation team will distribute demographic cards to local agencies. Local agencies will use demographic cards with all adults who participate in direct education to collect individual level demographic information. Information includes age, race, and ethnicity. Local agencies should collect classroom-level demographic information with youth.

**Direct Education Evaluation:** We will continue to give pre/post surveys for direct education evaluation in 2019. Contact your implementing agency for evaluation tools.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Evaluation Tool</th>
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<tbody>
<tr>
<td>Adults</td>
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<td>EFNEP 9th—12th grade evaluation tool</td>
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<tr>
<td>Youth 11th-12th grade who take PSSC</td>
<td>Plan Shop Save Cook Checklist</td>
</tr>
</tbody>
</table>

**Guiding Principles:**

**Utility:** Evaluation data and deliverables will be useful and meaningful at all levels of SNAP-Ed implementation in Washington State.

**Quality:** Provide training, technical assistance, and reference necessary to complete evaluation activities accurately and with fidelity.

**Consistency:** Evaluation methods will be generally consistent, while also allowing for changes when new information is available.

**Accuracy:** Evaluation methods will be culturally and linguistically appropriate, evidence-based, validated, or practice-tested.

**Feasibility:** The evaluation will minimize redundancy where possible, be practical in terms of the evaluation team’s capacity, and will not unduly burden local providers and participants.

**Collaborative Improvement:** Ongoing communication and coordination with stakeholders to foster a culture of ongoing feedback, and continual process and program improvement.
Evaluation Training:
The evaluation team will post evaluation guidance and videos for each SNAP-Ed direct education survey tool, PEARs module, and evaluation method used in FFY 2019. Links to evaluation guidance documents and training videos will be available on the SNAP-Ed website.

Required PEARs Modules:
We are expanding our use of PEARs this fiscal year. The following modules are required:

- Program Activities
- Indirect Activities
- PSE Site Activities
- Social Marketing Campaigns

The following modules are not required for the statewide evaluation in FFY 2019, but are already required by some Implementing Agencies. Local agencies should check with their IA to find out if they need to complete these modules. These modules are strongly encouraged this year, and will be required for all Washington SNAP-Ed local agencies starting in FFY 2020:

- Partnerships
- Coalitions
- Success Stories

PEARs Data Entry:
All information in the above modules, including survey responses, should be entered into PEARs. Local agencies should work with their IA to make sure all information is entered by the following dates:

- Quarter 1 (Oct-Dec)- January 31st
- Quarter 2 (Jan-Mar)- April 30th
- Quarter 3 (April-June)- July 31st
- Quarter 4 (July-September)- October 8th

Regional Evaluation Projects:
The evaluation team would like to highlight special regional and local projects in FFY 2019. If local agencies have a project they would like to evaluate in-depth, they should work with their IA to reach out to the evaluation team. The Regional Evaluation Liaison on the evaluation team will work with IAs and local agencies to create evaluation plans and data collection strategies.

Results:
Results will inform federal reporting, and will be communicated back to IAs and local agencies via quarterly data snapshots. Snapshots will be distributed to IAs and local agencies and will highlight their work. The evaluation team will also put together an annual impact report to share with DSHS, IAs and locals.
Report Review

The evaluation team will review quarterly and annual reports in order to understand the strengths, challenges, and successes of implementing SNAP-Ed programs at both local provider and Implementing Agency levels.

What does the process look like?
Local agencies should check with their Implementing Agencies to learn more about their process for quarterly reporting. Implementing Agencies will send local and IA quarterly reports to the evaluation team by the following dates:

- Quarter 1 reports: January 31st
- Quarter 2 Reports: April 30th
- Quarter 3 Reports: July 31st
- Quarter 4 Reports: October 21st

Please send quarterly reports to the SNAP-Ed Evaluation mailbox: SNAPEdEvaluation@doh.wa.gov, and cc Nora Downs: nora.downs@doh.wa.gov.

Implementing Agencies should not make any changes to the forms they receive from local agencies before sending to the evaluation team. Please do not “clean up” the quarterly report forms. IAs do not need to include fiscal information or expenditures.

What if the evaluation team has questions?
The evaluation team does not anticipate the need to contact local agencies. Should the need arise, the evaluation team will contact Implementing Agencies with questions or concerns. If the IA cannot answer the evaluation team’s question, the evaluation team will contact the local agency and cc the IA.

What will the evaluation team do with results?
The evaluation team will use the information from quarterly reports to learn more about:

- Strengths
- Challenges and Barriers
- Successes
- Training opportunities
- Factors that impact project success

The evaluation team will analyze the information to identify common themes across regions and statewide to tell the story of SNAP-Ed implementation in Washington.

When analysis is complete, the evaluation team will use results to inform quarterly snapshots and Washington SNAP-Ed’s annual report.
Quality Assurance Process

The goal of Washington SNAP-Ed’s statewide evaluation is to tell the story of SNAP-Ed work using data. In order to ensure accuracy in our data analysis and storytelling, we need to make sure data entry is accurate and complete. Through this quality assurance process, the evaluation team will periodically check regional data entry. This will give us confidence that the data entered into PEARS in Washington is accurate and complete, and will help us understand where there is a need for additional training and guidance.

Who is responsible?
Local agencies, IAs, and the evaluation team all have roles to play in this process. The evaluation team will check data entry in PEARS.

How does it work?
Local agencies will make sure that all surveys have ID numbers, and the cover sheet is complete. Then, based on the established system with their IA, they will either enter the data themselves or send the surveys to their IA to enter.

After surveys are entered into PEARS, the person responsible for data entry will pull the first set of surveys of every five classrooms/program activities (each with their own survey set). The local agency or IA should then send the pulled sets of surveys to the evaluation team in pre-addressed manila mailing envelopes. Every set of surveys should be in separate envelopes.

Once the evaluation team receives the surveys, they will compare the answers on the paper surveys with those in PEARS. If there are significant causes for concern, the evaluation team will reach out to the IA to learn what additional trainings might be necessary.

Where do I get envelopes?
The evaluation team will give implementing agencies pre-addressed, stamped envelopes. If local agencies do their own data entry, they should contact their IA for envelopes.

What surveys do I need to pull?
Local agencies or IAs should pull the first of every FIVE direct education program activities that they enter into PEARS. That means that the person responsible for data entry will pull the full set of surveys for the first, sixth, eleventh, etc. program activity that they enter. Local agencies and IAs should ensure both pre-tests and post-tests are included when you send surveys to the evaluation team.

What other information does the evaluation team need?
The evaluation team has adapted cover sheets created by IA’s in previous years. Local agencies or IAs should fill out every field on the cover sheet, and send it with the pre/post-surveys. The cover sheet asks about region, local agency name and contact person, data entry person, PEARS Program Activity ID Number, pre-test date and post-test date, site name, and curriculum name.
Important Dates and Deadlines

The evaluation team, IAs and local agencies must work together to meet deliverable due dates.

**PEARS data entry** is due quarterly on the following dates:

- Quarter 1 (Oct-Dec) - January 31\(^{st}\)
- Quarter 2 (Jan-Mar) - April 30\(^{th}\)
- Quarter 3 (April-June) - July 31\(^{st}\)
- Quarter 4 (July-Sept) - October 8\(^{th}\)

These deadlines include data entry for all PSE projects, indirect activities, new or evolving partnerships, and program activities local agencies did during the quarter. Timely data entry is necessary to allow the evaluation team enough time to review and analyze the complete quarterly data.

The evaluation team plans to **pull data** from PEARS on the following dates:

- Quarter 1 - February 1\(^{st}\)
- Quarter 2 - May 1\(^{st}\)
- Quarter 3 - August 1\(^{st}\)
- Quarter 4 - October 9\(^{th}\)

**Quarterly reports** are due to the evaluation team on the following dates:

- Quarter 1 - January 31\(^{st}\)
- Quarter 2 - April 30\(^{th}\)
- Quarter 3 - July 31\(^{st}\)
- Quarter 4 - October 21\(^{st}\)

After the evaluation team pulls and analyzes PEARs data and quarterly reports, they will put together short **Snapshots** of quarterly work, and a slightly longer snapshot for annual work (October/November). Snapshots will be shared with IAs, DSHS, and stakeholders. Snapshots will be available approximately 30 days after the evaluation team pulls quarterly data.

- Quarter 1 - March 4\(^{th}\)
- Quarter 2 - May 31\(^{st}\)
- Quarter 3 - September 2\(^{nd}\)
- Quarter 4 - November 8\(^{th}\)

**Monthly Evaluation Calls with the SNAP-Ed Leadership Team:**

The evaluation team will continue to share results with the SNAP-Ed leadership team via monthly calls. Calls will occur on the third Tuesday of the month from 1:05-1:55pm via GoToMeeting.

- October 16\(^{th}\)
- November 20\(^{th}\)
- December 18\(^{th}\)
- January 15\(^{th}\)
- February 19\(^{th}\)
- March 19\(^{th}\)
- April 16\(^{th}\)
- May 21\(^{st}\)
- June 18\(^{th}\)
- July 16\(^{th}\)
- August 20\(^{th}\)
- September 17\(^{th}\)
Unique Identification Numbers

Unique participant identification (ID) numbers help the evaluation team match a participants pre- and post-tests. Matching lets the evaluation team measure one person’s change over time. This helps us learn if a curriculum is effective at teaching our Washington SNAP-Ed population. Educators should assign an ID number to every person who takes a survey in a SNAP-Ed direct education.

When to use ID Numbers:
Educators should assign ID Numbers to all SNAP-Ed direct education participants who take a pre/post survey or fill out a demographics card. A participant should use the same ID number for all of their SNAP-Ed evaluation materials.

- Use each student code only once during the fiscal year.
- Adult and youth ID codes should not overlap.
- Local agencies and educators should assign student codes.

How to Assign ID Numbers:
Educators should get a class roster or sign-up sheet. They should use that roster to pair ID numbers with names. Then, the educator can have participants write their name or their assigned ID number on their survey.

If educators have participants write their names, the local agency must mark out the names and replace with SNAP-Ed ID numbers before they follow their IA’s data entry procedure, or enter data into PEARs themselves.

All ID numbers should be used for only one person per fiscal year.

SNAP-Ed ID Numbers should look like this:

```
3 0 5 0 0 2 3
```

Region (1-5)  Local Agency (00-99)  Student code (0000-9999)

Implementing Agencies will assign local agency numbers.

Local agencies will assign the four-digit student code. Every participant in a SNAP-Ed direct education should have a unique ID number.

ID Number Tips for Educators:
- While ID Numbers should be assigned upon enrollment, the educator may decide whether the participant will put their ID number on the survey or if the educator will fill it in after-the-fact.
- The evaluation team strongly recommends that educators keep a separate list that matches assigned ID numbers with names. This will ensure consistency, help with data entry, and prevent issues around forgotten student codes. This list should be held separately from the surveys and destroyed upon completion of the class.
Direct Education Evaluation Tool Overview

The Washington State Evaluation Team used its guiding principles, feedback from key informants, and the SNAP-Ed Evaluation Framework and Interpretive Guide to choose evaluation tools. Tools were selected if they were evidence-based, validated or practice-tested, were at appropriate reading levels, designed to measure Washington’s selected SNAP-Ed Evaluation Framework Priority Indicators. Prior to proctoring any evaluation tool, an educator should review all of the relevant training materials and webinars.

Evaluation Tools for Adults

UC Food Behavior Checklist:
The purpose of this tool is to document client behavior change by assessing self-reported client eating behaviors before and after nutrition education lessons. This tool has been validated with low income and low literacy populations. This tool is available in English and Spanish. Educators should use this tool for all adult nutrition education class series (two or more class sessions), except Cooking Matters. Administer this tool at the beginning of the first nutrition education lesson and at the end of the final lesson. Local agencies should contact their Implementing Agency to order this tool.

EFNEP Physical Activity Questions:
The purpose of this tool is to help us learn about participant physical activity behaviors before and after SNAP-Ed participation. This tool is available in English and Spanish. Educators should use this tool for all adult nutrition education class series (two or more class sessions), except Cooking Matters. Administer this tool at the beginning of the first nutrition education lesson and at the end of the final lesson. Local agencies should contact their Implementing Agency to order this tool.

Demographics Card

The Washington State SNAP-Ed Demographics Card will help the evaluation team consider demographic factors like race and ethnicity when analyzing data. This will help us ensure that SNAP-Ed is providing equitable programs and teaching appropriate curricula throughout the state. The Demographics card is available in English and Spanish. Educators should use the demographics card with all adult curricula and direct education series, except Cooking Matters. Educators should collect the demographics card just once per direct education series, either at the beginning or at the end of the series.
Cooking Matters Survey

This survey was developed by Share Our Strength and should be used for Cooking Matters Classes only. This survey may be administered electronically. Local agencies should contact Solid Ground if they are teaching Cooking Matters and need this tool.

Evaluation Tools for Youth

Eat Well and Move for K-2nd Grades:

The purpose of this tool is to learn about participant knowledge change after SNAP-Ed participation. This tool is available in English and Spanish. **Educators should use this tool for youth nutrition education class series (two or more class sessions) with kindergarteners, first graders, or second graders**, like Grazin’ with Marty Moose or Read for Health. Educators should proctor this tool at the beginning of the first nutrition education lesson and at the end of the final lesson. Local agencies can find this tool [here](#) (external web link), or can contact their Implementing agency to order print versions of the tool.

EFNEP Checklists for 3rd grade and 9th-12th grades:

The purpose of these tools is to learn about participant knowledge and behavior change by assessing client self-reported knowledge and behaviors before and after nutrition education lessons. These tools are available in English and Spanish. **Educators should use the tool corresponding to the age group or grade they are teaching for all youth nutrition education class series (two or more class sessions) with 3rd graders or high-school aged participants.** Educators should not use this tool with 11th-12th graders when they teach Plan Shop Save & Cook. Educators should proctor this tool at the beginning of the first nutrition education lesson and at the end of the final lesson. Local agencies should contact their Implementing Agency to order these tools.
**Kids Activity and Nutrition Questionnaire (KAN-Q) for 4th-8th Grades:**

The purpose of this tool is to learn about participant knowledge, attitudes, and behaviors related to the Dietary Guidelines for Americans and the Physical Activity Guidelines for Americans. The University of Arizona SNAP-Ed Evaluation team developed the survey and conducted reliability- and validity-testing. This tool is available in English and Spanish. **Educators should use this tool for youth nutrition education class series (two or more class sessions) with 4th-8th graders.** If an educator teaches CHFFF, Growing Healthy Habits, or CHAT for 4th – 8th grade, they should use the KAN-Q. Before proctoring the KAN-Q, an educator should read the KAN-Q Proctor Guide (contact the evaluation team for a copy of the proctor guide). Educators should proctor this tool at the beginning of the first nutrition education lesson and at the end of the final lesson. Local agencies should contact their Implementing Agency to order these tools.

**Plan Shop Save & Cook (PSSC) Checklist for Older Youth:**

The purpose of these tools is to learn about participant behavior change by assessing client self-reported knowledge and behaviors before and after Plan, Shop, Save & Cook lessons for the PSSC Older Youth Pilot. This tool is available in English only. **Educators should use when they teach PSSC with older youth.** Educators should use the standard adult tools when they teach PSSC with an adult audience. Educators should proctor this tool at the beginning of the first lesson and at the end of the final lesson. Local agencies should contact their Implementing Agency to order this tool.
### Surveys to Use with Approved Curricula

The table lists every approved Washington SNAP-Ed curriculum for Federal Fiscal Year 2019, the audience for that curriculum, and the evaluation tool local agencies should use when educators teach that curriculum. Please note, educators should use the Washington SNAP-Ed Demographics Card, the Food Behavior Checklist, and the EFNEP Physical Activity Questions for adults.

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Audience</th>
<th>Evaluation Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATCH: Coordinated Approach to Child Health</td>
<td>Youth – Grades K-8</td>
<td>K-2nd Grade: Eat Well + Move!</td>
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<tr>
<td></td>
<td></td>
<td>3rd Grade: EFNEP 3rd-5th Grade Nutrition Education Survey</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4th-8th Grades: KAN-Q</td>
</tr>
<tr>
<td>CHFF/CHAT: Choose Health, Food, Fun &amp; Fitness</td>
<td>Youth – Grades 3-6</td>
<td>3rd Grade: EFNEP 3rd-5th Grade Nutrition Education Survey</td>
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<tr>
<td></td>
<td></td>
<td>4th-6th Grades: KAN-Q</td>
</tr>
<tr>
<td>EatFit</td>
<td>Youth – Grades 6-8</td>
<td>KAN-Q</td>
</tr>
<tr>
<td>Food Smarts</td>
<td>Youth – Grades 4-8</td>
<td>KAN-Q</td>
</tr>
<tr>
<td>Grazin’ with Marty Moose 2016 WSU Edition</td>
<td>Youth – Grade 2</td>
<td>Eat Well + Move!</td>
</tr>
<tr>
<td>Growing Healthy Habits</td>
<td>Youth – Grades K-5</td>
<td>K-2nd Grade: Eat Well + Move!</td>
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<td></td>
<td>3rd Grade: EFNEP 3rd-5th Grade Nutrition Education Survey</td>
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<td>4th-5th Grades: KAN-Q</td>
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<tr>
<td>Kids in the Kitchen</td>
<td>Youth – Grades 1-10</td>
<td>K-2nd Grade: Eat Well + Move!</td>
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<td>3rd Grade: EFNEP 3rd-5th Grade Nutrition Education Survey</td>
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<td></td>
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<td>4th-8th Grades: KAN-Q</td>
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<td></td>
<td></td>
<td>9th-10th Grades: EFNEP 9th-12th Grade Nutrition Education Survey</td>
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<tr>
<td>MyPlate in Practice</td>
<td>Youth – Grade 3</td>
<td>EFNEP 3rd-5th Grade Nutrition Education Survey</td>
</tr>
<tr>
<td>Nutrition in Me</td>
<td>Youth – Grades 3-4</td>
<td>3rd Grade: EFNEP 3rd-5th Grade Nutrition Education Survey</td>
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<td></td>
<td></td>
<td>4th Grade: KAN-Q</td>
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<tr>
<td>Nutrition to Grow On</td>
<td>Youth – Grades 4-6</td>
<td>KAN-Q</td>
</tr>
<tr>
<td>Read for Health – WSU Edition</td>
<td>Youth – Grades 1-2</td>
<td>Eat Well + Move!</td>
</tr>
<tr>
<td>Teen Cuisine</td>
<td>Youth – Grades 6-12</td>
<td>6th-8th Grades: KAN-Q</td>
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<td></td>
<td></td>
<td>9th-12th Grades: EFNEP 9th-12th Grade Nutrition Education Survey</td>
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<tr>
<td>Curriculum</td>
<td>Audience</td>
<td>Evaluation Tool</td>
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<tr>
<td>Cooking Matters</td>
<td>Youth - Grades 4-12 Youth - Pregnant Teens Adults &amp; Seniors</td>
<td>Cooking Matters Survey</td>
</tr>
<tr>
<td>Plan, Shop, Save, &amp; Cook</td>
<td>Youth – Grades 11-12 Adults &amp; Seniors</td>
<td>11th-12th Grades: Plan Shop Save Cook Checklist Adults &amp; Seniors: Food Behavior Checklist, EFNEP Physical Activity Questions &amp; Demographics Card</td>
</tr>
<tr>
<td>Energize Your Life! Gardening for a Healthier You</td>
<td>Adults &amp; Seniors</td>
<td>Food Behavior Checklist, EFNEP Physical Activity Questions, &amp; Demographics Card</td>
</tr>
<tr>
<td>Eat Smart, Live Strong</td>
<td>Seniors</td>
<td>Food Behavior Checklist, EFNEP Physical Activity Questions, &amp; Demographics Card</td>
</tr>
</tbody>
</table>
Survey Proctoring Instructions

Why do we use pre/post surveys?

SNAP-Ed in Washington uses pre- and post-surveys to help us learn whether participants apply what they learn and change their food-, physical activity-, and food resource management-related behaviors.

When does someone use pre/post surveys?

An educator or local provider should use pre/post surveys when they teach direct education series curricula from Washington’s approved SNAP-Ed curriculum list. The educator should proctor a survey two times: the pre-survey before the first lesson begins, and the post-survey after the last lessons’ education is complete.

Which pre/post survey should I use?

An educator should use the pre/post survey that relates to the age group they are working with. This page has a full list of curricula and corresponding evaluation tools.

How does an educator proctor a survey?

An educator should follow the guidelines below when they proctor surveys. First, they should introduce themselves and the survey. Then, they should read the survey script, answering participant questions along the way. Then, they should wrap-up by collecting surveys, ensuring each one has a SNAP-Ed ID number and date, and thanking participants.

Proctoring Strategies:

- Guiding Method: Read each question aloud with the class. This works well with younger participants and English language learners. This method is required when an educator proctors a K-2nd grade survey and highly recommended for use with all populations.
- Reinforcement Method: Read one question within a subset of questions as students progress through the survey. This may reduce the number of clarifying questions you receive. Participants may move ahead at a faster pace if they prefer. For example, if questions 1-5 have the same format, read question 1 and give an example as necessary. Do the same at question 6 for the next subset.
- Self-Directed Method: Allow participants to work independently after hearing examples. This works best with older youth.

Proctors should come prepared with:

- Pencils. Educators or survey proctors should carry pencils with them when proctoring surveys. Pencils allow participants to change their answers more easily, and facilitates data entry.
- Surveys.
- Demographic cards, if working with adults.
- Script, if necessary
- Proctor guide or Evaluation Guidance

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1 Adapted from Arizona Health Zone’s KAN-Q Proctor Guide
Proctors should be prepared to:

- Answer questions without leading participants to an answer. Proctors or educators may read questions aloud, translate, or define words. Proctors should not emphasize an answer choice or show favoritism for a particular answer.
- Give examples.
- Read the survey aloud, using the guiding method.
- Give a quiet activity to participants who finish early.

Introducing a Survey:

- Before handing out the survey, educators should introduce themselves and the survey to the class. Educators should review why they are giving participants a survey, and any disclaimers the survey has. Educators should use positive or neutral language when they introduce surveys.
- Educators or proctors should explain the following in their introductions:
  - How long the survey will take to complete.
  - Surveys are used to help ensure SNAP-Ed programs and curricula are appropriate for all participants, and make sure that SNAP-Ed offers the best programs possible.
  - Surveys are not graded. There is no right or wrong answer.
  - Surveys will be de-identified, which means that the people who analyze survey data will not know who took which survey.
- Direct participants to complete the survey without talking. Participants should also be encouraged to raise their hand if they have any questions for the proctor.
- Hand out surveys after the educator or proctor completes their introduction. This will help ensure participants are focused on survey instructions.

After completing a survey, proctors should collect surveys from the class.

- Collect surveys one at a time, when possible.
- Check that the date, and the participant’s name or ID number are filled out.
- Do not check for completeness. Participants may skip questions.
Instructions for Adult Evaluation Tools

Proctors or educators may have additional questions regarding how to proctor a survey, or how to answer a participant question. The next section explains each survey, and how to complete it.

Demographics Card

The Washington State SNAP-Ed Demographics Card will help the evaluation team consider demographic factors like race and ethnicity when analyzing data. This will help us ensure that SNAP-Ed is providing equitable programs and teaching appropriate curricula throughout the state.

Educators should use the demographics card with all adult curricula and direct education series, except Cooking Matters.

Educators should collect the demographics card just once per direct education series, either at the beginning or at the end of the series.

Demographics Card Guide and Script:

Educators may use this script when they administer the Demographics Card. It contains suggested language for introductions, questions, and closing the survey. Some questions contain clarifications. You do not have to follow this script exactly, but please do not change the meaning or intention of the question or survey.

<table>
<thead>
<tr>
<th>Question</th>
<th>Proctoring Guide</th>
<th>Potential Participant Questions and Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Introduce Demographics Card: Explain that we use participant demographics to make sure SNAP-Ed in Washington tailors its programs to its participants.</td>
<td></td>
</tr>
</tbody>
</table>
| Q1: Date: | Write today’s date. | What is a SNAP-Ed ID Number?  
• This number helps us analyze our survey results. It will not be traced back to you. |
| Q2: SNAP-ED ID Number: | write your SNAP-Ed ID number on the line provided. If you do not have a SNAP-Ed ID Number, write your name in the upper right corner and I will assign an ID number. | I am transitioning, should I check the box on my ID or the one I identify as?  
• Check the box that represents how you identify |
| Q3: Gender: | Check the box that represents how you identify. Male, Female, or Other. | I am turning 60 on Friday, can I check the 60+ box?  
• No, check the box for the age you are right now |
<p>| Q4: Age: | Check the box that corresponds to your age. | |</p>
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<tr>
<td>Q5: Race: Check all boxes that represent your race.</td>
<td>I am Latino, I don’t identify as any of these races, what do I mark?</td>
<td>• You may leave this question blank, mark “white”, or “black”</td>
</tr>
<tr>
<td>Q6: Are you Hispanic or Latino? Check yes or no.</td>
<td>My family is from the Dominican Republic, what do I mark?</td>
<td>• Mark yes</td>
</tr>
<tr>
<td>Q7: Do you or your family participate in Basic Food (SNAP, EBT, or Food Stamps) or FDPIR (Food Distribution Program on Indian Reservation) (check only one)? Check yes or no.</td>
<td>My kids get reduced price school lunch, what do I mark?</td>
<td>• Mark yes</td>
</tr>
<tr>
<td>Closing</td>
<td><em>Wait for the participants to finish.</em> Thank you so much for completing this demographics card.</td>
<td></td>
</tr>
</tbody>
</table>
UC Davis Food Behavior Checklist:

The UC Davis Food Behavior Checklist will help the evaluation team assess changes in healthy eating and food resource management behaviors after SNAP-Ed participation among adults. Educators should proctor this survey with all adult WA Approved Curriculum, except Cooking Matters:

- Food Smarts with Adults and Seniors (3 or more sessions)
- Plan, Shop, Save, & Cook
- Eating Smart, Being Active 2017, Plus Pregnancy Lessons
- Energize Your Life! Gardening for a Healthier You
- Eat Smart, Live Strong

Educators should proctor this tool at the beginning of the first session and at the end of the final session in a series.

Food Behavior Checklist: Script

Educators may use this script when they proctor the Food Behavior Checklist. It contains suggested language for introductions, questions, and closing the survey. Some questions contain clarifications. Educators do not have to follow this script exactly, but please do not change the meaning or intention of the question or survey.

<table>
<thead>
<tr>
<th>Question</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Thank you so much for being here today. We want to learn about how we are doing when we teach this class. You can help us do that by filling out this checklist. These questions are about the ways you plan and fix food. Think about how you usually fix things. Please write your name in the upper right corner. I have assigned you an ID number that I will fill in after class. You can leave that field blank also. Please write today’s date.</td>
<td>You may remember this questionnaire from our first lesson. We use this survey to see how well we are teaching our classes, so please answer honestly. Please write your name in the upper right corner. I have assigned you an ID number that I will fill in after class. You can leave that field blank also. Please write today’s date.</td>
</tr>
<tr>
<td>Q1:</td>
<td>Now let’s go through the first question. Do you eat fruits or vegetables as snacks? Mark your answer. No, Yes sometimes, Yes often, Yes every day. Choose only one answer.</td>
<td></td>
</tr>
<tr>
<td>Q2:</td>
<td>Next question, Do you drink fruit drinks, sport drinks or punch? Choose your answer. No, Yes sometimes, Yes often, or Yes every day.</td>
<td></td>
</tr>
<tr>
<td>Q3:</td>
<td>Did you have citrus fruit or citrus juice during the past week? Yes or no.</td>
<td></td>
</tr>
<tr>
<td>Q4:</td>
<td>Next question, Do you drink regular soda? Mark your answer. No, Yes sometimes, Yes often, Yes everyday</td>
<td></td>
</tr>
<tr>
<td>Q5:</td>
<td>Did you drink milk or use milk on cereal during the past week? Please mark Yes or No.</td>
<td></td>
</tr>
<tr>
<td>Q6:</td>
<td>Moving on to our next question: Fruit: How much do you eat each day? None, ½ cup, 1 cup, 1 ½ cups, 2 cups, 2 ½ cups, 3 cups or more.</td>
<td></td>
</tr>
<tr>
<td>Q7:</td>
<td>Question 7 states: Vegetables: How much do you eat each day? Mark your answer. None, ½ cup. 1 cup. 1 ½ cups, 2 cups, 2 ½ cups, 3 cups or more.</td>
<td></td>
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<tr>
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<td>Post-test</td>
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<tr>
<td>Q8: Do you eat more than one kind of fruit each day?</td>
<td>No, Yes, sometimes, Yes, often, Yes, always.</td>
<td></td>
</tr>
<tr>
<td>Q9: Do you eat more than one kind of vegetable each day?</td>
<td>Please mark your answer: No, Yes, sometimes, Yes, often, Yes, always.</td>
<td></td>
</tr>
<tr>
<td>Q10: Next question is Do you drink milk?</td>
<td>No, Yes, sometimes, Yes, often, Yes, everyday.</td>
<td></td>
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<tr>
<td>Q11: Question 11 is: Do you take the skin off chicken?</td>
<td>No, Yes, sometimes, Yes, often, Yes, always.</td>
<td></td>
</tr>
<tr>
<td>Q12: Moving on, question 12. Did you have fish during the past week?</td>
<td>Yes or no.</td>
<td></td>
</tr>
<tr>
<td>Q13: Do you eat 2 or more vegetables at your main meal?</td>
<td>No, yes, sometimes, Yes, often, yes, everyday.</td>
<td></td>
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<tr>
<td>Q14: Do you use this label when food shopping?</td>
<td>No, Yes, sometimes, Yes, often, Yes, always.</td>
<td></td>
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<tr>
<td>Q15: Let’s move on to question 15. Did you run out of food</td>
<td>No, yes, sometimes, Yes, often, Yes, always.</td>
<td></td>
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<tr>
<td>Q16: And now we’ll move to the last question, question 16. How would</td>
<td>Yes or no.</td>
<td></td>
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<tr>
<td>you rate your eating habits?</td>
<td></td>
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<tr>
<td>Closing</td>
<td>Wait for the participants to finish. Thank you so much for taking this questionnaire. I will</td>
<td>Wait for participants to finish. Thank you so much for taking this questionnaire. I will collect</td>
</tr>
<tr>
<td></td>
<td>collect your papers and we can start our lesson.</td>
<td>your papers. Thank you so much for being a part of this class.</td>
</tr>
</tbody>
</table>

*Food Behavior Checklist: Instruction Guide*

This guide contains question descriptions, explanations and clarifications for the University of California Cooperative Extension's (UCCE) Visually Enhanced Food Behavior Checklist. It also describes some potential questions you might get from participants, along with answers.

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<tr>
<td>Q1: Do you eat fruits or vegetables as snacks?</td>
<td>3 photos: A woman sitting eating a whole apple.</td>
<td>Snacks are eating occasions, which occur before, after or between meals. If you do not eat</td>
<td>Do foods like fruit pie, carrot cake or zucchini bread count?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>fruits or vegetables, mark “no”</td>
<td>• No</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Do fruit snacks count?</td>
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<td></td>
<td></td>
<td></td>
<td>• Ask what kind of fruit snack.</td>
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<td></td>
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<td></td>
<td>• Yes: piece of fruit</td>
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<td></td>
<td>• No: gummy candy fruit snacks</td>
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2 Adapted from the UC Davis Food Behavior Checklist Instructor’s Guide
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<tr>
<td>Q2: Do you drink fruit drinks, sport drinks or punch?</td>
<td>Items pictured:</td>
<td>Count non-carbonated beverages other than 100% juices. Do not count soda</td>
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</tr>
<tr>
<td></td>
<td>● Sunny D</td>
<td></td>
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<tr>
<td></td>
<td>● Hawaiian Punch</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>● Propel Fitness Water</td>
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<tr>
<td></td>
<td>● Gatorade</td>
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<tr>
<td></td>
<td>● Country time lemonade</td>
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<td></td>
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<tr>
<td></td>
<td>● Kool Aid</td>
<td></td>
<td>Do drinks like Tampico, Hi-C, Capri-Sun, Power Aide, Vitamin Water count?</td>
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<td></td>
<td></td>
<td>• Yes</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• What about other orange juices?</td>
<td></td>
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<td></td>
<td></td>
<td>• Only count them in this category if they are not 100% juice</td>
<td></td>
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<td>I thought Gatorade, Power Aide and Vitamin Water were healthy, why count them?</td>
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<td></td>
<td></td>
<td>• They are not 100% juice</td>
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<tr>
<td>Q3: Did you have citrus fruit or citrus juice in the past week?</td>
<td>Items pictured:</td>
<td>Citrus fruits include oranges, grapefruit, kumquat, tangerine, tangelo, mandarin and pomelo, etc. Count 100% juice. Do not count juice drinks, punches, or aides. Do not count lemonade or limeade.</td>
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<td></td>
<td>● 100% orange juice in a carton</td>
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<td></td>
<td>● Frozen concentrated 100% orange juice</td>
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<td></td>
<td>● A can of mandarin oranges</td>
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<td></td>
<td>● A cut orange</td>
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<td></td>
<td>● A cut grapefruit</td>
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<td></td>
<td>● 2 tangerines</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>● A pomelo</td>
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<td>Does Hawaiian punch, Sunny D, citrus-flavored sodas count?</td>
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<td></td>
<td></td>
<td>• No. Count only 100% juice</td>
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<td></td>
<td></td>
<td>• Does Kiwi count?</td>
<td></td>
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<td></td>
<td></td>
<td>• No</td>
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<td></td>
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<td>Are the items pictured the only kinds of citrus?</td>
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<td>• No. Read the client the list of citrus in “explanation”</td>
<td></td>
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<tr>
<td>Q4: Do you drink regular soda?</td>
<td>Items pictured:</td>
<td>Regular soda means non-diet soft drinks. Include sweetened carbonated drinks, including energy drinks. Do not include diet drinks.</td>
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<tr>
<td></td>
<td>● Soda cans (black cherry, grape, orange, cherry cola, grapefruit and cola)</td>
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<td>● Soda in a cup (coke and pepsi)</td>
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<td></td>
<td>● 2L bottles (Dr. Pepper, 7-Up, Sunkist Orange Soda, and Mountain Dew)</td>
<td></td>
<td>Does diet count?</td>
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<td></td>
<td></td>
<td>• No</td>
<td></td>
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<td></td>
<td></td>
<td>What about strawberry Shasta (and other non-name brand sodas)?</td>
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<td></td>
<td></td>
<td>• Yes</td>
<td></td>
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<td>What about caffeine-free sodas?</td>
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<td></td>
<td>• Yes</td>
<td></td>
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<td></td>
<td></td>
<td>Do energy drinks count?</td>
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<td></td>
<td></td>
<td>• Yes</td>
<td></td>
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</table>
| Q5: Did you drink milk or use milk on cereal in the past week?          | Items pictured:                                                           | This is a milk question. Count all forms of milk, including whole, 2%, 1%, skim or nonfat, calcium-fortified non-dairy milks like soymilk, rice milk, and almond milk. Count coconut milk or coconut ‘beverage’ from a box in or in the refrigerated section, but not from a can. Count only milk you put on cereal or drink from a container. | What about flavored milks like strawberry or chocolate milk?  
  • Yes  
 Do milkshakes count?  
  • No  
 What about adding milk to my coffee?  
  • Count only if there is more milk than coffee in the cup (ex: in a latte)  
 What about non-dairy milks like coconut milk, almond milk, hazelnut milk, soymilk, etc?  
  • Yes, if they are calcium-fortified.  
  • You can include coconut milk from the refrigerated section, but canned coconut milk does not count.  
 Calcium-fortified orange juice count?  
  • No  
 Does cheese, yogurt or cottage cheese count?  
  • No  
 Does powdered milk count?  
  • Yes |
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<td>Q6: Vegetables: how much do you eat each day?</td>
<td>Items pictured: • Empty cup measure over answer “none” • Full cup measure, with celery, carrot, green bell pepper, and cucumber over answer “1 cup” • Two full one-cup measures over answer “two cups”. One has corn, peas and broccoli, the other has lettuce, tomatoes, cucumber and sliced red onion • Three full one-cup measures over answer “3 cups or more”. Cups have all the three-cup measures described above.</td>
<td>This question is about the total amount of vegetables or vegetable juice eaten each day. This includes all fresh, frozen, canned, and dried vegetables, and vegetable juices. In general 1 cup of raw or cooked vegetables or vegetable juice, or 2 cups of raw leafy greens is considered 1 cup of vegetable. Examples for 1 cup of vegetable: • 1 cup of broccoli • 1 cup of V8 juice or tomato juice • Salad with 2 cups of leafy greens If you do not eat vegetables, mark “none”</td>
<td>Does it have to be the vegetables in the picture? • No, any vegetable counts Do I count everything that was on my salad? • Yes, the total amount of the salad. Count 2 cups of greens as 1 vegetable. Can they be frozen or canned vegetables? • Yes Do French fries count? • Yes. French fries count for questions 6, 9, 13 because they are potatoes Do potato chips count? • No, potato chips do not count as a vegetable</td>
</tr>
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| Q7: Fruit: how much do you eat each day? | Items pictured:  
- Empty cup measure over answer “none”  
- One-cup measure half full with canned fruit cocktail over answer “1/2 cup”  
- Full one-cup measure with grapes, strawberries, and bananas over answer “1 cup”  
- Two full one-cup measure over answer “two cups”. One has grapes, strawberries and banana slices, the second has cut watermelon, mango, and an orange wedge  
- Three full one-cup measures over the answer “three cups or more”. One has cut watermelon and mango, the second has grapes, sliced strawberries and sliced banana. The third has orange and apple slices. | This question is about the total amount of fruit eaten each day. This includes all fresh, frozen, canned and dried fruits and fruit juices. In general, 1 cup of fruit or 100% fruit juice or ½ cup dried fruit can be considered 1 cup of fruit.  
Examples for 1 cup of fruit:  
- 1 piece of fruit  
- 1 cup chopped watermelon  
- 1 cup 100% orange juice  
- ½ cup raisins  
If you do not eat fruit, mark “none” | Does frozen fruit count?  
- Yes  
What about dried fruit?  
- Yes. ½ cup dried fruit counts as 1 cup of fruit  
Do fruit snacks count?  
- Ask what kind the client means by fruit snack.  
- Yes if the snack is a piece of fruit  
- No if the snack is a fruit roll up or gummy fruit snack  
Does cran-raspberry juice count?  
- Only if it is 100% juice without added sugar  
I eat less than ½ cup, what do I mark?  
- Mark the answer closest to the amount you eat |
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| Q8: Do you eat more than one kind of fruit each day? | 4 photos:  
- Frozen strawberries, jar of applesauce, pear, nectarine, peach, mixed dried fruit with prunes, dried apricot, dried nectarine  
- Carton and glass of orange juice, can of frozen orange juice, can of frozen grape juice, grapefruit, banana, watermelon, strawberries and blueberries  
- Pomegranate, persimmon, honeydew, papaya, box of raisins, can of pears  
- Can of fruit cocktail, can of sliced pineapple, cantaloupe, mango, kiwi, two plums, apple | This question addresses variety. Different preparation methods of the same fruit do not count as variety (e.g. raw apple for snack, applesauce at dinner). Small amounts of fruit should not be counted (e.g. raisins in a cookie). If you do not eat fruit, mark “no” | Does it count if I only had 2 grapes and ½ a banana?  
- No. Needs to be at least ¼ cup raw or canned fruit, ¼ cup 100% fruit juice, or 2 Tablespoons dried fruit. Does juice count or does it have to be a piece of fruit?  
- 100% juice without added sugar counts. If I eat canned fruit cocktail, does it count as more than one fruit?  
- If you ate at least ¼ cup raw or canned fruit, ¼ cup 100% fruit juice, or 2 Tablespoons dried fruit, for each type of fruit. |
| Q9: Do you eat more than one kind of vegetable each day? | Items pictured:  
Tomatoes, corn potato, zucchini, cilantro, carrots, onion, chayote, squash, cauliflower, cucumber, spinach, peppers, radishes, canned tomatoes, avocado, garlic, cactus (nopales), canned salsa, canned sweet potatoes, canned peas, V8 vegetable juice | This question is about variety. Different preparation methods of the same vegetable do not count as variety (e.g. carrot sticks at lunch and cooked carrots at dinner). Small amounts of vegetables should not be counted (e.g. the few pieces of carrot in chicken noodle soup). If you do not eat vegetables, mark “no” | Do frozen vegetables count?  
- Yes. Do the lettuce on my hamburger and French fries count? What about lettuce and onions on my taco?  
- Only if you ate at least the following amounts for at least two vegetables: ¼ cup chopped raw or cooked vegetables, ¼ cup 100% vegetable juice, or ½ cup leafy greens. Does a can or bag of mixed vegetables count?  
Most likely, Yes, if you ate at least the following amounts for at least two vegetables: ¼ cup chopped raw or cooked vegetables, ¼ cup 100% vegetable juice, or ½ cup leafy greens. |
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| Q10: Do you drink milk? | Items pictured:  
- 1 gallon jug of reduced fat milk, glass of milk, carton of reduced fat milk, grid with labels of various milks including: vitamin D whole milk, lactose-free milk, fat free milk, low fat milk, buttermilk, canned milk, nonfat dry milk | This is a milk question, not a dairy or general calcium question. If you do not drink milk, mark “no”. If you drink non-dairy milk, mark “yes” if it is calcium-fortified. | What about flavored milks like strawberry or chocolate milk?  
- Yes  
Do milkshakes count?  
- Yes  
What about non-dairy milks like almond milk, hazelnut milk, soymilk, etc?  
- Yes, if they are calcium-fortified.  
Calcium-fortified orange juice count?  
- No  
Does cheese, yogurt or cottage cheese count?  
- No  
Does powdered milk count?  
- Yes |
| Q11: Do you take the skin off chicken? | Items pictured:  
Hands of a person removing skin from raw chicken drumstick | If you do not eat chicken, leave the answer blank. If you use skinless chicken, mark “yes”. | Does it have to be before I cook it?  
- Either way counts, as long as you do not eat the skin.  
What if I take it off and eat it?  
- Mark “no”  
What if I don’t eat chicken?  
- Leave this question blank  
What if I only buy skinless chicken breast at the store?  
Mark “yes” |
| Q12: Did you have fish during the past week? | 3 photos:  
- Plate with fish sticks and a box of fish sticks  
- Can of tuna and a tuna sandwich  
Large whole fish on a plate with lemons | Count fish (like salmon, rock fish, snapper, salmon, canned or fresh fish like tuna or sardines) prepared at home. Count any fish from a restaurant, like fish and chips. Count shellfish like shrimp, clams, etc. | What if I only had a couple of bites?  
- Yes, this counts  
What about shrimp or crab?  
- Yes, this counts  
What about imitation crab?  
Yes, this counts |
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| Q13: Do you eat 2 or more vegetables at your main meal?                  | 4 photos:                                                                 | This question is about variety. This question is asking about on average, or most of the time. French fries count as a vegetable because they are potatoes. Potato chips do not count as a vegetable. If you do not eat vegetables, mark “no” | Do mixed vegetables, like a bag of mixed frozen vegetables count?  
- Yes  
Do French fries count?  
- Yes  
Does a salad with different vegetables count?  
- Yes  
Two servings of vegetables or two kinds?  
- Two different kinds, or types of vegetable. |
|                                                                         | Chili with cheese, salad with lettuce and tomato and creamy dressing, and cooked cut carrots  
|                                                                         | Hamburger (beef patty, bun, lettuce, and tomato), coleslaw and an ear of corn  
|                                                                         | Pork chop, cooked broccoli, baked potato with sour cream and chives, bowl with a salad (lettuce, tomato, creamy dressing)  
|                                                                         | Chicken, cooked spinach, marinated peppers and carrots, and small plate with a biscuit |                                                                                                                                                                                                         |                                                                                                    |
| Q14: Do you use this label when food shopping?                           | 2 photos:                                                                 | If you do not do the food shopping for your household, mark “no”                                                                                                                                          | I look at it, but I don’t know what it means.  
- Mark “no”  
Is it the same as looking at the front of the package?  
- No, it must be the nutrition facts label  
I look at it but usually go with the cheapest price, what do I mark?  
- Mark “yes”  
I don’t do the food shopping.  
- Mark “no” |
|                                                                         | Nutrition facts label  
<p>|                                                                         | A woman in the grocery store, looking at the nutrition facts label of a box of cereal. |                                                                                                                                                                                                         |                                                                                                    |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Photograph</th>
<th>Explanation</th>
<th>Potential questions and responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q15: Do you run out of food before the end of the month?</td>
<td>Items pictured: • A nearly empty refrigerator with the following contents: bottle of yellow mustard, bottle of salad dressing, can of soda, bottle of ketchup, 2 eggs, almost empty gallon jug of milk</td>
<td>This question is about food insecurity. This may be a sensitive issue. If necessary, explain that this does not imply that a client does not find something to feed themselves or children. Mark “yes” if you use emergency food resources or if some family members go without food. Mark “yes” if you run out of money, or food stamps to buy food. Money could mean cash, credit, debit card, food stamps or WIC vouchers.</td>
<td>My fridge may be empty, but I usually have rice, beans and canned foods in my cupboards. I am tired of these foods. Do I mark yes or no? • Mark “no” What if someone gives me food so I’m not out of food? • Yes, count this as running out of food Does that mean that I don’t eat at all? • Not necessarily. “Yes” means that you run out of money, vouchers or basic food benefits to buy food before the end of the month.</td>
</tr>
<tr>
<td>Q16: How would you rate your eating habits?</td>
<td>No picture</td>
<td>Think about your usual overall diet compared to what you have seen or heard is a healthy diet. Refer to MyPlate, or ½ your plate fruits and vegetables, if needed.</td>
<td>Does that mean how much I eat? • Yes, part of healthy eating has to do with portion sizes What about how often I eat? • Yes, part of healthy eating has to do with how much you eat over the whole day Is it based on if I eat healthy or not? Yes</td>
</tr>
</tbody>
</table>
EFNEP Physical Activity Questionnaire:
The three EFNEP physical activity questions from EFNEP’s Food and Physical Activity Questionnaire help the evaluation team assess changes in physical activity behaviors after SNAP-Ed participation among adult participants. Educators should use this evaluation tool with all adult WA Approved Curriculum, including Food Smarts with adults and seniors; Eat Smart, Live Strong; Plan, Shop, Save, & Cook with adults; and Eating Smart, Being Active. Educators should not use this questionnaire with Cooking Matters. Educators should proctor this tool at the beginning of the first session and at the end of the final session in their series.

**EFNEP Physical Activity Questions: Script**
Educators may use this script when they proctor the EFNEP Physical Activity questions from the EFNEP Food and Physical Activity Questionnaire. It contains suggested language for introductions, questions, and closing the survey. Some questions contain clarifications. Educators do not have to follow this script exactly, but please do not change the meaning or intention of the question or survey.

<table>
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<tr>
<th>Question</th>
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<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Thank you so much for being here today. We want to learn about how we are doing when we teach this class. To help us do that, we would like you to fill out this survey. You will take the same survey after our last class. You will not be graded-there are no right or wrong answers, so please answer honestly. We really want to make sure we are teaching the right things, the right way. Let’s get started. Write down your name or the ID number I assigned you. Please mark today’s date.</td>
<td>You may remember this survey/checklist from our first lesson. We use this survey to see how well we are teaching our classes, so please answer honestly. Write down your name or the ID number I assigned you. Please mark today’s date.</td>
</tr>
<tr>
<td>Q7:</td>
<td>Now let’s go through the questions. In the past week, how many days did you exercise for at least 30 minutes? You can include activities like soccer, jogging, dance classes, any time when you were active for at least 30 minutes total. Do not include housework, gardening, or taking care of your kids. Mark your answer. 0 days, 1 day, 2 days, 3 days, 4 days, 5 days, 6 days, 7 days.</td>
<td></td>
</tr>
<tr>
<td>Q8:</td>
<td>Let’s move on to question 8. In the past week, how many days did you do workouts to build and strengthen your muscles? You can include activities like sit-ups, planks, lifting weights, or doing push-ups. Mark your answer. 0 days, 1 day, 2 days, 3 days, 4 days, 5 days, 6 days, 7 days.</td>
<td></td>
</tr>
<tr>
<td>Q9:</td>
<td>And now we’ll move to the last question, question 9. How often do you make small changes on purpose to be more active? This includes things like walking instead of driving, getting off the bus one stop early, and moving around instead of sitting while watching TV. Mark your answer. Never, Rarely, Sometimes, Often, Usually, Always.</td>
<td></td>
</tr>
<tr>
<td>Closing</td>
<td>Wait for the participants to finish. Thank you so much for taking this questionnaire. We will collect your papers and get started with our lesson.</td>
<td>Wait for participants to finish. Thank you so much for taking this questionnaire. We will collect your papers. Thank you so much for being a part of this class.</td>
</tr>
</tbody>
</table>
**EFNEP Physical Activity Questionnaire: Instruction Guide**

This guide contains question descriptions, explanations and clarifications for EFNEP Physical Activity Questions. It also describes some potential questions you might get from participants, along with answers.

<table>
<thead>
<tr>
<th>Question</th>
<th>Explanation</th>
<th>Potential questions and responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q7: In the past week, how many days did you exercise for at least 30 minutes?</td>
<td>This question is asking about exercise. The 30 minutes could be all at once or in increments of 10 minutes or more throughout the day. Do not count housework, taking care of your kids, or walking from place to place.</td>
<td>Can I count biking from place to place? • Yes I took a long walk yesterday for fun, can I count that? • Yes</td>
</tr>
<tr>
<td>Q8: In the past week, how many days did you do workouts to build and strengthen your muscles?</td>
<td>This question is asking about strength training. Include activities like push-ups, sit-ups, planks, weight lifting.</td>
<td>Does yoga count? • Yoga counts if you did a plank, a hand or head stand, or other poses that help you get stronger. Stretching does not count. Does running or biking count? • No.</td>
</tr>
<tr>
<td>Q9: How often do you make small changes on purpose to be more active?</td>
<td>This question is asking about incorporating activity into your lifestyle. This includes walking from place to place, getting off the bus a few stops early, doing &lt;30 minutes of exercise, stretching, moving around, standing at your desk, etc.</td>
<td>Does my workout count? • If your workout was less than 30 minutes, count it here. If it is more than 30 minutes, count it in question 7.</td>
</tr>
</tbody>
</table>

**Cooking Matters Survey**

This survey was developed by Share Our Strength and should be used for Cooking Matters Classes only. This survey may be proctored electronically. Local Agencies should contact their Implementing Agency and Solid Ground if they have questions about this survey.
Instructions for Youth Evaluation Tools

Proctors or educators may have additional questions regarding how to proctor a survey, or how to answer a participant question. The next section explains each survey, and how to complete it.

Eat Well and Move for K-2nd Grades:
Eat Well + Move for K-2nd Graders will help the evaluation team assess changes in knowledge after SNAP-Ed participation. Educators should use this tool with K-2nd grade series, like Marty Moose and Read for Health. Educators should proctor this tool before the first lesson begins and after the last lesson ends.

Eat Well and Move, Checklist for K-2nd Grade: Script
Educators may use this script when they proctor Eat Well + Move. It contains suggested language for introductions, questions, and closing the survey. Some questions contain clarifications. Educators do not have to follow this script exactly, but should not change the meaning or intention of the question or survey. The script is available as a download from the EFNEP website (download from web link).

Eat Well and Move, Checklist for K-2nd Grade: Instruction Guide

<table>
<thead>
<tr>
<th>Question</th>
<th>Pictures</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1: Circle Kids Being Active</td>
<td>4 pictures: • A girl swinging • A boy riding a bike • A child watching TV • A girl on her computer</td>
<td>This question is about being active and moving our body. Have students circle the pictures that show kids being active. Circle as many pictures that you think are kids being active and moving their bodies. Point to the pictures as you read through the script. Wait for students to finish each question before moving on.</td>
</tr>
<tr>
<td>Q2: Circle healthy snacks</td>
<td>4 pictures: • French fries • tomatoes • bananas • yogurt</td>
<td>This question is about healthy snacks. Look at the snack pictures. Circle the healthy snacks. Circle as many pictures that you think are healthy snacks. Point to pictures as you read through the script. Wait for students to finish each question before moving on.</td>
</tr>
<tr>
<td>Q3: Circle Vegetables</td>
<td>4 pictures: • broccoli • grapes • apple • green beans</td>
<td>This question is about vegetables. Circle vegetables. Circle as many pictures that you think are vegetables. Point to pictures as you read through the script. Wait for students to finish each question before moving on.</td>
</tr>
<tr>
<td>Q4: Circle dairy foods</td>
<td>4 pictures: • egg • milk • cheese • bread</td>
<td>This question is about dairy foods. Look at the pictures. Circle dairy foods. Circle as many pictures that you think are dairy foods. Point to pictures as you read through the script. Wait for students to finish each question before moving on.</td>
</tr>
</tbody>
</table>
**Question** | **Pictures** | **Explanation**
--- | --- | ---
Q5: Circle fruits | 4 pictures:  
- strawberries  
- pear  
- orange  
- carrots | This question is about fruit. Circle the fruits. Circle as many pictures that you think are fruit. Point to pictures as you read through the script. Wait for students to finish each question before moving on.

Q6: Circle kids who should wash their hands before eating | 4 pictures:  
- girl brushing hair  
- kid blowing nose  
- boy tying shoes  
- girl petting dog | Turn to the last page for question 6. This question is about when you should wash your hands before eating. Circle when you should wash your hands before eating. Circle as many pictures that you think are kids who should wash their hands before eating. Point to pictures as you read through the script. Wait for students to finish each question before moving on.

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**EFNEP 3rd Grade Nutrition Education Survey:**
The EFNEP checklist for 3rd grade helps the evaluation team learn about how 3rd grade SNAP-Ed participants’ healthy eating and physical activity behaviors change after SNAP-Ed participation.

Educators should use this tool with 3rd grade series, like Nutrition in Me.

Educators should proctor this tool before the first lesson begins and after the last lesson ends.

**EFNEP 3rd Grade Nutrition Education Survey: Script**

<table>
<thead>
<tr>
<th>Question</th>
<th>Pre-Test</th>
<th>Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Hi everyone! Thank you so much for being here today. We want to learn about how we are doing when we teach this class. You can help us by filling out this survey. You will not be graded- there are no right or wrong answers, so please answer honestly. Do not write your name on this survey. The answers you give will be kept private. Please write your student code number and date. Check off pre-test. Let’s get started.</td>
<td>You may remember this questionnaire from our first lesson. We will use this survey again to see how well we are teaching our classes, so please answer honestly. Do not write your name on this survey. The answers you give will be kept private. Please write your student code number and date. Check off post-test. Let’s get started.</td>
</tr>
<tr>
<td>Q1:</td>
<td>Question 1. I eat vegetables. Answer choices are never or almost never, some days, most days, or every day. Mark your answer with a circle or an x in the box. If you do not eat vegetables, mark “never or almost never”.</td>
<td></td>
</tr>
<tr>
<td>Q2:</td>
<td>Question 2. I eat fruit. Answer choices are never, some days, most days, and every day. Mark your answer.</td>
<td></td>
</tr>
<tr>
<td>Q3:</td>
<td>Question 3. I choose healthy snacks. Answer choices are never or almost never, some days, most days, and every day. Mark your answer.</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Pre-Test</td>
<td>Post-Test</td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
<td>-----------</td>
</tr>
<tr>
<td>Q4:</td>
<td>Question 4. I eat breakfast. Answer choices are never or almost never, some days, most days, and every day. Mark your answer.</td>
<td></td>
</tr>
<tr>
<td>Q5:</td>
<td>Question 5. I do physical activities. Physical activities are things like sports, playing tag, running, jumping rope, walking. Answer choices are never or almost never, some days, most days, and every day. Mark your answer.</td>
<td></td>
</tr>
<tr>
<td>Q6:</td>
<td>Now let’s move to the next section for question 6. Question 6. Being active is fun. Answer choices are I don’t agree, I’m not sure, and I agree. Mark your answer.</td>
<td></td>
</tr>
<tr>
<td>Q7:</td>
<td>Question 7. Being active is good for me. Answer choices are I don’t agree, I’m not sure, and I agree. Mark your answer.</td>
<td></td>
</tr>
<tr>
<td>Q8:</td>
<td>We are half way done! So let’s move on to the next section for question 8. A pizza was left out of the refrigerator all night. What should you do? Answer choices are eat the pizza, smell the pizza to decide if it’s ok to eat, put the pizza in the refrigerator, and don’t eat the pizza. (Repeat answer choices and question if necessary). Mark your answer.</td>
<td></td>
</tr>
<tr>
<td>Q9:</td>
<td>Question 9. A chicken and rice dish has been in the refrigerator for over a week, what should you do? Eat the chicken and rice, smell the chicken and rice to decide if it’s ok to eat, put the chicken and rice back in the refrigerator, don’t eat the chicken and rice dish. (Repeat answer choices and question if necessary). Mark your answer.</td>
<td></td>
</tr>
<tr>
<td>Q10:</td>
<td>Now let’s move to the next page for question 10. Question 10. I wash my hands before making something to eat. Answer choices are almost never, sometimes, most of the time, and always. Mark your answer.</td>
<td></td>
</tr>
<tr>
<td>Q11:</td>
<td>Question 11. Do you ask your family, guardian or the person you live with to get your favorite fruit or vegetable? Answer choices are no, maybe, and yes. Mark your answer.</td>
<td></td>
</tr>
<tr>
<td>Q12:</td>
<td>Question 12. Do you ask your family, guardian or the person you live with to get 1% or nonfat milk instead of whole milk? Answer choices are no, maybe, and yes. Mark your answer.</td>
<td></td>
</tr>
<tr>
<td>Q13:</td>
<td>Question 13. Do you ask your family, guardian or the person you live with to put fruits in a place where you can reach them? Answer choices are no, maybe, and yes. Mark your answer.</td>
<td></td>
</tr>
<tr>
<td>Q14:</td>
<td>Question 14. Do you ask your family, guardian or the person you live with to put vegetables in a place where you can reach them? Answer choices are no, maybe and yes. Mark your answer.</td>
<td></td>
</tr>
<tr>
<td>Closing</td>
<td><em>Wait for everyone to finish.</em> Good job everyone! Thank you so much for participating. I will now go around and collect the surveys.</td>
<td><em>Wait for everyone to finish.</em> Good job everyone! Thank you so much for participating and being in our class. I will now go around and collect everyone’s survey.</td>
</tr>
</tbody>
</table>
**EFNEP Evaluation Checklist for 3rd Grade: Instruction Guide**

This guide contains question descriptions, explanations and clarifications for the EFNEP 3rd Grade Nutrition Education Survey. It also describes some potential questions an educator might get from participants, along with answers.

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<thead>
<tr>
<th>Question</th>
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<th>Potential questions and responses</th>
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<tbody>
<tr>
<td>Q1: I eat vegetables.</td>
<td>If you do not eat vegetables, mark “0 times” To count a vegetable, you must eat at least ¼ cup. Non-fried potatoes count as a vegetable. Vegetable chips do not count as a vegetable.</td>
<td>Do you mean always or sometimes? • Think about what you eat usually or if you ate vegetables yesterday or today. How much do you need to eat in order for it to count? • You must eat at least ¼ cup, or about four bites.</td>
</tr>
<tr>
<td>Q2: I eat fruit</td>
<td>Small amounts of fruit should not be counted (e.g. raisins in a cookie). If you do not eat fruit, mark “no.”</td>
<td>Do you mean always or sometimes? • Think about what you eat usually or if you ate fruits yesterday or today.</td>
</tr>
<tr>
<td>Q3: I choose healthy snacks</td>
<td></td>
<td>Do you mean always or sometimes? • Think about what you eat usually or if you ate healthy snacks yesterday or today. What does “healthy” mean? • Use a healthy plate model “half fruits &amp; vegetables, lean proteins, whole grains” to count as a healthy snack. • Examples of healthy snacks: celery and peanut butter, carrots and hummus, cut up veggies, cut up fruits.</td>
</tr>
<tr>
<td>Q4: I eat breakfast</td>
<td></td>
<td>Do you mean always or sometimes? • Think about what you eat usually or if you ate breakfast yesterday or today.</td>
</tr>
<tr>
<td>Q5: I do physical activities</td>
<td>Examples of physical activities are playing a sport, playing tag, running, walking, jumping rope, etc.</td>
<td>Do you mean always or sometimes? • Think about what you eat usually or if you did any physical activity yesterday or today.</td>
</tr>
<tr>
<td>Q6: Being active is fun</td>
<td>This is a question about physical activity.</td>
<td>I do physical activity, but I don’t like it. • Mark that you don’t think being active is fun.</td>
</tr>
<tr>
<td>Q7: Being active is good for me.</td>
<td>This is a question about physical activity.</td>
<td></td>
</tr>
<tr>
<td>Question</td>
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</tbody>
</table>
| Q8: A pizza was left out of the refrigerator all night. What should you do? | This is a food safety question. | How do I know if a pizza was left out all night?  
  - You may not know, but pretend you do, what would you do if that happened? |
| Q9: A chicken and rice dish has been in the refrigerator for over a week, what should you do? | This is a food safety question. | How do I know if food has been in the refrigerator for a long time?  
  - You may not know, but pretend you do. What would you do if that happened? |
| Q10: I wash my hands before making something to eat. | This is a food safety question. | Do you mean always or sometimes?  
  - Think about if you usually wash your hands. Did you wash your hands before eating today? |
| Q11: Will you ask your family to buy your favorite fruit or vegetable? | Change wording to “do you ask your family, guardian or the person you live with to get your favorite fruit or vegetable” | |
| Q12: Will you ask your family to buy non-fat or 1% milk instead of regular whole milk? | Change wording to “do you ask your family, guardian or the person you live with to get 1% or nonfat milk instead of whole milk?” | I know the cap color of the milk I drink but not the kind of milk.  
  - Mark that you don’t ask the people you live with to get 1% or nonfat milk. |
| Q13: Will you ask your family to have fruits in a place like the refrigerator or in a bowl on the table where you can reach them? | Change wording to “do you ask your family, guardian or the person you live with to put fruits in a place where you can reach them” | |
| Q14: Will you ask your family to have cut up vegetables in the refrigerator where you can reach them? | Change wording to “do you ask your family, guardian or the person you live with to put vegetables in a place where you can reach them” | |
EFNEP Checklists for 9th-12th grades:

The EFNEP checklist for 9th-12th grade helps the evaluation team learn about how high school-aged SNAP-Ed participants’ healthy eating, physical activity, and food resource management behaviors change after SNAP-Ed participation.

**EFNEP Evaluation Checklist for 9th-12th Grades: Script**

Educators may use this script when they proctor the EFNEP 9th-12th grade Nutrition Education Survey. It contains suggested language for introductions, questions, and closing the survey. Some questions contain clarifications. Educators do not have to follow this script exactly, but should not change the meaning or intention of the question or survey.

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<tr>
<th>Question</th>
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<tr>
<td><strong>Introduction</strong></td>
<td>Hi everyone! Thank you so much for being here today. We want to learn about how we are doing when we teach this class. You can help us by filling out this survey. You will not be graded—there are no right or wrong answers, so please answer honestly. Do not write your name on this survey. The answers you give will be kept private. Please write your student code number and date. Check off pre-test. Let’s get started.</td>
<td>You may remember this questionnaire from our first lesson. We will use this survey again to see how well we are teaching our classes, so please answer honestly. Do not write your name on this survey. The answers you give will be kept private. Please write your student code number and date. Check off post-test. Let’s get started.</td>
</tr>
<tr>
<td>Q1:</td>
<td>The first 4 questions ask about food you ate or drank. Now let’s go through the first question. Yesterday, how many times did you eat vegetables, not counting French fries? Include cooked vegetables, canned vegetables, and salads. If you ate 2 different vegetables in a meal or snack, count them as two times. 0) None 1) 1 time 2) 2 times 3) 3 times 4) 4+ times. Circle or mark the answer that best applies to you.</td>
<td></td>
</tr>
<tr>
<td>Q2:</td>
<td>Let’s move on to question 2. Yesterday, how many times did you eat fruit not counting juice? Include fresh, frozen, canned and dried fruits. If you ate 2 different fruits in a meal or snack, count them as 2 times. Answer choices are None, 1 time, 2 times, 3 times, 4+ times. Mark your answer.</td>
<td></td>
</tr>
<tr>
<td>Q3:</td>
<td>Next question, Yesterday, how many times did you drink non-fat or 1% low fat milk? Include low fat chocolate or flavored milk, and low fat milk in cereal. None, 1 time, 2 times, 3 times, 4+ times.</td>
<td></td>
</tr>
<tr>
<td>Q4:</td>
<td>Question 4 is Yesterday, how many times did you drink sweetened drinks like soda, fruit-flavored drinks, sports drinks, energy drinks and vitamin water? Do not include 100% fruit juice. None, 1 time, 2 times, 3 times, 4+ times.</td>
<td></td>
</tr>
<tr>
<td>Q5:</td>
<td>The next two questions ask about how often you choose certain foods. When you eat grain products, how often do you eat whole grains, like brown rice instead of white rice, whole grain bread instead of white bread, and whole grain cereals? Never, Once in a while, Sometimes, Most of the time, Always.</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Pre-test</td>
<td>Post-test</td>
</tr>
<tr>
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<td>-----------</td>
</tr>
<tr>
<td>Q6:</td>
<td>Moving on, when you eat at a restaurant or fast food place, how often do you make healthy choices when deciding to eat? Please mark your answer. Never, Once in a while, Sometimes, Most of the time, or Always.</td>
<td></td>
</tr>
<tr>
<td>Q7:</td>
<td>Next question, During the past 7 days, how many days were you physically active for at least 1 hour? 0 days, 1 day, 2 days, 3 days, 4 days, 5 days, 6 days or 7 days.</td>
<td></td>
</tr>
<tr>
<td>Q8:</td>
<td>During the past 7 days, how often were you so active that your heart beat fast and you breathed hard most of the time? Never, 1 time last week, 2 times a week, 3 times a week, 4 or more times last week.</td>
<td></td>
</tr>
<tr>
<td>Q9:</td>
<td>Now moving onto question 9, how many hours a day do you spend watching TV or movies, playing electronic games, or using a computer for something that is not school work? 1 hour or less, 2 hours, 3 hours, 4 hours, 5 or more hours.</td>
<td></td>
</tr>
<tr>
<td>Q10:</td>
<td>The next 5 questions are about how you handle food. How often do you wash your hands before preparing something to eat? Think about preparing snacks or meals. 1) Never 2) Once in a while 3) Sometimes 4) Most of the time 5) Always.</td>
<td></td>
</tr>
<tr>
<td>Q11:</td>
<td>How often do you wash vegetables and fruits before eating them? Never, once in a while, sometimes, most of the time or always.</td>
<td></td>
</tr>
<tr>
<td>Q12:</td>
<td>Next question, When you take foods out of the refrigerator, how often do you put them back within 2 hours? Please mark your answer. Never, once in a while, sometimes, most of the time, or always.</td>
<td></td>
</tr>
<tr>
<td>Q13:</td>
<td>How often do you check the expiration date before eating or drinking foods? Never, once in a while, sometimes, most of the time, or always.</td>
<td></td>
</tr>
<tr>
<td>Q14:</td>
<td>Last question, in the last month, if your family did not have enough food, how often did you help by going to a food pantry or finding other free or low-cost food resources? 0) Does not apply 1) Never 2) 1 time 3) 2 times 4) 3 times 5) 4 or more times.</td>
<td></td>
</tr>
<tr>
<td>Closing</td>
<td>Wait for participants to finish. Thank you so much for completing this survey. Great job everyone! I will now collect your papers and we can start our lesson.</td>
<td>Wait for participants for finish. Thank you so much for completing this survey. Great job everyone! I will now collect your papers.</td>
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EFNEP Evaluation Checklist for 9th-12th Grades: Instruction Guide

This guide contains question descriptions, explanations and clarifications for the EFNEP 9th-12th Grade Nutrition Education Survey. It also describes some potential questions an educator might get from participants, along with answers.

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<tr>
<th>Question</th>
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<th>Potential questions and responses</th>
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<tbody>
<tr>
<td>Q1: Yesterday, how many times did you eat vegetables, not counting French fries? Include cooked vegetables, canned vegetables and salads. If you ate 2 different vegetables in a meal or snack, count them as 2 times.</td>
<td>This question is about the total amount of vegetables or vegetable juice eaten each day. This includes all fresh, frozen, canned, and dried vegetables, and vegetable juices. In general 1 cup of raw or cooked vegetables or vegetable juice, or 2 cups of raw leafy greens is considered 1 cup of vegetable. Examples for 1 cup of vegetable: 1 cup of broccoli 1 cup of V8 juice or tomato juice Salad with 2 cups of leafy greens French fries and potato chips do not count as a vegetable.</td>
<td>Do I count everything that was on my salad? • Yes, the total amount of the salad. Count 2 cups of greens as 1 vegetable. Can they be frozen or canned vegetables? • Yes Do French fries count? • No Do potato chips count? • No Do you mean how many kinds of vegetables I ate or how many meals? • First think of how many times you ate vegetables. Did you eat vegetables as a meal or a snack? • Next think of how many kinds of vegetables you ate when you ate vegetables. For example, if you had a salad for lunch that had lettuce and carrots, that would count as two times. I don’t eat vegetables, what should I mark? • Mark that you didn’t eat vegetables yesterday</td>
</tr>
</tbody>
</table>

Q2: Yesterday, how many times did you eat fruit, not counting juice? Include fresh, frozen, canned, and dried fruits. If you ate 2 different fruits in a meal or snack, count them as 2 times.  

This question is about the total amount of fruit eaten each day. This includes all fresh, frozen, canned and dried fruits and fruit juices. In general, 1 cup of fruit or 100% fruit juice or ½ cup dried fruit can be considered 1 cup of fruit.  

Examples for 1 cup of fruit:  
- 1 piece of fruit  
- 1 cup chopped watermelon  
- 1 cup 100% orange juice  
- ½ cup raisins  

If a participant does not eat fruit, mark “none”  

Does frozen fruit count?  
- Yes  
What about dried fruit?  
- Yes. ½ cup dried fruit counts as 1 cup of fruit  
Do fruit snacks count?  
- Ask what kind the client means by fruit snack.  
- Yes if the snack is a piece of fruit  
- No if the snack is a fruit roll up or gummy fruit snack  
Does cran-raspberry juice count?  
- Only if it is 100% juice without added sugar  
Do you mean how many kinds of fruit I ate or how many meals?  
- How many times you ate them—breakfast? Lunch? Dinner? Snack?
<table>
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| Q3: Yesterday, how many times did you drink nonfat or 1% low-fat milk? | Most (though not all) manufacturers use the following color code system: red cap - whole milk, purple cap - 2% milk, green - 1%, light blue - nonfat You may include calcium-fortified non-dairy milks like soymilk, rice milk, almond milk. Count only milk you put on cereal or drink from a container. | What if I don’t know what kind of milk I drank?  
• If you drank any milk yesterday, mark it.  
I didn’t drink milk yesterday, but I usually do.  
• Mark how many times you drank milk yesterday. |
| Q4: Yesterday, how many times did you drink sweetened drinks like soda, fruit-flavored drinks, energy drinks and vitamin water? | Regular soda means non-diet soft drinks. Include sweetened carbonated drinks. Do not include diet drinks. Count non-carbonated beverages other than 100% juices.                                                                                                                        | Do drinks like Tampico, Hi-C, Capri-Sun, Power Aide, Vitamin Water count?  
• Yes  
What about other orange juices?  
• Only count them in this category if they are not 100% juice  
I thought Gatorade, Power Aide and Vitamin Water were healthy, why count them?  
• They are not 100% juice  
Does diet count?  
• No  
What about strawberry Shasta (and other non-name brand sodas)?  
• Yes  
What about caffeine-free sodas?  
• Yes |
| Q5: When you eat grain products, how often do you eat whole grains, like brown rice instead of white rice, whole grain bread instead of white bread and whole grain cereals? | If the student does not know what a whole grain is, or does not know how much whole grains they eat, they can leave this question blank.                                                                                                                                                                                            | What are grain products?  
• Rice, pasta, quinoa, bread, muffins, pastries, cereals  
What if I don’t know how much whole grain I eat?  
• If you don’t know how much whole grain you eat, leave that question blank  
What is a whole grain?  
• Brown rice, whole grain bread, some cereals are whole grain. |
<table>
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| Q6: When you eat out at a restaurant or fast food place, how often do you make healthy choices when deciding what to eat? | This question is about making healthy food choices while eating away from home. | How do you define “healthy”?  
- Think about what you have seen or heard is a “healthy diet. Refer to MyPlate, or the “healthy plate” model, where half of the plate is fruits and vegetables.  
- Healthy eating also has to do with portion sizes.  
What if I eat less healthy food but I eat less of it?  
- Portion sizes are part of a healthy eating pattern. Choosing to eat a smaller amount of a less healthy food is a healthy choice. |
| Q7: During the past 7 days, how many days were you physically active for at least 1 hour? | This is a question about physical activity. Physical activity includes walking, PE, sports, yard work, cleaning, running, biking, hiking, etc. | Does it have to be all at once?  
- No. It counts if you move your body for at least an hour total throughout the day. For example, you can count the day if you moved your body for 20 minutes at lunch, 15 minutes to walk to school, 15 minutes to walk home, and 10 minutes of playing a sport at home or after school. |
| Q8: During the past 7 days, how often were you so active that your heart beat fast and you breathed hard most of the time? | This is a question about physical activity. This kind of physical activity makes you sweat. Lifting heavy objects (weights, medicine balls), dancing, running, biking fast all count. | Does it matter how long I breathed hard for?  
- No, if you breathed hard and your heart beat faster at all, it counts. |
| Q9: How many hours a day do you spend watching TV or movies, playing electronic games or using a computer for something that is not school work? | This is a question about sedentary behaviors. | What about watching movies or TV on my phone?  
- Count the time if you are lounging and relaxing. Do not count the time if you are in transit, going from one place to another. |
<p>| Q10: How often do you wash your hands before preparing something to eat? Think about preparing snacks or meals | This is a food safety question. Also think about if you wash your hands before you eat. | |</p>
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<tr>
<td>Q11: How often do you wash vegetables and fruits before eating them?</td>
<td>This is a food safety question.</td>
<td></td>
</tr>
</tbody>
</table>
| Q12: When you take foods out of the refrigerator, how often do you put them back within 2 hours? | This is a food safety question.                                              | What if I eat them?  
  - Only count times when you take something out of the refrigerator and put it back. |
| Q13: How often do you check the expiration date before eating or drinking foods? | This is a food safety question.                                              |                                                                         |
| Q14: In the last month, if your family did not have enough food, how often did you help by going to a food pantry or finding other free or low-cost food resources? | Rephrase to: if you, your family, or the person you live with did not have enough food...  
  This question is about food insecurity. This may be a sensitive issue. If necessary, explain that this does not imply that a client does not find something to feed themselves or others.  
  Mark 0-4 times per month if you use emergency food resources or if some family members go without food, if you run out of money, or food stamps to buy food.  
  Money could mean cash, credit, debit card, food stamps or WIC vouchers. | |
Plan Shop Save & Cook (PSSC) Checklist for Older Youth:

The purpose of these tools is to learn about participant behavior change by assessing client self-reported knowledge and behaviors before and after Plan, Shop, Save & Cook lessons for the PSSC Older Youth Pilot. This tool is available in English only. Educators should use when they teach PSSC with older youth. Educators should use the standard adult tools when they teach PSSC with an adult audience. Educators should proctor this tool at the beginning of the first lesson and at the end of the final lesson. Local agencies should contact their Implementing Agency to order this tool.

PSSC Checklist Instruction Guide:

This guide contains question descriptions, explanations and clarifications for the PSSC Checklist. It also describes some potential questions an educator might get from participants, along with answers.

<table>
<thead>
<tr>
<th>Question</th>
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<tbody>
<tr>
<td>Q1: How often do you plan meals ahead of time?</td>
<td>This question is about planning meals. Planning meals could include planning a menu for the week, or planning dinner in the morning after taking stock of what is in the pantry.</td>
<td>What if I figure out what I’m eating at lunch while I’m at school or work?</td>
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<td></td>
<td></td>
<td>• This does not count. It only counts if you can compare what’s in your pantry where you live first.</td>
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<td></td>
<td></td>
<td>What if I plan meals for the week most weeks but don’t always stick to it?</td>
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<tr>
<td></td>
<td></td>
<td>• Mark most of the time.</td>
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<tr>
<td>Q2: How often do you compare unit prices before buying food?</td>
<td>This question is about comparing prices at the grocery store. A unit price is the price per weight of an item.</td>
<td>What is a unit price?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• A unit price is the price per weight of an item.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What if I compare prices but I usually choose the brand I prefer even if it is more expensive?</td>
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<tr>
<td></td>
<td></td>
<td>• This question is asking about how often you compare prices, not if it helps you make your decision.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mark the answer that represents how often you compare prices.</td>
</tr>
<tr>
<td>Q3: How often do you run out of food before the end of the month?</td>
<td>This question is about food insecurity. This may be a sensitive issue. If necessary, explain that this does not imply that a client does not find something to feed themselves or children. Running out of food counts if a person uses emergency food resources or if some family members go without food, or if the household runs out of money or basic food benefits to buy food.</td>
<td>My fridge is usually empty, but I always have rice, beans and canned foods in my cupboards.</td>
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<tr>
<td></td>
<td></td>
<td>I am tired of these foods. Do I mark yes or no?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mark “never”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What if someone gives me food so I’m not out of food?</td>
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<tr>
<td></td>
<td></td>
<td>• Yes, count this as running out of food</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Does that mean that I don’t eat at all?</td>
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<tr>
<td></td>
<td></td>
<td>• Not necessarily. Running out of food means that you run out of money, vouchers or basic food benefits to buy food before the end of the month. Money could mean cash, credit, debit card, food stamps or WIC vouchers.</td>
</tr>
<tr>
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<tr>
<td>Q4: How often do you shop with a grocery list?</td>
<td>This question is about shopping with a grocery list.</td>
<td>I usually have a list in my head, but not written down, does that count?</td>
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<tr>
<td></td>
<td></td>
<td>• No, only written lists count</td>
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<td></td>
<td></td>
<td>I keep a list on my phone, does that count?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Yes, any written list counts</td>
</tr>
<tr>
<td>Q5: When deciding what to feed your family, how often do you think about healthy food choices?</td>
<td>This question asks about healthy choices. Healthy refers to MyPlate and the Dietary Guidelines for Americans. Educators may instruct participants to think about their usual overall diet compared to what they have seen or heard is a healthy diet. Refer to MyPlate, or ½ your plate fruits and vegetables, if needed.</td>
<td>Does that mean how much my family eats?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Yes, part of healthy eating has to do with portion sizes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What about how often I eat?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Yes, part of healthy eating has to do with how much you eat over the whole day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What does ‘healthy’ mean?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Healthy refers to guidelines from MyPlate. A simple way to think of it is eating half your plate as fruits and vegetables.</td>
</tr>
<tr>
<td>Q6: How often do you use the “nutrition facts” on the food label to make food choices?</td>
<td>This question asks about how the nutrition facts label influences participant behavior.</td>
<td>I look at it, but I don’t know what it means.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mark “never”</td>
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<tr>
<td></td>
<td></td>
<td>Is it the nutrition facts label the same as looking at the front of the package?</td>
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<tr>
<td></td>
<td></td>
<td>• No, it must be the nutrition facts label</td>
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<td></td>
<td></td>
<td>I look at it but usually go with the cheapest price, what do I mark?</td>
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<tr>
<td></td>
<td></td>
<td>• This means that you make your choice based on the price. Choose the answer that represents how often the nutrition facts label makes you buy one product over another, choose a product, or put something back.</td>
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<tr>
<td></td>
<td></td>
<td>I don’t do the food shopping.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mark “never”</td>
</tr>
<tr>
<td>Q7: How often do you use MyPlate to make food choices?</td>
<td>This question is a knowledge and a behavior question about MyPlate.</td>
<td>I don’t know what MyPlate is, how do I know what to mark?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mark “never”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I think about it but I don’t use it to make choices, I just think about how bad my choices are!</td>
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<tr>
<td></td>
<td></td>
<td>• Mark “never”</td>
</tr>
<tr>
<td>Q8: (post-test only) What changes have you made since you have taken the class?</td>
<td>This question asks about shopping and diet-related behavior changes.</td>
<td>What kind of changes?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Changes that relate to the class. Changes could relate to any of the other questions on the survey.</td>
</tr>
</tbody>
</table>

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**PSSC Script:**

Educators may use this script when they proctor the PSSC Checklist. It contains suggested language for introductions, questions, and closing the survey. Some questions contain clarifications. Educators do not have to follow this script exactly, but should not change the meaning or intention of the question or survey.

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<tbody>
<tr>
<td>Introduction</td>
<td>Hi everyone! Thank you so much for being here today. We want to learn about how we are doing when we teach this class. You can help us by filling out this survey. You will not be graded- there are no right or wrong answers, so please answer honestly. Do not write your name on this survey. The answers you give will be kept private. Please write your name or student ID number in the top right corner. Write down today’s date. Leave the grey box at the bottom of the page blank. Let’s get started.</td>
<td>You may remember this checklist from our first lesson. We will use this survey again to see how well we are teaching our classes, so please answer honestly. Do not write your name on this survey. The answers you give will be kept private. Please write your name or student ID number in the top right corner. Write down today’s date. Leave the grey box at the bottom of the page blank. Let’s get started.</td>
</tr>
<tr>
<td>Q1: How often do you plan meals ahead of time? Never, Seldom, Sometimes, Most of the time, Almost Always. Circle your answer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q2: How often do you compare unit prices before buying food? Never, Seldom, Sometimes, Most of the time, Almost Always. Circle your answer.</td>
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<td>Q5: When deciding what to feed your family, how often do you think about healthy food choices? Never, Seldom, Sometimes, Most of the time, Almost Always. Circle your answer.</td>
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<td>Q6: How often do you use the “nutrition facts” on the food label to make food choices? Never, Seldom, Sometimes, Most of the time, Almost Always. Circle your answer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q7: How often do you use MyPlate to make food choices? Never, Seldom, Sometimes, Most of the time, Almost Always. Circle your answer.</td>
<td></td>
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</tr>
<tr>
<td>Q8: This question is not on the pre-test</td>
<td>What changes have you made since you have taken the class? Write down your response.</td>
<td></td>
</tr>
<tr>
<td>Closing</td>
<td>Wait for the participants to finish. Thank you so much for taking this survey. We will collect your papers and get started with our lesson.</td>
<td>Wait for participants to finish. Thank you so much for taking this survey. We will collect your papers. Thank you so much for being a part of this class.</td>
</tr>
</tbody>
</table>
Kids Activity and Nutrition Questionnaire (KAN-Q) for 4th-8th Grades:

The KAN-Q assesses students' knowledge, attitudes, and behaviors related to the Dietary Guidelines for Americans and the Physical Activity Guidelines for Americans. The University of Arizona SNAP-Ed Evaluation team developed, reliability- and validity-tested this survey. Educators should use this tool when they teach curricula for 4th-8th graders, including (but not limited to):

- ReFresh,
- Nutrition to Grow On,
- CHFFF,
- Growing Healthy Habits,
- Kids in the Kitchen,

Before proctoring this tool, educators or proctors should review the KAN-Q proctor guide. Local agencies may contact their Implementing Agency or download a copy from the Washington SNAP-Ed Web Site. Proctors should also review the KAN-Q training video, which will be available on the SNAP-Ed website. Educators should proctor this tool before the first lesson and after the last lesson in their series.

Please note: that there is no designated spot for SNAP-Ed ID number on the KAN-Q. Educators should write SNAP-Ed ID Numbers in the top right corner of the cover page. Before entering the KAN-Q into PEARs, the educator or the local agency should cross out the student name and make sure each survey has a SNAP-Ed ID number.

KAN-Q Instruction Guide:
For more information, including potential questions from participants, review the KAN-Q Proctor Guide. Local agencies and educators can download a copy of the proctor guide from the Washington SNAP-Ed web site, or may contact the evaluation team or their implementing agency for a copy.

KAN-Q Script:
Educators may use this script when they proctor the KAN-Q. It contains suggested language for introductions, questions, and closing the survey. Some questions contain clarifications. Educators do not have to follow this script exactly, but please should not change the meaning or intention of the question or survey.

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<td>You may remember this questionnaire from our first lesson. We will use this survey again to see how well we are teaching our classes, so please answer honestly. Remember: You will not be graded-there are no right or wrong answers. And no one at school or at home will see your answers. Write your first and last name putting one letter in each box.</td>
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<tr>
<td>Q1:</td>
<td>Now let’s go through the first question. How old are you? Mark 8,9,10,11,12,13,14, or 15</td>
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<td>Q2:</td>
<td>Let’s move on to question 2. What grade are you in? Are you in the 3rd, 4th, 5th, 6th, 7th, or 8th.</td>
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</tr>
<tr>
<td>Q3:</td>
<td>Are you a boy or girl? Bubble in boy or girl</td>
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<tr>
<td>Q4:</td>
<td>Yesterday, did you eat any white macaroni, noodles, bread, tortillas or rice? Mark your answer. No, I did not eat any of these foods yesterday. Yes, I ate one of these foods 1 time yesterday. Yes, I ate one of those 2 times yesterday. Yes, I ate one of these foods 3 times yesterday. Yes, I ate one of those 4 times yesterday. Or yes, I ate one of those foods 5 or more times yesterday.</td>
<td></td>
</tr>
<tr>
<td>Q5:</td>
<td>Yesterday, did you eat any dark or whole macaroni noodles, bread, tortillas or rice? No. I did not eat any of these foods yesterday. Yes. I ate one of these foods 1 time yesterday. Yes. I ate one of these foods 2 times yesterday. Yes. I ate one of these 3 times yesterday. Yes. I ate one of these 4 times yesterday. Yes. I ate one of these foods 5 or more times yesterday. Mark your answer.</td>
<td></td>
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<tr>
<td>Q6:</td>
<td>Question 6 reads: what type of milk do you drink most of the time? Choose only one. Do not use cap color to pick the type of milk you drink. It’s okay to fill in the bubble if you don’t know. Mark your answer. Is it whole milk, 2% reduced milk, 1% (low fat milk), fat free milk, soy, almond, rice or other milk, I never drink milk, or I don’t know.</td>
<td></td>
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<tr>
<td>Q7:</td>
<td>Yesterday, did you eat or drink any milk, yogurt or cheese? You can count flavored milk, soy milk, and drinks made with yogurt. Mark your answer. No, I did not eat any of these yesterday. Yes. I had milk, yogurt or cheese 1 time yesterday. Yes. I had milk, yogurt or cheese 2 times yesterday. Yes. I had milk, yogurt or cheese 3 times yesterday. Yes. I had milk, yogurt or cheese 4 times yesterday. Yes. I ate milk, yogurt or cheese 5 or more times yesterday.</td>
<td></td>
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<tr>
<td>Q8:</td>
<td>Did you eat any vegetables yesterday? You can count mashed potatoes and beans. Do not count French fries or chips. The picture might help you answer the question as to what a vegetable is included to be. Fill in your answer. No. I did not eat any vegetables yesterday. Yes. I ate vegetables 1 time yesterday. Yes. I ate vegetables 2 times yesterday. Yes. I ate vegetables 3 times yesterday. Yes. I ate vegetables 4 times yesterday or Yes, I ate one of these vegetables 5 or more times yesterday.</td>
<td></td>
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<tr>
<td>Q9:</td>
<td>Yesterday, did you eat any fruit? You can count all fresh frozen, canned, or dried fruits. Do not count fruit juice. We can see in the picture that raisins are also included as a fruit. Mark your answer. No. I did not eat any fruit. Yes. I ate fruit 1 time yesterday. Yes. I ate fruit 2 times yesterday. Yes. I ate fruit 3 times yesterday. Yes. I ate fruit 4 times yesterday. Or Yes. I ate fruit 5 or more times yesterday.</td>
<td></td>
</tr>
<tr>
<td>Q10:</td>
<td>Let’s move on to question 10. The following question is Yesterday, did you eat any fish, eggs, nuts or peanut butter? Please fill in your answer. No. I did not eat any of these foods yesterday. Yes. I ate one of these foods 1 time yesterday. Yes. I ate one of these foods 2 times yesterday. Yes. I ate one of these foods 3 times yesterday. Yes. I ate one of these foods 4 times yesterday. Yes. I ate one of these foods 5 or more times yesterday.</td>
<td></td>
</tr>
<tr>
<td>Q11:</td>
<td>Yesterday, did you drink any regular (not diet) soda, sports drink, juice box or other sugary drink? Do not count 100% fruit juice. Mark your answer. No. I did not drink any of these drinks yesterday. Yes. I had a drink like this 1 time yesterday. Yes. I had a drink like this 2 times yesterday. Yes. I had a drink like this 3 times yesterday. Yes. I had a drink like this 4 times yesterday. Yes. I had a drink like this 5 or more times yesterday.</td>
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<tr>
<td>Question</td>
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<tr>
<td>Q13:</td>
<td>How many hours did you watch TV when you were NOT in school yesterday? Please fill in a bubble with your answer. I did not watch TV yesterday. Less than one hour. 1 hour. 2 hours. 3 hours. 4 hours. 5 hours or 6 hours or more.</td>
<td></td>
</tr>
<tr>
<td>Q14:</td>
<td>How many hours did you use a computer, phone, or tablet or play video games when you were NOT in school yesterday? Answer choices are: I did not use these things or play video games yesterday. Less than one hour. 1 hour. 2 hours. 3 hours. 4 hours. 5 hours or 6 hours or more.</td>
<td></td>
</tr>
<tr>
<td>Q15:</td>
<td>We are halfway through the questionnaire!!! You are doing great! These questions are about what physical activities did you do last week? Physical activity makes your heart beat fast and makes you breathe hard. It includes PE, basketball, soccer, running around, dancing, other sports, exercise or other similar activities. All of the kids in the pictures above are doing physical activities. Make sure to bubble in all of the days that you were active last week. For example, if you were active during PE at school only Monday and Friday, you only need to bubble those days. Do not include team sports unless the question asks about team sports. First: I was active before school on these days last week. Do not include team sports. Monday. Tuesday. Wednesday. Thursday. Friday. Next: I was active during recess at school on these days last week. Monday. Tuesday. Wednesday. Thursday. Friday. I was active during PE at school on these days last week. Monday. Tuesday, Wednesday, Thursday. Friday. T I was active after school on these days last week. Do not include team sports. Remember fill in whichever days you were active. It can be more than one. Monday. Tuesday. Wednesday. Thursday. Friday. Last sentence. I was active during the weekend on these days last week. Saturday or Sunday.</td>
<td></td>
</tr>
<tr>
<td>Q16:</td>
<td>Okay, let’s move on. How much of your plate at meals should be fruits and vegetables? Please mark your answer. None. Some. About half. Most. All or I don’t know.</td>
<td></td>
</tr>
<tr>
<td>Q17:</td>
<td>How much of the grains that most kids eat should be made of whole grains? Grains are foods like bread, cereal, rice and noodles. Do you think none, some, about half, most, all or I don’t know.</td>
<td></td>
</tr>
<tr>
<td>Q18:</td>
<td>What type of milk should most kids drink most of the time? It’s okay if you don’t know just fill in the I don’t know bubble. Answer choices are whole milk, 2% reduced fat milk, 1% (low fat) or fat free milk, or soy milk with added calcium, or I don’t know</td>
<td></td>
</tr>
<tr>
<td>Q19:</td>
<td>How many minutes of physical activity or exercise should most kids get each day? Is it 15 minutes or less, 30 minutes. 45 minutes, 60 minutes (1hour) or I don’t know. Mark your answer.</td>
<td></td>
</tr>
<tr>
<td>Q20:</td>
<td>How do you feel about eating fruit? Fill in what you think about fruit. I really like to eat fruit. I kind of like to eat fruit. I don’t like to eat fruit. I really don’t like to eat fruit. I’m not sure if I like to eat fruit.</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Pre-test</td>
<td>Post-test</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Q21:</td>
<td>How do you feel about eating vegetables? Mark your answer. I really like to eat vegetables. I kind of like to eat vegetables. I don’t like to eat vegetables. I really don’t like to eat vegetables. I’m not sure if I like to eat vegetables.</td>
<td></td>
</tr>
<tr>
<td>Q22:</td>
<td>How do you feel about eating foods made with whole grains, like brown rice or dark bread? I really like to eat whole grain foods. I kind of like to eat whole grain foods. I don’t like to eat whole grain foods. I really don’t like to eat whole grain foods or I’m not sure if I like to eat whole grain foods.</td>
<td></td>
</tr>
<tr>
<td>Q23:</td>
<td>How do you feel about drinking milk, low in fat, like fat free or 1% milk? Fill in the bubble that states how you feel. I really like to drink low fat milk. I kind of like to drink low fat milk. I don’t like to drink low fat milk. I really don’t like to drink low fat milk. Or I’m not sure if I like to drink low fat milk.</td>
<td></td>
</tr>
<tr>
<td>Q24:</td>
<td>How do you feel about having drinks low in sugar like water or plain white milk? I really like drinks low in sugar. I kind of like drinks low in sugar. I don’t like drinks low in sugar. I really don’t like drinks in low sugar. I’m not sure if I drinks low in sugar.</td>
<td></td>
</tr>
<tr>
<td>Q25:</td>
<td>Last question! How do you feel about doing physical activity? Please mark your answer. I really like to do physical activity. I kind of like to do physical activity. I don’t like to do physical activity. I really don’t like to do physical activity. Or I’m not sure if I like to do physical activity.</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>That’s the end of the questionnaire! Thank you so much for taking the time and completing this questionnaire for us!</td>
<td></td>
</tr>
</tbody>
</table>
PEARS Program Activities Module

Using the PEARS Program Activities module will help with federal reporting, IA monitoring, and evaluation. This section is required if local agencies are conducting a social marketing campaign. The following has been lightly adapted from PEARS Support.

What is Direct Education?
Direct Education takes place when a participant is actively engaged in the learning process with an educator and/or interactive media for at least 20 minutes using a Washington-Approved SNAP-Ed Curriculum. Direct education provides an opportunity to obtain demographic information about individual participants.

What to Enter into Program Activities:
Only direct education should be entered into the program activities module. A separate program activity should be created for each new audience reached. If the audience changes by a significant portion, local agencies should create a separate program activity. If local agencies teach one-time events, like a food demos or Cooking Matters in Your Community, they should enter program information into Indirect Activities. If local agencies teach a series that is not on the approved list, they should contact their IA and the curriculum team.

How to Add a Program Activity
1. Go to the "Program Activities" page (Track / Program Activities).
2. Click .
3. Give your program activity a name.
   - Enter a program activity name that makes sense to you.
   - For youth series in schools, please add the teacher and the grade level in your program activity name.
   - For youth series outside of schools, please include the grade level(s) who are participating.
   - Your IA may have additional naming requirements.
   - Your Program activity name should help you find your activity in PEARS should you need to edit it, so make sure each one is descriptive enough to help you search. It may be helpful to add your local agency name to the program activity name if there is more than one local agency in your county.
   - Youth example: WSU Metropolis Co- National City Elementary CATCH- Ms. Supergirl- 4th Grade. Adults example: Gotham Co HD- Gotham City CSO- Food Smarts with Adults- Autumn.

4. Enter the site for the program activity. You have the option of selecting an organization with multiple sites (like a school district) or a single location. If you cannot find the site you need, add a new site by typing in the name, clicking the button, and filling out the required information for the site.
   - If you enter a new site, you will need its name and address, including its city, state, and zip code.
   - Although not required by PEARs, please also enter a “setting”, such as school, food store, or food bank.

5. In the “Unit” field, choose the county where you delivered direct education.

6. Adding delivery people is not required, but it is very helpful. Adding someone as a delivery person allows them to see the program activity without being able to edit it. It also gives them credit for the activity. The creator of the activity is not automatically added as a delivery person.

7. If you had volunteers help with your activity, you will need to give the number of volunteers and the total hours worked by ALL volunteers. For example, if you had an activity with two sessions and three volunteers, all of which worked two hours each session the math would look like:
   
   \[2 \text{ sessions} \times 3 \text{ volunteers} \times 2 \text{ hours} = 12 \text{ total volunteer hours}\]

11. Recording sessions is the next step. Add a session for each time your program activity meets by using the button. If you accidentally add too many sessions you can delete any of them by clicking the button next to the session you need removed (these changes will not be recorded until the program activity is saved). Each session requires that you enter a start date and session length (in minutes). Please choose a start time. Selecting whether or not you used interactive media is not required.

12. If you have any additional comments about the activity you can leave them in the box above the save buttons. Please use this box to note if you held your class in a language other than English, and if you used surveys in Spanish or another language. You may also enter educators who do not have PEARs accounts to the comments box. Your IA may have additional requirements regarding what you should write in the comments box on this page.

13. Optional: Upload file(s) related to the program activity

14. Click to finalize the entry or to navigate to the "Custom Data" section.

**How to Add Custom Data**

1. Go to the "Program Activities" page (Track / Program Activities) and click on your Program Activity.

2. Click the "Custom Data" section located in the progress bar (it is between "Program Activity Information" and "Demographics").

3. Intervention Name: This is usually your direct education curriculum. If you are entering a PSE project, select “other, please specify” from the drop-down menu and write your intervention name below. Your IA may have additional requirements regarding intervention names.

4. Add Priority Indicators: There are several priority indicators listed. In Program Activities, you should select one or more of the following indicators: MT1, MT2, or MT3.

5. Choose target audiences: Select the group of individuals to whom you taught your direct education series. You may select more than one audience.
6. Choose the setting from the drop-down menu. The setting is where your direct education took place. While interventions may take place in more than one setting, select the primary setting in which your program activity happens. Settings are divided into six categories: eat, live, learn, play, shop, and work.

7. Choose the Primary Curriculum: Choose the Washington SNAP-Ed approved curriculum that you used for this program activity. If you do not see the curriculum you used in the drop-down menu, save your work and contact your IA.

8. Add Additional Curricula: If you used more than one curriculum with the same audience, select your “Additional Curriculum” from the drop-down menu. This is a list of Washington’s SNAP-Ed approved curriculum. If you do not see the curriculum you used, save your work and contact your IA.

9. Select Objectives: This is a list of goals/objectives as specified in the Washington State SNAP-Ed plan. You may select more than one objective.

10. Select Intervention Topics: Intervention topics are based on a list used for federal reporting. Choose the main topics in the curriculum you used. You may select more than one intervention topic.

11. Click [Save] to finalize the entry or [Save and continue] to navigate to the “Demographics” section. You may come back to edit the custom data by clicking "Custom Data" in the progress bar.

Demographic Information
Nationally, SNAP-Ed requires that the total number of participants and their age ranges be included in program activity data. Participant age range, sex, race, and ethnicity are required in PEARS.

Adding Demographic Information to a Program Activity
1. Navigate to the program activity you wish to add demographic information to (Track / Program Activities).
2. Click "Demographics" located in the progress bar.
3. Enter the total number of participants
4. Select the method you used to determine participant demographics, and the source of your demographic data.
   - Local agencies should use “actual” (measured) demographics whenever possible. If a participant’s information is missing, you may select “unknown”. Actual demographics can be measured using the demographics card, existing individual-level demographics from site or local agency or School Data (if available per individual student).
   - For youth participants, use existing data (e.g., school data). Local agencies should not ask youth for race/ethnicity information.
   - If an agency must estimate demographics, use existing agency data (based on target populations), census data, or school-wide data.
   - If a local agency needs assistance calculating demographics, they should reach out to their IA.
If a local agency estimates demographics for an audience, they should use the drop-down to select ‘Estimated Count’ in PEARs:

Method used to determine demographic makeup of participants *

- Estimated Count

If a local agency uses a combination of actual and estimated data for an audience, “methods used to determine...” dropdown menu should look like this:

Method used to determine demographic makeup of participants *

- Estimated Count

Source of Data *

- Other

Source other *

- Demographic survey and agency data

5. Enter the age and sex of participants. Age is a required field for SNAP-Ed, but data entry staff can answer unknown for sex if a participant chose not to identify that information. The data entry person will not be able to save and continue until Male + Female + Unknown = Total Reach.

6. Enter additional race or ethnicity information. The total numbers for these categories do not have to equal Total Reach.

7. Click to finalize the entry or to navigate to the "Attach Survey Instruments" section.

How to Use the Auto-Calculate Feature

Once the demographic card information has been entered with participant unique ID numbers, data entry staff may use the Auto Calculate feature to determine demographics. Using Auto-Calculate will replace existing demographic information.

1. Follow steps 1 and 2 from the “Adding Demographic Information to a Program Activity” section.

2. Click the button in the upper right corner.

3. The system will ask you if you are sure if you want to overwrite your existing demographic information. Click “Yes” if you are sure.

4. Click to finalize the entry or to navigate to the "Attach Survey Instruments" section.

You may edit the demographic information by clicking "Demographics" located in the "Progress bar."
How to Attach a Survey Instrument to a Program Activity

Implementing Agencies may not require that surveys be entered at the local level. Local agencies should contact their IA to find out their region’s survey data entry process. If local agencies do wish to enter survey response data, they should follow these instructions. Data entry staff may attach more than one survey to each program activity.

1. Navigate to your program activity (Track / Program Activities). Navigate to your program activity (Track / Program Activities).
2. Click “Attach Surveys” in the progress bar on the right-hand side of the screen.
3. If you do not have any survey responses to enter, click on the button to mark the Survey Instruments section as complete without attaching any survey instruments.
4. If you do have survey responses to enter, click .
5. Choose the survey for this program activity from the list under “Survey.”
6. Next, choose the type of survey instrument (pre, post, follow-up, retrospective), write the date the survey was proctored, and give it a name for your reference (this does not have to be different from the original survey name; the field is just used to clarify).
7. Click ‘Save’.

How to Enter Survey Response Data:
1. Click under the ‘Actions’ column to the right of your survey.
2. Enter the response data for your surveys, and click to save the response and move on to the next survey.
3. To enter additional survey responses or to edit a response, click , and navigate to the survey you need to edit. Click “Add Response” and make your changes. Click “save” to save your changes and move on to the next response.
4. To delete a survey response, find the response you need to delete, and click the red “Delete’ button.
5. To go back to ‘Attach Surveys’ click on the white ‘Go Back to Attach Surveys’ button at the bottom of the screen.

How to Edit or Delete an Attached Survey:
1. Click and change any of the general information from the survey, like the date the survey was administered.
2. Once changes are complete, click the green ‘Save’ button to commit your changes.
3. To delete the survey from the program activity (not from the system) click under “Actions” for the survey you need to delete.
How to Mark a Program Activity as Complete

Use the progress bar as a guide to see what needs to be entered/completed before the program activity can be included in reports and marked as complete.

To Mark a Program Activity as Complete:

1. Review all data entered to make sure it is correct.
2. Click "Mark as Complete" in the progress bar to move on to the "Mark as Complete" section.
3. Finally, click 'Ok' to exit or 'Return to Program Activity List' to enter additional activities.
4. If data entry person has trouble marking a program activity complete, check to see if there is a survey instrument attached to the program activity. Attached surveys must have responses in order for a program activity to be marked complete. Add survey response data or delete the instrument, and you will be able to mark your program activity complete.
5. When a local agency finishes entering program activity data, click ‘Ok’ to exit or ‘Return to Program Activity List’ to enter additional activities.

How to mark a Program Activity as Incomplete:

Local agencies should only mark a program activity as incomplete if the data entry person forgot to attach data to the program activity and wish to enter that data. Only mark a program activity as incomplete if it is in the current reporting period (October 1 - September 30). To mark a program activity as incomplete, first, click "Mark as Incomplete" in the progress bar. Then click.
How to Delete a Program Activity
If a local agency accidentally added the same program activity twice, or if a planned program activity fell through, they may need to delete a program activity.

1. Go to the Program Activities page (Track / Program Activities).
2. Navigate to the program activity you wish to delete.
3. If the program activity is complete, mark it as incomplete by clicking "Mark as Incomplete" located in the progress bar.

4. Next, click the button.
5. If you have any survey instruments attached, click "Attach Survey Instruments" located in the progress bar.
6. Remove any attached surveys by clicking to the right of each survey.
7. The system will ask you to confirm that you want to delete the survey instrument from the system.
8. If you are sure you want to delete the survey instrument, click the button.
9. Once complete, navigate back to the overview page of the program activity you wish to delete by clicking on the program activity's name in the breadcrumb links at the top of the page (Track / Program Activities / 'Name of your Program Activity').

10. Click in the upper right corner.
11. The system will ask you to confirm that you want to delete the program activity from the system.
12. If you are sure, you want to delete the program activity, click the button.

How to Copy a Program Activity
If an educator teaches multiple classes at the same site, or if they teach in the same classroom that you did in the previous fiscal year, their local agency may want to copy a program activity to reduce data entry time.

1. Go to the Program Activities page (Track / Program Activities).
2. Click the program activity you wish to copy.
3. Click on in the upper right corner.
4. Select "Copy" from the menu that appears.
5. If you want, you can change the name of the program activity that is created as a copy.
6. If you would also like to copy additional criteria such as Survey Instruments, Demographics, or custom data, ensure you check the corresponding boxes.

7. After you have chosen the criteria you want, click the button, if you do not wish to proceed click the button.
Program Activity Excel Report
Local agencies may wish to export all the data associated with a program activity in PEARS. An individual can do this for any program activities in which they are listed as a delivery person or that are owned by users whose data they have permission to view.

To Export a Program Activity
1. Navigate to the program activity you wish to export (Track / Program Activities).
2. Click on in the upper right corner.
3. Select "Download Excel Report" from the menu.
4. Your browser will prompt you to save the Microsoft Excel file. Choose a location on your computer and save the file.

Parts of a Program Activity Export
Each Program Activity Export file will contain one or more of the following categories:

- **Export Details** provides information about when the export was run and by whom, how many survey instruments are attached, and when the program activity was last updated. There will only be one of these tabs.
- **Overview & Demographics** provides all the general details of the program activity (Program Activity Name, Program Area, Program Activity Date Range, etc.). It also shows any custom fields entered and all demographic information that was reported for the program activity. There will only be one of these tabs.
- **Data Tabs** will show the raw data as it was entered in PEARS. There will be one of these tabs for each survey instrument attached. If responses were individually entered, there will be one row per response. For aggregate data, there will only be one row. The data contained in this tab may be used to do further statistical analysis on your own with the application of your choosing.
PEARS PSE Module

All Washington SNAP-Ed Local providers who do PSE activities will use the PEARS PSE module starting in Federal Fiscal Year 2019 (FFY 2019). The PEARS Module will help to standardize PSE data entry throughout the state, allow IAs to monitor PSE work on a regular basis, and allow the evaluation team to analyze PSE data with minimal burden on IAs and locals. The following has been lightly adapted from PEARS Support.

What is a PSE Activity?

Policy, Systems and Environmental (PSE) site activities include one or more policy, systems or environmental strategies. PSE interventions shape policies, practices and physical environments (e.g., schools, workplaces, food banks, etc.) to support and improve nutrition education, physical activity habits and obesity prevention efforts.

How to use the PSE Module:

How to Create a PSE Site Activity:
1. Go to the "PSE Site Activities" page (Track / PSE Site Activities).
2. Click
3. Find the site of the PSE work you are reporting on in the drop down list under "Site or organization". If multiple locations are involved in the PSE work, you can choose an organization (e.g., a school district). If you cannot find the site/organization that you are looking for, you can add a site with the button.
   • Click within the dialog that says, "Search for a site," and type in the desired name of the site. If the site is not available, click and fill out the required information to add that site to the listing.
   • If you add a site, make sure to include its full address, including zip code.
   • Include the site’s “setting” before you save the site and return to your PSE activity.
4. Select ‘Other’ from the “intervention name” menu. Then write down your intervention name in the “intervention other” field. If you are using the same strategy with other sites, like Smarter Lunchrooms in schools, you should write the name of the strategy as the intervention name. So your intervention name would read as “Smarter Lunchrooms”, not “Neverland School District Smarter Lunchrooms”.
5. Select your "Unit" (county) from the drop-down menu.
6. Check the box if the site for this activity is a USDA summer meal site, a tribal center or reservation, or a military base.
Choose the setting where you did this PSE work. If more than one setting was involved, you should create a separate PSE Site Activity for each setting.

- Sometimes your site is different from the setting of your activity. For example, an afterschool program may take place at a school or place of worship, in those cases, choose “after school program” as the setting. If you are operating a mobile food bank at a school, choose “food bank or food pantry” as the setting. If you are doing other work at a school, separate from the food bank or after school program, create a separate PSE activity to represent that work.
- "Gardens", “bicycle & walking paths”, “youth organizations”, and “libraries” are exceptions to this rule: only choose these PSE settings if they are stand-alone (not located in another setting), otherwise report on these PSEs by selecting the setting in which they are located.
- Please read all settings before you select “other”. Usually a setting represents your work.

Select intervention topics that you focused on for this PSE work. You may select more than one.

Enter the Federal Fiscal Year when you initially contacted this site about participating in SNAP-Ed funded PSE work.

Choose which stage of program planning and implementation applies to your PSE work. You should only select the stage of implementation that represents where your project is during the current reporting year. If the site has gone through more than one planning stage during the current reporting year, check as many boxes as apply.

Include any comments you would like to remember, let your IA, the evaluation team, or DSHS know.

Upload any files related to PSE work at this site for the current reporting year (e.g., reports, survey data, or pictures) by clicking the “Select” files button under File Attachments.

Click [Save] to finalize the entry or [Save and continue] to navigate to the "Needs, Readiness & Effectiveness" section.

**Needs, Readiness & Effectiveness:**

1. Begin by choosing whether you conducted any needs or readiness assessments at this site or organization during the current reporting year.
2. If you choose "No", you will be finished with this section and you may move on the "Strategy". If you choose "Yes", select the assessments you conducted at this site or organization.
3. Click [Add Assessment] to enter information about the assessment you conducted.
   - Select the assessment type. Did you conduct a needs assessment/environmental scan, staff readiness assessment, or an organizational readiness assessment? If you conducted more than one type of assessment, repeat this process for every assessment you completed.
   - Select the assessment you used from the “survey instrument” dropdown menu. If you did not use any of the instruments listed, select “other” and write the name of the tool you used in the box provided.
   - Select the date the baseline assessment was administered.
   - Write a brief description of the results from the baseline assessment.
   - If the assessment is scored, write down the score in the “assessment score” field.
   - Provide the same information for follow-up assessments.
4. Repeat for any additional assessments you did as part of this PSE activity.

5. You can edit your assessments by clicking ☰. If you are sure that you want to delete an assessment, you can do so by clicking ✗, then clicking “remove” in the pop-up box. You cannot undo deleting an assessment. If you deleted it by accident, you will have to re-enter the information.

6. Click to finalize the entry or to navigate to the "Strategy" section.

**Strategy:**
To maximize the effectiveness of PSE work, it is important that organizational policy changes and environmental supports happen along with PSE site activities. This helps increase the likelihood that the changes championed by a PSE activity will be sustainable over time. The "Strategy" section is where local agencies will record all the ways that SNAP-Ed funds or people have contributed to PSE efforts at this site or organization.

1. Begin by choosing the activities that support this PSE site work. Note that “evidence based education” refers to direct education using a WA-approved curriculum.

   - Evidence-based education
   - Marketing
   - Parent / community involvement
   - Staff training on continuous program and policy implementation

2. Next, describe your/or your organization’s role in different components of your PSE work.

<table>
<thead>
<tr>
<th>Initiated the effort / brought stakeholders together</th>
<th>Lead / Major Role</th>
<th>Supportive Role</th>
<th>No Role</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fostered community / resident / parent support or engagement</td>
<td></td>
<td></td>
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<tr>
<td>Funded or provided planning / advice / guidance</td>
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<tr>
<td>Funded or provided training related to PSE efforts</td>
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<td></td>
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<tr>
<td>Funded or conducted implementation of PSE changes</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Funded or provided evaluation or monitoring of PSE efforts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. If the options for funding and support provided do not cover all the ways you assisted with PSE efforts, you may use the text box below the table to elaborate on your work.

4. If youth (anyone under the age of 18) contributed to these PSE changes, you can report it under Involvement. Be sure to include the number of youths involved if they were part of your PSE efforts.

5. Click to finalize the entry or to navigate to the "Changes Adopted" section.
Changes Adopted:
This section documents the changes adopted at the PSE Site or Organization. This section is required if a PSE activity is in an implementation, maintenance, or follow-up ‘stage of implementation’. Local agencies should not complete this section if they are in a planning and preparation stage.

To Add Changes:
1. Click .
2. Go through the list of options and select the change(s) that was/were documented because of the PSE work. You may select more than one change as you go through the list. You can add additional changes by selecting the ‘select changes’ button.
3. If you choose a change by accident, click to delete the change.
4. Select the method you used to determine your reach for your PSE activity. If you are unsure which method is best for your situation, you can review our documentation on calculating reach, or reach out to your IA.
   - Note: Reach should represent the total reach for ALL changes adopted in the current reporting year at this site or organization.
5. Once you enter reach, enter demographic information, if it is available. While this is an optional field, completing the demographics section of PSE Site Activities is strongly encouraged.
6. Click to finalize the entry or to navigate to the "Individual Effectiveness" section.

Individual Effectiveness:
To measure the effect of the changes made at this site, local agencies may want to assess the people who interact with the activity at the site. This section is where local agencies can specify the ways they have tracked the impact of their PSE work at an individual level.
1. Start by selecting whether or not you tracked individual-level effectiveness for PSE work for this site during the current reporting period.
2. If you choose "No" you can move on to the "Recognition & Media Coverage" section. If you choose "Yes", you will be given the option to specify which indicators you tracked and the outcomes of those measurements.
3. If you used any individual-level assessment tools to evaluate the PSE work at this site, you can attach these by clicking .
   - Next, select the type of assessment tool, and the date you conducted the assessment.
   - Add a description of results.
4. If you used more than one assessment you can add as many as were used by repeating the steps listed above.
5. You may add primary and secondary indicators from the SNAP-Ed Evaluation Framework. These indicators should represent the goals of your PSE work. You can also list specific outcome measures after you select an indicator. Selecting an outcome measure will help your IA, DSHS, and the evaluation team understand the specific benefits of your PSE work.

6. Click [Save] to finalize the entry or [Save and continue] to navigate to the "Recognition & Media Coverage" section.

**Recognition & Media Coverage:**

1. To add an award/recognition or media coverage click

   ![Add Recognition & Media Coverage](image)

   If you do not have media coverage or recognition to report, click [No Recognition & Media Coverage to Report] to continue to the "sustainability" section.

2. Next, select the Type of Recognition or Media Coverage from the following options:

   ![Type](image)

3. If you are adding an award or some form of recognition you will need to give the name of the award, the group or organization who presented you with the award, the ranking of the award (gold, silver, bronze, N/A if it does not apply), and the date the award or recognition was received. If you add media coverage you will need to choose what kind of coverage it was, give it a name or brief description, give a link to a web page showing the coverage if available (if a link is unavailable give other reference information), estimated number of people reached, and the date of the coverage. Once you have filled in all details click [Add] to add the recognition or media coverage to your PSE Site Activity.

4. Click [Add Recognition & Media Coverage] to enter additional recognition and media coverage or click the "Sustainability" hyperlink to navigate to the "Reflection" section.
Sustainability:

1. If you have made sustainability efforts, select “Yes” in the first dropdown menu. If you have not made any sustainability efforts, select “No” and continue to the “Reflection” section.

2. If you selected “Yes”, complete the “sustainability mechanisms table.”

   Which of the following are in place to ensure the sustainability of this PSE work in future years? *

<table>
<thead>
<tr>
<th>Mechanism</th>
<th>No Plans to Adopt</th>
<th>Plan to Adopt</th>
<th>In Process / Partially Adopted</th>
<th>Fully in Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>An organization or group that is not dependent on SNAP-Ed funding has</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>assumed responsibility for sustaining the efforts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A dependable, on-going source of funding and/or support (other than</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SNAP-Ed) has been identified</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One or more policies was adopted, requiring the changes to be maintained</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A monitoring and reporting system has been implemented</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support from stakeholders</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Mechanism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. If you selected “One or more policies...” you will be prompted to select the policy level (site, agency, local government, etc.).

4. If you selected “Support from stakeholders,” you will be prompted to select which stakeholder groups were involved.

5. If you used a sustainability framework or an assessment tool, select it from the dropdown menu, and describe results in the text box.

6. Click **Save** to finalize the entry or **Save and continue** to navigate to the "Reflection" section.

Reflection:

This section is required in Washington. It will help local agencies learn from their experiences and recognize which practices are useful for other kinds of PSE work. It will also help IAs, DSHS, and the evaluation team identify common themes, opportunities for trainings, and highlight successes.

1. Select at least three assets about your PSE work from the dropdown menu. An asset is a circumstance, person, or input that helps you achieve your goals and objectives.

2. Select at least three barriers to your PSE work from the dropdown menus. A barrier may be an obstacle that makes it harder to achieve your goals and objectives. Some assets are also barriers.

3. You have the option to share additional assets and barriers.

4. Describe how your experience with this PSE project may influence your future work.

5. Describe what could have been improved, or what changes you might make if you do similar work in the future.

6. You have the option to share additional comments or feedback about your PSE work. Include unanticipated benefits.

7. When you are finished click **Save** to finalize the entry or **Save and continue** to navigate to the "Mark as Complete" section.
How to Mark a PSE Site Activity as Complete:
1. Review all data entered to make sure it is correct.
2. Next, click "Mark as Complete" located in the progress bar.
3. Finally, click .

How to Copy PSE Activities from Previous Reporting Periods:
Many PSEs take place over the course of several years. To copy PSEs from previous years:
1. Go to the "PSE Site Activity" page (Track / PSE Site Activities) and click on the "Copy <Previous Reporting Period> Activities" button.
2. Check the box next to the PSEs you want copied over and click Copy .
3. Fill out the PSE for the current year by entering any reporting period specific data.

How to Copy PSE activities to New Sites:
If local agencies do very similar work at multiple locations, they also have the option to copy PSEs within the current reporting period to another site. To copy a PSE activity to another site:
1. Open the PSE you want to duplicate and select Copy . This will take you to the copy page.
2. From here, you can specify the number of copies you need made, the sections you want copied over, and the sites or organizations for each copied PSE.
3. Once your copies have been made, you can go through each PSE and update the records to reflect the site-specific data that is not copied over.
PEARS Social Marketing Campaign Module

Using the PEARS Social Marketing module will help with federal reporting, IA monitoring, and evaluation. This section is required if local agencies are conducting a social marketing campaign. The following has been lightly adapted from PEARS Support.

What is social marketing?
Social Marketing, as described by CDC is "the application of commercial marketing technologies to the analysis, planning, execution, and evaluation of programs designed to influence voluntary behavior of target audiences in order to improve their personal welfare and that of society." Social marketing channels can include social media (social networks, blogs), mass media (newspaper, radio), and promotional media (brochures, websites).

Social marketing campaigns are “delivered to one or more SNAP-Ed market segments on a population basis, across a large geographical area (town/city, county, region/media market, statewide, multi-state, and national). They are typically branded (with a name, tagline, visual logo, look and-feel); communicate a common call to action; and are delivered in multiple complementary settings/channels, engaging intermediaries in those settings/channels and focusing on one or more priority behavior changes”.

How to Create a Social Marketing Campaign in PEARS
1. Go to Social Marketing Campaigns (Track / Social Marketing Campaigns).
2. Click Add.
3. Give your campaign a name.
4. Choose the intervention you are focusing your social marketing efforts on from the drop-down menu. You may need to select “other” and add your intervention name in the text box below.
5. Select the unit (county or region) this campaign is targeting from the drop-down menu.
6. Indicate how many local SNAP-Ed agencies (in addition to the implementing agency) were involved with this campaign.
   - If additional SNAP-Ed agencies were involved in the social marketing efforts, a box will pop up that asks for a list or description of these agencies. If you chose 0 for the number of additional SNAP-Ed agencies involved this box will not appear for you.
7. Next, choose the knowledge/behaviors or physical activity topics you are targeting with this campaign from the drop-down list.
8. If you worked on any stages of planning or implementation during the current reporting year, you have the option to select them.
9. Choose the campaign launch date next. This should be the actual launch date. It could be today’s date, a date in the past, or one in the future.
10. After choosing the launch date, specify the channels through which you are delivering marketing materials about intervention topics. You can select more than one.
11. Then, you must choose the settings where you deliver your marketing materials. You can choose more than one.

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5 [https://snapedtoolkit.org/glossary/#social_marketing_campaigns](https://snapedtoolkit.org/glossary/#social_marketing_campaigns)
12. Please include campaign details in the text box before moving to the ‘reach’ section. Specific marketing messages, as well as additional details about the materials and sites used are helpful here.

13. Click to save your work and move on to the next section or click to save your work if you need to come back to it later.

**How to Document the Reach of a Social Marketing Campaign**

1. If you have not been tracking the reach or if you are in the planning stages of the campaign, you can select "No" and move on to the "Evaluation" section. If you have tracked reach of this campaign, select “Yes”.
2. If you select “Yes”, you will be prompted to answer a larger set of questions to record your findings.
3. Select the method you used to determine reach.
4. The Market & Reach table measures Market Size. Fill in the boxes if you have the information available. If you did not collect any of the demographic information, leave the box blank.
   - Market size is how many individuals are in the area you are targeting with your campaign (whether they are exposed to your campaign or not).
   - Number of Impressions is the total number of views for your campaign (not necessarily the number of individuals since one person could view the campaign multiple times).
   - Number Reached is the number of unique individuals exposed to the campaign. If an individual viewed campaign materials multiple times, they would only be counted once.

5. Click to save your work and move on to the next section.

**How to use the PEARS Social Marketing Evaluation Section:**

1. If you evaluated your social marketing campaign, select “Yes” from the dropdown menu. If not, select “No,” and continue to the “Mark as complete” section.
2. If you chose "Yes," you will be prompted to fill in fields about the types of assessments you conducted, your methods, and information about individual recall. You may select more than one type of assessment and more than one method of assessment.
3. The Campaign Recall section measures how many people can remember specific campaign messages. Fields include the number of individuals evaluated and the total number who could recall campaign messages unaided (without help) and aided (with help) for a variety of demographic categories. Leave fields you do not have information for blank.
4. Add additional comments about your evaluation methodology and results, if you have them.

5. Once you have finished adding your data, you may click to move on to “Mark as complete.”
**How to Mark a Social Marketing Campaign as Complete:**
Although Social Marketing Campaigns may be multi-year endeavors, for reporting purposes, the module should only include information about the work done in the current reporting period. After you have logged all relevant data for the reporting period, mark the social marketing campaign complete.

1. Go to the Social Marketing Campaigns section (Track / Social Marketing Campaigns) and select the campaign you wish to mark as complete. Review all information logged for your campaign, checking for accuracy as you go.
2. Navigate to the "Mark as Complete" section. You can do this by clicking the blue link in the progress bar on the right side of the page or by clicking the Evaluation page.
3. Click Mark as Complete.

**How to Mark a Social Marketing Campaign as Incomplete:**
If you need to edit your data after it has been marked complete, you might need to mark your campaign as incomplete. You should only make changes to campaigns that happened during the current reporting period.

1. Navigate to the "Mark as Complete" section.
2. Click Mark as Incomplete.
3. Make any necessary changes.
4. Click Mark as complete.

**How to Copy Social Marketing Campaigns:**
Social Marketing Campaigns are frequently ongoing processes that span multiple reporting periods. Given the nature of this work, much of the information you enter may be very similar from year to year and across campaigns. Copying a campaign will help you continue your work with less total data entry.

**How to Copy from Past Reporting Periods:**
1. Navigate to the Social Marketing Campaigns module (Track / Social Marketing Campaigns).
2. Click Copy 2015 - 2016 Campaigns.
3. From this page, click the checkbox to the left of the campaign you want to copy. Choose all the campaigns you want to copy to the next reporting period to copy them all at once. You also have the option to use the filter to look for campaigns that fit particular criteria.
4. Click the button to copy the campaigns selected.
5. After copying, you will see a list of all your campaigns. The original and copied versions will be there. The basic information for these campaigns will be the same, however, the reporting period will be different for each.
6. From there, open your copied campaigns and add or adjust information as needed.
PEARS Indirect Activities Module

Washington State SNAP-Ed will use the PEARS Indirect Activities module to help with federal reporting, IA monitoring, and evaluation. This module is required. The following has been lightly adapted from PEARS support.

Indirect education is the distribution of information and resources, including any mass communications, public events, and materials distribution that do not meet the definition of Direct Education, Social Marketing campaigns, or PSE change activities.

Local agencies should also enter one-time events like food demos, school assemblies, and other events that support PSE activities, direct education activities, or Social Marketing campaigns.

How to Add a New Indirect Activity:
1. Navigate to the Indirect Activities page (Track / Indirect Activities).
2. Click in the upper right corner of the page.
3. Fill out the required fields marked with a red asterisk
   - Title: Your title should be descriptive and helpful to you. It may be helpful to include the site and topic of your activity in the title.
   - Intervention Name: You can choose a curriculum name to link this to a direct education curriculum or “other”. If you select “other”, please fill in the intervention name of the activity. Your IA may have more requirements around intervention names.
   - Unit: Select the county where you completed the indirect activity.
   - Activity date range: While this is optional, you are strongly encouraged fill out start date and end date. Date ranges will help the evaluation team link your indirect activity to a PSE or direct education activity.
4. Click “Save and continue” to move on to Intervention Channels and Reach or “Save” to go back to the overview page for your indirect activity.

How to Add Intervention Channels and Reach to an Indirect Activity:
1. Go to the Intervention Channels and Reach page by clicking “Save and continue” on the General Information page or clicking the blue hyperlink for “Intervention Channels and Reach” in the progress bar.
2. Click “Add Intervention Channel” in the upper right corner of the page.
3. Choose the intervention channel for your activity.
4. Enter the name of the site where the activity occurred (required in Washington).
5. Enter the total number of individuals reached by this indirect channel in the “estimated number of unique individuals reached” field.
6. In the “estimated # of new individuals reached” field, enter the number of individuals reached in this indirect activity who were NOT reached by another PSE or direct education activity. This is the NEW number of individuals reached.
• **Unique individuals:** This is the number of people who were exposed to the indirect activity, regardless of their exposure to any other related PSE activities, Social marketing campaigns, or program activities.

• **New individuals:** This is the number of people who were exposed to the indirect activity and have not been exposed to a related PSE activity, program activity, or social marketing campaign. This should be less than or equal to the number of unique individuals.

7. Select source of reach data. If you select “other”, please specify how you estimated reach.
8. Repeat this process for all indirect activity channels that you add.
9. Click “Save and continue” to move on to the Mark as Complete section or “Save” to go back to the detail page for your indirect activity.

10. To edit an intervention channel, click the button to the right of the intervention channel.

11. To delete an intervention channel, click the button to the right of the intervention channel.

**How to Mark an Indirect Activity as Complete:**
When a data entry person finishes entering data for your indirect activity, they should mark it complete.

1. Go to the Mark as Complete section by clicking “Save and continue” from the Intervention Channels and Reach page or by clicking on “mark as complete” in the progress bar on the right side of the screen.
2. Click “Mark as Complete” to mark your indirect activity as complete.

**How to Edit an Indirect Activity:**
1. Select the indirect activity you want to modify from the list on the Indirect Activities page (Track/Indirect Activities).
2. If you need to edit your completed indirect activity, go to the Mark as Complete page and click “Mark as Incomplete” to unlock your data for editing. You will only be able to edit indirect activities from the current reporting period.
3. Click the button in the upper right corner. This will take you to the screen where you can update the activity.
4. After making changes, click at the bottom of the page to save your changes.

**How to Delete an Indirect Activity:**
If local agency accidentally entered the same indirect activity twice, they may need to delete an indirect activity. The data entry person can only delete activities from the current reporting period.

1. Click on the activity you want to delete from the Indirect Activities page (Track/Indirect Activities). Click on the button in the upper right corner. If it is grayed out (and it is from the current reporting period), mark it as incomplete and try to delete it again. If you are certain you want to delete this activity, click “Yes”. You will not be able to undo this action.
PEARS Coalitions Module

Washington State SNAP-Ed will use Coalitions module to help with federal reporting, IA monitoring, and evaluation. A coalition is a group of individuals and organizations that commit to joint action in adopting practices, supports, and standards. Coalitions typically work over a longer period to achieve their goal. Coalitions typically have representatives from multiple sectors, like food/nutrition, education, healthcare, retail, agriculture, etc. If a local agency or provider participates in or leads a coalition, we strongly encourage them to complete this module. This module is optional. The following has been lightly adapted from PEARS support.

To Create a Coalition:
1. Go to the "Coalitions" page (Track / Coalitions)
2. Click + Add .
3. Enter the name of the Coalition (used to identify in PEARS).
4. Select the level at which this coalition seeks to make changes (local, state, territorial, or tribal).
5. Choose the primary unit where the Coalition is located. This will grant unit-level (county-level) permissions in PEARS.
6. List all forms of assistance received from this multi-sector partnership / coalition. You can choose more than one.
7. List all forms of assistance provided to this multi-sector partnership / coalition. You can choose more than one.
8. If the partner has been involved in any intervention types during the current reporting year (Direct Education, Social Marketing, or Policy, Systems & Environmental Changes) check boxes for any that apply.
9. Click Save to save your progress or Save and continue to save the page and move on to the "Coalition Members" section.

To Add a Coalition Member:
1. Click the + Add Member button.
2. Enter the member's name, and then select the member's sector of influence and the type of member. (Required fields)
   - The sectors of influence are described in depth in the SNAP-Ed Toolkit but some examples include (but are not limited to):
     o Food Industry – ex. Grocery stores
     o Government - ex. State legislature
     o Public Health and Health Care – ex. Local health department
     o Education – ex. Local schools
     o Community Design – ex. City planner
     o Public Safety – ex. Police department
     o Media – ex. Local News Station
     o Agriculture – ex. Local farmers
     o Commercial Marketing – ex. Advertising agency
3. Add the member's primary site if applicable. If the site is not in the system, you can add it by clicking the button. The button will appear if the site entered does not match any already in PEARS.
4. Describe the member's role and any resources they provide to the coalition.
5. Click .

To Edit a Coalition Member:
1. From the "Coalition Members" page, find the member you would like to edit and click the button under the "Actions" column.
2. Revise as needed.
3. Click .
4. You can remove a member by clicking the button under the "Actions" column. Once you remove a member, it cannot be undone.

Evaluating Coalitions:
Evaluating coalitions is essential for ensuring the health of the relationship and continuing to improve the collaboration. After at least six months, a coalition should be formally evaluated. You can review the list of evaluation tools on the "Evaluation" page for a coalition and choose a formal assessment for a well-established coalition. If the coalition is younger than six months, you can still provide an informal evaluation of the coalition on the "Evaluation" page without using a formal assessment tool.

How to Evaluate a Coalition:
1. Choose the depth of your coalition’s relationship. Click on the blue link underneath the drop-down menu to see definitions of each type of relationship.
2. If the coalition has been active for six months or more, you may want to consider formally assessing your coalition. You can find a list of evaluation tools in the “assessment tool used” drop-down menu. You can also find coalition assessment tools in the SNAP-Ed toolkit’s ST7 and ST8 indicators. Choose the assessment tool used and give a brief description of your results. If you did not do a formal assessment, choose "None".
3. Choose the assessment tool used to document the level of active engagement of members, and then give a brief description of your findings. If no formal assessment was administered, choose "None" and there will be no requirement to give a description of the results.
4. Next, choose the assessment tool used to document the level of SNAP-Ed influence, and then give a brief description of your results. If no formal assessment was administered, choose "None" and there will be no requirement to give a description of the results.
5. List any accomplishments by the coalition. Only include accomplishments that occurred during the current reporting period.
6. Click “save and continue” to move on to “meetings and events”
How to Record Coalition Meetings and Events:
Complete this section if you have coalition meetings or events during the current reporting period. Do not track direct education in this section. You should track direct education sessions in the Program Activities module.

1. Decide if there was a coalition meeting or event during this reporting period. If there was, select ‘yes’. If not, select ‘no’. If you choose "No" you can save and move on to the next section.

2. If you chose ‘yes’, click the button to add a meeting or event.
3. Enter the meeting or event name, a start date, a start time, and a purpose for the meeting. You have the option to add notes and accomplishments as well.

4. Click to add the meeting to your list of events for the coalition.
5. Repeat this process if you need to record more meetings or events for this coalition in the current reporting year.

6. You can edit existing meetings or events by clicking the button or delete one by clicking the button next to the event.

7. Once you are finished adding meetings or events, click or to move on and mark the coalitions as complete.

How to Mark a Coalition as Complete:
1. Review all data entered to make sure it is correct.
2. Make sure all required fields are filled out.
3. Click .

How to Mark a Coalition Incomplete:
Local agencies should only mark a coalition as incomplete if they forgot to include relevant information. Local agencies may only mark a coalition as incomplete if it is in the current reporting period (October 1 - September 30), because past reporting periods have already been reported on.

To mark a coalition as incomplete, first, click "Mark as Incomplete" in the progress bar. Then click .

After entering your new data, mark your coalition as complete.
PEARS Partnerships Module

We are using the partnerships module to help with federal reporting, IA monitoring, and evaluation. This section is optional but strongly encouraged. We will fully adopt this module in FFY 2020. The following has been lightly adapted from PEARS support.

What is a Partnership?
A partnership is how we describe work done in collaboration with other sites or organizations. Partners do not receive direct SNAP-Ed funding but they are involved in SNAP-Ed programs. Partnerships may be two people who meet regularly, exchange information, and identify and/or implement activities that contribute to organizational change, including PSE changes.

Do not report coalitions in this section. A coalition is a group of individuals and organizations that commit to joint action in adopting practices, supports, and standards. Coalitions typically work over a longer period to achieve their goal. Coalitions typically have representatives from multiple sectors, like food/nutrition, education, healthcare, retail, agriculture, etc.

How to Create a Partnership
1. Go to the "Partnerships" page (Track / Partnerships).
2. Click .
3. Choose a name for your Partnership (such as 12th Man Food Bank or 12th Man Advisory Group). Your partnership name and site name may be the same.
4. Select the primary site where the partner is located. If the site is not shown in the list after typing the name you can click to enter the site information manually.
   a. If you add a site, make sure to put in the full address, including zip code.
   b. Include partner “setting” before you save the site.
5. Choose the primary unit (county) where the partner is located.
6. Choose the Jurisdiction level of your partner. Specify whether your partner represents a local organization, a statewide organization, or a tribal organization.
7. Find the type of partnership in the list that best represents your partnership. If you choose "Other", remember to briefly describe your partnership.
8. List all types of assistance you received from this partner. Options include things like building space and participant recruitment. You can choose more than one option.
9. List all types of assistance you provided to this partner. Options include things like consulting and technical assistance. You can choose more than one option.
10. Select whether or not your partner received any SNAP-Ed funding during this reporting period.
11. If the partner has been involved in any PSE, Social Marketing, or Direct Education activities during this reporting period, check the corresponding 'intervention type' boxes.
12. If you have files, like a partnership assessment or a photo, that may help us better understand your partnership, you may upload them in the ‘file attachments’ section.
13. Click to save your progress or to save the page and move on to the "Evaluation" section.
How to Evaluate a Partnership
1. Choose the depth of your relationship with your partner. Click on the blue link underneath the drop-down menu to see definitions of each type of relationship.
2. If you have been in partnership for six months or more, you may want to consider formally assessing your partnership. You can find a list of evaluation tools in the “assessment tool used” drop-down menu. You can also find partnership assessment tools in the SNAP-Ed toolkit’s ST7 and ST8 indicators. Choose the assessment tool used and give a brief description of your results. If you did not do a formal assessment, choose "None".
3. Describe accomplishments made by the partnership during the current reporting period.
4. Describe lessons learned from the partnership for the current reporting period. You can include challenges and barriers in this text box as well.
5. Click save and continue to continue to “Meetings & Events”

Tracking Meetings & Events in Partnerships
Local agencies should complete this section if they have partnership meetings or events during the current reporting period. Do not track direct education in this section. Local agencies should track direct education sessions in the Program Activities module.
8. Decide if there was a partnership meeting or event during this reporting period. If there was, select ‘yes’. If not, select ‘no’. If you choose ‘no’ you can save and move on to the next section.
9. If you chose ‘yes’, click the + button to add a meeting or event.
10. Enter the meeting or event name, a start date, a start time, and a purpose for the meeting. You have the option to add notes and accomplishments as well.
11. Click Save to add the meeting to your list of events for the partnership.
12. Repeat this process if you need to record more meetings or events for this partnership in the current reporting year.
13. You can edit previously added meetings or events by clicking the button or delete one by clicking the button next to the event.
14. Once you are finished adding meetings or events, click Save or Save and Continue to move on and mark the partnership as complete.

To Mark a Partnership as Complete
1. Review all data entered to make sure it is correct.
2. Make sure you filled out all required fields.
3. Click Mark as Complete.

Marking a Partnership Incomplete
If a local agency needs to add more information to a partnership, they may mark their partnership incomplete. Partnerships can only be marked incomplete during the current reporting period.
1. To mark a partnership as incomplete, first, click "Mark as Incomplete" in the progress bar.
2. Then click Mark as Incomplete.
3. After entering the new information, mark the partnership as complete.
PEARS Success Stories Module

The success stories module is optional, but we strongly encourage local agencies to use it. Implementing Agencies (IAs), the evaluation team, and the State Agency (DSHS) can use the success stories to inform monitoring, evaluation, and federal reporting. The instructions in this section have been adapted from PEARS Support help documents.

What kind of stories should I submit?
Local agencies should submit stories that highlight your programming. If a local agency sees success with a new population or work on an innovative project, they should submit a success story. IAs may have more tips regarding how to write a success story.

How to Create a Success Story in PEARS:
1. Navigate to the Success Stories page (Track / Success Stories).
2. Click the button.
3. Fill in unit (county), success story title, background, and body.
4. PEARs does not require it, but it helps to link your story to program, PSE, or indirect activity.
5. Fill in Site. While not required by PEARs, it helps IAs, the evaluation team, and DSHS link your success story to your program, PSE, or indirect activity.
6. Fill in a favorite quote if you have one. Quotes are pulled through to the “Unit Snapshot” report (Analyze>Reports>Unit Snapshot).
7. Include as many key words as apply to your project.
8. Select Framework Indicators. These are pulled from the SNAP-Ed Evaluation Framework and relate to Washington SNAP-Ed priority indicators. Click on the hyperlink and the indicator of interest to learn more.
9. Select one or more Socioecological Framework concepts. Does this success story highlight individual or family behavior change, education, or insights? Does it highlight environmental changes? Does it highlight partnerships between different sectors (e.g. agriculture and education)?
10. Select one or more approaches that were used in the activity related to the success story.
11. Upload any attachments via the button. Photos (with a release!) help highlight any story you submit.
12. Click .

How to Edit a Success Story:
A local agency may wish to make changes to a success story that they already submitted. They may only make edits to success stories submitted during the current reporting period.
1. Navigate to the Success Stories page (Track / Success Stories).
2. Click on the title of the success story you wish to edit.
3. Click the button.
4. Make any edits you wish to.
5. Click .
**How to Delete a Success Story:**
A local agency may wish to delete changes to a success story that they already submitted. They may only make edits to success stories submitted during the current reporting period. This action cannot be undone.

1. Click on the title of the success story you wish to delete from the Success Stories page (Track /Success Stories).
2. Click in the upper right corner.
3. Confirm that you want to delete the story by clicking "Yes" or click "No" to go back.

**How to Use the Success Stories Word Cloud:**
A Word Cloud (similar to word maps or Wordles) calculates how often keywords are tagged in selected success stories and shows common themes and topics.

1. Navigate to the Success Stories page (Track /Success Stories).
2. Click ; make sure that the filters are set to match the success stories you want included in the Word Cloud (Reporting Period, User, Program Area, Extension Unit, Keyword).
3. Once the filters are set, click .
4. Click .
5. The Word Cloud will then appear with a list of keywords and their frequencies below.
6. You can download the filtered Word Cloud as an image file, by clicking the Download Button in the upper right corner.
Evaluation Training

Web-based trainings will be pre-recorded and posted to the DOH YouTube page. This page will be updated when links are available.

If local agencies or educators have questions after watching your trainings, they can contact the evaluation team at SNAPEdEvaluation@doh.wa.gov. They should cc Nora at nora.downs@doh.wa.gov and their IA.

Training topics include:

- Survey-specific proctoring instructions
- Adding sample activities to each PEARs module
- Unique ID Numbers

Additional training topics will be added as needed.

<table>
<thead>
<tr>
<th>Training Title</th>
<th>Link</th>
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Evaluation Team Contact Information

The evaluation team appreciates hearing from Washington SNAP-Ed stakeholders.

The evaluation team will host monthly calls for the IA leadership team using GoToMeeting. Dates are listed in the “Important Dates” section of the guidance.

If the evaluation team has information to share with local agencies, they will provide a short summary for IA’s to share via their regular communications.

For questions about the statewide evaluation, including access to documents, evaluation trainings, and technical assistance, Implementing Agencies should contact the following people:

SNAP-Ed Evaluation Mailbox: SNAPEdEvaluation@doh.wa.gov

Please cc Nora Downs and Anh Tran: Nora.Downs@doh.wa.gov; Anh.Tran@doh.wa.gov

For questions about regional project evaluation and other SNAP-Ed special projects, Implementing Agencies should contact the following people:

SNAP-Ed Evaluation Mailbox: SNAPEdEvaluation@doh.wa.gov

Please cc Nikki Eller and Anh Tran: Nikki.Eller@doh.wa.gov; Anh.Tran@doh.wa.gov

Local agencies should contact their IA with any evaluation questions or special evaluation project requests. IAs will answer questions to the best of their ability and reach out to the evaluation team if necessary.
Quality Assurance Process Cover Sheet

The evaluation team will use this cover sheet for their quality assurance process. The cover sheet will help the evaluation team link classroom surveys to their corresponding PEARS Program Activity entry. Attach one coversheet for each class series (PEARS Program Activity).

Local agencies or IAs may add additional notes or comments at the end of this form, if necessary.

**Region:** Click here to enter text.

**Local Agency Name:** Click here to enter text.

**Contact Person:** Click here to enter text.

**Person responsible for data entry:** Click here to enter text.

**Program Activity Name (as entered in PEARS):** Click here to enter text.

**PEARS Program Activity ID (5 digits):** Click here to enter text.

**Site Name:** Click here to enter text.

**Curriculum Name:** Click here to enter text.

**Class Series Start Date:** Click here to enter text.

**Class Series End Date:** Click here to enter text.

**Additional Comments:** Click here to enter text.
Survey Order Form

Use this form to order SNAP-Ed pre- and post- surveys for direct education series.

When should I order surveys?
Surveys can be ordered yearly or quarterly. Please order early. The evaluation team will place survey orders quarterly 6 weeks before the start of the next quarter, on the following dates:

- November 20th, 2018
- February 18th, 2019
- May 20th, 2019
- August 20th, 2019

What do I do with this form once I’ve filled it out?
Local agencies should send completed forms to their Implementing Agency. Implementing Agencies will compile forms from local providers onto one sheet and send it to the evaluation team.

Can you deliver to PO Boxes?
No. Please use a street address.

How do I fill out the form?
Please put one survey per line. If you need a survey in both English and Spanish, please put the Spanish survey on one line and the English survey on another.

What languages are surveys available in?
All surveys are available in English and Spanish.

What surveys can I order using this form?
- K-2nd Grade Eat Well + Move Survey
- EFNEP 3rd Grade Nutrition Education Survey
- KAN-Q for 4th-8th Grades
- EFNEP 9th-12th Grade Nutrition Education Survey
- EFNEP Physical Activity Questions for Adults
- UC Food Behavior Checklist for adults
- WA SNAP-Ed Demographics Card
- Plan, Shop, Save, Cook Checklist for Older Youth
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This glossary contains definitions of a variety of terms used in Washington SNAP-Ed. Definitions may be unique to Washington, pulled from USDA’s SNAP-Ed Toolkit and Guidance, or pulled from PEARS Support materials.

**Coalition**
A coalition is a group of individuals and organizations that commit to joint action in adopting practices, supports, and standards. Coalitions typically work over a longer period to achieve their goal. Coalitions typically have representatives from multiple sectors, like education, healthcare, retail, agriculture, etc.

**Direct Contact**
Direct contact refers to the people who are likely to be touched directly by your intervention. For example, the reach of a school garden is not necessarily the whole student body, but rather, only those who worked on, learned at, or ate from the garden. Similarly, the reach of a corner store is not the number of people in a geographical region around the store, but rather the number of people who shop there.

**Direct Education**
Direct education takes place when a participant is actively engaged in the learning process with an educator and/or interactive media for at least 20 minutes using a Washington-Approved SNAP-Ed Curriculum. Direct education provides an opportunity to obtain demographic information about individual participants.

**Environment**
The environment is a built or physical space that is visible or observable. An environment may also relate to social, economic, normative, or message environments.

**Indirect Activities**
Indirect activities include newsletters, health fair booths, web sites, etc. Indirect activities can be a part of a PSE activity or direct education activity.

**Interactive Multimedia**
Interactive media integrates text, audio, graphics, still images, and moving pictures into a computer-controlled, multimedia product that provides an individualized educational experience based on a participant’s input. Examples include a CD-ROM with games for kids and an online class with interactive components. A PowerPoint or video would count as interactive media if there is a way for a participant to provide input, and for the remainder of the presentation to be tailored based on the participant’s response. For instance, if a slide asks for a participant to respond to a question, and the following content is presented in a way that is customized to the response, this is an interactive PowerPoint presentation. Local agencies should check with their Implementing Agency if they want to know if specific technology counts as interactive media.

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Partnership
A partnership is when two organizations work together for a specific purpose or to achieve a goal.

PEARS
PEARS stands for Program Evaluation and Reporting System. PEARS is operated and maintained by Kansas State University’s Office of Educational Innovation and Evaluation. We use PEARS to enter program and evaluation information, including direct education information, survey information, PSE information, etc. You can find more information on PEARS here.

Policy
A policy is a written statement of an organizational position, decision, or course of action. An example of a policy is a healthy vending policy that outlines criteria for the beverages that can be sold in vending machines at an organization.

Policy, Systems, and Environment (PSE) Activities
Policy change happens when a new policy is written or an existing one is revised. It must be a written agreement, like a school wellness policy or a law approved by a county Board of Health. Policies can be at an organizational level or a local level. Systems change happens when a group works together to make an unwritten change with significant impact, like connecting a local farmer to a food bank to organize the sale of his imperfect produce at a discounted price. Environmental change happens when a permanent change is made to physical infrastructure, like installing a hydration station or paving a road in a park.

Program Activity
Program activity is a module in PEARS. Only direct education activities should be recorded in the “program activities” module in PEARS.

Reach
Reach is the number of people touched by an intervention, including through direct education, indirect activities, or PSE activities. For more information on reach, review the definitions for unduplicated reach and direct contact.

Systems
A system is a group of related parts that move or work together within a whole organization or a network of organizations.

Systems Changes
Unwritten, ongoing, organizational decisions or changes that result in new activities or ways of conducting business that reach large portions of the organizations served.

Sector
A sector is an area of the economy in which businesses share the same or related product or service. Some examples of sectors include education, agriculture, and healthcare.
Social Marketing

Social Marketing, as described by CDC is "the application of commercial marketing technologies to the analysis, planning, execution, and evaluation of programs designed to influence voluntary behavior of target audiences in order to improve their personal welfare and that of society." Social marketing channels can include social media (social networks, blogs), mass media (newspaper, radio), and promotional media (brochures, websites).

Social marketing campaigns are “delivered to one or more SNAP-Ed market segments on a population basis, across a large geographical area (town/city, county, region/media market, statewide, multi-state, and national). They are typically branded (with a name, tagline, visual logo, look and-feel); communicate a common call to action; and are delivered in multiple complementary settings/channels, engaging intermediaries in those settings/channels and focusing on one or more priority behavior changes”.

Unduplicated Reach

Unduplicated reach means that if a person comes in direct contact with more than one PSE change at the same site, that person is counted only once. For example, if a school starts a school garden, improves school meals, and increases PE time, the reach of these 3 PSEs cannot be added together, because it would be counting the same students 3 times. In this case, some of the strategies reach the entire student population, so reach equals total enrollment or average daily attendance for a given reporting year. If a K-5 school integrates gardening into the 4th grade nutrition class, improves opportunities to be physically active during recess for grades 3-5, and starts a K-2 walking school bus program, the total reached would be the number of students in grades 3-5 plus the number of K-2 students who participate in the walking school bus program during a given reporting year. Likewise, if the same person comes in contact with the same PSE several times during the year, they are only counted once. For example, a person who shops at a corner store once per week throughout the year only counts as 1.

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8 https://snapedtoolkit.org/glossary/#social_marketing_campaigns
Frequently Asked Questions (FAQ):

*Please note:* additional FAQs are available at [https://wasnap-ed.org/evaluation/](https://wasnap-ed.org/evaluation/)

Questions about Surveys:

My clients are English language learners and have trouble reading the survey. Can I read it to them?

Yes. Educators may read surveys and answer choices aloud. Educators may use the scripts provided in the SNAP-Ed evaluation guidance, or follow along on a copy of the survey they are using. Reading surveys aloud is required for K-2\textsuperscript{nd} grade surveys.

Are surveys available in Russian?

Not yet. All surveys are currently available in English and Spanish. If a local agency would like surveys in additional languages, they may email the evaluation team at SNAPEdEvaluation@doh.wa.gov and cc their Implementing Agency. It may take several months for an evaluation tool to be translated.

What is happening with demographics?

Local agencies should use the Washington State Demographics Card to collect demographics with adults. With youth, local agencies should collect classroom-level demographics when possible. Educators may need to work with the classroom teacher, school administrators, or their Implementing Agency to gather youth demographic information. Educators should collect demographic information for every direct education series.

Is the goal to survey all participants?

Yes, educators should do their best to give all participants pre- and post- surveys.

What survey do we use if there is a person under 18 in a mostly-adult class?

Educators should use the adult surveys in a mostly-adult class. If most people in the class are under 18, educators should use the youth 9-12\textsuperscript{th} grade survey.

I teach a mixed 3rd/4th grade class. Which survey do I use?

Educators should use the KAN-Q. They should make sure third graders mark that they are in 3\textsuperscript{rd} grade.
There seem to be several questions in the youth surveys on topics that are not covered in our curriculum. Is that a concern if we don't see improvement?

No. The evaluation team will look at results statewide and by curriculum. Educators should ask all questions on the survey.

Can we skip survey questions on topics that we do not cover in the curriculum?

No. Educators should ask all questions in the survey.

How do I transition into the lesson after giving the survey?

The following strategies have been used effectively by some educators:

- Exercise break. If your programming has a physical activity component, and your population is physically able, physical activity can help refocus students. Try a few jumping jacks.
- Snack time.
- Thank participants for filling out surveys.
- Have a relevant, quiet activity that participants who finish early can work on until the rest of the class has completed their surveys.
- Have a time limit, and provide verbal cues to help participants know when the lesson will begin.
- Discuss the agenda for the day, noting what the activity will be before the survey starts and after the survey ends.
- Have participants quietly discuss a topic relevant to the lesson in pairs until the class is ready to move on.

What do we do with completed surveys?

Completed surveys should be entered into PEARs. Implementing Agencies may have a protocol or procedure regarding data entry, so local providers should contact their IA prior to beginning survey data entry.

Do we need to give the Demographics Card, the Food Behavior Checklist, and the EFNEP physical activity questions to every series we teach with adults?

Yes.

What kinds of milk count on the Food Behavior Checklist?

All dairy milks and calcium-fortified nondairy milks like soymilk and rice milk count. More information on acceptable milk types can be found in Food Behavior Checklist section of the WA SNAP-Ed Evaluation Guidance.

How do I describe “This Label” in question 14 of the Food Behavior Checklist?

“This label” refers to the nutrition facts label and ingredients list. More information can be found in the Food Behavior Checklist section of the WA SNAP-Ed Evaluation Guidance.
On the Food Behavior Checklist, how do I describe what “cups of fruits and vegetables” means?

This question asks about how much fruit and vegetable a participant eats on average. It can help to think of yesterday, or a particular day of the week. More information can be found in the Food Behavior Checklist section of the WA SNAP-Ed Evaluation Guidance.

In the Food Behavior Checklist and the youth tools, there are questions about healthy diets. How do I define it for my students?

Educators can use MyPlate as a model for a healthy dietary pattern. More information can be found in the evaluation tool proctoring guidance section of this of the WA SNAP-Ed Evaluation Guidance.

On the Food Behavior Checklist, why is there a question on milk and a question on milk in cereal?

They are both questions about dairy, per the author’s validation studies. We are not allowed to make changes to this survey to eliminate one of them.

How long will the Food Behavior Checklist take?

It should take about 15-20 minutes to proctor.

With youth, some students watch TV shows and movies on their phone, not on TVs. Can I rephrase the question on sedentary behaviors to general screen time?

Educators should ask the question as it is written. If students have a clarifying question, then educators may clarify that watching movies or a TV show on their phone does count.

The eating habits of my students change from weekend to week, and from day to day. Can I ask them about their average or usual habits?

No. Educators should ask the question as it is written. This will help ensure consistency among different educators. It may help to avoid proctoring the survey on a Monday or the day after a holiday.

A lot of students are emancipated or live with non-family caregivers. Can I rephrase the questions about family?

Yes, educators may say family, caregiver, or person you live with.

Can there be a 4+ sports drinks per day section on youth survey?

No. Students should mark 3+.
Are the K-2 surveys meant to be completed by the student or will they need adult help?

Educators should use the guiding method and the Eat Well + Move Script when they proctor this survey. Educators can find the script on the EFNEP evaluation resources website (this link downloads from external website).

What survey do you use for Food Smarts?

- 3rd graders: EFNEP 3rd-5th Nutrition Education Survey
- 4th-8th Graders: KAN-Q
- 9th-12th Graders: EFNEP 9th-12th Grade Nutrition Education Survey
- Adults: Food Behavior Checklist, EFNEP Physical Activity Questionnaire, and Demographics Card

Questions about ID Numbers:

Will there be written instructions on how educators should assign codes?

Yes. Local agencies can find the instructions in the Washington SNAP-Ed Evaluation Guidance documents in the Unique Identification Number section.

Where and how should we collect youth demographic information and assign ID numbers?

Local agencies should assign SNAP-Ed ID Numbers to youth using the methodology on page 8. They should collect classroom-level demographic information when possible. Local agencies may need to work with their Implementing Agency to collect this information.

Questions about PEARs:

Is there a success story requirement?

There is no success story requirement for the evaluation. There may be success story requirements for regional reporting, so local agencies should check with their IA. Remember, success stories are especially powerful tools to convey SNAP-Ed’s impact on Washington State’s low-income residents.

How far back do we go with PSE Reporting?

Local agencies should only report PSE activities they worked on in the current fiscal year. If an agency started PSE activity in a previous year and are continuing to work on it, that should be recorded.

Do we enter survey results into PEARs?

Local Agencies should contact their Implementing Agency to find out about the process for their region.
What is commercial market data?

Commercial marketing data refers to data that you can gather when you work with local media companies, like a local radio station or television station. Local commercial media usually have numbers about viewership, listeners, distribution, etc.

How do we add staffers or data entry people to PEARS?

Local agencies should contact their Implementing Agency with the name and email address of the new user.

How do you estimate PSE Reach?

Local agencies should count all people who have been in direct contact with the PSE activity. If a local agency added a food demo station to a food bank as a systems change, then they can count everyone who goes through the line at the food bank. They should not count people who are active at the site but were not in line on a food demo day. If a person is in direct contact with more than one PSE change activity, that person should only be counted once. For more information, see unduplicated reach and direct contact in the glossary.

What is the difference between a Partnership and a Coalition?

If a local agency works with one individual or one organization on a project, that is a partnership. If a local agency works with several people from several different organizations that is a coalition. Coalitions also typically work over a longer period, and have representatives from multiple sectors, like education, healthcare, retail, and agriculture.

In the PEARS PSE Module, it asks if youth are involved via an “established group”. I have youth involved in decision-making and brainstorming, but it’s not an established group. How do I indicate this?

Include youth who are involved in the leadership process. Do not include youth that are part of the PSE project reach.

I just did part of an assessment tool for my PSE project. Should I still enter it?

Yes. In the “description of results box”, note the part of the tool that you completed.

How frequently will the evaluation team review PSE and social marketing modules (i.e., modules that represent work which takes place over the course of the year)?

Quarterly.
Other Questions:

Some teachers are not comfortable giving demographic data. Do you have a justification we can give to teachers, or gather that data in a different way?

The evaluation team wants to ensure that SNAP-Ed programs are appropriate for participants of all ages, races, and ethnicities. In order to make sure SNAP-Ed is addressing equity in its programming, we need to collect demographics. We also need demographic information to meet federal reporting requirements.

If a classroom teacher will not give an educator or local agency demographic information, educators may request the demographics from the school, and estimate based on race, ethnicity and sex percentages. They may also work with their IA to figure out other methods of estimating demographic information.

Implementing Agencies have different data entry deadlines in the Evaluation Guidance. Can the evaluation team add IA due dates?

No. Each IA should send out their own guidance regarding due dates, and local agencies should follow whichever due date is earlier.

The regional evaluation projects section mentions that local agencies can reach out to evaluate special projects, does this include IA projects as well?

Yes.

When will intervention names be updated?

Intervention names will be updated to include Eat, Learn, Live, Play, Shop, and Work on October 16th, 2018. They will be revised again after the Statewide Needs Assessment has been completed.

Why are only Washington-Approved Curricula counted in the direct education definition?

The FFY 2019 definition for direct education was established in conjunction with DSHS to promote consistency in data entry across regions. The Curriculum Team is a great resource if a local agency needs help identifying a curriculum that will work for their population.

How long will it be before we get our data back?

PEARS will allow local agencies to pull data they have entered any time after it is entered. The evaluation team will pull and analyze data quarterly. Data will be provided via statewide and regional snapshots.