

# Frequently Asked Questions (FAQ):

---

## 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<sup>nd</sup> 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](mailto: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.

Washington SNAP-Ed Demographics Card

Date: \_\_\_\_\_ SNAP-Ed ID Number: \_\_\_\_\_

Gender (check only one):  
 Male  Female  Other

Age (check only one):  
 0-4 Years  5-17 Years  18-59 Years  60+ Years

Race (check as many as apply):  
 American Indian or Alaska Native  Asian  Black or African American  
 White  Native Hawaiian or Pacific Islander

Are you Hispanic/Latino (check only one)?  
 Yes  No

Do you or your family participate in Basic Food (SNAP, EBT, or Food Stamps) or FDIPIR (Food Distribution Program on Indian Reservation (check only one))?  
 Yes  No

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<sup>th</sup> 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<sup>rd</sup> 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?

- 3<sup>rd</sup> graders: EFNEP 3<sup>rd</sup>-5<sup>th</sup> Nutrition Education Survey
- 4<sup>th</sup>-8<sup>th</sup> Graders: KAN-Q
- 9<sup>th</sup>-12<sup>th</sup> Graders: EFNEP 9<sup>th</sup>-12<sup>th</sup> 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 16<sup>th</sup>, 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.