



Program Evaluation of Youth Direct Education

Mapping Our Way to Greater Understanding

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UA AzNN SNAP-Ed Evaluation Team

Today's Trek

- ▶ A Map to Get Us Started
- ▶ Evaluating Youth Programs
- ▶ Next Steps (because the journey never ends)



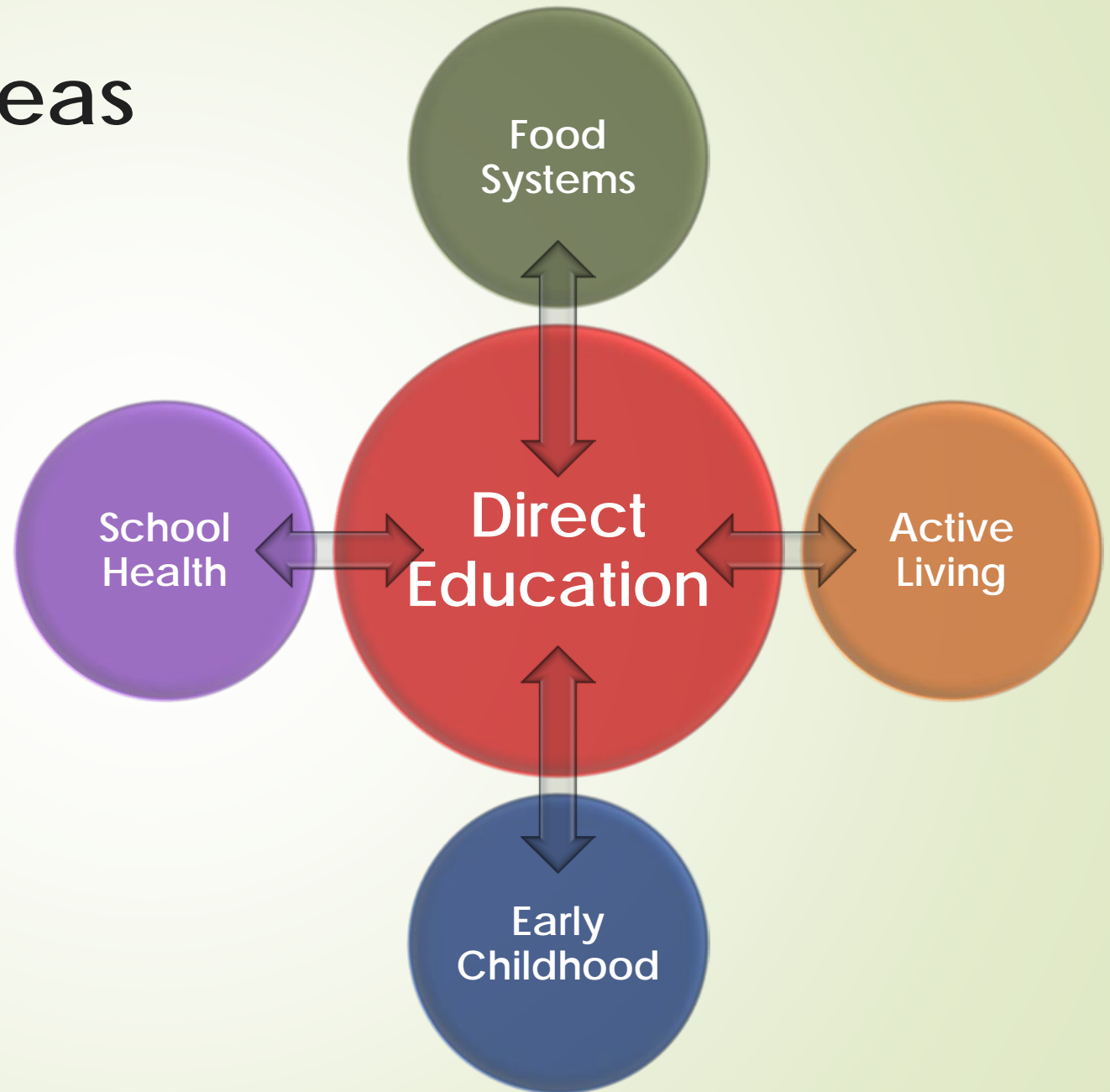
A Map to Get Us Started

Where does the evaluation of youth Direct Education fit in?



AzNN Focus Areas

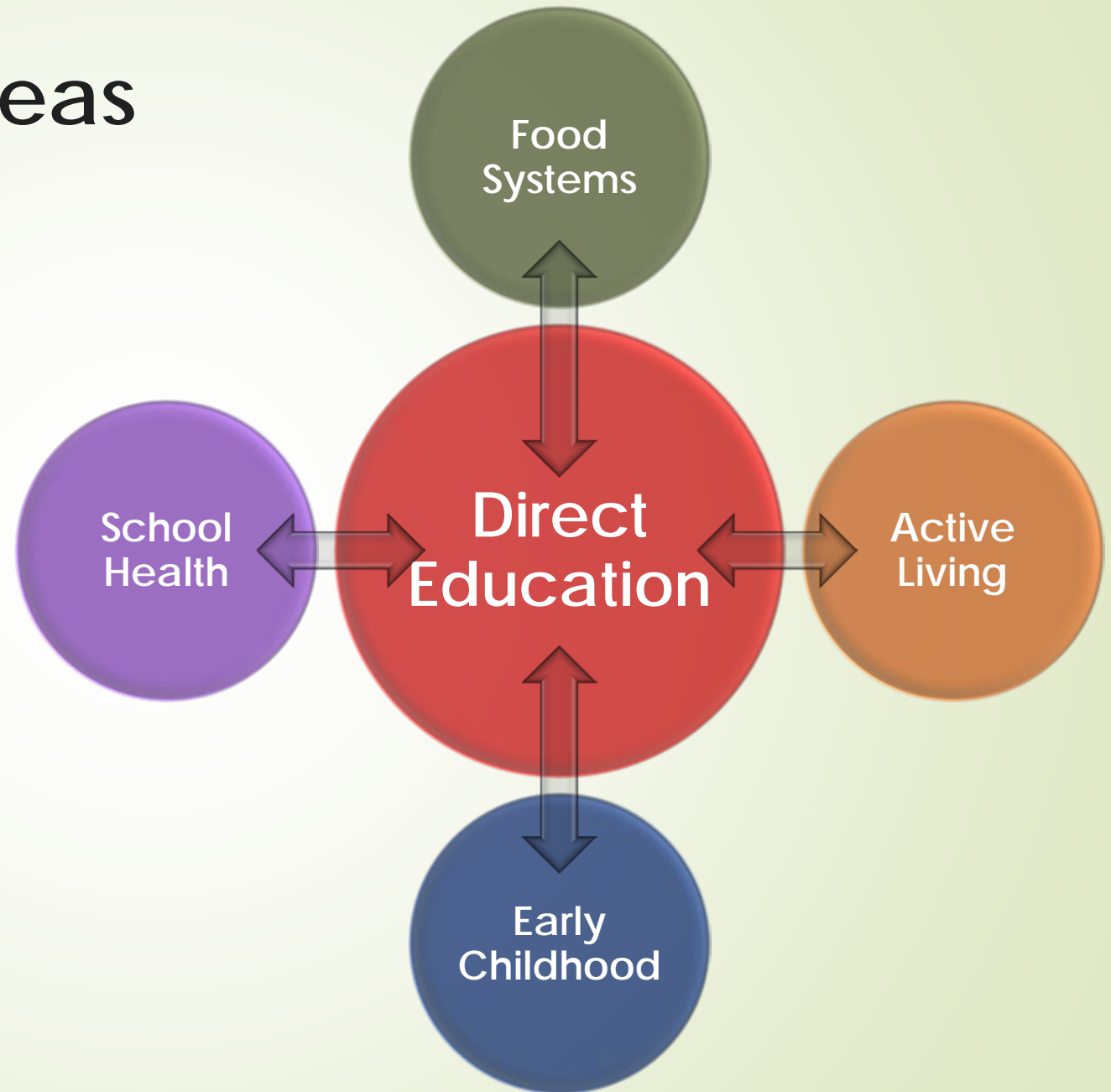
Direction
Education of
youth is
done in
conjunction
with work in
PSE focus
areas



AzNN Focus Areas

Evaluating Direction Education of youth allows us to:

- Learn about Direct Education programming
- Sometimes also learn about PSE programming related to youth



Evaluating Youth Programs

Assessing Outcomes with the Serving
Up MyPlate Series



What is the FY16 Youth Outcomes Evaluation?



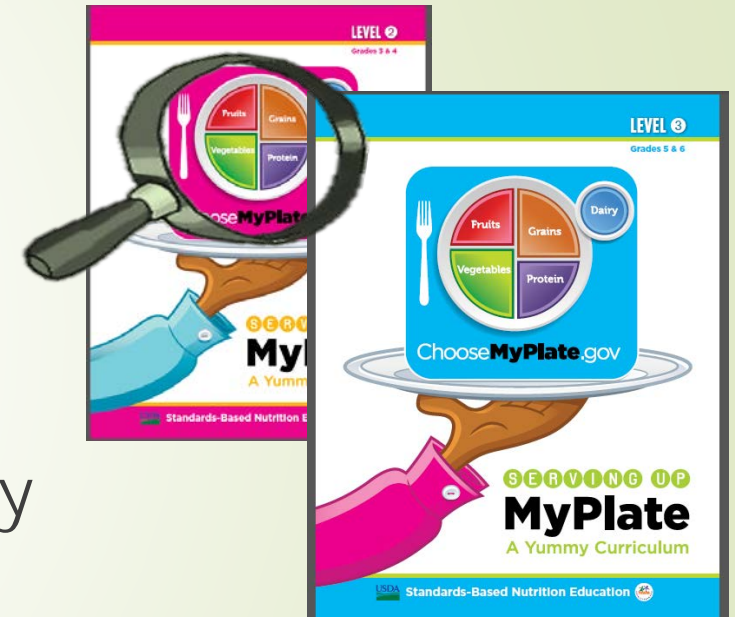
Strategy Number	Description of Strategy	INTENDED REACH	PROCESS INDICATOR	STO (0-1 Yr) INDICATOR	MTO (2-3 Yrs) INDICATORS	LONGER TO (5+ Yrs) INDICATORS	LONGEST TO (7+ Yrs) INDICATORS	
16	Provide evidence-based healthy eating and active living education in support of policy, system, and environmental change strategies to eligible audiences in eligible community sites to promote consumption of healthy foods and beverages and active lifestyles.	Number of class series planned (SART)	<p>Youth Outcomes Evaluation, YOIE</p> <p>% participating in SUMP who complete the series (EARS)</p> <p># participating series completed</p> <p># participating series planned</p> <p>% of participants who complete pre-post assessments (cover sheet)</p> <p># who completed pre-post surveys</p> <p># invited to complete surveys</p> <p>Adult Impact Evaluation, AIE</p> <p>% of participants who complete the series (EARS)</p> <p># participating series completed</p> <p># participating series planned</p> <p>% intervention group participants who completed pre-post assessments (cover sheet)</p> <p>% comparison group participants who completed pre-post assessments (cover sheet)</p> <p>% intervention group participants who completed focus groups (AIE records)</p> <p>% intervention group participants who completed follow-up assessments (cover sheet)</p>	<p>ST1 ↔ YOIE</p> <p>Increase in MyPlate knowledge scores for youth, pre to post (AzNN Youth Survey)</p> <p>ST3 ↔ YOIE</p> <p>Increase in PA knowledge scores for youth, pre to post (AzNN Youth Survey)</p> <p>ST1-3 ↔ AIE</p> <p>Qualitative data re: adult MyPlate knowledge, shopping knowledge or intention, and PA goals in impact evaluation (Focus Groups)</p>	<p>MT1 ↔ YOIE</p> <p>Increase in MyPlate behaviors scores for youth, pre to post (AzNN Youth Survey)</p> <p>MT3 ↔ YOIE</p> <p>Increase in PA behaviors scores for youth, pre to post (AzNN Youth Survey)</p> <p>MT1-2 ↔ AIE</p> <p>Sustained increase in adult MyPlate and shopping (Food Behavior Checklist)</p> <p>MT3 ↔ AIE</p> <p>Sustained increase in adult PA behaviors scores (On the Go Survey)</p> <p>MT1-3 ↔ AIE</p> <p>Qualitative data re: adult MyPlate, shopping, and/or PA behaviors (Focus Groups)</p>	<p>LT2-5, LT7-8</p> <p>Behavior change among youth associated with increased adherence to national dietary and PA guidelines (YRBS)</p> <p>LT2-8</p> <p>Behavior change among adults associated with sustained increased adherence to national dietary and PA guidelines and reduced food insecurity (BRFSS)</p>	<p>LT2-5, LT7-8</p> <p>Behavior change among youth associated with sustained increased adherence to national dietary and PA guidelines (YRBS)</p> <p>LT2-8</p> <p>Behavior change among adults associated with sustained increased adherence to national dietary and PA guidelines and reduced food insecurity (BRFSS)</p>	<p>11 % of youth in Arizona who are overweight and % who are obese (YRBS)</p> <p>11 % of low-income youth in Arizona who are overweight and % who are obese (YRBS)</p> <p>11 Healthy weight - % of adults in Arizona who are overweight and % who are obese (BRFSS)</p> <p>11 % of low-income adults in Arizona who are overweight and % who are obese (BRFSS)</p>

Clues Leading to Serving Up My Plate: A Yummy Curriculum (SUMP)

➔ The SUMP series

1. Strong dosage (9-lesson series)
2. Aligns with Common Core
3. Covers MyPlate & Physical Activity
4. Includes Levels 2 and 3

➔ You: 74% of contractors chose SUMP



#1 Curriculum pick for youth DE

The Design

Intervention Group*

Pre-Test

Series

Post-Test

* The FY16 evaluation of youth DE only targets **4th and 5th graders who receive the Level 2 or 3 SUMP** series


The Tool... "AzNN Youth Survey"

- English-only Scantron
- Uses names to match surveys
- 4th - 8th grades
 - surveying 4th-5th **only** in FY16
- Measures Knowledge
 - USDA Nutritional Guidelines
 - National PA Guidelines
- Measures Behaviors
 - What kids ate yesterday
 - How active kids were yesterday

Youth Nutrition and Physical Activity Survey

The Arizona Nutrition Network wants to learn about what kids your age eat, and how they are physically active (exercise). This survey asks questions about your food choices and physical activity (exercise). Your answers will help make our program the best it can be. We will ask you to take the survey at two different times. Each time, it will take you about 20 minutes.

- No one at school or at home will see your answers.
- Taking part in this survey is up to you. Your choice will not affect your grades in school. Your choice will not affect whether you can do any school or summer program activities.
- If you do not want to answer a question, you can skip it.
- You may stop taking the survey at any time.
- There are no known risks or benefits to doing this survey.


Champions for Change
Arizona Nutrition Network

PLEASE DO NOT WRITE IN THIS AREA [SERIAL] 1



Proctoring for Quality Data Collection

- ▶ Who can proctor the **AzNN youth survey**?
 - ▶ Trained AzNN Contractors
 - ▶ Trained AzNN Subcontractors

- ▶ Who can deliver the **SUMP curriculum**?
 - ▶ AzNN Contractors
 - ▶ AzNN Subcontractors
 - ▶ Classroom Teachers

Proctoring for Quality Data Collection

- All proctors MUST be trained
- Option 1: live Policies & Procedures workshop
- Option 2: online certification
 - Review this pdf
 - Take a 20 question online quiz
 - Must score at least 90%



Three Most Common Problems in Nutrition and PA Youth Surveys

- Omission
 - Kids forget to report what they ate or did
 - Proctor prompts can make a big difference
 - 'I don't know' option helps us to determine if kids really don't know or just skipped the question
- Intrusion
 - Kids report doing something they didn't do
 - Proctor guidance helps to remind students to **only** report yesterday behaviors
- Misreporting Amounts
 - Proctor guidance helps kids to determine amounts
 - **Times per day** is used in survey because it's easier for kids to answer that than cups per day.



You are the guide...



Scheduling the Survey

- ▶ Schedule on a day following a school day (Tues-Fri)
 - ⇒ If Monday is a holiday, the survey *must* be administered on a Wed, Thurs, or Fri.
- ▶ Schedule sufficient time (20-25 minutes)
- ▶ Pack the proper (FY16) version of the survey, a few extras, and the Proctor Instructions

The Cover Sheet

- Available for download on the AzNN website
- Can't find it? Email Theresa LeGros for the pdf file.
- Enter Proctor Name *and* Contractor for "AzNN Contractor Name"
- Include blank surveys in your packet *if they fall within the sequence*



FY16 AZNN YOUTH SURVEY COVER SHEET

AzNN Contractor Name: **Lily Verbena, YCPHSD**

Subcontractor Name (if applicable):

County: **Yuma**

School/Site Name: **Prickly Pear Elementary**

Teacher Name: **Ms. Ocotillo**

Grade:

4th

5th

Other (Note: in FY16, only 4th and 5th grades should be surveyed.)

Survey Date: **4/28/2016**

Survey Type:

Pre

Post

If POST, did this class receive all nine lessons of the *Serving Up My Plate* series?

Yes

No

How many surveys are included with this coversheet? **21**

Please provide the *beginning and end sequence numbers* of the surveys used for this group. Use the surveys in order by the sequence number that is printed on each survey.

Survey Sequence Numbers: **11111** to **11131**



In the Classroom

- **Complete all fields in the Cover Sheet.** If any fields are pre-filled, check for accuracy.
- **Introduce yourself and the survey.**
- **Pass out surveys** (and pencils, if needed).
- **Review instructions on the front page of the survey.** Have students complete written names in name blocks, but NOT bubble them in.
- **Guide students through question subsets.**
- **As students finish, collect the surveys.**



After the Survey

- Attach the completed Cover Sheet to the packet of completed surveys
- Return the packet to the Evaluation Team. Use the contact information on the Proctor Instructions and return ASAP.

To Return Surveys, mail to:

Attention: Theresa LeGros

1177 E. 4th St., Shantz Bldg Rm 205

Tucson, Arizona 85721



DO's and DON'Ts of Proctoring

- ▶ DO clarify or repeat instructions for students
- ▶ DO read survey aloud if needed
- ▶ DO define or translate words
- ▶ DO use aides for crowd control; helpers must read Proctor Instructions
- ▶ DO add any comments you have to back of questionnaire
- ▶ DON'T influence students' answers by giving hints for knowledge questions
- ▶ DON'T Influence students' answers by showing favoritism of a particular response.
- ▶ DON'T allow children to confer about questions.



Tips for new proctors

- ▶ Building access & finding classrooms can be tricky
- ▶ Be aware and adaptable
 - ▶ Teacher styles & classroom dynamics vary
 - ▶ Substitutes can alter experiences
 - ▶ Time of day can affect energy levels
 - ▶ Language barriers may exist
 - ▶ Survey comprehension can vary

Common Questions, Response Guidelines



5. 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.

- Regular (whole) milk
- 2% reduced-fat milk
- 1% (low fat) or fat-free/non-fat (skim) milk
- Soy milk, almond milk, rice milk, or other milk
- I never drink milk.
- I don't know.

What type of milk does the cafeteria serve?

- Teachers may know

What type of milk has a red cap?

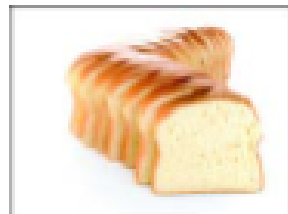
- I'm not sure/each company is different
- 'I don't know' is an option

Common Questions, Response Guidelines



6. **Yesterday**, did you eat any corn tortillas or bread, tortillas, buns, bagels, or rolls that were *brown*?

- No. I did not eat any of these foods



7. **Yesterday**, did you eat any bread, buns, bagels, tortillas, or rolls that were *white*?

My corn/hard-shelled tortilla was yellow. Do I put it with brown?

- Usually refined, so white
- If whole corn, it's brown

Do tortilla chips count?

- Yes, as a white

Common Questions, Response Guidelines

Is a pepper, tomato, etc. a fruit or vegetable?

- For all questions like this, use **culinary** definitions; these are veggies
- More natural sugar = fruit
- Tomato sauce is a vegetable

Some of us just learned scientific definitions of fruits. Please explain that teachers are also right.



8. Did you eat any vegetables **yesterday**? You *can* count mashed potatoes, but *do not count* french fries or chips.



9. **Yesterday**, did you eat any fruit? Fruits are all fresh, frozen, canned, or dried fruits. *Do not count fruit juice.*

Common Questions, Response Guidelines



8. Did you eat any vegetables *yesterday*?
You *can* count mashed potatoes, but *do not*
count french fries or chips.

Are beans/legumes a vegetable?

- Peas are vegetables.
- For other beans/legumes:
 - ✓ **Are you a vegetarian?** Count as lean proteins
 - ✓ **Do you eat meat most days?** Count as vegetables

Common Questions, Response Guidelines



10. **Yesterday**, did you drink any **regular** (*not* diet) soda, Kool-Aid®, sports drinks, or other fruit-flavored drinks? *Do not count 100% fruit juice.*

- No. I did not drink any of these drinks yesterday.

If it has added sugar, it counts.

Does fruit punch, apple juice, etc. count?

- Was it 100% fruit juice?
- If they don't know, say yes

Does flavored water/ iced tea count?

- If it had sugar in it

Does unsweetened tea or diet soda count?

- No

Common Questions, Response Guidelines



14. How did you travel **to** school **yesterday**?
This can include regular school or summer programs. *You can choose more than one answer.*

- I walked.
- I rode the bus.
- I rode a bike, scooter or skateboard.
- I rode in a car.

15. How did you travel **home from** school **yesterday**? This can include regular school, an after school activity, or summer programs. *You can choose more than one answer.*

- I walked.
- I rode the bus.
- I rode a bike, scooter or skateboard.
- I rode in a car.

What if I walked to the bus stop?

- You can choose "I walked" **and** "I rode the bus"

Common Questions, Response Guidelines



18. When you were **not in school yesterday**, how many hours did you spend sitting or lying around? Be sure to count time you spent *watching TV* and *using electronics*.

- I do not spend time sitting or lying around.
- $\frac{1}{2}$ hour
- 1 hour
- 2 hours
- 3 hours
- 4 hours
- 5 hours
- 6 hours or more

Kids usually need a reminder to really add up all of these hours...



Next Steps

We are here to support you throughout the evaluation process!





Where to Go Next?

- **Download** the AzNN Youth Survey Cover Sheet pdf at the AzNN website, or email Theresa LeGros for the pdf
- **Order the AzNN Youth Survey** through the AzNN website
- **Verify training** - Be sure that all proctors are trained and pass the quiz!



Now It's Time for the Quiz

- ▶ https://uarizona.co1.qualtrics.com/SE/?SID=SV_6x3ecxoxpVZpPkp

If you have a 90% or above,
you are now a Certified FY16
AzNN Youth Survey Proctor!



Questions?

For any support related to the evaluation of Direct Education, contact:

Theresa LeGros

drejza@email.arizona.edu

520-626-8766

Special thanks to Seth LeGros for video creation and editing, Manny Martinez for videography, and Dwayne and Nogi LeGros for acting.