

**EFNEP 3<sup>rd</sup> TO 5<sup>th</sup> GRADE NUTRITION EDUCATION SURVEY**  
**Instructions for Data Entry**  
**Rev. 09/23/14**

Enter the circled response into WebNEERS for all questions.

*Example:* For Question 1, if the child circled ***Never or almost never***, enter “1” into WebNEERS.

If the child does not respond to a question on the survey, please do not enter any value into WebNEERS; leave the question blank.

If the child circled multiple responses (circled more than one answer or the line between two answers) please do not enter any value into WebNEERS.

	1	2	3	4
1. I eat vegetables...	Never or almost never	Some days	Most days	Every day
2. I eat fruit...	Never or almost never	Some days	Most days	Every day
3. I choose healthy snacks...	Never or almost never	Some days	Most days	Every day
4. I eat breakfast...	Never or almost never	Some days	Most days	Every day
5. I do physical activities ...	Never or almost never	Some days	Most days	Every day

	1	2	3	
6. Being active is fun.	I do not agree	I'm not sure	I agree	
7. Being active is good for me.	I do not agree	I'm not sure	I agree	

	1	2	3	4
8. A pizza was left out of the refrigerator all night. What should you do?	Eat the pizza	Smell the pizza and then decide if it's okay to eat	Put the pizza in the refrigerator	Don't eat the pizza
9. A chicken and rice dish has been in the refrigerator for over a week. What should you do?	Eat the chicken and rice dish	Smell the chicken and rice dish and then decide if it's okay to eat	Put the chicken and rice dish back in the refrigerator	Don't eat the chicken and rice dish

	1	2	3	4
10. I wash my hands before making something to eat.	Almost never	Sometimes	Most of the time	Always

	1	2	3	
11. Will you ask your family to buy your favorite fruit or vegetable?	No	Maybe	Yes	
12. Will you ask your family to buy non-fat or 1% milk instead of regular whole milk?	No	Maybe	Yes	
13. Will you ask your family to have fruits in a place like the refrigerator or a bowl on the table where you can reach them?	No	Maybe	Yes	
14. Will you ask your family to have cut-up vegetables in the refrigerator where you can reach them?	No	Maybe	Yes	



# 3<sup>rd</sup> - 5<sup>th</sup> GRADE NUTRITION EDUCATION SURVEY

STUDENT'S CODE NUMBER \_\_\_\_\_ DATE \_\_\_\_\_ ☐ PRE ☐ POST

**DO NOT write your name on this survey.**

*The answers you give will be kept private. This survey is voluntary.*

Circle the answer that best applies to you.

	1	2	3	4
1. I eat vegetables . . .	Never or almost never	Some days	Most days	Every day
2. I eat fruit . . .	Never or almost never	Some days	Most days	Every day
3. I choose healthy snacks . . .	Never or almost never	Some days	Most days	Every day
4. I eat breakfast . . .	Never or almost never	Some days	Most days	Every day
5. I do physical activities . . .	Never or almost never	Some days	Most days	Every day

	1	2	3
6. Being active is fun.	I do not agree	I'm not sure	I agree
7. Being active is good for me.	I do not agree	I'm not sure	I agree

	1	2	3	4
8. A pizza was left out of the refrigerator all night. What should you do?	Eat the pizza	Smell the pizza and then decide if it's okay to eat.	Put the pizza in the refrigerator	Don't eat the pizza
9. A chicken and rice dish has been in the refrigerator for over a week. What should you do?	Eat the chicken and rice dish	Smell the chicken and rice dish and then decide if it's okay to eat	Put the chicken and rice dish back in the refrigerator	Don't eat the chicken and rice dish

Circle the answer that best applies to you.

	1	2	3	4
<b>10. I wash my hands before making something to eat.</b>	Almost never	Sometimes	Most of the time	Always

	1	2	3
<b>11. Will you ask your family to buy your favorite fruit or vegetable?</b>	No	Maybe	Yes
<b>12. Will you ask your family to buy non-fat or 1% milk instead of regular whole milk?</b>	No	Maybe	Yes
<b>13. Will you ask your family to have fruits in a place like the refrigerator or a bowl on the table where you can reach them?</b>	No	Maybe	Yes
<b>14. Will you ask your family to have cut-up vegetables in the refrigerator where you can reach them?</b>	No	Maybe	Yes

# ENCUESTA SOBRE LA EDUCACIÓN NUTRICIONAL PARA GRADOS TERCERO A QUINTO

NÚMERO DE IDENTIFICACIÓN ESCOLAR \_\_\_\_\_ FECHA \_\_\_\_\_ ☐ ANTES ☐ DESPUÉS

**NO escriba su nombre en esta encuesta.**

*Las respuestas que usted dé se mantendrán privadas. Esta encuesta es voluntaria.*

Marque con un círculo la respuesta más apropiada para usted.

	1	2	3	4
<b>1. Yo como verduras . . .</b>	Nunca o casi nunca	Algunos días	La mayoría de los días	Todos los días
<b>2. Yo como frutas . . .</b>	Nunca o casi nunca	Algunos días	La mayoría de los días	Todos los días
<b>3. Yo escojo refrigerios saludables . . .</b>	Nunca o casi nunca	Algunos días	La mayoría de los días	Todos los días
<b>4. Yo tomo desayuno . . .</b>	Nunca o casi nunca	Algunos días	La mayoría de los días	Todos los días
<b>5. Yo hago actividades físicas . . .</b>	Nunca o casi nunca	Algunos días	La mayoría de los días	Todos los días

	1	2	3
<b>6. Hacer actividad física es divertido.</b>	No estoy de acuerdo	No estoy seguro(a)	Estoy de acuerdo
<b>7. Hacer actividad física es bueno para mí.</b>	No estoy de acuerdo	No estoy seguro(a)	Estoy de acuerdo

	1	2	3	4
<b>8. Alguien dejó una pizza afuera del refrigerador toda la noche. ¿Qué debe hacer usted?</b>	Me como la pizza	Le tomo el olor para saber si la puedo comer	La pongo en el refrigerador	No como la pizza
<b>9. Un plato de pollo con arroz ha estado en el refrigerador por más de una semana. ¿Qué debe hacer usted?</b>	Me como el pollo con arroz	Le tomo el olor para saber si lo puedo comer	Lo pongo en el refrigerador	No como el pollo

Marque con un círculo la respuesta más apropiada para usted.

	1	2	3	4
<b>10. Me lavo las manos antes de preparar algo para comer.</b>	Casi nunca	A veces	La mayoría de las veces	Siempre

	1	2	3
<b>11. ¿Le pedirá a su familia que compre su fruta o verdura favorita?</b>	No	Quizás	Sí
<b>12. ¿Le pedirá a su familia que compre leche descremada o con 1% de grasa en vez de leche entera?</b>	No	Quizás	Sí
<b>13. ¿Le pedirá a su familia que ponga frutas en un lugar como el refrigerador o en un recipiente en la mesa donde usted puede alcanzarlas?</b>	No	Quizás	Sí
<b>14. ¿Le pedirá usted a su familia que ponga verduras cortadas en el refrigerador donde usted pueda alcanzarlas?</b>	No	Quizás	Sí

**Table 1.** Methodological considerations for assessing psychometric characteristics for a proposed FSNE diet quality measure.

	Who is involved?	What?	When?	Cost †
<b>Validity – Development of items</b>				
Content	Experts	Selects relevant content domains from the nutrition and medical literature. For each domain, identifies the corresponding behaviors with test items appropriate for FSNE target audiences.	During 1 <sup>st</sup> stage	\$
Face	Clients	Matches wording of test items to vocabulary of client.	During 1 <sup>st</sup> stage	\$\$
<b>Validity – Testing of items ‡</b>				
Construct	Clients	Reserve for those scales for which there is no objective measures (eg, attitudes, beliefs)	Throughout	\$\$-\$\$\$\$
Convergent	Clients	Determines links to diet	After item pool/scales in place	\$\$\$\$
Criterion	Clients	Determines links to health	After item pool/scales in place	\$\$\$\$
<b>Reliability ‡</b>				
Stability (also called temporal reliability)	Clients	Does the item give same response over time for same client?	Mid	\$\$
Internal consistency (alpha & inter-item correlation)	Clients	Do the items in the scale all contribute to the construct?	Mid	\$\$
<b>Other Tests ‡</b>				
Sensitivity to change	Clients		Final stage following intervention	\$\$\$\$

† Cost refers to the relative cost among the various procedures in this proposed process.

‡ A randomized controlled trial could be conducted as one major study of 2-3 major ethnic/racial groups to include data ( ie, multiple 24-hour dietary recalls, biomarkers, demographic information, behavioral items being considered for final version of the FSNE measure) collected at baseline and post intervention.

**Table 2.** Example of a development process for a diet quality measure for community nutrition education programs.

Stage	Description	Importance for quality outcomes	Technical term
QUALITATIVE RESEARCH			
<b>#1 Domain selections</b>	Using peer-reviewed published research on chronic disease, select appropriate content/domains and their corresponding behaviors.	Essential	Content validity
<b>#2 Item generation</b>	Generate draft of individual items and their response options for each behavior using peer-reviewed published research wherever possible. The items should reflect objectives of FSNE as identified in the Logic Model. FSNE professionals should be satisfied with the overall emphasis of the measure.	Essential	
<b>#3 Item pre-testing</b>	Review wording of each item with members of various FSNE audiences. Using individual interviews and standardized protocol, ask client what the item means to her using her own words. Clarify meaning of key words.	Essential	Face validity
QUANTITATIVE RESEARCH			
<b>#4 Item testing &amp; analyses</b>	Using data from clients, examine performance of each item for an item difficulty analysis. For items not functioning optimally, revise wording and retest or eliminate item.	Advisable, often done.	Item difficulty index
	Administer test to clients at two time points without the curriculum. We want clients to respond the same way at each time point.	Advisable, sometimes done.	Temporal reliability (stability)
	Examine performance of each scale for internal consistency.	Advisable, sometimes done.	Internal consistency
<b>#5 Convergent &amp; criterion validity</b>	Does the new diet quality measure correlate with established measures of diet or health status? Do the items reflect actual behavior as we are claiming? Are these behaviors related to health status?	More difficult and costly than other aspects of evaluation.	<u>Convergent</u> validity if use 24-hr recall as a surrogate for actual diet.
		Advisable, but rarely done.	<u>Criterion</u> validity if we



**#6**

**Sensitivity**

We want an instrument to reflect *change* on the posttest, so we would test for sensitivity. Remove insensitive items as they detract from impact. Need a longitudinal design.

Advisable, but rarely done.

use an external measure for health such as a biomarker (eg, a serum level that indicates nutrient intake.)

Sensitivity can be part of above grant proposal.

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Source: Marilyn Townsend, 2005

# 3<sup>rd</sup> – 5<sup>th</sup> NUTRITION EDUCATION SURVEY

School/Site: \_\_\_\_\_ Grade/Age: \_\_\_\_\_ Educator: \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_ ☐ Pre ☐ Post

<i>Circle the answer that best applies to you!</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1. I eat vegetables.....</b>	Never or almost never	Some days	Most days	Every day
<b>2. I eat fruit....</b>	Never or almost never	Some days	Most days	Every day
<b>3. I choose healthy snacks....</b>	Never or almost never	Some days	Most days	Every day
<b>4. I eat breakfast.....</b>	Never or almost never	Some days	Most days	Every day
<b>5. I do physical activity...</b>	Never or almost never	Some days	Most days	Every day

<i>Circle the answer that best applies to you!</i>	<b>1</b>	<b>2</b>	<b>3</b>
<b>6. Being active is fun.</b>	I do not agree	I'm not sure	I agree
<b>7. Being active is good for me.</b>	I do not agree	I'm not sure	I agree

<i>Circle the correct answer!</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>8. A pizza was left out of the refrigerator all night. What should you do?</b>	Eat the pizza	Smell the pizza and then decide if it's okay to eat	Put the pizza in the refrigerator	Don't eat the pizza
<b>9. A chicken and rice dish has been in the refrigerator for over a week. What should you do?</b>	Eat the chicken and rice dish	Smell the chicken and rice dish and then decide if it's okay to eat	Put the chicken and rice dish back in the refrigerator	Don't eat the chicken and rice dish

<i>Circle the answer that best applies to you!</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>10. I wash my hands before making something to eat.</b>	Almost never	Sometimes	Most of the time	Always

<i>Circle the answer that best applies to you!</i>	<b>1</b>	<b>2</b>	<b>3</b>
<b>11. Will you ask your family to buy your favorite fruit or vegetable?</b>	No	Maybe	Yes
<b>12. Will you ask your family to buy non-fat or 1% milk instead of regular whole milk?</b>	No	Maybe	Yes
<b>13. Will you ask your family to have fruits in a place like the refrigerator or a bowl on the table where you can reach them?</b>	No	Maybe	Yes
<b>14. Will you ask your family to have cut-up vegetables in the refrigerator where you can reach them?</b>	No	Maybe	Yes



## Definitions of Key Terms

**Validity:** This is a general term meaning 'accuracy' of the question responses. Does the instrument measure what it is intended to measure? If it does, then we would say that the instrument is a valid measure with this audience. There are various types of validity and each type takes a somewhat different approach to assessing the accuracy of an instrument. Here are some useful types of validity for this youth evaluation project.

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2. Face validity determines "on the face of it," does the instrument/measure appear to be measuring what it intends to measure. This type of validity rests on the judgment of the developer and the clients (usually during a pilot test of the instrument).

I would begin with content validity as that would be the first step.

1. Content validity is the extent to which the questions on the instrument items cover the full range of meaning for the concept being measured. Typically, this type of validity is established by reviewing relevant literature on the definitions, features and special characteristics of the concept being measured to determine whether these essential aspects are included in the instrument. The content validity of an instrument is determined by a group of experts in the field of nutrition science, human development, EFNEP and FSNE.

2. Face validity determines "on the face of it," This type of validity rests on the judgment of the developer and the clients (usually during a pilot test of the instrument).

3. Criterion and convergent validity both relate to the predictive ability of an instrument/measure. With criterion validity, the performance or outcome that an instrument/measure is designed to predict is called a criterion. The validity of the criterion must be established because it is the standard by which the new instrument/measure is validated. Convergent validity examines whether an instrument/measure correlates in a predicted manner with variables that theoretically it should correlate with.

**Reliability:** Once again this is a general term and refers to 'consistency' of responses to the questions.

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The first type of Reliability refers to the stability and consistency of a measure of the questions. Stability focuses on repeated administration of the question with the same clients when no nutrition education experience is present. Does the question elicit the same response from youth each time it is asked? If it does, then we would say that the instrument is a reliable question with our low-income audience.

Stability focuses on repeated administration of the instrument/measure with the same clients yield the same or very similar results.

A second type of reliability, internal consistency, focuses on the extent to which clients respond the same or very similar to different items measuring the same domain (eg, fruit and vegetable behavior or goal setting knowledge or goal setting self-efficacy) on the instrument/measure.

*Sensitivity* is the extent to which values on the instrument/measure change when there is a change or difference in what is being measured.

Note: Definitions developed by Dr. Lisa A. Guion, Associate Professor, Department of Family, Youth and Community Sciences, University of Florida; and revised by Dr. Marilyn Townsend, [University of California-Davis](#).....

~~[Here are some very user friendly definitions to consider or maybe mesh with the above.](#)~~

~~[Convergent validity: Agreement between the youth question and a more rigorous measure of the same behavior such as a 24 hour diet recall.](#)~~

~~[Criterion validity: Agreement between the youth question and another measure considered to be a 'gold standard' such as a biochemical indicator.](#)~~

~~[Internal consistency: As an alternative estimate of reliability, this approach measures agreement among the behavior or knowledge questions representing the same content domain.](#)~~

~~[Reliability:](#)~~

## References

Babbie, Earl. 2001. *The Practice of Social Research, Ninth Edition*. Belmont, CA: Wadsworth Publishing Company.

Rossi, P.R.; Lipsey, M.W. & Freeman, H.E. (2004). *Evaluation: A systematic approach*. Thousand Oaks, CA: Sage Publications.

~~[Litwin MS. \*How to Measure Survey Reliability and Validity\*. Thousand Oaks, California: Sage Pub; 1995.](#)~~

~~[Pedhazur EJ, Schmelkin LP. \*Measurement, Design, and Analysis: An Integrated Approach\*. New Jersey: Lawrence Erlbaum Assoc., 1991.](#)~~

~~[Nunnally JC, Bernstein IH. \*Psychometric Theory\*, 3rd ed., New York: McGraw-Hill, Inc. 1994.](#)~~

# **Youth Measurement Instruments: An Overview of a Process for Soliciting and Selecting Quality Quantitative Evaluation Tools**

**Step 1: Collection and development of documentation and descriptive materials for sharing with program staff related to the assessment of “quality” impact evaluation tools for use in nutrition education programs for youth. Development and distribution of materials to solicit youth measurement instrument from nutrition educators across the nation.** “Youth Measurement Instrument Submission Form” is developed and disseminated to collect: 1) contact information about the author(s), and 2) pertinent information about instrument such as item development, pilot testing, revisions, procedures used to test for psychometric properties, and results of the testing. The Editor/Facilitator receives the Submission form and a copy of the instrument.

**Step 2: Prior to sending the instrument to the reviewer(s), the Editor will check for adequacy and acceptability (such as appropriate for grade level, content is valid).** If these are satisfactory then instrument can be passed on to reviewer(s).

**Step 3: Reviewer(s) determine the level at which testing of the instrument occurred. Reviewer(s) assess whether instrument quality is acceptable.**

Level 0 – Instrument has been developed, however it has not been tested. May provisionally accept and place in the collection of tools on Wisconsin website

Level 1 – (Knowledge and Behavior) Instrument has been tested for content and face validity. (see attached information for further detail). Results of testing are provided.

Level 2 – (Knowledge and Behavior) Instrument has been tested for content and face validity and item testing and analyses (reliability/stability for individual items, item testing/difficulty index for individual items, internal consistency for a scale) has been completed (see attached information for further detail). Results of testing are provided.

Level 3 – (Behavior instruments only) Instrument has been tested for content and face validity, item testing and analyses (reliability/stability for individual items, item testing/difficulty index for individual items, internal consistency for a scale), convergent and criterion validity, and sensitivity (see attached information for further detail). Results are provided.

**Step 4: Reviewer(s) make a determination and Editor sends correspondence to authors as follows:**

1) Accept instrument into the Youth Question Database of Measurement Tools (YQD) - Send notification to author(s) along with a consent to publish form. Once form is signed

and returned by all authors, then submit instrument to the database.

2) Provisionally Accept instrument into the Youth Question Database of Measurement Tools (YQD)-- Send notification to lead author requesting the additional testing that is to be completed before resubmission of the instrument. Once instrument is resubmitted, it goes through an expedited review process.

3) Do Not Accept instrument into the Youth Question Database of Measurement Tools (YQD) -- Send notification to lead author requesting testing be completed before resubmission of the instrument. Once instrument is resubmitted, it goes through the review process from the beginning.

*Developed by Dr. Lisa A. Guion, Associate Professor, Department of Family, Youth and Community Sciences, University of Florida, with Dr. Marliyn Townsend, Donna Vandergraff, and Beverly Phillips.*

*January 2006*

**Youth Measurement Instrument Submission Form**  
*(This form accompanies each instrument provided for review)*

**I. Contact Information:**

Name
Address
Phone
Email
Institution
Affiliation – EFNEP/FSNE, etc

**II. Instrument/Question Information:**

1. Grades for which the instrument was designed (check all that apply):

Younger than K \_\_\_\_\_  
K \_\_\_\_\_ 4 \_\_\_\_\_ 7 \_\_\_\_\_ 10 \_\_\_\_\_  
1 \_\_\_\_\_ 5 \_\_\_\_\_ 8 \_\_\_\_\_ 11 \_\_\_\_\_  
2 \_\_\_\_\_ 6 \_\_\_\_\_ 9 \_\_\_\_\_ 12 \_\_\_\_\_  
3 \_\_\_\_\_

2. Ethnicity and racial group(s) for which the instrument was designed (check all that apply):

\_\_\_\_ Primarily White/Caucasian  
\_\_\_\_ Primarily Black/African American  
\_\_\_\_ Primarily Hispanic/Latino  
\_\_\_\_ Primarily Asian  
\_\_\_\_ Primarily Native Hawaiian and Pacific Islander  
\_\_\_\_ Primarily Native American or American Indian  
\_\_\_\_ Other, please list \_\_\_\_\_

3. Geographic setting (s) for which the instrument was designed (check all that apply):

\_\_\_\_ Farm  
\_\_\_\_ Towns under 10,000 & rural non farm



- ☐ Towns and Cities 10,000 to 50,000
- ☐ Suburbs of Cities over 50,000
- ☐ Central Cities over 50,000

4. Setting(s) for which the instrument was designed (check all that apply):

- ☐ School
- ☐ Day camp
- ☐ After school
- ☐ Other, please describe:

5. Select the way the instrument was created:

- ☐ Original design by these authors
  - ☐ Created or adapted from existing
- If adapted, list original source:  
(Permission from original source must be granted)

6. Describe or list the curricula/lessons with which the instrument has been used:

7. Describe pilot testing of the instrument that has been conducted and results obtained:

8. Describe other testing or use of the instrument and results obtained:

**III. The following information will be needed when the instrument is entered into the YQD database of Measurement Tools for Youth:**

1. Question Type (choose one):

- ☐ 2-Column question (ex: True/False or Yes/No)
- ☐ 3-Column question (ie. multiple choice with 3 response choices)
- ☐ 4-Column question (ie. multiple choice with 4 response choices)
- ☐ 5-Column question (ie. multiple choice with 5 response choices)

2. Primary Domain or Outcome (choose one):

- ☐ Nutrition Knowledge/Attitudes (NUK)
- ☐ Nutrition Behaviors (NUB)

- \_\_\_ Physical Activity Knowledge/Attitudes (PHK)
- \_\_\_ Physical Activity Behaviors (PHB)
- \_\_\_ Food Safety Knowledge/Attitudes (FSK)
- \_\_\_ Food Safety Behaviors (FSB)
- \_\_\_ Food Resource Management Knowledge/Attitudes (FRK)
- \_\_\_ Food Resource Behaviors (FRB)
- \_\_\_ Food Preparation Knowledge/Attitudes (FPK)
- \_\_\_ Food Preparation Behaviors (FPB)
- \_\_\_ Other Knowledge (OTK)
- \_\_\_ Other Behaviors (OTB)

3. Secondary Domain or Outcome (choose one):

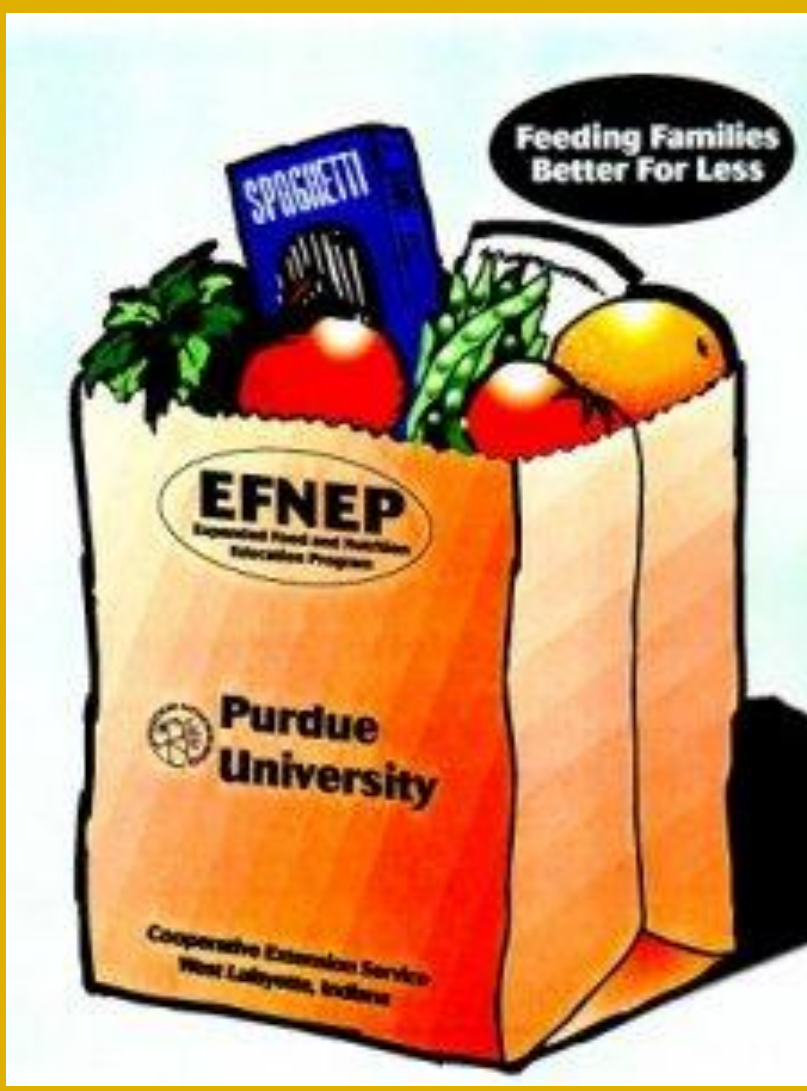
- \_\_\_ Nutrition Knowledge/Attitudes (NUK)
- \_\_\_ Nutrition Behaviors (NUB)
- \_\_\_ Physical Activity Knowledge/Attitudes (PHK)
- \_\_\_ Physical Activity Behaviors (PHB)
- \_\_\_ Food Safety Knowledge/Attitudes (FSK)
- \_\_\_ Food Safety Behaviors (FSB)
- \_\_\_ Food Resource Management Knowledge/Attitudes (FRK)
- \_\_\_ Food Resource Behaviors (FRB)
- \_\_\_ Food Preparation Knowledge/Attitudes (FPK)
- \_\_\_ Food Preparation Behaviors (FPB)
- \_\_\_ Other Knowledge (OTK)
- \_\_\_ Other Behaviors (OTB)

4. List the Logic Model Impact Indicator(s) that apply (refer to accompanying document):

5. Provide a short title or description of lessons or topics for which the instrument would be an appropriate evaluation measure:

*Developed by Dr. Lisa A. Guion, Dr. Marliyn Townsend, Donna Vandergraff, and Beverly Phillips  
January 2006*





# Youth Outcome Evaluation for Nutrition Education: Valid? Reliable? How Do I Know?

Donna Vandergraff (Purdue University), Marilyn Townsend (University of California-Davis), Lisa Guion (University of Florida),  
and Beverly Phillips (University of Wisconsin)

# PURDUE

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# UNIVERSITY

In 2005, a SNE session was conducted bringing nutrition educators up to date with the work of the national youth outcome evaluation workgroup. During that session many questions were asked, primarily about how and when to use various nutrition evaluation metrics and measures. This appeared to be a strong need among educators. Though educators know the terms, they are often at a loss as to the specifics of when is a evaluation tool strong enough to show impact.

Nutrition educators are expected to utilize valid and reliable tools to conduct outcome and impact evaluation assessments of their educational programs. What really do we mean by “valid” and “reliable”? What is an acceptable level of rigor to expect for a tool to be used in an interactive, non-formal (sometimes chaotic) youth education setting?

## Criteria

**Level 0** — Instrument has been developed, however it has not been tested.

**Level 1 – (Knowledge and Behavior)** Instrument has been tested for content and face validity. Results of testing are provided.

**Level 2 – (Knowledge and Behavior)** Instrument has been tested for content and face validity and item testing and analyses (reliability/stability for individual items, item testing/difficulty index for individual items, internal consistency for a scale) has been completed. Results of testing are provided.

**Level 3 – (Behavior instruments only)** Instrument has been tested for content and face validity, item testing and analyses (reliability/stability for individual items, item testing/difficulty index for individual items, internal consistency for a scale), convergent and criterion validity, and sensitivity. Results are provided.

## Youth Nutrition Education Evaluation Reporting System (Y-NEERS) Youth Question Database (YQD)

**Design:** A repository of impact evaluation tools for use in assessing knowledge, attitude and behavior changes in youth learners participating in foods and nutrition education programs;

As a system through which selected youth impact evaluation tools, as well as the background information about the development and testing of the tools, can be shared;

As a system for collecting, summarizing and reporting youth evaluation results related to selected youth evaluation tools.

## What is YQD?

Repository for the questions generated by states. Each will be linked to impact indicators from the CNE logic model. Every state will be able to choose the questions that best meet the needs of their state for age of youth, curriculum used, etc. It is separate from, but part of YNEERS

## What is YNEERS?

YNEERS is the youth component of NEERS, the Nutrition Education Evaluation and Reporting System. NEERS5 is a multi-level system that includes the county (CRS) and state (SRS) sub-systems, as well as two independent, but connecting systems (the youth and adult question development tools).

## Definitions of Key Terms

**Validity:** This is a general term meaning ‘accuracy’ of the question responses. Does the instrument measure what it is intended to measure?

- Content validity** is the extent to which the questions on the instrument cover the full range of meaning for the concept being measured. The content validity of an instrument is determined by a group of experts in the field of nutrition science, human development, EFNEP and FSNE.
- Face validity** determines “on the face of it,” This type of validity rests on the judgment of the developer and the clients (usually during a pilot test of the instrument.)
- Criterion and convergent validity** both relate to the predictive ability of an instrument/measure. With criterion validity, the performance or outcome that an instrument/measure is designed to predict is called a criterion. The validity of the criterion must be established because it is the standard by which the new instrument/measure is validated. Convergent validity examines whether an instrument/measure correlates in a predicted manner with variables that theoretically it should correlate with.

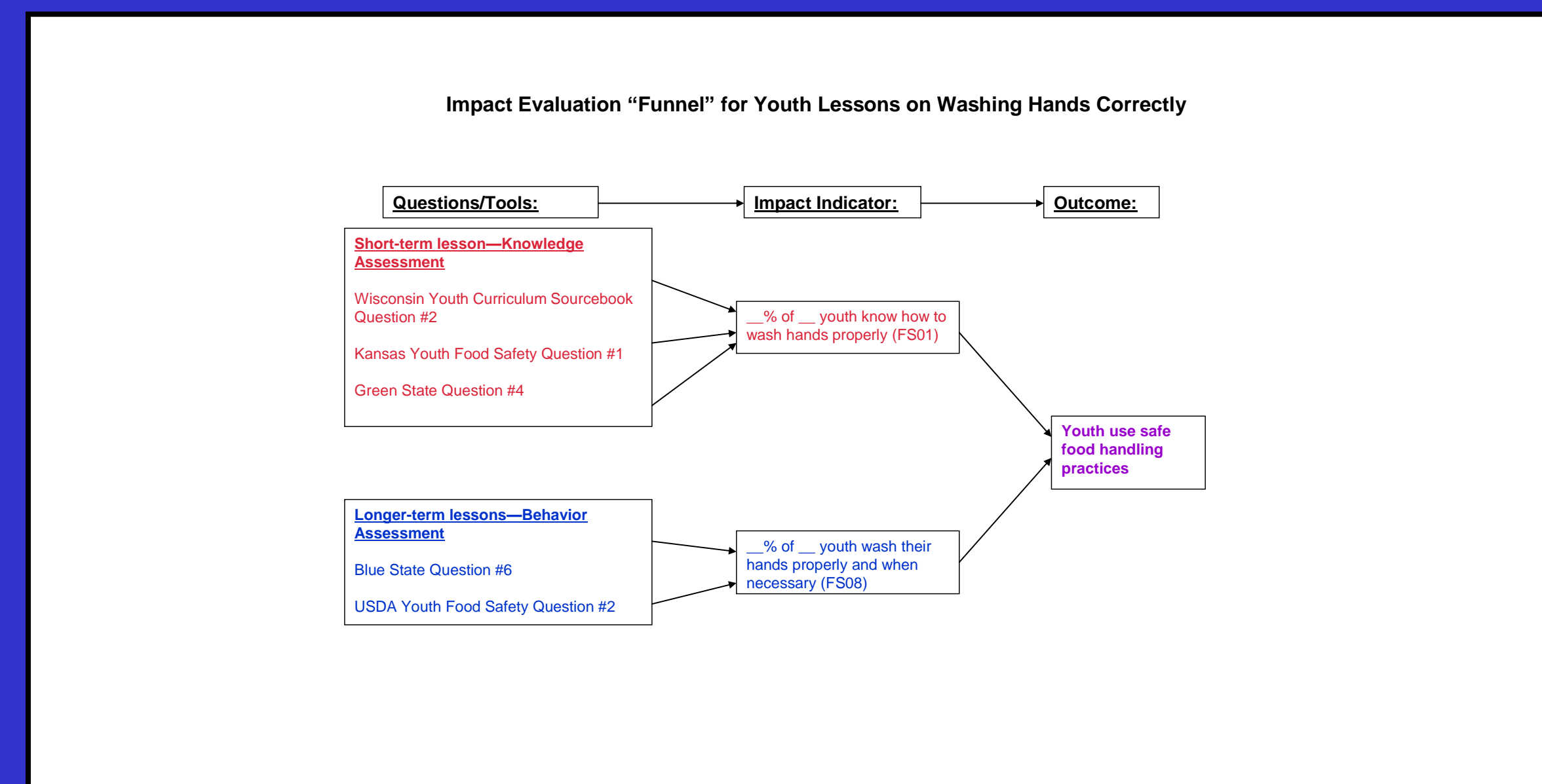
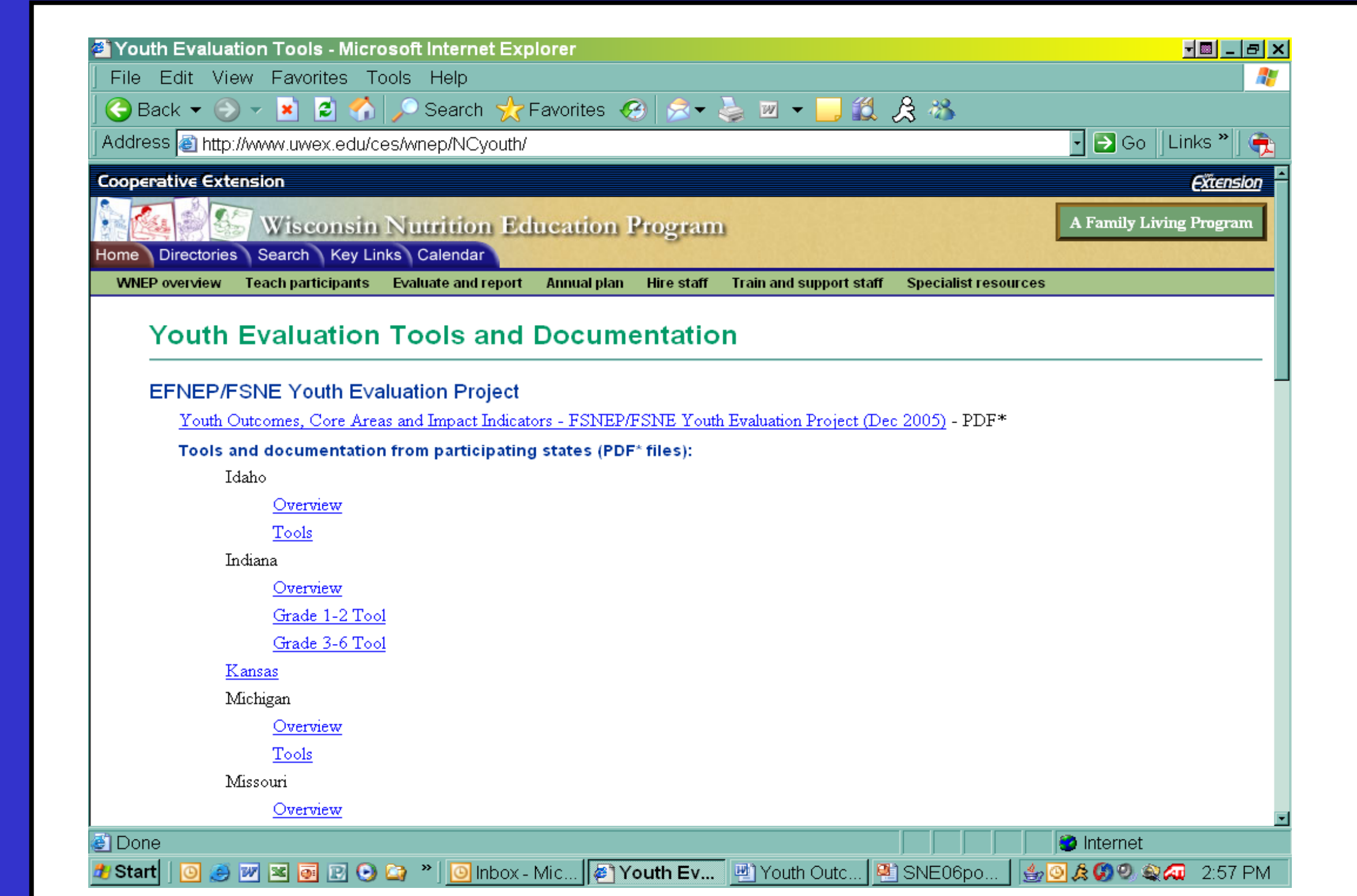
**Reliability:** Once again this is a general term and refers to ‘consistency’ of responses to the questions.

- Stability** focuses on repeated administration of the question with the same clients when no nutrition education experience is present. Does the question elicit the same response from youth each time it is asked? If it does, then we would say that the instrument is a reliable question with our low-income audience.
- Internal consistency** focuses on the extent to which clients respond the same or very similar to different items measuring the same domain (eg, fruit and vegetable behavior or goal setting knowledge or goal setting self-efficacy) on the instrument/measure.
- Sensitivity** is the extent to which values on the instrument/measure change when there is a change or difference in what is being measured.

*Note: Definitions developed by Dr. Lisa A. Guion, Associate Professor, Department of Family, Youth and Community Sciences, University of Florida; and revised by Dr. Marilyn Townsend, University of California-Davis.*

### References

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Seq	Question ID	Series	Grade	Lesson (Question)	Before	After
1	IN.0001	Professor Popcorn	P-4th	Lesson One - Exploring the Food Pyramid with Professor Popcorn	TSO	TSO
2	IN.0002	Professor Popcorn	P-2th	Lesson One - Exploring the Food Pyramid with Professor Popcorn	TSO	TSO
3	IN.0003	Professor Popcorn	P-4th	Lesson 2 - Exploring the Food Pyramid with Professor Popcorn	TSO	TSO
4	IN.0004	Professor Popcorn	Gr 2	Circle foods from the grain group	TSO	TSO
5	IN.0005	Professor Popcorn	P-4th	Lesson 3 - Exploring the Food Pyramid with Professor Popcorn	TSO	TSO
6	IN.0006	Professor Popcorn	Gr 2	Circle foods from the vegetable group	TSO	TSO

Date of Responses	Number of youth who answered all 3 correct	Number of youth who answered 2 of 3 correct	Number of youth who answered 1 of 3 correct	Number of youth with no correct answers	Number of non-responses	Total number of participants asked the question
Before: 01/01/02	10	9	0	3	3	12
After: 01/15/02	12	2	1	0	2	17



Youth Curricula:

<b>Name</b>	<b>Author/Distributor</b>	<b>Grade/Age</b>	<b>Web Site / Contact</b>
Grazin' with Marty Moose	University of Wyoming	Grades 2-3	<a href="http://www.uwyo.edu/centsible/store-front.html">http://www.uwyo.edu/centsible/store-front.html</a>
WIN Kids	University of Idaho, Montana State University, and University of Wyoming	Ages 10-13	<a href="http://www.uwyo.edu/WINTHEROCKIES_EDUR/edmaterials.asp">http://www.uwyo.edu/WINTHEROCKIES_EDUR/edmaterials.asp</a>
On the Move to Better Health	North Dakota State University	Grade 5	<a href="http://www.ext.nodak.edu/food/kidsnutrition/edu-1.htm">http://www.ext.nodak.edu/food/kidsnutrition/edu-1.htm</a>
Professor Popcorn	Purdue	Grades 1-6	<a href="http://www.ces.purdue.edu/cfs/topics/EFNEP/professorpopcorn.htm">http://www.ces.purdue.edu/cfs/topics/EFNEP/professorpopcorn.htm</a>
Youth Curriculum sourcebook	University of Wisconsin Extension	Ages 6-11	At this time, there is no way to obtain copies.
Food, Fun, and Reading	University of Vermont Extension	Pre-K to Grade 2	Diane Mincher, <a href="mailto:diane.mincher@uvm.edu">diane.mincher@uvm.edu</a> , (802) 388-4969 Ext. 11
Jumping Into Food & Fitness	Michigan State University	Ages 8-11, Grades 3-5	<a href="http://4h.msue.msu.edu/4h/resources/jiff_4_staff_vols">http://4h.msue.msu.edu/4h/resources/jiff_4_staff_vols</a>
Kids in the Kitchen	University of Missouri Extension	Ages 6-15	<a href="http://extension.missouri.edu/p/N800">http://extension.missouri.edu/p/N800</a>
Happy Healthy Me	University of California Davis	Ages 4-6	<a href="http://cebutte.ucdavis.edu/Youth_FSNEP/Happy_Healthy_Me/">http://cebutte.ucdavis.edu/Youth_FSNEP/Happy_Healthy_Me/</a>
Media Smart Youth: Eat, Think and Be Active	National Institute of Child Health and Human Development	Ages 11-13	<a href="http://www.nichd.nih.gov/msy/index.htm">http://www.nichd.nih.gov/msy/index.htm</a>
OrganWise Guys	Wellness, Inc.		<a href="http://www.organwiseguys.com/index.php">http://www.organwiseguys.com/index.php</a>
Show Me Nutrition	University of Missouri Extension	Pre-school to Junior High	<a href="http://extension.missouri.edu/p/SMN100">http://extension.missouri.edu/p/SMN100</a>
Up For the Challenge: Lifetime Fitness, Healthy Decisions	Maryland Cooperative Extension		<a href="http://www.4-hmilitarypartnerships.org/p.aspx?tabid=77">http://www.4-hmilitarypartnerships.org/p.aspx?tabid=77</a>
EatFit	Regents of the University of California	Adolescents	<a href="https://eatfit.net/teachers.htm">https://eatfit.net/teachers.htm</a>
Smart Choices for Youth	Louisiana State University		<a href="http://www.lsuagcenter.com/en/food_health/education_resources/">http://www.lsuagcenter.com/en/food_health/education_resources/</a>

Cooking Up Fun	Cornell University	Grades 4-9	<a href="http://www.cookingupfun.cornell.edu/">http://www.cookingupfun.cornell.edu/</a>
Go Wild with Fruits & Vegetables	University of Minnesota Extension	Grade 3	<a href="http://minnesota4h.com/Nutrition/GoWild.html">http://minnesota4h.com/Nutrition/GoWild.html</a>
Book in a Bag	K-State Research & Extension		<a href="http://www.ksre.k-state.edu/fnp/bib.html">http://www.ksre.k-state.edu/fnp/bib.html</a>
Color Me Healthy	North Carolina State University Cooperative Extension		<a href="http://www.colormehealthy.com/">http://www.colormehealthy.com/</a>
Junior Chef Club	Washington State OSPI		<a href="http://www.k12.wa.us/ChildNutrition/JrChef/">http://www.k12.wa.us/ChildNutrition/JrChef/</a>
LEAP for Health	The Common Health of Kentucky	Pre-school	<a href="http://www.ket.org/commonhealth/models/leap.htm">http://www.ket.org/commonhealth/models/leap.htm</a>
Eagle Books Series	CDC, Indian Health Service, Public Health Foundation		<a href="http://www.cdc.gov/diabetes/pubs/eagle_synopses.htm">http://www.cdc.gov/diabetes/pubs/eagle_synopses.htm</a>
CATCH Kids Club		Grades K-8	<a href="http://www.catchinfo.org/">http://www.catchinfo.org/</a>
SPARK After School		Ages 5-14	<a href="http://www.sparkpe.org/after-school/">http://www.sparkpe.org/after-school/</a>
Healthy Weight for Healthy Kids	Virginia Tech		Dr. Elena Serrano at <a href="mailto:Serrano@VT.edu">Serrano@VT.edu</a>

**Youth evaluation tools FY2013**  
**Frequently Asked Questions and Answers (Q&A)**  
October 1, 2012

**Q: How many youth evaluation question sets** were prepared by the committee?

A: There are four sets of evaluation tools. Each set is designated for a specific group of grades:

1. Kindergarten to Second Grade
2. Third Grade to Fifth Grade
3. Sixth Grade to Eighth Grade
4. Ninth Grade to Twelfth Grade

**Q: Where** can I find a copy of the youth evaluation tools?

A: You can find the most updated version of the youth evaluation tools at [www.efnep.org](http://www.efnep.org) in the Evaluation section.

**Q: In what format** are the evaluation tools?

A: The final versions of the evaluation tools are available in PDF as well as Microsoft Word format.

**Q: Who** can administer the youth evaluation tools?

A: Each state/territory with EFNEP programming will be expected to use these evaluation tools. Who actually administers the tool will depend on your program and how you work with your partners. The EFNEP educators can administer the youth evaluation tools or there may be instances where teachers or teacher assistants are the ones who administer the youth evaluation tools.

**Q: When** can I begin to use the youth evaluation tools?

A: The evaluation tools can be used with programs that end on or after October 1, 2012. This aligns with the release of the new Web-based Nutrition Education Evaluation and Reporting System (**WebNEERS**). WebNEERS was designed to collect and report youth data using these new tools.

**Q: Do we have to use the youth evaluation tools for FY2013?**

A: NIFA's expectation is that everyone will make an effort to begin using the new youth reporting tools as soon as possible. The reason you have until FY2015 for full implementation is because we realize it takes time to transition your curricula, lessons, etc. Responses to questions you may have used in the past cannot be captured in WebNEERS so if you do not begin using the new youth evaluation questions, we will have no way to measure or report youth impact data for FY2013. These questions may be subject to additional revisions in the coming years as a result of additional testing. Our ultimate goal is to provide high-quality evaluation tools intended for use in the EFNEP youth program.

**Q: Are these youth evaluation tools intended to be used with series of lessons or with one time presentations?**

A: These evaluation tools are intended to be administered with **series of lessons**. We don't recommend using them for one time presentations.

Q: Are the youth evaluation tools to be administered in a **group setting or in a one-on-one setting**?

A: The youth evaluation tools can be used in a group setting or a one-on-one setting. You can choose the method that works best with your programming.

Q: Should I administer the evaluation tools **to all** of the children in our programs or to **a sample** of children?

A: The youth evaluation tools are intended to be administered to all of your EFNEP participants from kindergarten to twelfth grade. However, you may choose to modify implementation depending on your programming. We suggest administering the evaluation tools in a standardized way to ensure comparability of results nationwide.

Q: Are these evaluation tools intended to be used with a specific **curriculum**?

A: No, the questions were selected based on the goals and objectives of EFNEP.

Q: How were the question topics selected?

A: The key concepts were determined from the 5 areas of EFNEP, followed by a review of the nutrition literature to find specific questions. The evaluation tools include questions that are aligned with what children should be learning.

Q: Can I **add or delete questions**?

A: Yes, you can add questions to the end of the youth evaluation tools, but you may not remove questions from the Federal question sets. All youth group members should be encouraged to answer all questions. We suggest administering the evaluation tools in a standardized way to ensure comparability of results.

Q: If we **ask additional questions**, are we supposed to add another page or can we retype the Federal questions into a new format with additional questions?

A: Yes, additional questions can be to the evaluation tool provided in the **Microsoft Word format**. Additional questions should be added at the end of the text provided. However, only the standard questions can be entered in the WebNEERS system. You will have to track any additional questions on your own. We strongly recommend that the Federal evaluation tools be administered in the standardized format provided to ensure comparability of results with other state users. Data from additional questions will not be included in any assessment of the validity of these tools.

Q: Can I insert my **logo**?

A: Yes, you can insert a logo or insignia. Each evaluation tool has a space in the first page where you can insert your logo and/or insignia.

Q: How much leeway do we have with the layout and graphics? Can we customize these to our curricula?

A: These are the only question texts and graphics that have been tested. They are synchronized with the data entry format in the WebNEERS system. We strongly recommend that these evaluation tools be administered in the standardized format provided to ensure comparability of results with other state users. Data from questions that are modified will not be included in any assessment of the validity of these question sets.

Q: In what **languages** are the evaluation tools available?

A: These evaluation tools have been developed in English only. If there are people interested in translating the tool/testing it in other languages please let us know.

Q: Do you have instructions on **how to administer the evaluation tools**?

A: We are providing sample scripts to introduce the tools to students, but otherwise we do not have instructions on how to administer the evaluation tools. We suggest administering the evaluation tools in a standardized way to ensure comparability of results. Here are general instructions on how to administer the evaluation tools:

- i. Forms can be printed front to back.
- ii. You can use any system to match pre and post, however we recommend that you use an identifier other than the child's name to ensure privacy.
- iii. Children should not write their names on the evaluation tools.
- iv. For K-2 we suggest that you read the evaluation questions to the children.
- v. The pre-evaluation tools should be administered to all youth groups on the first day of a given series, preferably as part of the first lesson.
- vi. The post-evaluation tools should be administered on the last day of the series.
- i. Instructors or teachers should not rephrase questions, but can read a question aloud if needed, reading it exactly as written

Q: Do the evaluation tools have a script to read to the students?

A: The evaluation tools do not have a tested script. You may create your own script or you can use the sample script provided for each of the respective surveys. We suggest training staff to administer the evaluation tools in a standardized way to ensure comparability of results. You can find the most updated version of the sample scripts at [www.efnep.org](http://www.efnep.org) in the Evaluation section.

Q: Have the evaluation tools been tested for validity and reliability?

A: Not yet. The research team will continue to perform additional testing on them over the course of the next year.

Q: What are the next steps being taken with these tools?

A: The research team will continue working on additional cognitive interviews and other testing of the tools. In the near future a new committee will work with a bank of questions for youth.

We are happy to answer any additional questions about the Evaluation tools, and will reply to your questions within two weeks of receipt. Please send questions to:



Kerry Silverman, Research Associate, Rutgers NJ Agricultural Experiment Station  
EFNEP/SNAP-Ed Programs at [silverman@njaes.rutgers.edu](mailto:silverman@njaes.rutgers.edu)

## CHECKLIST FOR 3rd – 5th GRADES

STUDENT'S CODE NUMBER \_\_\_\_\_ DATE \_\_\_\_\_

☐ PRE ☐ POST**Circle the answer that best applies to you.**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1. I eat vegetables...</b>	Never or almost never	Some days	Most days	Every day
<b>2. I eat fruit...</b>	Never or almost never	Some days	Most days	Every day
<b>3. I choose healthy snacks...</b>	Never or almost never	Some days	Most days	Every day
<b>4. I eat breakfast...</b>	Never or almost never	Some days	Most days	Every day
<b>5. I do physical activities...</b>	Never or almost never	Some days	Most days	Every day

	<b>1</b>	<b>2</b>	<b>3</b>
<b>6. Being active is fun.</b>	I do not agree	I'm not sure	I agree
<b>7. Being active is good for me.</b>	I do not agree	I'm not sure	I agree

<b>Circle the correct answer</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>8. A pizza was left out of the refrigerator all night. What should you do?</b>	Eat the pizza	Smell the pizza and then decide if it's okay to eat.	Put the pizza in the refrigerator	Don't eat the pizza
<b>9. A chicken and rice dish has been in the refrigerator for over a week. What should you do?</b>	Eat the chicken and rice dish.	Smell the chicken and rice dish and then decide if it's okay to eat	Put the chicken and rice dish back in the refrigerator	Don't eat the chicken and the rice dish

**Circle the answer that best applies to you**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>10. I wash my hands before making something to eat.</b>	Almost never	Sometimes	Most of the time	Always

	<b>1</b>	<b>2</b>	<b>3</b>
<b>11. Will you ask your family to buy your favorite fruit or vegetable?</b>	No	Maybe	Yes
<b>12. Will you ask your family to buy non-fat or 1% milk instead of regular whole milk?</b>	No	Maybe	Yes
<b>13. Will you ask your family to have fruits in a place like the refrigerator or a bowl on the table where you can reach them?</b>	No	Maybe	Yes
<b>14. Will you ask your family to have cut-up vegetables in the refrigerator where you can reach them?</b>	No	Maybe	Yes

**EFNEP Youth Evaluation Tools  
Scripts October 1, 2012**

The following are grade appropriate scripts for the EFNEP Youth Behavior Checklist delivery. Feel free to use your own script, but here is a sample set of instructions to be read to the class.

**Kindergarten to 2<sup>nd</sup> Grade Script**

Today you will answer a survey that asks questions about what you eat and your physical activity. I will read a question and you will mark your answer on the paper.

DO NOT write your name on this survey. No one will know which answers are yours. If you don't want to answer a question, you don't have to.

If you have any questions, please raise your hand. I will pick up the surveys when you finish

**3<sup>rd</sup> to 5<sup>th</sup> Grade Script.\***

Today you will be answering a survey that asks questions about what you eat and your physical activity. We will ask you to read each question carefully and then circle your answers on the paper.

You can ask me questions at any time by raising your hand. Please take all the time you need to choose your answers.

DO NOT write your name on this survey. The answers you give will be kept private. Answer the questions based on what you really do.

Completing the survey is voluntary. This is not a test. Whether or not you answer the questions will not affect your grade in this class. If you are not comfortable answering a question, just leave it blank.

Make sure to read every question. Thank you very much for your help.

Again, if you have any questions, please raise your hand. When you are finished, please bring your survey and pencil to me.

### **6<sup>th</sup> to 8<sup>th</sup> and 9<sup>th</sup> to 12<sup>th</sup> Grade Script.\***

This survey asks questions about your eating habits and physical activity. The information you give will be used to improve health education for young people like yourself.

DO NOT write your name on this survey. The answers you give will be kept private. Answer the questions based on what you really do.

Completing the survey is voluntary. This is not a test. Whether or not you answer the questions will not affect your grade in this class. If you are not comfortable answering a question, just leave it blank.

Make sure to read every question. Thank you very much for your help.

If you have any questions, please raise your hand. When you are finished, please bring your survey and pencil to me.

\*Adopted from the Youth Risk Behavior Survey

[http://www.cdc.gov/healthyyouth/yrbs/pdf/questionnaire/2013\\_hs\\_questionnaire.txt](http://www.cdc.gov/healthyyouth/yrbs/pdf/questionnaire/2013_hs_questionnaire.txt)

**Table 1.** Methodological considerations for assessing psychometric characteristics for a proposed FSNE diet quality measure.

	Who is involved?	What?	When?	Cost †
<b>Validity – Development of items</b>				
Content	Experts	Selects relevant content domains from the nutrition and medical literature. For each domain, identifies the corresponding behaviors with test items appropriate for FSNE target audiences.	During 1 <sup>st</sup> stage	\$
Face	Clients	Matches wording of test items to vocabulary of client.	During 1 <sup>st</sup> stage	\$\$
<b>Validity – Testing of items ‡</b>				
Construct	Clients	Reserve for those scales for which there is no objective measures (eg, attitudes, beliefs)	Throughout	\$\$-\$\$\$\$
Convergent	Clients	Determines links to diet	After item pool/scales in place	\$\$\$\$
Criterion	Clients	Determines links to health	After item pool/scales in place	\$\$\$\$
<b>Reliability ‡</b>				
Stability (also called temporal reliability)	Clients	Does the item give same response over time for same client?	Mid	\$\$
Internal consistency (alpha & inter-item correlation)	Clients	Do the items in the scale all contribute to the construct?	Mid	\$\$
<b>Other Tests ‡</b>				
Sensitivity to change	Clients		Final stage following intervention	\$\$\$\$

† Cost refers to the relative cost among the various procedures in this proposed process.

‡ A randomized controlled trial could be conducted as one major study of 2-3 major ethnic/racial groups to include data ( ie, multiple 24-hour dietary recalls, biomarkers, demographic information, behavioral items being considered for final version of the FSNE measure) collected at baseline and post intervention.

**Table 2.** Example of a development process for a diet quality measure for community nutrition education programs.

Stage	Description	Importance for quality outcomes	Technical term
QUALITATIVE RESEARCH			
<b>#1 Domain selections</b>	Using peer-reviewed published research on chronic disease, select appropriate content/domains and their corresponding behaviors.	Essential	Content validity
<b>#2 Item generation</b>	Generate draft of individual items and their response options for each behavior using peer-reviewed published research wherever possible. The items should reflect objectives of FSNE as identified in the Logic Model. FSNE professionals should be satisfied with the overall emphasis of the measure.	Essential	
<b>#3 Item pre-testing</b>	Review wording of each item with members of various FSNE audiences. Using individual interviews and standardized protocol, ask client what the item means to her using her own words. Clarify meaning of key words.	Essential	Face validity
QUANTITATIVE RESEARCH			
<b>#4 Item testing &amp; analyses</b>	Using data from clients, examine performance of each item for an item difficulty analysis. For items not functioning optimally, revise wording and retest or eliminate item.	Advisable, often done.	Item difficulty index
	Administer test to clients at two time points without the curriculum. We want clients to respond the same way at each time point.	Advisable, sometimes done.	Temporal reliability (stability)
	Examine performance of each scale for internal consistency.	Advisable, sometimes done.	Internal consistency
<b>#5 Convergent &amp; criterion validity</b>	Does the new diet quality measure correlate with established measures of diet or health status? Do the items reflect actual behavior as we are claiming? Are these behaviors related to health status?	More difficult and costly than other aspects of evaluation.	<u>Convergent</u> validity if use 24-hr recall as a surrogate for actual diet.
		Advisable, but rarely done.	<u>Criterion</u> validity if we

use an external measure for health such as a biomarker (eg, a serum level that indicates nutrient intake.)

**#6**  
**Sensitivity**

We want an instrument to reflect *change* on the posttest, so we would test for sensitivity. Remove insensitive items as they detract from impact. Need a longitudinal design.

Advisable, but rarely done.

Sensitivity can be part of above grant proposal.

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Source: Marilyn Townsend, 2005



# Volunteer Registration

## Expanded Food and Nutrition Education Program



1. Name \_\_\_\_\_

2. Street \_\_\_\_\_

City \_\_\_\_\_ ZIP \_\_\_\_\_

3. Telephone \_\_\_\_\_

4. Sex:                Female  
                         Male

5. Age 18 years or over:        Yes  
   No

6. Do you consider yourself Hispanic/Latino?        Yes  
   No

7. Which race category do you identify with? (check all that apply)

American Indian or Alaskan Native

Asian

Black or African American

Native Hawaiian or other Pacific Islander

White

8. Have you been or are you now an EFNEP participant?        Yes  
   No

### For Office Use Only:

10. Volunteer ID: \_\_\_\_\_

11. EFNEP Educator ID#: \_\_\_\_\_ Name: \_\_\_\_\_

12. Volunteer Role: Check all that apply (definitions below)

Instructional Role

Advisory Committee Role

Educational Service Role

Support Service Role

Middle Manager

13. \_\_\_\_\_ Annual Hours Spent with Youth

\_\_\_\_\_ Annual Hours Spent with Adults

### Volunteer Role Definitions:

**Instructional:** Teaches food and nutrition and related subject matter to EFNEP adults or youth; gives demonstrations; helps program families make most use of food stamps or other resources; assists experienced volunteer, paraprofessional or professional with food demonstration or in-service training for volunteers or paraprofessionals; helps homemakers with language barriers; visits graduated participants to encourage them to continue learning about food and nutrition, and to become involved in other Extension programs.

**Advisory Committee:** Serves on EFNEP Advisory committee or Family & Consumer Sciences or 4-H Program Committee.

**Educational Service:** Provides clerical help (including preparation of teaching materials, visuals, etc.); recruits; organizes; provides publicity and public relations.

**Support Service:** Provides baby-sitting, transportation, meeting place, refreshments, equipment, clothing, housekeeping arrangements, emergency food, or financial help.

**Middle Manager:** Unpaid service to or leadership of other volunteers by a youth or adult.

## **Youth Outcomes, Core Areas and Impact Indicators**

### **EFNEP/FSNE Youth Evaluation Project (Dec 2005)**

#### **Outcome: Youth choose foods according to MyPyramid recommendations**

##### **• Nutrition Knowledge/Attitudes (NUK)**

- \_\_\_% of \_\_\_ youth know how to choose foods according to MyPyramid and DG's [DQ-01]
- \_\_\_% of \_\_\_ youth know how to choose food with less fat or sugar [DQ-02]
- \_\_\_% of \_\_\_ youth can name MyPyramid food groups and/or can identify foods in each group [DQ-01]
- \_\_\_% of \_\_\_ youth know how to choose healthful snacks &/or beverages [DQ-01]

##### **• Nutrition Behaviors (NUB)**

- \_\_\_% of \_\_\_ youth eat nearer to recommended amounts of fat/sugar/calories [DQ-14]
- \_\_\_% of \_\_\_ youth increase frequency of eating breakfast [DQ-17]
- \_\_\_% of \_\_\_ youth eat nearer to recommended amounts from Grains group [DQ-08]
- \_\_\_% of \_\_\_ youth eat nearer to recommended amounts from the Vegetable group [DQ-09]
- \_\_\_% of \_\_\_ youth eat nearer to recommended amounts from the Fruit group [DQ-10]
- \_\_\_% of \_\_\_ youth eat nearer to recommended amounts from Milk group [DQ-11]
- \_\_\_% of \_\_\_ youth eat nearer to recommended amounts from Meat & Beans group [DQ-12]
- \_\_\_% of \_\_\_ youth eat nearer to recommended MyPyramid amounts (food groups unspecified) [DQ-15]
- \_\_\_% of \_\_\_ youth make healthful choices for snacks &/or beverages [DQ-15]

#### **Outcome: Youth improve their physical activity practices**

##### **• Physical Activity Knowledge/Attitudes (PHK)**

- \_\_\_% of \_\_\_ youth know the benefits of physical activity & how to include it in life [DQ-04]

##### **• Physical Activity Behaviors (PHB)**

- \_\_\_% of \_\_\_ youth engage in regular physical activity (biking, hiking, sports) [DQ-18]
- \_\_\_% of \_\_\_ youth increase participation in physically active games and play [DQ-19]
- \_\_\_% of \_\_\_ youth reduce time spent in sedentary activities [DQ-20]
- \_\_\_% of \_\_\_ youth are physically active at least 60 minutes each day [DQ-21]

#### **Outcome: Youth use safe food handling practices**

##### **• Food Safety Knowledge/Attitudes (FSK)**

- \_\_\_% of \_\_\_ youth know how to wash hands properly [FS-01]
- \_\_\_% of \_\_\_ youth know how to keep kitchen area clean [FS-02]
- \_\_\_% of \_\_\_ youth know how to avoid cross-contamination [FS-04]
- \_\_\_% of \_\_\_ youth know how to keep foods at safe temperatures [FS-05]
- \_\_\_% of \_\_\_ youth know how to avoid foods from unsafe sources [FS-06]

##### **• Food Safety Behaviors (FSB)**

- \_\_\_% of \_\_\_ youth wash their hands properly and when necessary [FS-13]
- \_\_\_% of \_\_\_ youth keep the kitchen work area clean [FS-14]
- \_\_\_% of \_\_\_ youth handle foods to avoid cross-contamination [FS-16]
- \_\_\_% of \_\_\_ youth keep foods at safe temperatures [FS-17]
- \_\_\_% of \_\_\_ youth avoid foods from unsafe sources [FS-18]

#### **Outcome: Youth make good choices when spending money for food**

##### **• Food Resource Management Knowledge/Attitudes (FRK)**

- \_\_\_% of \_\_\_ youth know how to plan meals, make shopping list, look for good prices [FR-02]
- \_\_\_% of \_\_\_ youth know how to compare sources and prices when food shopping [FR-03]

##### **• Food Resource Management Behaviors (FRB)**

- \_\_\_% of \_\_\_ youth use good meal planning/food shopping practices [FR-11]

#### **Outcome: Youth acquire the skills to prepare nutritious, affordable foods**

##### **• Food Preparation Knowledge/Attitudes (FPK)**

- \_\_\_% of \_\_\_ youth know how to follow a recipe correctly and safely [FR-07]

##### **• Food Preparation Behaviors (FPB)**

- \_\_\_% of \_\_\_ youth make some foods from basic ingredients using recipes [FR-15]

#### **Outcome: Other**

##### **• Other Knowledge (OTK)**

##### **• Other Behaviors (OTB)**

- Notation in brackets is reference to related Impact Indicator in Revised CNE Logic Model (12/05)

# 4-H EFNEP Group Enrollment Form



1. Group Name: \_\_\_\_\_

2. Program: EFNEP FSNE

3. Delivery Mode (circle one):

- E 4-H Club Membership
- F 4-H Special Interest/Short-Term Programs
- I 4-H Camping Programs
- J School enrichment Programs
- L After School Programs Using 4-H Curricula/Staff Training
- M Instructional TV/Video/Web Programs

4. Street Address: \_\_\_\_\_

5. City: \_\_\_\_\_

6. State: \_\_\_\_\_

7. Zip Code: \_\_\_\_\_ - \_\_\_\_\_

8. Area Code & Telephone: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

9. Program Start Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Program End Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

10. Number of Meetings: \_\_\_\_\_

Number of Contact Hours: \_\_\_\_\_

11. Leaders: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

12. Number of Youth By Gender: \_\_\_\_\_ Females \_\_\_\_\_ Males

13. Number of Youth in other 4-H programs: \_\_\_\_\_

14. Number of Youth by place of residence:

\_\_\_\_ Farm

\_\_\_\_ Towns with population under 10,000 and rural non-farm

\_\_\_\_ Towns and cities with population 10,000-49,999 and their suburbs

\_\_\_\_ Suburbs of cities with population over 50,000

\_\_\_\_ Central cities with population over 50,000

15. Number of Youth by Ethnicity and Race:

American Indian/Alaskan Native  
Asian  
Black/African American  
Native Hawaiian/other Pacific Islander  
White  
Mixed Race  
Not Given  
Total

Non-Hispanic	Hispanic
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

16. Number of youth by grade:

\_\_\_\_ P-2Yr \_\_\_\_ K \_\_\_\_ Gr. 3 \_\_\_\_ Gr. 6 \_\_\_\_ Gr. 9 \_\_\_\_ Gr. 12

\_\_\_\_ P-3Yr \_\_\_\_ Gr. 1 \_\_\_\_ Gr. 4 \_\_\_\_ Gr. 7 \_\_\_\_ Gr. 10 \_\_\_\_ Special

\_\_\_\_ P-4Yr \_\_\_\_ Gr. 2 \_\_\_\_ Gr. 5 \_\_\_\_ Gr. 8 \_\_\_\_ Gr. 11 AGE TOTAL: \_\_\_\_\_

Insert State EEO Statement Here

**Youth Measurement Instrument Submission Form**  
*(This form accompanies each instrument provided for review)*

**I. Contact Information:**

Name
Address
Phone
Email
Institution
Affiliation – EFNEP/FSNE, etc

**II. Instrument/Question Information:**

1. Grades for which the instrument was designed (check all that apply):

Younger than K \_\_\_\_\_  
K \_\_\_\_\_ 4 \_\_\_\_\_ 7 \_\_\_\_\_ 10 \_\_\_\_\_  
1 \_\_\_\_\_ 5 \_\_\_\_\_ 8 \_\_\_\_\_ 11 \_\_\_\_\_  
2 \_\_\_\_\_ 6 \_\_\_\_\_ 9 \_\_\_\_\_ 12 \_\_\_\_\_  
3 \_\_\_\_\_

2. Ethnicity and racial group(s) for which the instrument was designed (check all that apply):

\_\_\_\_ Primarily White/Caucasian  
\_\_\_\_ Primarily Black/African American  
\_\_\_\_ Primarily Hispanic/Latino  
\_\_\_\_ Primarily Asian  
\_\_\_\_ Primarily Native Hawaiian and Pacific Islander  
\_\_\_\_ Primarily Native American or American Indian  
\_\_\_\_ Other, please list \_\_\_\_\_

3. Geographic setting (s) for which the instrument was designed (check all that apply):

\_\_\_\_ Farm  
\_\_\_\_ Towns under 10,000 & rural non farm

- ☐ Towns and Cities 10,000 to 50,000
- ☐ Suburbs of Cities over 50,000
- ☐ Central Cities over 50,000

4. Setting(s) for which the instrument was designed (check all that apply):

- ☐ School
- ☐ Day camp
- ☐ After school
- ☐ Other, please describe:

5. Select the way the instrument was created:

- ☐ Original design by these authors
  - ☐ Created or adapted from existing
- If adapted, list original source:  
(Permission from original source must be granted)

6. Describe or list the curricula/lessons with which the instrument has been used:

7. Describe pilot testing of the instrument that has been conducted and results obtained:

8. Describe other testing or use of the instrument and results obtained:

**III. The following information will be needed when the instrument is entered into the YQD database of Measurement Tools for Youth:**

1. Question Type (choose one):

- ☐ 2-Column question (ex: True/False or Yes/No)
- ☐ 3-Column question (ie. multiple choice with 3 response choices)
- ☐ 4-Column question (ie. multiple choice with 4 response choices)
- ☐ 5-Column question (ie. multiple choice with 5 response choices)

2. Primary Domain or Outcome (choose one):

- ☐ Nutrition Knowledge/Attitudes (NUK)
- ☐ Nutrition Behaviors (NUB)

- \_\_\_ Physical Activity Knowledge/Attitudes (PHK)
- \_\_\_ Physical Activity Behaviors (PHB)
- \_\_\_ Food Safety Knowledge/Attitudes (FSK)
- \_\_\_ Food Safety Behaviors (FSB)
- \_\_\_ Food Resource Management Knowledge/Attitudes (FRK)
- \_\_\_ Food Resource Behaviors (FRB)
- \_\_\_ Food Preparation Knowledge/Attitudes (FPK)
- \_\_\_ Food Preparation Behaviors (FPB)
- \_\_\_ Other Knowledge (OTK)
- \_\_\_ Other Behaviors (OTB)

3. Secondary Domain or Outcome (choose one):

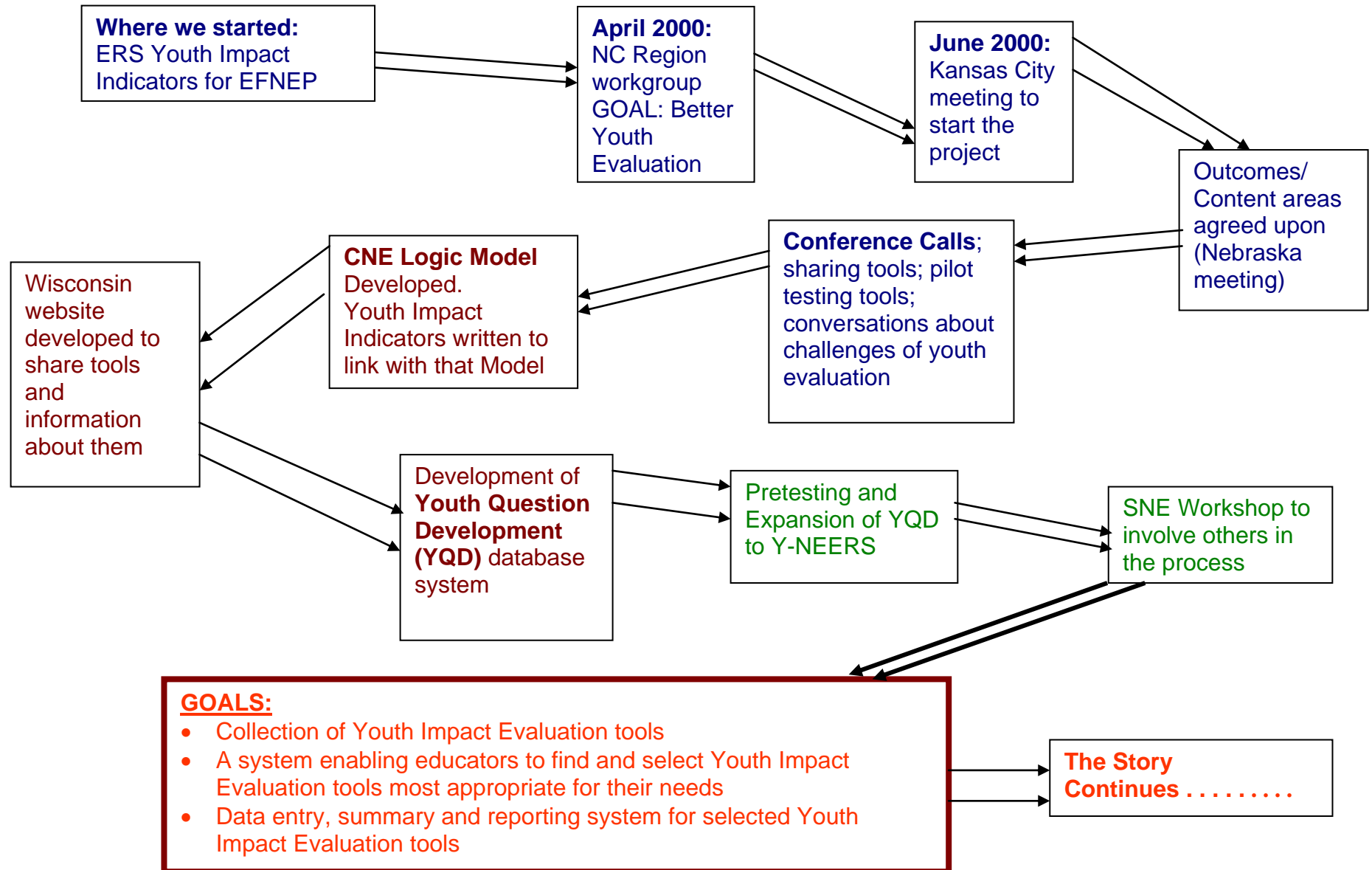
- \_\_\_ Nutrition Knowledge/Attitudes (NUK)
- \_\_\_ Nutrition Behaviors (NUB)
- \_\_\_ Physical Activity Knowledge/Attitudes (PHK)
- \_\_\_ Physical Activity Behaviors (PHB)
- \_\_\_ Food Safety Knowledge/Attitudes (FSK)
- \_\_\_ Food Safety Behaviors (FSB)
- \_\_\_ Food Resource Management Knowledge/Attitudes (FRK)
- \_\_\_ Food Resource Behaviors (FRB)
- \_\_\_ Food Preparation Knowledge/Attitudes (FPK)
- \_\_\_ Food Preparation Behaviors (FPB)
- \_\_\_ Other Knowledge (OTK)
- \_\_\_ Other Behaviors (OTB)

4. List the Logic Model Impact Indicator(s) that apply (refer to accompanying document):

5. Provide a short title or description of lessons or topics for which the instrument would be an appropriate evaluation measure:

*Developed by Dr. Lisa A. Guion, Dr. Marliyn Townsend, Donna Vandergraff, and Beverly Phillips  
January 2006*

# The Path to a Nationwide System for Youth Evaluation in Nutrition Education



*The Whys, Hows, and Wherefores of Youth Evaluation, 2005*

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