

# Washington SNAP-Ed Survey Guidance *for Federal Fiscal Years 2021-2023*

---

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

## Table of Contents

<b>Direct Education Evaluation Tool Overview.....</b>	<b>3</b>
Evaluation Tools for Adults.....	3
Evaluation Tools for Youth .....	4
<b>Online Survey Links .....</b>	<b>6</b>
<b>Surveys to Use with Approved Curricula .....</b>	<b>8</b>
<b>Survey Proctoring Instructions .....</b>	<b>11</b>
Online Surveys for Virtual Education .....	11
Paper Surveys for In-Person Education .....	33
<b>Data Entry for In-Person Surveys.....</b>	<b>46</b>
<b>Participant ID Numbers for In-Person Surveys.....</b>	<b>48</b>
<b>Quality Assurance Process for In-Person Surveys.....</b>	<b>51</b>

The Basic Food Program can help provide a healthy diet consistent with the Dietary Guidelines for Americans.

For people with disabilities, this document is available on request in other formats. To submit a request, please call 1-800-525-0127 (TDD/TTY call 711).

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: [How to File a Complaint](#), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

1. mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;
2. fax: (202) 690-7442; or
3. email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

# 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 and develop evaluation tools. Evaluation 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. Original evaluation tools were designed to meet the same goals as selected tools and were tested to ensure feasibility, validity, reliability, and accuracy. Prior to proctoring any evaluation tool, educators should review all relevant training materials and webinars.

## Evaluation Tools for Adults

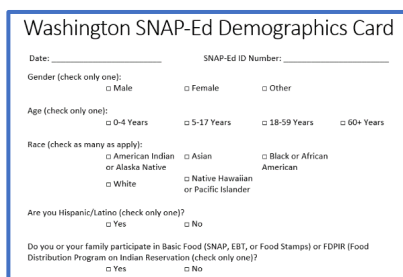
### SNAP Happy Food and Nutrition Survey for Adults:



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. Russian SNAP Happy surveys will be available early in the 2020 calendar year. **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 may use the online surveys for in-person and virtual DE. Local agencies may use paper surveys

for in-person direct education. Local agencies should contact their Implementing Agency to order this tool if they need paper copies for in-person direct education. PDFs of SNAP Happy surveys can be found on the website at <http://wasnap-ed.org/evaluation>. Links to online surveys can be found on page 5.

### 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, Spanish, and Russian. **Educators should use the demographics card with in-person 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. The demographics card has been incorporated into the online SNAP Happy survey for adults.

## 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.

## Walk with Ease Survey

This survey was developed by the SNAP-Ed Evaluation Team in partnership with Feet First. This survey should be used with the Walk with Ease Curriculum, and is only available in an online format. It is currently available in English with Spanish and Russian translations in development.

## Evaluation Tools for Youth

### Eat Well and Move for K-2<sup>nd</sup> 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. This tool is available for in-person direct education only. Local agencies can find this tool [here \(external web link\)](#), or can contact their Implementing

agency to order print versions of the tool.

### SNAP Happy Food and Nutrition Survey for 3<sup>rd</sup>-5<sup>th</sup> Grades, 6<sup>th</sup>-8<sup>th</sup> Grades, and 9<sup>th</sup>-12<sup>th</sup> Grades:

The purpose of these tools is to learn about participant behavior change by assessing client self-reported behaviors before and after nutrition education lessons. These tools are available in English and Spanish. **Educators should use the tool to the age group or grade they are teaching for all youth nutrition education class series (three or more class sessions).** The 9<sup>th</sup>-12<sup>th</sup> grade survey should be used with all high-school aged participants, including emancipated minors and participants who are not in school. Educators should proctor this tool at the beginning of the first nutrition education lesson and at the end of the final lesson. Local agencies may use the online surveys for in-person and virtual DE. Local agencies should contact their Implementing Agency to order this tool if they need paper copies for in-person direct education. PDFs of SNAP Happy surveys can be found on the website at <http://wasnap-ed.org/evaluation>. Links to online surveys can be found on page 5 of this document.

March 2020

Participant No. \_\_\_\_\_

Date \_\_\_\_\_

☐ Pre-test    ☐ Post-test

# 9th to 12th Grade

## Food and Nutrition Survey

- How often do you eat out of a bowl or a cup?
  - ☐ No times
  - ☐ 1 time
  - ☐ 2 times
  - ☐ 3 times
  - ☐ 4 or more times
- How often do you eat different types of food every day?
  - ☐ None
  - ☐ 1 kind
  - ☐ 2 kinds
  - ☐ 3 kinds
  - ☐ 4 or more kinds
- How often do you eat vegetables in a portion?
  - ☐ No times
  - ☐ 1 time
  - ☐ 2 times
  - ☐ 3 times
  - ☐ 4 or more times
- How often do you eat different types of food every day?
  - ☐ None
  - ☐ 1 kind
  - ☐ 2 kinds
  - ☐ 3 kinds
  - ☐ 4 or more kinds
- How often do you eat fast food?
  - ☐ Less than once a week
  - ☐ 1-2 times a week
  - ☐ 3-4 times a week
  - ☐ 5-6 times a week
  - ☐ 7 or more times a week

# Online Survey Links

---

## 3<sup>rd</sup>-5<sup>th</sup> Grades:

### *Pre-Tests:*

- English: [https://WA\\_SNAP-Ed.formstack.com/forms/snap\\_happy\\_survey\\_35\\_pre\\_eng](https://WA_SNAP-Ed.formstack.com/forms/snap_happy_survey_35_pre_eng)
- Spanish: [https://WA\\_SNAP-Ed.formstack.com/forms/snap\\_happy\\_survey\\_35\\_pre\\_spa](https://WA_SNAP-Ed.formstack.com/forms/snap_happy_survey_35_pre_spa)
- Russian: [https://WA\\_SNAP-Ed.formstack.com/forms/snap\\_happy\\_survey\\_35\\_pre\\_rus](https://WA_SNAP-Ed.formstack.com/forms/snap_happy_survey_35_pre_rus)

### *Post-Tests:*

- English: [https://WA\\_SNAP-Ed.formstack.com/forms/snap\\_happy\\_survey\\_35\\_post\\_eng](https://WA_SNAP-Ed.formstack.com/forms/snap_happy_survey_35_post_eng)
- Spanish: [https://WA\\_SNAP-Ed.formstack.com/forms/snap\\_happy\\_survey\\_35\\_post\\_spa](https://WA_SNAP-Ed.formstack.com/forms/snap_happy_survey_35_post_spa)
- Russian: [https://WA\\_SNAP-Ed.formstack.com/forms/snap\\_happy\\_survey\\_35\\_post\\_rus](https://WA_SNAP-Ed.formstack.com/forms/snap_happy_survey_35_post_rus)

## 3<sup>rd</sup>-5<sup>th</sup> Grades (Outside of School Pilot)\*:

### *Pre-Tests:*

- English: [https://WA\\_SNAP-Ed.formstack.com/forms/snap\\_happy\\_survey\\_35\\_pre\\_eng\\_pilot](https://WA_SNAP-Ed.formstack.com/forms/snap_happy_survey_35_pre_eng_pilot)
- Spanish: [https://WA\\_SNAP-Ed.formstack.com/forms/snap\\_happy\\_survey\\_35\\_pre\\_spa\\_pilot](https://WA_SNAP-Ed.formstack.com/forms/snap_happy_survey_35_pre_spa_pilot)

### *Post-Tests:*

- English: [https://WA\\_SNAP-Ed.formstack.com/forms/snap\\_happy\\_survey\\_35\\_post\\_eng\\_pilot](https://WA_SNAP-Ed.formstack.com/forms/snap_happy_survey_35_post_eng_pilot)
- Spanish: [https://WA\\_SNAP-Ed.formstack.com/forms/snap\\_happy\\_survey\\_35\\_post\\_spa\\_pilot](https://WA_SNAP-Ed.formstack.com/forms/snap_happy_survey_35_post_spa_pilot)

## 6<sup>th</sup>-8<sup>th</sup> Grades:

### *Pre-Tests:*

- English: [https://WA\\_SNAP-Ed.formstack.com/forms/snap\\_happy\\_survey\\_68\\_pre\\_eng](https://WA_SNAP-Ed.formstack.com/forms/snap_happy_survey_68_pre_eng)
- Spanish: [https://WA\\_SNAP-Ed.formstack.com/forms/snap\\_happy\\_survey\\_68\\_pre\\_spa](https://WA_SNAP-Ed.formstack.com/forms/snap_happy_survey_68_pre_spa)
- Russian: [https://WA\\_SNAP-Ed.formstack.com/forms/snap\\_happy\\_survey\\_68\\_pre\\_rus](https://WA_SNAP-Ed.formstack.com/forms/snap_happy_survey_68_pre_rus)

### *Post-Tests:*

- English: [https://WA\\_SNAP-Ed.formstack.com/forms/snap\\_happy\\_survey\\_68\\_post\\_eng](https://WA_SNAP-Ed.formstack.com/forms/snap_happy_survey_68_post_eng)
- Spanish: [https://WA\\_SNAP-Ed.formstack.com/forms/snap\\_happy\\_survey\\_68\\_post\\_spa](https://WA_SNAP-Ed.formstack.com/forms/snap_happy_survey_68_post_spa)
- Russian: [https://WA\\_SNAP-Ed.formstack.com/forms/snap\\_happy\\_survey\\_68\\_post\\_rus](https://WA_SNAP-Ed.formstack.com/forms/snap_happy_survey_68_post_rus)

## 9<sup>th</sup>-12<sup>th</sup> Grades:

### *Pre-Tests:*

- English: [https://WA\\_SNAP-Ed.formstack.com/forms/snap\\_happy\\_survey\\_912\\_pre\\_eng](https://WA_SNAP-Ed.formstack.com/forms/snap_happy_survey_912_pre_eng)
- Spanish: [https://WA\\_SNAP-Ed.formstack.com/forms/snap\\_happy\\_survey\\_912\\_pre\\_spa](https://WA_SNAP-Ed.formstack.com/forms/snap_happy_survey_912_pre_spa)
- Russian: [https://WA\\_SNAP-Ed.formstack.com/forms/snap\\_happy\\_survey\\_912\\_pre\\_rus](https://WA_SNAP-Ed.formstack.com/forms/snap_happy_survey_912_pre_rus)

### *Post-Tests:*

- English: [https://WA\\_SNAP-Ed.formstack.com/forms/snap\\_happy\\_survey\\_912\\_post\\_eng](https://WA_SNAP-Ed.formstack.com/forms/snap_happy_survey_912_post_eng)
- Spanish: [https://WA\\_SNAP-Ed.formstack.com/forms/snap\\_happy\\_survey\\_912\\_post\\_spa](https://WA_SNAP-Ed.formstack.com/forms/snap_happy_survey_912_post_spa)
- Russian: [https://WA\\_SNAP-Ed.formstack.com/forms/snap\\_happy\\_survey\\_912\\_post\\_rus](https://WA_SNAP-Ed.formstack.com/forms/snap_happy_survey_912_post_rus)

## Adults:

### *Pre-Tests:*

- English: [https://WA\\_SNAP-Ed.formstack.com/forms/snap\\_happy\\_survey\\_adult\\_pre\\_eng](https://WA_SNAP-Ed.formstack.com/forms/snap_happy_survey_adult_pre_eng)
- Spanish: [https://WA\\_SNAP-Ed.formstack.com/forms/snap\\_happy\\_survey\\_adult\\_pre\\_spa](https://WA_SNAP-Ed.formstack.com/forms/snap_happy_survey_adult_pre_spa)
- Russian: [https://WA\\_SNAP-Ed.formstack.com/forms/snap\\_happy\\_survey\\_adult\\_pre\\_rus](https://WA_SNAP-Ed.formstack.com/forms/snap_happy_survey_adult_pre_rus)

### *Post-Tests:*

- English: [https://WA\\_SNAP-Ed.formstack.com/forms/snap\\_happy\\_survey\\_adult\\_post\\_eng](https://WA_SNAP-Ed.formstack.com/forms/snap_happy_survey_adult_post_eng)
- Spanish: [https://WA\\_SNAP-Ed.formstack.com/forms/snap\\_happy\\_survey\\_adult\\_post\\_spa](https://WA_SNAP-Ed.formstack.com/forms/snap_happy_survey_adult_post_spa)
- Russian: [https://WA\\_SNAP-Ed.formstack.com/forms/snap\\_happy\\_survey\\_adult\\_post\\_rus](https://WA_SNAP-Ed.formstack.com/forms/snap_happy_survey_adult_post_rus)

## Walk with Ease:

### *Pre-Tests:*

- English: [https://WA\\_SNAP-Ed.formstack.com/forms/wwe\\_pre\\_eng](https://WA_SNAP-Ed.formstack.com/forms/wwe_pre_eng)

### *Post-Tests:*

- English: [https://WA\\_SNAP-Ed.formstack.com/forms/wwe\\_post\\_eng](https://WA_SNAP-Ed.formstack.com/forms/wwe_post_eng)

\*The 3<sup>rd</sup>-5<sup>th</sup> grade “Outside of School” survey is piloting a new physical activity question to account for participants who may not have structured PE or recess while online learning and over the summer. The new question asks about the time of day 3<sup>rd</sup>-5<sup>th</sup> graders were active yesterday, instead of prompting them about recess, PE, team sports, etc. LIAs can use the “outside of school” pilot surveys with 3<sup>rd</sup>-5<sup>th</sup> graders doing the CATCH, CHFFF, and Food Smarts curricula if students do not have PE or recess as part of their regular schedule. If an LIA is unsure whether or not participants have PE and recess, they should use the standard 3<sup>rd</sup>-5<sup>th</sup> grade SNAP Happy survey. The “outside of school” pilot surveys are particularly relevant for those who may not have a structured schedule while online learning, and over the summer when school is out of session.

# Surveys to Use with Approved Curricula

The table lists every approved Washington SNAP-Ed curriculum for Federal Fiscal Year 2020, the audience for that curriculum, and the evaluation tool local agencies should use when educators teach that curriculum. Please note that educators should use the Washington SNAP-Ed Demographics Card and the Food and Nutrition Survey with adults.

Curriculum	Audience	Evaluation Tool: In-Person Direct Education	Evaluation Tool: Virtual Education
<b>Around the Table</b>	Older Youth (ages 14-21)	<u>14-18 years</u> : 9 <sup>th</sup> -12 <sup>th</sup> Grade Food and Nutrition Survey (SNAP Happy) <u>18-21 years*</u> : Demographics Card; Adult Food and Nutrition Survey (SNAP Happy) *If any participants are under 18, do not give them the demographics card.	<u>14-18 years</u> : Online 9 <sup>th</sup> -12 <sup>th</sup> Grade SNAP Happy <u>18-21 years*</u> : Online Adult SNAP Happy *If audience includes any participants under 18 years, use online 9 <sup>th</sup> -12 <sup>th</sup> Grade SNAP Happy
<b>Around the Table, Nourishing Families</b>	Parents and Caregivers	Demographics Card; Adult Food and Nutrition Survey (SNAP Happy)	Online Adult SNAP Happy
<b>CATCH: Coordinated Approach to Child Health</b>	Youth – Grades K-8	<u>K-2<sup>nd</sup> Grade</u> : Eat Well + Move! <u>3<sup>rd</sup>-5<sup>th</sup> Grades</u> : 3 <sup>rd</sup> -5 <sup>th</sup> Grade Food and Nutrition Survey (SNAP Happy) <u>6<sup>th</sup>-8<sup>th</sup> Grades</u> : 6 <sup>th</sup> -8 <sup>th</sup> Grade Food and Nutrition Survey (SNAP Happy)	<u>K-2<sup>nd</sup> Grade</u> : N/A <u>3<sup>rd</sup>-5<sup>th</sup> Grades</u> : Online 3 <sup>rd</sup> -5 <sup>th</sup> Grade SNAP Happy <u>6<sup>th</sup>-8<sup>th</sup> Grades</u> : Online 6 <sup>th</sup> -8 <sup>th</sup> Grade SNAP Happy
<b>CHFFF/CHAT: Choose Health, Food, Fun &amp; Fitness</b>	Youth – Grades 3-6	<u>3<sup>rd</sup>-5<sup>th</sup> Grades</u> : 3 <sup>rd</sup> -5 <sup>th</sup> Grade Food and Nutrition Survey (SNAP Happy) <u>6<sup>th</sup> Grade</u> : 6 <sup>th</sup> -8 <sup>th</sup> Grade Food and Nutrition Survey (SNAP Happy)	<u>3<sup>rd</sup>-5<sup>th</sup> Grades</u> : Online 3 <sup>rd</sup> -5 <sup>th</sup> Grade SNAP Happy <u>6<sup>th</sup> Grade</u> : Online 6 <sup>th</sup> -8 <sup>th</sup> Grade SNAP Happy
<b>Cooking Matters</b>	Youth - Grades 4-12 Youth - Pregnant Teens Adults & Seniors	Cooking Matters Survey	Cooking Matters Survey



Curriculum	Audience	Evaluation Tool: In-Person Direct Education	Evaluation Tool: Virtual Education
<b>EatFit</b>	Youth – Grades 6-8	<u>6<sup>th</sup>-8<sup>th</sup> Grades:</u> 6 <sup>th</sup> -8 <sup>th</sup> Grade Food and Nutrition Survey (SNAP Happy)	<u>6<sup>th</sup>-8<sup>th</sup> Grades:</u> Online 6 <sup>th</sup> -8 <sup>th</sup> Grade SNAP Happy
<b>Eating Smart, Being Active 2017, Plus Pregnancy Lessons</b>	Youth – Pregnant Teens Adults & Seniors	<u>Pregnant Teens:</u> 9 <sup>th</sup> -12 <sup>th</sup> Grade Food and Nutrition Survey (SNAP Happy) <u>Adults &amp; Seniors:</u> Demographics Card; Adult Food and Nutrition Survey (SNAP Happy)	N/A
<b>Food Smarts</b>	Youth – Grades 4-8 Youth—Pregnant Teens Adults & Seniors	<u>4<sup>th</sup>-5<sup>th</sup> Grades:</u> 3 <sup>rd</sup> -5 <sup>th</sup> Grade Food and Nutrition Survey (SNAP Happy) <u>6<sup>th</sup>-8<sup>th</sup> Grades:</u> 6 <sup>th</sup> -8 <sup>th</sup> Grade Food and Nutrition Survey (SNAP Happy) <u>9<sup>th</sup>-12<sup>th</sup> Grades:</u> 9 <sup>th</sup> -12 <sup>th</sup> Grade Food and Nutrition Survey (SNAP Happy) <u>Adults &amp; Seniors:</u> Demographics Card; Adult Food and Nutrition Survey (SNAP Happy)	<u>4<sup>th</sup>-5<sup>th</sup> Grades:</u> Online 3 <sup>rd</sup> -5 <sup>th</sup> Grade SNAP Happy <u>6<sup>th</sup>-8<sup>th</sup> Grades:</u> Online 6 <sup>th</sup> -8 <sup>th</sup> Grade SNAP Happy <u>9<sup>th</sup>-12<sup>th</sup> Grades:</u> Online 9 <sup>th</sup> -12 <sup>th</sup> Grade SNAP Happy <u>Adults &amp; Seniors:</u> Online Adult SNAP Happy
<b>Grazin' with Marty Moose 2016 WSU Edition</b>	Youth – Grade 2	Eat Well + Move!	N/A
<b>Growing Healthy Habits</b>	Youth – Grades K-5	<u>K-2<sup>nd</sup> Grades:</u> Eat Well + Move! <u>3<sup>rd</sup>-5<sup>th</sup> Grades:</u> 3 <sup>rd</sup> -5 <sup>th</sup> Grade Food and Nutrition Survey (SNAP Happy)	N/A
<b>Kids in the Kitchen</b>	Youth – Grades 1-10	<u>K-2<sup>nd</sup> Grades:</u> Eat Well + Move! <u>3<sup>rd</sup>-5<sup>th</sup> Grades:</u> 3 <sup>rd</sup> -5 <sup>th</sup> Grade Food and Nutrition Survey (SNAP Happy) <u>6<sup>th</sup>-8<sup>th</sup> Grades:</u> 6 <sup>th</sup> -8 <sup>th</sup> Grade Food and Nutrition Survey (SNAP Happy) <u>9<sup>th</sup>-10<sup>th</sup> Grades:</u> 9 <sup>th</sup> -12 <sup>th</sup> Grade Food and Nutrition Survey (SNAP Happy)	N/A
<b>MyPlate in Practice</b>	Youth – Grade 3	3 <sup>rd</sup> -5 <sup>th</sup> Grade Food and Nutrition Survey (SNAP Happy)	N/A
<b>Nutrition in Me</b>	Youth – Grades 3-4	3 <sup>rd</sup> -5 <sup>th</sup> Grade Food and Nutrition Survey (SNAP Happy)	N/A

Curriculum	Audience	Evaluation Tool: In-Person Direct Education	Evaluation Tool: Virtual Education
<b>Nutrition to Grow On</b>	Youth – Grades 4-6	<u>4<sup>th</sup>-5<sup>th</sup> Grades:</u> 3 <sup>rd</sup> -5 <sup>th</sup> Grade Food and Nutrition Survey (SNAP Happy) <u>6<sup>th</sup> Grade:</u> 6 <sup>th</sup> -8 <sup>th</sup> Grade Food and Nutrition Survey (SNAP Happy)	N/A
<b>Plan, Shop, Save, &amp; Cook</b>	Adults & Seniors	Demographics Card; Adult Food and Nutrition Survey (SNAP Happy)	Online Adult SNAP Happy
<b>Read for Health – WSU Edition</b>	Youth – Grades 1-2	Eat Well + Move!	N/A
<b>Teen Cuisine</b>	Youth – Grades 6-12	<u>6<sup>th</sup>-8<sup>th</sup> Grades:</u> 6 <sup>th</sup> -8 <sup>th</sup> Grade Food and Nutrition Survey (SNAP Happy) <u>9<sup>th</sup>-12<sup>th</sup> Grades:</u> 9 <sup>th</sup> -12 <sup>th</sup> Grade Food and Nutrition Survey (SNAP Happy)	N/A
<b>Walk with Ease</b>	Adults	Walk with Ease Online Survey	Walk with Ease Online Survey
<b>YPAR</b>	Youth – Grades 6-12	<u>6<sup>th</sup>-8<sup>th</sup> Grades:</u> 6 <sup>th</sup> -8 <sup>th</sup> Grade Food and Nutrition Survey (SNAP Happy) <u>9<sup>th</sup>-12<sup>th</sup> Grades:</u> 9 <sup>th</sup> -12 <sup>th</sup> Grade Food and Nutrition Survey (SNAP Happy)	N/A

‡ LIAs may use the 3<sup>rd</sup>-5<sup>th</sup> grade SNAP Happy “outside of school” pilot surveys with 3<sup>rd</sup>-5<sup>th</sup> graders doing the CATCH, CHFFF, and Food Smarts curricula if students do not have PE or recess as part of their regular schedule over the summer or while participating in online learning through their school. If an LIA is unsure whether or not participants have PE and recess, they should use the standard 3<sup>rd</sup>-5<sup>th</sup> grade SNAP Happy survey. The “outside of school” pilot surveys are particularly relevant for those who may not have a structured schedule while online learning, and over the summer when school is out of session.

# Survey Proctoring Instructions: Online Surveys for Virtual Education

---

## Why do we use online pre/post surveys?

SNAP-Ed in Washington uses pre- and post-surveys to help us learn whether participants apply what they learn to change their food-, physical activity-, and food resource management-related behaviors. Online surveys gather this information when DE is conducted virtually.

## When should LIAs use online pre/post surveys?

An educator or local provider should use online pre/post surveys when they teach virtual direct education series curricula from Washington's approved SNAP-Ed curriculum list for virtual education. 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. Pages 8, 9, and 10 have 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 asking participants to submit the survey and thanking them for taking the survey.

Educators should use the **guiding method** of proctoring when administering all SNAP-Ed surveys, including online surveys. In the guiding method, educators read each question and answer option aloud, allowing participants time to answer a question before moving on to the next one. This method helps participants understand the questions and answers, regardless of their reading level.

### *Proctors should come prepared with:*

- The associated PEARS Program Activity ID Number. The PEARS Program Activity ID number is necessary so the evaluation team can match the survey to the LIA and to the curriculum used
- A copy of the survey
- Slides with each survey question and answer, so participants can follow along, if necessary
- Script
- Proctor guide and Evaluation Guidance, to help answer some frequently asked questions

### *Proctors should be prepared to:*

- Remind participants that this is not a test
- Use a neutral tone
- Pause to allow the participants time to answer
- 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 all survey questions and answer options aloud with all age groups.

*Introducing a Survey:*

- Before participants click on the link taking them to the survey, or when they are on the survey landing page, educators should introduce themselves and the survey to the class. Educators should review why they are giving participants a survey. 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. The SNAP Happy surveys should take about 7-10 minutes.
  - 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 LIA staff won't know who took which survey when they see survey results.
  - Participants may skip questions, except for their name and the PEARS Program Activity ID Number
- Direct participants to complete the survey without talking. Participants should also be encouraged to use the "raise hand" and chat functions in their virtual classroom if they have any questions for the proctor.
- Proctor should complete their introduction before participants navigate to the survey, or beyond the landing page of the survey. This will help ensure participants are focused on survey instructions.

*After completing a survey, proctors should:*

- Ensure all participants finished taking the survey
- Ask participants to click the "submit" button.
  - If a participant cannot see a "submit" button, they need to fill out the required fields - their name and Program Activity ID Number
- Thank participants for taking the survey.

## Online SNAP Happy Proctoring Guide:

Question	Explanation	Q&A
<b>Landing Page</b>	The landing page is the first page of the online SNAP Happy surveys. It serves as the welcome page and gives educators an opportunity to provide instructions to participants before they start going through the online survey.	
<b>Name</b>	The name field is a proxy for a unique ID field. For youth who are participating through schools, please have them provide their first and last name. For adults, first name and last initial is enough. <b>This is a required field.</b>	<p>I can't submit my survey- it took me back to the first page. What do I do?  <b>This means you did not complete one of the two required fields – name and Program Activity Number. Please put your name in the “name field” and [your program activity number] in the “program activity number”</b></p> <p>Do I need to use my full name?  <b>Yes. For adults, you may use your first name and last initial.</b></p> <p>My name changed since I took the pre-test, what should I do?  <b>Please use the name you used on the pre-test.</b></p>
<b>Date</b>	This field represents the date the participants complete the survey. It will fill with today's date by default.	
<b>Program Activity ID Number</b>	The PEARS Program Activity Number field is how the evaluation team will connect survey results to the LIA, curriculum, and site. LIAs and educators will need to create a corresponding program activity before they can use the online surveys so they can complete this field. <b>This is a required field.</b> LIAs may provide this number on the slide or via chat.	<p>I can't submit my survey- it took me back to the first page. What do I do?  <b>This means you did not complete one of the two required fields – name and Program Activity Number. Please put your name in the “name field” and [your program activity number] in the “program activity number”</b></p>
<b>Check the box for all the times you were physically active yesterday.</b>  <b>(3<sup>rd</sup>-5<sup>th</sup>)</b>	This question is about physical activity for 3 <sup>rd</sup> -5 <sup>th</sup> graders. It is different than the physical activity question for older participants because participants in this age group had trouble estimating the amount of time that they spent exercising during survey testing.	<p>Does housework count as physical activity? -- <b>Yes</b></p> <p>Does walking count as physical activity? -- <b>Yes</b></p> <p>If I walked or rode my bike to school how do I count that? – <b>Mark before or after school as appropriate.</b></p> <p>I played tag after lunch. How do I count that? <b>Mark “in the middle of the day”</b></p>

Question	Explanation	Q&A
<p><b>Yesterday, I ate fruit as part of a meal or snack...</b></p> <p><b>(3<sup>rd</sup>-5<sup>th</sup>, 6<sup>th</sup>-8<sup>th</sup>, 9<sup>th</sup>-12<sup>th</sup>, Adult)</b></p>	<p>This question asks about number of times consumed.</p> <p>Count all fresh, frozen, canned, dried fruits. Do not count fruit juice.</p> <p>Note: Kids may have learned scientific definitions of fruits as having seeds. Please explain that teachers are right, but that SNAP HAPPY uses the culinary (or cooking) definition.</p>	<p>What about gummy fruit snacks? – <b>Don't count them</b></p> <p>Does juice count as a fruit? What about Odwalla or smoothies? - <b>Only 100% fruit juice counts. Do not count fruit-flavored protein drinks. If your smoothie has whole fruit in it, then you can count it.</b></p> <p>Does dried fruit or fruit leather count? – <b>yes, so long as it is made from whole fruit.</b></p> <p>Does applesauce count? <b>yes</b></p> <p>Is a pepper, tomato, etc. a fruit or a vegetable?</p> <p><b>Vegetable. Count peppers, cucumbers, tomato sauce, and other foods used mostly in main dishes as vegetables. Foods with more natural sugar count as fruit.</b></p> <p>Do banana pancakes count? <b>If they have a few pieces of banana, No. If they are just mashed banana and egg, yes.</b></p>
<p><b>Yesterday, how many different kinds of fruit did you eat?</b></p> <p><b>(3<sup>rd</sup>-5<sup>th</sup>, 6<sup>th</sup>-8<sup>th</sup>, 9<sup>th</sup>-12<sup>th</sup>, Adult)</b></p>	<p>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).</p>	<p>Does applesauce and a whole apple count as different kinds? <b>No, count different forms of the same fruit as one kind.</b></p> <p>Does it count if I only had 2 grapes and ½ a banana?</p> <p><b>The banana counts, the grapes do not.</b></p> <p>If I eat canned fruit cocktail, does it count as more than one fruit?</p> <p><b>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</b></p>

Question	Explanation	Q&A
<b>Yesterday, I ate vegetables as part of a meal or snack...</b>  <b>(3<sup>rd</sup>-5<sup>th</sup>, 6<sup>th</sup>-8<sup>th</sup>, 9<sup>th</sup>-12<sup>th</sup>, Adult)</b>	<p>This question asks about number of times consumed.</p> <p>Count all fresh, frozen, canned, dried vegetables. Do not count vegetable juice.</p> <p>Note: Kids may have learned scientific definitions of fruits as having seeds. Please explain that teachers are right, but that SNAP HAPPY uses the culinary (or cooking) definition.</p>	<p>Does the lettuce on my sandwich count? <b>Ask how much lettuce. Must be about ½ cup of lettuce to count, a handful on a big sandwich counts, one piece does not count. NOTE: should be ½ cup for leafy greens, ¼ cup for all other vegetables to count.</b></p> <p>Does carrot cake or zucchini bread count? <b>No</b></p>
<b>Yesterday, how many different kinds of vegetables did you eat?</b>  <b>(3<sup>rd</sup>-5<sup>th</sup>, 6<sup>th</sup>-8<sup>th</sup>, 9<sup>th</sup>-12<sup>th</sup>, Adult)</b>	<p>This question addresses variety. Different preparation methods of the same vegetable do not count as variety (e.g. raw carrots for snack, cooked carrots at dinner). Small amounts of vegetable should not be counted (e.g. peas and carrots in fried rice or a few pieces of carrot and onion in chicken noodle soup).</p>	<p>Do frozen vegetables count? <b>Yes</b></p> <p>Do the lettuce on my hamburger and French fries count? What about lettuce and onions on my taco? <b>Ask how much lettuce. Must be about ½ cup of lettuce to count, a handful on a big sandwich counts, one piece does not count. NOTE: should be ½ cup for leafy greens, ¼ cup for all other vegetables to count.</b></p> <p>Does a can or bag of mixed vegetables count?</p> <p><b>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.</b></p>
<b>Yesterday, I drank pop, soda, or energy drinks</b>  <b>(3<sup>rd</sup>-5<sup>th</sup>)</b>	<p>This question is asking about the number of times sugar sweetened beverages were drank. This question is separated from fruit-flavored drinks for 3<sup>rd</sup>-5<sup>th</sup> graders due to this age group's need for more direction and guidance during survey testing</p>	<p>Do diet sodas count? – <b>No</b></p> <p>Does juice count? – <b>No</b></p>

Question	Explanation	Q&A
<p><b>Yesterday, how many pops, sodas, fruit-flavored drinks, sports drinks, energy drinks, or sweetened coffee drinks did you have?</b></p> <p><b>(6<sup>th</sup>-8<sup>th</sup>, 9<sup>th</sup>-12<sup>th</sup>, Adult)</b></p>	<p>This question is asking about the number of times sugar sweetened beverages were drank.</p>	<p>If I add a spoonful of sugar to my coffee, does that count as a “sweetened coffee drink” or “café endulzado”? – <b>Yes</b></p> <p>Do diet sodas count? – <b>No</b></p> <p>Does water count as a sports drink? – <b>No</b></p> <p>What about sweetened tea? <b>Yes, this counts as a sweetened drink</b></p> <p>Does juice count as a fruit-flavored drink? – <b>not 100% fruit juice. Juice cocktails like cranberry juice, lemonade, or Hi-C count.</b></p> <p>Does flavored bubbly water count as a fruit-flavored drink? – <b>Not if it's 0 calorie</b></p> <p>Does juice count? <b>If it had added sugar, yes. If juices were 100% fruit juice, no. If you're not sure if it was 100% juice, include the juice here.</b></p>
<p><b>Yesterday, I drank fruit-flavored drinks or sports drinks</b></p> <p><b>(3<sup>rd</sup>-5<sup>th</sup>)</b></p>	<p>This question is asking about sugar-sweetened beverages. It is separated from soda, pop, and energy drinks because the 3<sup>rd</sup>-5<sup>th</sup> graders needed a narrower focus in survey testing</p>	<p>Does water count as a sports drink? – <b>No</b></p> <p>Does juice count as a fruit-flavored drink? – <b>not 100% fruit juice. Juice cocktails like cranberry juice, lemonade, or Hi-C count.</b></p> <p>Does flavored bubbly water count as a fruit-flavored drink? – <b>Not if it's 0 calorie</b></p> <p>Does soda pop count? <b>No</b></p>
<p><b>Yesterday, how often did you wash your hands with soap before eating</b></p> <p><b>(3<sup>rd</sup>-5<sup>th</sup>, 6<sup>th</sup>-8<sup>th</sup>, 9<sup>th</sup>-12<sup>th</sup>, Adult)</b></p>	<p>This question is about food safety and hand washing before eating. Using hand sanitizer or wet wipes do not count. Washing hands before cooking does not count.</p>	<p>I wash my hands frequently, but not specifically before eating. – <b>doesn't count.</b></p> <p>Does using hand sanitizer count as washing my hands? <b>No</b></p> <p>What if I wash my hands before I start making my food, and then eat as soon as I'm done making it? <b>This does not count. It's possible your hands could be contaminated by a raw food product you used while cooking.</b></p>



Question	Explanation	Q&A
<p><b>Yesterday, I was physically active for...</b></p> <p><b>(6<sup>th</sup>-8<sup>th</sup>, 9<sup>th</sup>-12<sup>th</sup>, Adult)</b></p>	<p>This question is about how much time participants spend being physically active the previous day. Light, moderate, and vigorous physical activity all count. Muscle strengthening, dancing, and flexibility exercise all count.</p>	<p>Does housework count as physical activity? -- <b>Yes</b></p> <p>Does walking count as physical activity? -- <b>Yes</b></p> <p>How do I count if I walked or rode my bike to school or work? – <b>mark the amount of time you spent walking or biking.</b></p> <p>I’m on the basketball team, but I was on the bench. Can I count that? <b>No, only count the time you were physically active.</b></p>
<p><b>Yesterday, I used a computer, TV, smart phone, tablet, or played video games...</b></p> <p><b>(6<sup>th</sup>-8<sup>th</sup>, 9<sup>th</sup>-12<sup>th</sup>)</b></p>	<p>This question is about how much time participants were sedentary the previous day. Do not include time spent using a computer, TV, etc. while in school.</p>	<p>I can’t remember exactly how long I spent on my phone, what should I put? <b>It’s ok if you estimate. Just try to answer as honestly as you can from what you remember.</b></p> <p>What about watching movies or TV on my phone?</p> <p><b>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.</b></p>
<p><b>How often do you use nutrition labels to help pick your foods?</b></p> <p><b>(6<sup>th</sup>-8<sup>th</sup>, 9<sup>th</sup>-12<sup>th</sup>, Adult)</b></p>	<p>This question is about food resource management. Specifically, the question refers to using the nutrition facts label to make decisions on food. This could be when buying food from a store, choosing it at the cafeteria, or selecting it from a home pantry or refrigerator.</p>	<p>My spouse does all the grocery shopping. – <b>leave it blank</b></p> <p>What if I’ve already checked the nutrition facts label so I don’t check it again? – <b>would you look at the label if you saw a new product? If yes, mark how often you would check a new product, if no, mark no.</b></p> <p>What if I buy things that don’t have a nutrition facts label, like fruit and vegetables? —<b>How often do you check foods that do have labels?</b></p> <p>I look at it, but I don’t know what it means. <b>Mark “never”.</b></p> <p>I look at it but usually go with the cheapest price, what do I mark? <b>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 or put something back.</b></p>

Question	Explanation	Q&A
<p><b>How often do you eat fast food or takeout?</b></p> <p><b>(6<sup>th</sup>-8<sup>th</sup>, 9<sup>th</sup>-12<sup>th</sup>)</b></p>	<p>This question is about food resource management. It tells us how often participants eat food that was not prepared at home.</p>	<p>Does food from the cafeteria count? <b>No</b></p> <p>Does it count if I sit down at a regular restaurant? <b>No</b></p>
<p><b>How often do you eat meals prepared at home?</b></p> <p><b>(Adult)</b></p>	<p>This question is about food resource management. It tells us about food preparation practices among participants.</p>	<p>How much work has to be involved in preparing meals at home? What about take-and-bake pizzas or ravioli and tomato sauce? <b>Only include foods that you cook and put together at home- there has to be some additional input. Ravioli and tomato sauce counts because the sauce and ravioli were sold separately, and you put it together yourself. If you added vegetables or pepperoni to your pizza, that would count too. Frozen foods, instant ramen, and prepared foods do not count.</b></p> <p>What if I'm not the one who prepares the meal? <b>—Counts as prepared at home.</b></p> <p>What if I have dinner at someone else's house? <b>- You can count that.</b></p> <p>Do leftovers count? <b>– Yes, if they are homemade leftovers</b></p>
<p><b>Do you worry that you will run out of food before the end of the month?</b></p> <p><b>(Adult)</b></p>	<p>This question is about food resource management and 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.</p> <p>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.</p>	<p>My fridge is usually empty, but I always have rice, beans and canned foods in my cupboards. I am tired of these foods. Do I mark yes or no? <b>Ask if the participant worries that they will run out, even if they don't actually run out. If they do, mark the answer that matches how often they worry. If they don't, mark "never"</b></p> <p>What if someone gives me food so I'm not out of food? <b>This counts this as running out of food</b></p> <p>Does that mean that I don't eat at all? <b>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.</b></p>

Question	Explanation	Q&A
<p><b>Post-Survey Short Answer Questions (all age groups)</b></p> <p>What are two things you learned in class?</p> <p>Is there a change you are thinking about making because of what you learned?</p> <p>What part of the lessons did you enjoy the most?</p>	<p>These short-answer questions ask about the participant's experience in the SNAP-Ed class, and about intention to change. They provide information that is very useful for educators, the curriculum team, and the evaluation team.</p>	<p>Do you mean the classroom we're in or the SNAP-Ed class? <b>The SNAP-Ed class.</b></p>
<p><b>Demographic Questions (adult pre-test only)</b></p> <p>What gender do you identify with?</p> <p>How old are you?</p> <p>What is/are your race(s)?</p> <p>Are you Hispanic or Latino?</p> <p>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)?</p>	<p>Explain that we use participant demographics to make sure SNAP-Ed in Washington tailors its programs to its participants.</p>	<p>I am transitioning, should I check the box on my ID or the one I identify as? <b>Check the box that represents how you identify</b></p> <p>I am turning 60 on Friday, can I check the 60+ box? <b>No, check the box for the age you are right now</b></p> <p>I am Latino, I don't identify as any of these races, what do I mark? <b>You may leave this question blank, mark "white", or "black"</b></p> <p>My family is from the Dominican Republic, what do I mark? <b>Mark yes</b></p> <p>I am from Argentina, but my parents come from Europe, what do I mark? <b>Mark yes</b></p> <p>My kids get reduced price school lunch, what do I mark? <b>Mark yes</b></p>

## Online SNAP Happy Script for All Age Groups:

### Pre-test script:

Thank you so much for participating in our online curriculum. We want to learn about how we are doing when we teach this class, so we can provide the best nutrition education possible. To help us do that, we would like you to fill out this survey. You will take the same survey after our last class. This is not a test and you will not be graded- there are no right or wrong answers, so please answer honestly. Your answers will be pooled with lots of other people's answers to help us learn more about our program. If you have any questions, you can ask them in the chat box or use the "raise hand" function in your online platform. Let's get started.

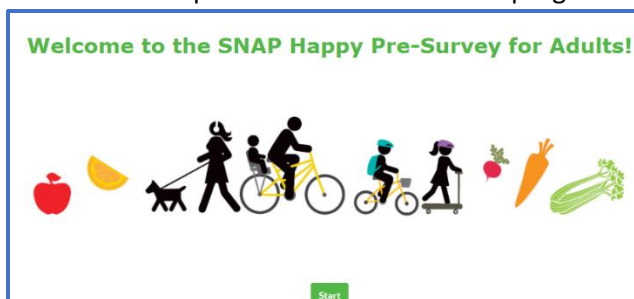
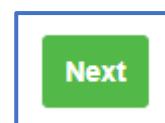
\*have participants navigate to the SNAP Happy link. Have them click "start" on the landing page to go to the first page of the survey. The educator will need the PEARS Program Activity Number.

Write down your full name and today's date. Please enter [your PEARS Program Activity Number] in the box below your name. Again, the PEARS Program Activity Number you should enter is [your PEARS Program Activity Number].

Click "next". Most of the questions on this page ask about "yesterday", so start to think about the things you ate, drank, and did yesterday.

\*read each question and answer option aloud in a neutral tone. Make sure everyone completes the last question before moving on to the next. Do this by looking at the videos in the online platform, or by asking participants to use the chat box or an emoji (like a "wave") to indicate they finished answering a question.

\*For adults, have them click "next" again, to go to the demographic questions. Read through each question and answer option.

A screenshot of the "Adult Food and Nutrition Survey" form. It has a green header with the title. Below the header are two input fields: "Name \*" and "Date:". The "Date:" field has dropdown menus for month (10), day (12), and year (2020). Below these is a "PEARS Program Activity Number \*" input field. At the bottom right is a green button labeled "Next". A small lock icon and text "Form secured by Formstack" are visible at the bottom.A screenshot of the "Adult Food and Nutrition Survey" form, showing the demographic questions. It has a green header with the title. Below the header is a "What is your zip code?" input field. Then are three questions with radio button options: "What gender do you identify as?" (Male, Female, Other), "How old are you?" (5-17 years old, 18-30 years old, 31-59 years old, 60 years or older), and "Are you Hispanic/Latino? This includes Mexican, Cuban, Puerto Rican, Central and South American, or other Spanish culture or origin, regardless of race." (Yes, No). At the bottom right is a green button labeled "Submit Form". A small lock icon and text "Form secured by Formstack" are visible at the bottom.A screenshot of the "Adult Food and Nutrition Survey" form, showing the demographic questions. It has a green header with the title. Below the header is a "What race do you identify as? Select all that apply." question with checkboxes for American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or other Pacific Islander, and White. Then is a "What language do you speak?" input field. Below that is a question "Does your family participate in Basic Food (SNAP, EBT or Food Stamps) or FDIPIR (Food Distribution Program on Indian Reservations)?" with radio button options for Yes and No. At the bottom left is a green button labeled "Previous". At the bottom right is a green button labeled "Submit Form". A small lock icon and text "Form secured by Formstack" are visible at the bottom.

Click “submit form” when you have answered all the questions on your survey. Thank you so much for taking this survey today. We appreciate your help to make our program better.

Submit Form

\*make sure participants clicked “submit form”. If participants don’t have a “submit form” button, they missed a required field. The only required fields are their name and the Program Activity ID Number.

\*transition to the lesson.

#### *Post-test script:*

\*Transition from the lesson to the survey.

You may remember this survey from our first lesson. Your answers to the survey help us learn about our program so we can provide the best nutrition education possible. This is not a test and you will not be graded- there are no right or wrong answers, so please answer honestly. Your answers will be pooled with lots of other people’s answers to help us learn more about our program. Let’s get started.

\*have participants navigate to the SNAP Happy link. Have them click through the landing page to the first page of the survey. The educator will need the PEARS Program Activity Number.

Click “next”. Write down your full name and today’s date. Please enter [your PEARS Program Activity Number] in the box below your name. Again, the PEARS Program Activity Number you should enter is [your PEARS Program Activity Number].

Click “next”. Most of these questions on this page ask about “yesterday”, so start to think about everything you ate and drank yesterday.

\*read each question and answer option aloud in a neutral tone. Make sure everyone completes the last question before moving on to the next. Do this by looking at the videos in the online platform, or by asking participants to use the chat box or an emoji (like a “wave”) to indicate they finished answering a question.

Click “next”.

Next



**Adult**  
**Food and Nutrition Survey**

Name \*

Date:

PEARS Program Activity Number \*

Form secured by **Formstack**

Next

\*read the post-test short answer questions aloud, slowly. Explain that they should think about the SNAP-Ed class when answering these questions. Have participants click “submit form” when they have finished answering the post-test short answer questions.

Thanks for taking this survey today. We appreciate your help to make our program better.


\*Close the series

Please answer these questions about the nutrition class.

What are two things you learned in this class?

Is there a change you are thinking about making because of what you learned?

What part of the lessons did you enjoy the most?

[Previous](#)  Form secured by [Formstack](#) [Submit Form](#)

## Online Walk with Ease Proctoring Guide:

Question	Explanation	Q&A
<b>PRE-TEST</b>		
<b>Landing Page</b>	The landing page is the first page of the online Walk with Ease Surveys. It serves as the welcome page and gives educators an opportunity to provide instructions to participants before they start going through the online survey.	
<b>First and Last Name</b>	The name field is a proxy for a unique ID field. If adults are hesitant to include their full name, their first name and last initial enough. <b>This is a required field.</b>	<p>I can't submit my survey- it took me back to the first page. What do I do?</p> <p><b>This means you did not complete one of the two required fields – name and Program Activity Number. Please put your name in the “name field” and [your program activity number] in the “program activity number”</b></p> <p>Do I need to use my full name?</p> <p><b>Yes. If you are worried about submitting your full name, you may use your first name and last initial.</b></p> <p>My name changed since I took the pre-test, what should I do?</p> <p><b>Please use the name you used on the pre-test.</b></p>
<b>Date</b>	This field represents the date the participants complete the survey. It will fill with today's date by default.	
<b>Program Activity ID Number</b>	The PEARS Program Activity Number field is how the evaluation team will connect survey results to the LIA, curriculum, and site. LIAs and educators will need to create a corresponding program activity before they can use the online surveys so they can complete this field. <b>This is a required field.</b> LIAs may provide this number on the slide or via chat.	<p>I can't submit my survey- it took me back to the first page. What do I do?</p> <p><b>This means you did not complete one of the two required fields – name and Program Activity Number. Please put your name in the “name field” and [your program activity number] in the “program activity number”</b></p>
<b>How many days during the week did you go for a walk(s)?</b>	This question is about how often participants went for a walk in the past week. If a participant is unsure, prompt them to think of the past seven days.	<p>Does this mean just this week?—<b>It means the past seven days. Think of which days you went for walks in the past week.</b></p> <p>Does walking to the bus stop count?—<b>Yes</b></p> <p>Does walking to work or school count?—<b>Yes</b></p>

Question	Explanation	Q&A
<p><b>On average, how many minutes do you walk on each of those days?</b></p>	<p>This question asks about how long the participants' walks are, on average. If a participant takes two hour-long walks on the weekends and three 15-minute walks during the week, they would enter either 30 or 35 minutes into the answer field.</p> <p>To calculate the average length of walks during a week, the educator should work with the participant to learn how long each walk was. Next, they should add the number of minutes of each walk together to get the sum. In the above example that would be <math>60+60+15+15+15 = 165</math>. Next, divide the sum by the total number of walks taken that week. In the example above, the participant took 5 walks, so 165 should be divided by five, <math>(165/5)</math> to get 33 minutes. The participant can enter the exact number or round it to the nearest 5 minutes.</p> <p>The answer field accepts only numbers. In the example above, they would write 30 for "30 minutes"</p>	<p>I didn't walk at all last week, should I enter an answer here?— <b>No, don't enter anything for this question.</b></p> <p>My walks were different lengths all week, what should I put here?—<b>Put the average number of minutes you walked. If some walks were longer and some were shorter, enter a number that is in between the two lengths. If you know how long your walks were each day, we can calculate the average together [educator helps the participant calculate the average].</b></p>
<p><b>Do you have joint pain and/or stiffness?</b></p>	<p>This question asks about joint pain or stiffness. If a participant answers "yes" to this question, they will move to the next question in this proctoring guide. If a participant answers "no", they will move to the question that asks about Arthritis.</p>	<p>I'm sometimes sore after doing a hard workout, does that count? <b>No, being sore after working out does not count as joint pain or stiffness.</b></p> <p>I used to have joint pain or stiffness, but I don't now because it's controlled by medication or lifestyle changes. What should I mark? <b>Mark yes, that you have joint pain and/or stiffness.</b></p> <p>I used to have joint pain but I've had a knee/hip replacement so it doesn't hurt anymore. What should I mark? <b>Mark yes.</b></p>



Question	Explanation	Q&A
<b>How confident are you in managing your joint pain and/or stiffness?</b>	This question asks about confidence managing joint pain and stiffness on a scale from 0 to 10, where 0 is not at all confident and 10 is very confident. Participants will only be asked this question if they marked “yes” to the previous question.	<i>There are no current Q&amp;A for this question. Educators may email the evaluation teams questions they receive. This section will be updated accordingly in future Direct Education Survey Guidance documents.</i>
<b>Has a healthcare provider ever told you that you have Arthritis?</b>	This question asks about Arthritis.	I checked online and the website said I probably have Arthritis. Can I mark “yes” here? <b>No, answer yes to this question only if a healthcare provider has told you that you have Arthritis.</b>
<b>How did you hear about this walking program?</b>	This question asks about how the participant heard about Walk with Ease. They can select all the answer options that apply.	<i>There are no current Q&amp;A for this question. Educators may email the evaluation teams questions they receive. This section will be updated accordingly in future Direct Education Survey Guidance documents.</i>

<p><b>Demographic Questions</b></p> <p>What is your zip code?</p> <p>What is your gender?</p> <p>How old are you today?</p> <p>Are you Hispanic or Latinx?</p> <p>What race(s) do you identify as?</p> <p>What is your preferred language?</p> <p>Do you or your family participate in any of the following programs?</p>	<p>Explain that we use participant demographics to make sure SNAP-Ed in Washington tailors its programs to its participants.</p>	<p>I am transitioning, should I check the box on my ID or the one I identify as?  <b>Check the box that represents how you identify</b></p> <p>I am turning 60 on Friday, can I check the 60+ box?  <b>No, check the box for the age you are right now</b></p> <p>My family is from the Dominican Republic, what do I mark?  <b>Mark yes</b>  I am from Argentina, but my parents come from Europe, what do I mark?  <b>Mark yes</b></p> <p>I am Latino, I don't identify as any of these races, what do I mark?  <b>You may leave this question blank, mark "white", or "black"</b></p> <p>I don't see the language I prefer on this list. What should I put? <b>Mark "other" and write in your language preference in the field below.</b></p> <p>My kids get reduced price school lunch, what do I mark?  <b>Check the box for free/reduced priced lunch or P-EBT</b>  If I answer this question, will it affect my benefits? <b>No</b>  Will answering this question affect my immigration status? <b>No</b></p>
---	--	--

Question	Explanation	Q&A
<b>POST-TEST</b>		
<b>Landing Page</b>	The landing page is the first page of the online Walk with Ease Surveys. It serves as the welcome page and gives educators an opportunity to provide instructions to participants before they start going through the online survey.	
<b>First and Last Name</b>	The name field is a proxy for a unique ID field. If adults are hesitant to include their full name, their first name and last initial enough. <b>This is a required field.</b>	<p>I can't submit my survey- it took me back to the first page. What do I do?</p> <p><b>This means you did not complete one of the two required fields – name and Program Activity Number. Please put your name in the “name field” and [your program activity number] in the “program activity number”</b></p> <p>Do I need to use my full name?</p> <p><b>Yes. If you are worried about submitting your full name, you may use your first name and last initial.</b></p> <p>My name changed since I took the pre-test, what should I do?</p> <p><b>Please use the name you used on the pre-test.</b></p>
<b>Date</b>	This field represents the date the participants complete the survey. It will fill with today's date by default.	
<b>Program Activity ID Number</b>	The PEARS Program Activity Number field is how the evaluation team will connect survey results to the LIA, curriculum, and site. LIAs and educators will need to create a corresponding program activity before they can use the online surveys so they can complete this field. <b>This is a required field.</b> LIAs may provide this number on the slide or via chat.	<p>I can't submit my survey- it took me back to the first page. What do I do?</p> <p><b>This means you did not complete one of the two required fields – name and Program Activity Number. Please put your name in the “name field” and [your program activity number] in the “program activity number”</b></p>
<b>How much did you increase your knowledge about walking safely?</b>	This question asks about safe walking knowledge change, on a four-point scale	<i>There are no current Q&amp;A for this question. Educators may email the evaluation teams questions they receive. This section will be updated accordingly in future Direct Education Survey Guidance documents.</i>

Question	Explanation	Q&A
<b>How much did you increase your knowledge about walking comfortably?</b>	This question asks about knowledge change about walking comfortably, on a four-point scale	<i>There are no current Q&amp;A for this question. Educators may email the evaluation teams questions they receive. This section will be updated accordingly in future Direct Education Survey Guidance documents.</i>
<b>How many days during the week did you go for a walk(s)?</b>	This question is about how often participants went for a walk in the past week. If a participant is unsure, prompt them to think of the past seven days.	Does this mean just this week?— <b>It means the past seven days. Think of which days you went for walks in the past week.</b> Does walking to the bus stop count?— <b>Yes</b> Does walking to work or school count?— <b>Yes</b>
<b>On average, how many minutes do you walk on each of those days?</b>	<p>This question asks about how long the participants' walks are, on average. If a participant takes two hour-long walks on the weekends and three 15-minute walks during the week, they would enter either 30 or 35 minutes into the answer field.</p> <p>To calculate the average length of walks during a week, the educator should work with the participant to learn how long each walk was. Next, they should add the number of minutes of each walk together to get the sum. In the above example that would be <math>60+60+15+15+15 = 165</math>. Next, divide the sum by the total number of walks taken that week. In the example above, the participant took 5 walks, so 165 should be divided by five, <math>(165/5)</math> to get 33 minutes. The participant can enter the exact number or round it to the nearest 5 minutes.</p> <p>The answer field accepts only numbers. In the example above, they would write 30 for "30 minutes"</p>	<p>I didn't walk at all last week, should I enter an answer here?— <b>No, don't enter anything for this question.</b></p> <p>My walks were different lengths all week, what should I put here?—<b>Put the average number of minutes you walked. If some walks were longer and some were shorter, enter a number that is in between the two lengths. If you know how long your walks were each day, we can calculate the average together [educator helps the participant calculate the average].</b></p>

Question	Explanation	Q&A
<b>Do you have joint pain and/or stiffness?</b>	This question asks about joint pain or stiffness. If a participant answers “yes” to this question, they will move to the next question in this proctoring guide. If a participant answers “no”, they will be prompted to go to the next page to answer short-answer questions about the series overall.	I’m sometimes sore after doing a hard workout, does that count? <b>No, being sore after working out does not count as joint pain or stiffness.</b> I used to have joint pain or stiffness, but I don’t now because it’s controlled by medication or lifestyle changes. What should I mark? <b>Mark yes, that you have joint pain and/or stiffness.</b> I used to have joint pain but I’ve had a knee/hip replacement so it doesn’t hurt anymore. What should I mark? <b>Mark yes.</b>
<b>How confident are you in managing your joint pain and/or stiffness?</b>	This question asks about confidence managing joint pain and stiffness on a scale from 0 to 10, where 0 is not at all confident and 10 is very confident. Participants will only be asked this question if they marked “yes” to the previous question.	<i>There are no current Q&amp;A for this question. Educators may email the evaluation teams questions they receive. This section will be updated accordingly in future Direct Education Survey Guidance documents.</i>
<b>Post-Survey Short Answer Questions</b>  What are two things you learned in in Walk with Ease?  Is there a change you are thinking about making because of what you learned? If yes, please specify.  Would you recommend Walk with Ease to a friend?  Do you have any additional comments or suggestions? Please include what you enjoyed and what you might change.	These short-answer questions ask about the participant’s experience in the SNAP-Ed class, and about intention to change. They provide information that is very useful for educators, the curriculum team, and the evaluation team.	Do you mean the classroom we’re in or the SNAP-Ed class? <b>The SNAP-Ed class.</b>

## Online Walk with Ease Script:

### Pre-test script:

Thank you so much for participating in our online curriculum. We want to learn about how we are doing when we teach this class, so we can provide the best nutrition education possible. To help us do that, we would like you to fill out this survey. You will take the same survey after our last class. This is not a test and you will not be graded- there are no right or wrong answers, so please answer honestly. Your answers will be pooled with lots of other people's answers to help us learn more about our program. If you have any questions, you can ask them in the chat box or use the "raise hand" function in your online platform. Let's get started.

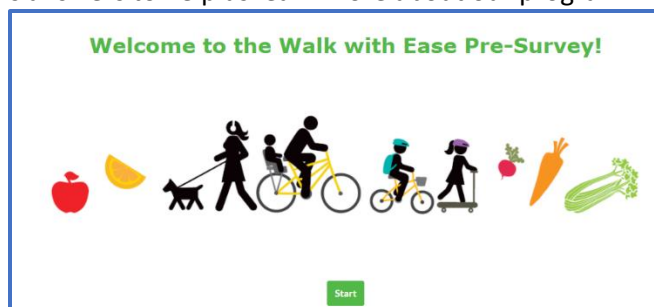
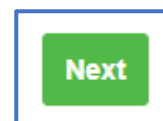
\*have participants navigate to the SNAP Happy link. Have them click "start" on the landing page to go to the first page of the survey. The educator will need the PEARS Program Activity Number.

Write down your full name and today's date. Please enter [your PEARS Program Activity Number] in the box below your name. Again, the PEARS Program Activity Number you should enter is [your PEARS Program Activity Number].

Click "next". These questions ask about walking and joint pain.

\*read each question and answer option aloud in a neutral tone. Make sure everyone completes the last question before moving on to the next. Do this by looking at participants webcams in the online platform, or by asking participants to use the chat box, a reaction, or an emoji (like a "wave") to indicate they finished answering a question.

\*Have participants click "next" again, to go to the demographic questions. Read through each question and answer option.

A screenshot of the "Walk with Ease Pre-Survey" form. It has a green header with the title. Below the header is a grey box with a privacy notice. The form contains fields for "First and Last Name", "Date" (with dropdowns for month, day, and year), and "PEARS Program Activity Number". At the bottom right is a green "Next" button. A small lock icon and "Form secured by Formstack" are visible at the bottom.A screenshot of the "Walk with Ease Pre-Survey" form showing questions 6, 7, and 8. Question 6 asks for a zip code (98501 is entered). Question 7 asks for gender (Male, Female, or Prefer to self-describe). Question 8 asks for age. At the bottom right is a green "Submit Form" button. A small lock icon and "Form secured by Formstack" are visible at the bottom.A screenshot of the "Walk with Ease Pre-Survey" form showing question 12. Question 12 asks if the participant or a household member participates in any of the following programs: Basic Food (SNAP, Food Stamps, or EBT), Food Distribution Program on Indian Reservations (FDPIR), WIC (Women, Infants, and Children), Free/Reduced Price Lunch or P-EBT, Farmers Market Checks (WIC and Senior FMNP), Food Bank or Pantry, or Other. There is a text input field for "Other:". At the bottom left is a green "Previous" button, and at the bottom right is a green "Submit Form" button. A small lock icon and "Form secured by Formstack" are visible at the bottom.

Click “submit form” when you have answered all the questions on your survey. Thank you so much for taking this survey today. We appreciate your help to make our program better.

Submit Form

\*make sure participants clicked “submit form”. If participants don’t have a “submit form” button, they missed a required field. The only required fields are their name and the Program Activity ID Number.

\*transition to the lesson.

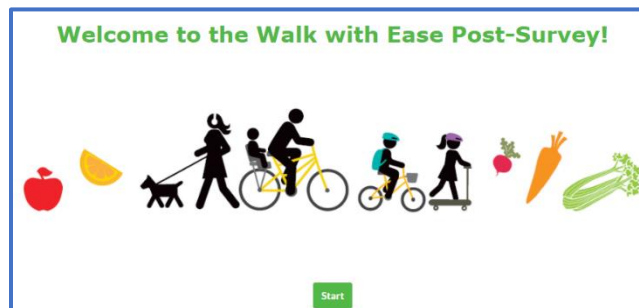
#### *Post-test script:*

\*Transition from the lesson to the survey.

You may remember this survey from our first lesson. Your answers to the survey help us learn about our program so we can provide the best nutrition education possible. This is not a test and you will not be graded- there are no right or wrong answers, so please answer honestly. Your answers will be pooled with lots of other people’s answers to help us learn more about our program. Let’s get started.

\*have participants navigate to the SNAP Happy link. Have them click through the landing page to the first page of the survey. The educator will need the PEARS Program Activity Number.

Click “next”. Write down your full name and today’s date. Please enter [your *PEARS Program Activity Number*] in the box below your name. Again, the PEARS Program Activity Number you should enter is [your *PEARS Program Activity Number*].



**Walk with Ease  
Post-Survey**

Note: Your privacy is very important to us. To better serve you, the form information you enter is recorded in real time.

First and Last Name \*

Date:

PEARS Program Activity Number \*

Form secured by Formstack

Next

Click “next”. These questions ask about walking and joint pain.

\*read each question and answer option aloud in a neutral tone. Make sure everyone completes the last question before moving on to the next. Do this by looking at participants webcams in the online platform, or by asking participants to use the chat box, a reaction, or an emoji (like a “wave”) to indicate they finished answering a question.

Click “next”.

Next

\*read the post-test short answer questions aloud, slowly. Explain that they should think about the SNAP-Ed class when answering these questions. Have participants click “submit form” when they have finished answering the post-test short answer questions.

Thanks for taking this survey today. We appreciate your help to make our program better.

\*Close the series

Please answer the following four questions about Walk with Ease


7. What are two things you learned in Walk with Ease?

8. Is there a change you are thinking about making because of what you learned? If yes, please specify.

9. Would you recommend Walk with Ease to a friend?

☐ Yes  
☐ No

10. Do you have any additional comments or suggestions? Please include what you enjoyed and what you might change.

[Previous](#)  Form secured by [Formstack](#) [Submit Form](#)



# Survey Proctoring Instructions: In-Person Paper Surveys

---

## 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 should an LIA use pre/post surveys?

An educator or local provider should use pre/post surveys when they teach in-person 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. Pages 8, 9, and 10 have 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 Participant ID number (protocol on page 37) and date, and thanking participants.

Educators should use the **guiding method** of proctoring when administering all SNAP-Ed surveys. In the guiding method, educators read each question and answer option aloud, allowing participants time to answer a question before moving on to the next one. This method helps participants understand the questions and answers, regardless of their reading level.

### *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

*Proctors should be prepared to:*

- Remind participants that this is not a test
- Use a neutral tone
- Pause and scan the room to allow participants time to finish marking their answer
- 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 all survey questions and answer options aloud with all age groups
- Encourage participants to draw or write responses on SNAP Happy cover sheets or provide 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 Proctoring Paper 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.

**Cooking Matters for Adults Survey**

*Please respond to each question by circling the correct answer. There are no right or wrong answers. There are no time limits. Please answer the questions to the best of your ability. Thank you for your participation.*

Question	Yes	No	Sometimes	Not Sure	Don't Know
1. I am a good cook.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am a good eater.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I have a good understanding of nutrition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I am a good parent/teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I am a good friend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I am a good worker.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I am a good person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 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.

### Eat Well and Move for K-2<sup>nd</sup> Grades:

**Eat Well + Move**

Name or ID: \_\_\_\_\_ Date: \_\_\_\_\_

**1. Circle kids being active.**

Four illustrations of children: a girl swinging, a boy riding a bike, a child watching TV, and a girl on her computer.

Eat Well + Move for K-2<sup>nd</sup> Graders will help the evaluation team assess changes in knowledge after SNAP-Ed participation. Educators should use this tool when proctoring K-2<sup>nd</sup> grade series, like Marty Moose and Kids in the Kitchen in person. Educators should proctor this tool before the first lesson begins and after the last lesson ends when delivering in-person DE. This survey is only available in paper format.

#### *Eat Well and Move, Checklist for K-2<sup>nd</sup> 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*

Question	Pictures	Explanation
<b>Q1: Circle Kids Being Active</b>	4 pictures: <ul style="list-style-type: none"> <li>A girl swinging</li> <li>A boy riding a bike</li> <li>A child watching TV</li> <li>A girl on her computer</li> </ul>	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.
<b>Q2: Circle healthy snacks</b>	4 pictures: <ul style="list-style-type: none"> <li>French fries</li> <li>tomatoes</li> <li>bananas</li> <li>yogurt</li> </ul>	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.
<b>Q3: Circle Vegetables</b>	4 pictures: <ul style="list-style-type: none"> <li>broccoli</li> <li>grapes</li> </ul>	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.

Question	Pictures	Explanation
	<ul style="list-style-type: none"> <li>• apple</li> <li>• green beans</li> </ul>	Wait for students to finish each question before moving on.
<b>Q4: Circle dairy foods</b>	4 pictures: <ul style="list-style-type: none"> <li>• egg</li> <li>• milk</li> <li>• cheese</li> <li>• bread</li> </ul>	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.
<b>Q5: Circle fruits</b>	4 pictures: <ul style="list-style-type: none"> <li>• strawberries</li> <li>• pear</li> <li>• orange</li> <li>carrots</li> </ul>	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.
<b>Q6: Circle kids who should wash their hands before eating</b>	4 pictures: <ul style="list-style-type: none"> <li>• girl brushing hair</li> <li>• kid blowing nose</li> <li>• boy tying shoes</li> <li>girl petting dog</li> </ul>	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.

## 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

**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

equitable programs and teaching appropriate curricula throughout the state.

Educators should use the demographics card with all in-person adult curricula and direct education series, except Cooking Matters. Demographic card information is built into the adult SNAP Happy pre-test for adults.

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

### *Demographics Card Guide and Script (next page):*

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.

Question	Script	Q&A
<b>Introduction</b>	Introduce Demographics Card: Explain that we use participant demographics to make sure SNAP-Ed in Washington tailors its programs to its participants.	
<b>Q1:</b>	Date: Write today's date.	
<b>Q2:</b>	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.	<p>What is a SNAP-Ed ID Number?</p> <ul style="list-style-type: none"> <li>• This number helps us analyze our survey results. It will not be traced back to you.</li> </ul>
<b>Q3:</b>	Gender: Check the box that represents how you identify. Male, Female, or Other.	<p>I am transitioning, should I check the box on my ID or the one I identify as?</p> <ul style="list-style-type: none"> <li>• Check the box that represents how you identify</li> </ul>
<b>Q4:</b>	Age: Check the box that corresponds to your age.	<p>I am turning 60 on Friday, can I check the 60+ box?</p> <ul style="list-style-type: none"> <li>• No, check the box for the age you are right now</li> </ul>
<b>Q5:</b>	Race: Check all boxes that represent your race.	<p>I am Latino, I don't identify as any of these races, what do I mark?</p> <ul style="list-style-type: none"> <li>• You may leave this question blank, mark "white", or "black"</li> </ul>
<b>Q6:</b>	Are you Hispanic or Latino? Check yes or no.	<p>My family is from the Dominican Republic, what do I mark?</p> <ul style="list-style-type: none"> <li>• Mark yes</li> </ul> <p>I am from Argentina, but my parents come from Europe, what do I mark?</p> <ul style="list-style-type: none"> <li>• Mark yes</li> </ul>
<b>Q7:</b>	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.	<p>My kids get reduced price school lunch, what do I mark?</p> <ul style="list-style-type: none"> <li>• Mark yes</li> </ul>
<b>Closing</b>	<p><i>Wait for the participants to finish.</i></p> <p>Thank you so much for completing this demographics card.</p>	

## SNAP Happy Food and Nutrition Surveys:

SNAP Happy was developed by the Washington SNAP-Ed evaluation team to learn more about participant behavior changes after SNAP-Ed participation. Educators should use the tool that corresponds to the age group and language of the intended audience. SNAP Happy surveys are available in English, Spanish, and Russian for 3<sup>rd</sup>-5<sup>th</sup> graders, 6<sup>th</sup>-8<sup>th</sup> graders, 9<sup>th</sup>-12<sup>th</sup> graders, and adults. SNAP Happy surveys are available in paper format and online.

Educators should proctor SNAP Happy surveys with all curricula for 3<sup>rd</sup> graders through seniors, except Cooking Matters. Educators should proctor SNAP Happy surveys before the first lesson begins and after the last lesson ends.

PDFs of SNAP Happy surveys are available on the SNAP-Ed Website: <https://wasnap-ed.org/evaluation/>. SNAP Happy surveys are also available online. Links to online surveys are on pages 6 and 7 of this document.

Pre-Test Cover Sheet

Post-Test Cover Sheet

SNAP Happy for 3<sup>rd</sup>-5<sup>th</sup> Graders

SNAP Happy for 6<sup>th</sup>-8<sup>th</sup> Graders

SNAP Happy for High Schoolers

SNAP Happy for Adults



## In-Person SNAP Happy Proctoring Guide:

Question	Explanation	Q&A
<b>What's on your plate?</b>  <b>(Pre-test cover sheet for all age groups)</b>	This is a quiet activity that participants who finish early can do. It is not required, but participants do draw great pictures!	Can I draw or write down anything, or only the pictures at the bottom of the page? <b>Write or draw that represents what is typically on your plate.</b>
<b>Check the box for all the times you were physically active yesterday.</b>  <b>(3<sup>rd</sup>-5<sup>th</sup>)</b>	This question is about physical activity for 3 <sup>rd</sup> -5 <sup>th</sup> graders. It is different than the physical activity question for older participants because participants in this age group had trouble estimating the amount of time that they spent exercising during survey testing.	Does housework count as physical activity? -- <b>Yes</b> Does walking count as physical activity? -- <b>Yes</b> If I walked or rode my bike to school how do I count that? – <b>Mark before or after school as appropriate</b>
<b>Yesterday, I ate fruit as part of a meal or snack...</b>  <b>(3<sup>rd</sup>-5<sup>th</sup>, 6<sup>th</sup>-8<sup>th</sup>, 9<sup>th</sup>-12<sup>th</sup>, Adult)</b>	This question asks about number of times consumed. Count all fresh, frozen, canned, dried fruits. Do not count fruit juice.  Note: Kids may have learned scientific definitions of fruits as having seeds. Please explain that teachers are right, but that SNAP HAPPY uses the culinary (or cooking) definition.	What about gummy fruit snacks? – <b>Don't count them</b> Does juice count as a fruit? What about Odwalla or smoothies? – <b>Only 100% fruit juice counts. Do not count fruit-flavored protein drinks. If your smoothie has whole fruit in it, then you can count it.</b> Does dried fruit or fruit leather count? – <b>yes, so long as it is made from whole fruit.</b> Does applesauce count? <b>yes</b> Is a pepper, tomato, etc. a fruit or a vegetable? <b>Vegetable. Count peppers, cucumbers, tomato sauce, and other foods used mostly in main dishes as vegetables. Foods with more natural sugar count as fruit.</b> Do banana pancakes count? <b>If they have a few pieces of banana, No. If they are just mashed banana and egg, yes.</b>
<b>Yesterday, how many different kinds of fruit did you eat?</b>  <b>(3<sup>rd</sup>-5<sup>th</sup>, 6<sup>th</sup>-8<sup>th</sup>, 9<sup>th</sup>-12<sup>th</sup>, Adult)</b>	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	Does applesauce and a whole apple count as different kinds? <b>No, count different forms of the same fruit as one kind.</b> Does it count if I only had 2 grapes and ½ a banana?

Question	Explanation	Q&A
	not be counted (e.g. raisins in a cookie).	<b>The banana counts, the grapes do not.</b> If I eat canned fruit cocktail, does it count as more than one fruit? <b>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</b>
<b>Yesterday, I ate vegetables as part of a meal or snack...</b>  (3 <sup>rd</sup> -5 <sup>th</sup> , 6 <sup>th</sup> -8 <sup>th</sup> , 9 <sup>th</sup> -12 <sup>th</sup> , Adult)	This question asks about number of times consumed. Count all fresh, frozen, canned, dried vegetables. Do not count vegetable juice.  Note: Kids may have learned scientific definitions of fruits as having seeds. Please explain that teachers are right, but that SNAP HAPPY uses the culinary (or cooking) definition.	Does the lettuce on my sandwich count? <b>Ask how much lettuce. Must be about ½ cup of lettuce to count, a handful on a big sandwich counts, one piece does not count. NOTE: should be ½ cup for leafy greens, ¼ cup for all other vegetables to count.</b> Does carrot cake or zucchini bread count? <b>No</b>
<b>Yesterday, how many different kinds of vegetables did you eat?</b>  (3 <sup>rd</sup> -5 <sup>th</sup> , 6 <sup>th</sup> -8 <sup>th</sup> , 9 <sup>th</sup> -12 <sup>th</sup> , Adult)	This question addresses variety. Different preparation methods of the same vegetable do not count as variety (e.g. raw carrots for snack, cooked carrots at dinner). Small amounts of vegetable should not be counted (e.g. peas and carrots in fried rice or a few pieces of carrot and onion in chicken noodle soup).	Do frozen vegetables count? <b>Yes</b> Do the lettuce on my hamburger and French fries count? What about lettuce and onions on my taco? <b>Ask how much lettuce. Must be about ½ cup of lettuce to count, a handful on a big sandwich counts, one piece does not count. NOTE: should be ½ cup for leafy greens, ¼ cup for all other vegetables to count.</b> Does a can or bag of mixed vegetables count? <b>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.</b>
<b>Yesterday, I drank pop, soda, or energy drinks</b>  (3 <sup>rd</sup> -5 <sup>th</sup> )	This question is asking about the number of times sugar sweetened beverages were drank. This question is separated from fruit-flavored drinks	Do diet sodas count? – <b>No</b> Does juice count? – <b>No</b>



Question	Explanation	Q&A
	for 3 <sup>rd</sup> -5 <sup>th</sup> graders due to this age group's need for more direction and guidance during survey testing	
<p><b>Yesterday, how many pops, sodas, fruit-flavored drinks, sports drinks, energy drinks, or sweetened coffee drinks did you have?</b></p> <p><b>(6<sup>th</sup>-8<sup>th</sup>, 9<sup>th</sup>-12<sup>th</sup>, Adult)</b></p>	<p>This question is asking about the number of times sugar sweetened beverages were drank.</p>	<p>If I add a spoonful of sugar to my coffee, does that count as a "sweetened coffee drink" or "café endulzado"? – <b>Yes</b></p> <p>Do diet sodas count? – <b>No</b></p> <p>Does water count as a sports drink? -- <b>No</b></p> <p>What about sweetened tea?</p> <p><b>Yes, this counts as a sweetened drink</b></p> <p>Does juice count as a fruit-flavored drink? – <b>not 100% fruit juice. Juice cocktails like cranberry juice, lemonade, or Hi-C count.</b></p> <p>Does flavored bubbly water count as a fruit-flavored drink? – <b>Not if it's 0 calorie</b></p> <p>Does juice count? <b>If it had added sugar, yes. If juices were 100% fruit juice, no. If you're not sure if it was 100% juice, include the juice here.</b></p>
<p><b>Yesterday, I drank fruit-flavored drinks or sports drinks</b></p> <p><b>(3<sup>rd</sup>-5<sup>th</sup>)</b></p>	<p>This question is asking about sugar-sweetened beverages. It is separated from soda, pop, and energy drinks because the 3<sup>rd</sup>-5<sup>th</sup> graders needed a narrower focus in survey testing</p>	<p>Does water count as a sports drink? -- <b>No</b></p> <p>Does juice count as a fruit-flavored drink? – <b>not 100% fruit juice. Juice cocktails like cranberry juice, lemonade, or Hi-C count.</b></p> <p>Does flavored bubbly water count as a fruit-flavored drink? – <b>Not if it's 0 calorie</b></p> <p>Does soda pop count? <b>No</b></p>
<p><b>Yesterday, how often did you wash your hands with soap before eating</b></p> <p><b>(3<sup>rd</sup>-5<sup>th</sup>, 6<sup>th</sup>-8<sup>th</sup>, 9<sup>th</sup>-12<sup>th</sup>, Adult)</b></p>	<p>This question is about food safety and hand washing before eating. Using hand sanitizer or wet wipes do not count. Washing hands before cooking does not count.</p>	<p>I wash my hands frequently, but not specifically before eating. – <b>doesn't count.</b></p> <p>Does using hand sanitizer count as washing my hands? <b>No</b></p> <p>What if I wash my hands before I start making my food, and then eat as soon as I'm done making</p>

Question	Explanation	Q&A
		it? <b>This does not count. It's possible your hands could be contaminated by a raw food product you used while cooking.</b>
<b>Yesterday, I was physically active for...</b> <b>(6<sup>th</sup>-8<sup>th</sup>, 9<sup>th</sup>-12<sup>th</sup>, Adult)</b>	This question is about how much time participants spend being physically active the previous day. Light, moderate, and vigorous physical activity all count. Muscle strengthening, dancing, and flexibility exercise all count.	Does housework count as physical activity? -- <b>Yes</b> Does walking count as physical activity? -- <b>Yes</b> If I walked or rode my bike to school or work, how do I count that? – <b>mark the amount of time you spent walking or biking.</b> I'm on the basketball team, but I was on the bench, can I count that? <b>No, only count the time you were physically active.</b>
<b>Yesterday, I used a computer, TV, smart phone, tablet, or played video games...</b> <b>(6<sup>th</sup>-8<sup>th</sup>, 9<sup>th</sup>-12<sup>th</sup>)</b>	This question is about how much time participants were sedentary the previous day. Do not include time spent using a computer, TV, etc. while in school.	I can't remember exactly how long I spent on my phone, what should I put? <b>It's ok if you estimate. Just try to answer as honestly as you can from what you remember.</b> What about watching movies or TV on my phone? <b>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.</b>
<b>How often do you use nutrition labels to help pick your foods?</b> <b>(6<sup>th</sup>-8<sup>th</sup>, 9<sup>th</sup>-12<sup>th</sup>, Adult)</b>	This question is about food resource management. Specifically, the question refers to using the nutrition facts label to make decisions on food. This could be when buying food from a store, choosing it at the cafeteria, or selecting it from a home pantry or refrigerator.	My spouse does all the grocery shopping, I can't answer the nutrition labels question. – <b>leave it blank</b> For many items, I've already checked the nutrition facts label so I don't need to check it again. – <b>would you look at the label if you saw a new product? If yes, mark how often you would check a new product, if no, mark no.</b> What if I buy things that don't have a nutrition facts label? Like fresh fruit and vegetables? – <b>How often do you check the food that does have labels?</b>

Question	Explanation	Q&A
		<p>I look at it, but I don't know what it means. <b>Mark "never"</b>.</p> <p>Is it the nutrition facts label the same as looking at the front of the package? <b>No, it must be the nutrition facts label</b></p> <p>I look at it but usually go with the cheapest price, what do I mark? <b>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.</b></p>
<p><b>How often do you eat fast food or takeout?</b></p> <p><b>(6<sup>th</sup>-8<sup>th</sup>, 9<sup>th</sup>-12<sup>th</sup>)</b></p>	<p>This question is about food resource management. It tells us how often participants eat food that was not prepared at home.</p>	<p>Does food from the cafeteria count? <b>No</b></p> <p>Does it count if I sit down at a regular restaurant? <b>No</b></p>
<p><b>How often do you eat meals prepared at home?</b></p> <p><b>(Adult)</b></p>	<p>This question is about food resource management. It tells us about food preparation practices among participants.</p>	<p>How much work has to be involved in preparing meals at home? What about take-and-bake pizzas or ravioli and tomato sauce? <b>Take and bake pizzas do not count, frozen macaroni &amp; Cheese, instant ramen do not count. Foods from the prepared food bar at a grocery store do not count. Only include foods that you cook and put together at home- there has to be some additional input. Ravioli and tomato sauce counts because the sauce and ravioli were sold separately, and you put it together yourself. If you added vegetables or pepperoni to your pizza, that would count too.</b></p> <p>What if I'm not the one who prepares the meal? --<b><i>That's fine</i></b></p> <p>What if I have dinner at someone else's house? - <b>You can count that.</b></p> <p>Do leftovers count? – <b><i>Yes, if they are homemade leftovers</i></b></p>

Question	Explanation	Q&A
<p><b>Do you worry that you will run out of food before the end of the month?</b></p> <p><b>(Adult)</b></p>	<p>This question is about food resource management and 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.</p> <p>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.</p>	<p>My fridge is usually empty, but I always have rice, beans and canned foods in my cupboards. I am tired of these foods. Do I mark yes or no? <b>Ask if the participant worries that they will run out, even if they don't actually run out. If they do, mark the answer that matches how often they worry. If they don't, mark "never"</b></p> <p>What if someone gives me food so I'm not out of food? <b>This counts this as running out of food</b></p> <p>Does that mean that I don't eat at all? <b>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.</b></p>
<p><b>What are two things you learned in class?</b></p> <p><b>Is there a change you are thinking about making because of what you learned?</b></p> <p><b>What part of the lessons did you enjoy the most?</b></p> <p><b>(Post-test cover sheet for all age groups)</b></p>	<p>These short-answer questions ask about the participant's experience in the SNAP-Ed class, and about intention to change.</p> <p>The pos-test cover sheet serves as a quiet activity that participants who finish early can do. These questions are not required, but they provide information that is very useful for educators, the curriculum team, and the evaluation team.</p>	<p>Do you mean the classroom we're in or the SNAP-Ed class? <b>The SNAP-Ed class.</b></p>

## In-Person SNAP Happy Script for All Age Groups:

### *Pre-test script:*

Thank you so much for being here today. We want to learn about how we are doing when we teach this class, so we can provide the best nutrition education possible. To help us do that, we would like you to fill out this survey. You will take the same survey after our last class. This is not a test and you will not be graded- there are no right or wrong answers, so please answer honestly. Your answers will be pooled with lots of other people's answers to help us learn more about our program. Let's get started.

\*pass out surveys to participants, make sure participants have pencils

Write down your name and today's date on the first page. The rest of this page is optional. If you have extra time at the end of the survey, you can draw or write what is usually on your plate on this page.

Let's turn the page. Most of these questions ask about "yesterday", so start to think about everything you ate and drank yesterday.

\*read each question and answer option aloud in a neutral tone. Look around the room to answer questions and make sure everyone completes the last question before moving on to the next.

Thank you so much for taking this survey today. We appreciate your help to make our program better.

\*collect surveys and transition to the lesson.

### *Post-test script:*

\*Transition from the lesson to the survey.

You may remember this survey from our first lesson. Your answers to the survey help us learn about our program so we can provide the best nutrition education possible. This is not a test and you will not be graded- there are no right or wrong answers, so please answer honestly. Your answers will be pooled with lots of other people's answers to help us learn more about our program. Let's get started.

\*pass out surveys to participants, make sure participants have pencils

Write down your name and today's date on the first page.

\*Read the post-test cover page questions aloud, slowly. Remind participants that they can respond in words or pictures. Explain that they should think about the SNAP-Ed class when answering these questions.

Let's turn the page. Most of these questions ask about "yesterday", so start to think about everything you ate and drank yesterday.

\*Read each question and answer option aloud in a neutral tone. Look around the room to answer questions and make sure everyone completes the last question before moving on to the next.

Thanks for taking this survey today. We appreciate your help to make our program better.

\*Close the series

# Survey Data Entry for In-Person Surveys

In order to evaluate the effectiveness of SNAP-Ed nutrition interventions, the evaluation team performs analysis using matched pre- and post-surveys to compare the amount of healthy behaviors participants report before and after participating in SNAP-Ed. After surveys are collected, data should be entered into PEARS following Implementing Agency Protocols. There are a few components of data entry that are integral to each process:

- Assigning participant ID numbers
- Attaching pre/post-tests to program activities in PEARS
- Entering surveys into PEARS
- Pulling surveys for the QA process and sending them to the evaluation team

## Steps in survey data entry:

1. Begin by matching each pre-survey with the post survey that has the same participant name. Fill out the required fields that were not completed by the participant, like date and pre/post, then initial and date.

The image shows a survey form titled "Adult Food and Nutrition Survey". At the top, "Participant No." is handwritten as "5990001" and "Date" is handwritten as "7/4/17". There are checkboxes for "Pre-test" (selected) and "Post-test". Below the title, there are two numbered questions. Question 1 asks "Yesterday, I ate fruit as part of a meal or a snack..." with radio button options: "No times", "1 time", "2 times", and "3 times". Question 6 asks "Yesterday, how often did you wash your hands with soap before..." with radio button options: "Never", "Sometimes", "Most of the time", and "Every time". The "Every time" option is selected. There is a small photo of a family in the top right corner of the form.

2. Assign matched pairs of surveys the same Participant ID number. The ID number methodology can be found on page 37 of this document.
3. Any pre- or post-surveys that do not have a match (either the participant was not present on the day the other survey was administered, no name was provided on the survey, or the hand-writing is illegible) are also assigned a participant ID.
  - a. We recommend creating an Excel spreadsheet to record the range of Participant ID's used for each program activity.
4. Attach pre- and post- surveys to existing PEARS program activity. Pre- and post-surveys must be entered separately.
  - a. Be sure to select the correct survey: "SNAP Happy" for 3<sup>rd</sup>-5<sup>th</sup>, 6<sup>th</sup>-8<sup>th</sup>, and adult surveys have different PEARS survey instruments. Eat Well + Move, SNAP Happy Cover Sheets, and Demographic Cards are also available in PEARS
5. Enter data from the paper surveys into the attached PEARS survey templates
  - a. Attach the pre-test cover sheet and post-test cover sheet to the program activity. Record qualitative data (i.e. short answer responses, text, and drawings) on the appropriate SNAP-Happy cover sheet PEARS survey instrument. Write text responses

The image shows an Excel spreadsheet with a table. The table has two columns: "PEARS ID" and "Participant ID #'s". The data rows are as follows:

PEARS ID	Participant ID #'s
182253	5990001 - 5990031
183219	5990032 - 5990050
182247	5990051 - 5990079
182248	5990081 - 5990110
182254	5990111 -

and describe pictures on each cover sheet. Qualitative data on the cover sheet of each survey is valuable because it provides insight into the participant experience.

- b. Record quantitative data by selecting the option that corresponds to the participant selection.
  - c. If the participant chooses more than one selection, enter the 'worse' option into PEARS. For example, servings of fruit or vegetables choose the lower selection, screen time or fast food meals choose the higher selection.
  - d. Questions left blank by the participant must be left blank on the PEARS data entry.
  - e. Note that participant ID and language fields are required
6. Check for errors in data entry
    - a. Ensure each PEARS entry matches the information on paper surveys, including participant ID numbers and dates.
  7. Mark the program activity complete
  8. Pull surveys for quality assurance according to the protocol on page 40 of this document.

# Participant Identification Numbers for In-Person Surveys

---

Unique participant identification (ID) numbers help the evaluation team match a participant's paper 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 an in-person paper pre/post survey or fill out a demographics card on paper and in person. A participant should use the same ID number for all 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:

### Adults and Youth Outside of Schools:

Educators should use class rosters or sign-in sheets to assign ID numbers to each participant. When completing pre/post surveys, participants will write their names on the cover pages of the surveys and leave the participant ID field on the survey blank. Educators will then use their rosters with assigned IDs to fill in the participant ID field on each survey, and tear away the coversheets to protect the personal identifiers of each participant.

The evaluation team strongly recommends that educators keep the roster or class list that matches assigned ID numbers with names for the duration of the series. This will ensure ID numbers will be consistent for pre- and post-tests, which helps 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.

All ID numbers should be used for only one person per fiscal year. ID numbers may be re-used in new fiscal years.

SNAP-Ed ID Numbers should look like this:

<u><b>3</b></u>	<u><b>0</b></u>	<u><b>5</b></u>	<u><b>0</b></u>	<u><b>0</b></u>	<u><b>2</b></u>	<u><b>3</b></u>
Region (1-5)	Local Agency (00-98)		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. While student codes are four-digits, we recommend that each agency



use one or two of those digits to assign educator codes or specific ranges of “student code” numbers to individual educators.

## ID Numbers for Youth in Schools:

### Summary:

The Washington SNAP-Ed Evaluation Team has established a data sharing agreement with the Office of Superintendent of Public Instruction (OSPI) to collect State Student ID Numbers for students who participate in school SNAP-Ed programs. The SNAP-Ed evaluation team will link survey data collected in class with SSIDs to look for patterns and trends in how students respond to SNAP-Ed education. For example, do higher-income students respond differently to SNAP-Ed classes compared to lower-income students? Are boys more physically active than girls? The evaluation team can link State Student IDs to demographic information to answer these questions, which will help us identify opportunities to improve SNAP-Ed and ensure that our programs are equitable and effective for all students.

### When should educators use State Student ID Numbers?

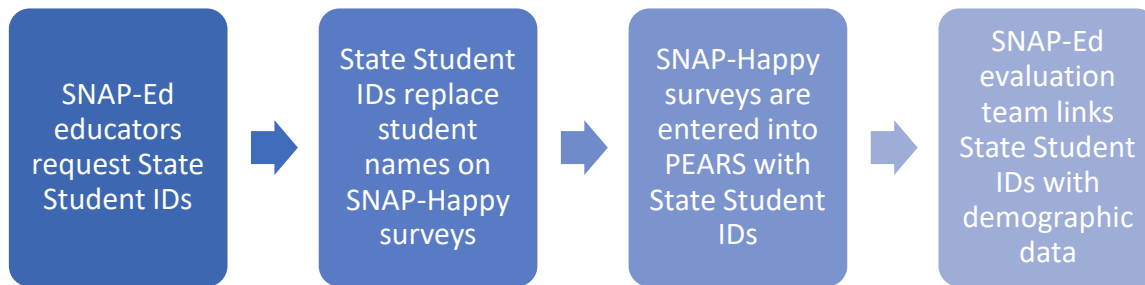
Educators should use students’ State Student ID Number as the SNAP-Ed ID number for youth who participate in SNAP-Ed in schools. State Student ID Numbers should not be used with youth participants in after-school, childcare, or other settings. State Student ID Numbers should not be obtained for youth who do not participate in SNAP-Ed, or those who participate in SNAP-Ed via virtual education.

### How do educators get State Student ID Numbers?

State Student ID Numbers can be obtained from school or district administrators. The evaluation team has created a handout and letter templates that may help educators work with schools and districts to get State Student ID Numbers. Educators may reach out to the [evaluation team](#) for a letter that confirms that SNAP-Ed meets the [FERPA requirements](#), if necessary. LIAs may also use the templates available on the website when contacting their school or district contacts. School district personnel may request a copy of the data sharing agreement from the evaluation team by emailing [SNAPEdEvaluation@doh.wa.gov](mailto:SNAPEdEvaluation@doh.wa.gov). LIAs **may not** request a copy of the data sharing agreement on the school or district staff’s behalf.

### What is the process?

Once educators have ID Numbers, they should match State Student ID Numbers to names on surveys after students take a pre-test and again after they take a post-test. To maintain confidentiality during the data entry process, names should be removed from surveys before they are sent in for data entry. Many people have had success using black pens, white out, stickers, cutting off names, and removing survey cover sheets. Once State Student ID Numbers replace names on both the pre-test and the post-test, the educator should destroy the list that matches name and ID number.



### **What if educators get pushback from schools?**

Educators should encourage the school district personnel to email the evaluation team at [SNAPEdEvaluation@doh.wa.gov](mailto:SNAPEdEvaluation@doh.wa.gov). If educators continue experience pushback from schools or school districts, they may use the ID number methodology outlined for adults and youth outside of schools, in the Evaluation Guidance.

### **Who has access to student demographic information?**

Only evaluation team members, who are trained in data protection procedures, will have access to student demographic information. Student demographic information will not be entered into PEARS. By law, no data will be reported back in a way that would make the participants identifiable.

### **Do local agencies still need to put class-level demographic information into PEARS?**

Yes. Local agencies should still put class level (aggregate) demographic information into PEARS because participant demographics are required for PEARS program activities to be “marked as complete”.

### **Are there materials to help educators and IAs with the Youth ID Number Pilot?**

Yes, the evaluation team has developed the following materials:

- Evaluation guidance
- Handout
- Email and Letter Templates
- Letter to SNAP-Ed Educators

Educators may adapt email and letter templates to suit their needs. The handout, templates, and guidance are all available at [wasnap-ed.org/evaluation](http://wasnap-ed.org/evaluation). Email the evaluation team at [SNAPEdEvaluation.doh.wa.gov](mailto:SNAPEdEvaluation.doh.wa.gov) for a copy of the “Letter to SNAP-Ed Educators”.

# Quality Assurance for In-Person Surveys

---

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 participant ID numbers and that the [cover sheet](#) is complete. Then, based on the system established with their IA, they will either enter the survey data themselves or send the surveys to their IA to for data entry.

After surveys are entered into PEARS, the person responsible for data entry will pull the surveys for an entire program activity. They will do this for one out of every five program activities, so about 20% of the surveys entered are sent in to be checked for quality assurance. The local agency or IA should then send the pulled sets of surveys to the evaluation team in pre-addressed 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.

## Can I scan surveys instead of mailing them?

Yes. IAs and LIAs may scan surveys and upload the pdfs to the appropriate program activity in PEARS. Once uploaded, they should submit an electronic coversheet to their IA and the evaluation team so that they know the surveys are ready for QA.

## What surveys do I need to pull?

Local agencies or IAs should pull *all surveys* for 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. Do not pull one out of every five surveys, pull *all surveys* for one out of every five *program activities*.

### When does the evaluation team need surveys?

The evaluation team prefers to receive surveys on a rolling basis. If surveys must be sent in bulk, surveys for QA are due to the evaluation team two weeks after the quarterly data entry due date

- Quarter 1 (Oct-Dec): February 15<sup>th</sup>
- Quarter 2 (Jan-Mar): May 17<sup>th</sup>
- Quarter 3 (Apr-Jun): August 16<sup>th</sup>
- Quarter 4 (Jul-Sep): October 22<sup>nd</sup>

### 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 to the evaluation team along 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.