



ADULT DISTANCE LEARNING GUIDANCE

DEMOGRAPHICS | RECRUITMENT | TRACKING

CALFRESH HEALTHY LIVING, UC

California's CalFresh Healthy Living, with funding from the United States Department of Agriculture's Supplemental Nutrition Assistance Program – USDA SNAP, produced this material. These institutions are equal opportunity providers and employers. For important nutrition information, visit the CalFresh Healthy Living website

These materials were developed by the CalFresh Healthy Living, University of California and the University of California Agriculture and Natural Resources Expand Food and Nutrition Education Program. Unauthorized use and/or adaptation of these materials is prohibited.

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Section I

Adult Demographics Guidance



Adult Demographics | Collection Methods

There are various options for how to collect adult demographics when delivering distance learning; however, the categories and questions used to collect demographics should not change. Additionally, the CFHL, UC state office recommends CFHL, UCCE LIAs work with their approved SNAP-Ed partner sites to recruit participants for distance learning to ensure reaching our SNAP-Ed eligible audience. Outlined below are the various options for collecting adult demographics. While all of these options are acceptable for collecting adult demographics, the CFHL, UC State Office recommends that whenever possible to use **Method 1 | PEARS Surveys**.

Method 1 | PEARS Surveys

Adult participants can be provided with a link or QR code to complete [PEARS survey\(s\) online](#). The following surveys have been added to PEARS and each include the demographic questions needed to report direct education in PEARS.

- **Demographic Cards** – English and Spanish versions
- **Plan, Shop, Save & Cook pre-survey** – English and Spanish versions
- **Intent to Change surveys** (various topics) – English and Spanish versions

For additional information please see the [Tip Sheet](#) and [Video](#) posted on the CFHL, UC website for step-by-step instructions for generating a public survey link or QR code in PEARS and distributing the link or QR code to adult class participants via Zoom.

Method 2 | Electronic Survey Tool Alternatives

Surveys with demographic questions can be created in [Google Forms](#), [ANR Survey Tools](#) or other electronic tools such as [Zoom](#) polls. However, the survey should be designed exactly like the paper forms found on the [CalFresh Healthy Living PEARS User Resources and References page](#). The CFHL, UC State office has also created an Adobe fillable form which can be found here on the CFHL, UC website

Download these forms and save, open with Adobe Reader or other adobe software. Compatible with tablet, or smart Phone also.

[English](#)

[Spanish](#)

Note that none of the questions may be required unless the “**Prefer not to answer**” option is available for all responses. See section on [Demographic Cards | Necessary Information](#) for more details on allowable demographic survey questions.

Method 3 | Paper Demographic Cards

Virtual delivery that occurs within an agency for a group. (E.G., a residential agency that requests a class provided for residents but is not currently allowing outside visitors’ access to the facility). Paper demographic cards can be collected by the agency and sent either by mail, or electronically to the UCCE educator to aggregate and enter into PEARS.

Method 4 | Visual Estimates

As a last resort a visual estimate can be made. It is recommended that only a count of the total participants be completed and tallied. The age range can be estimated based on the target

Section I

Adult Demographics Guidance



audience the series is designed for. All other demographics (sex, ethnicity and race) should be entered as **Unknown**.

There should not be a need to have a sign-in sheet or tracking sheet for participants. The demographic card is the only information collected from participants and is non-identifiable. See [Tracking Distance Learning Participants](#).

Tracking participants to avoid duplication is not necessary. If a participant attends one series from one agency and attends another class, that person is counted as a participant for each series or workshop they attend.

Demographic Data Cards | Necessary information

As a reminder please refer to the [Participant Contact Data Collection Policy and training](#) for further instructions on allowable information that can be collected from participants and how to treat this information.

To download a copy of the most current Demographic Data Cards, please go the [CalFresh Healthy Living PEARS User Resources and References page](#). There are several language options available (see below).

- [English](#)
- [Spanish](#)
- [Chinese](#)
- [Hmong](#)
- [Tagalog](#)
- [Vietnamese](#)

The opening paragraph used on the Demographic Data Cards (see below) should proceed all electronic versions that are created. This language was developed with all SIA's to provide assurances to our participants that the information provided is only used to improve our program and is not shared with any other agency.

***Please Share a Little:** We would like to learn about the people who attend our activities to help us improve our services. Your answers are combined with everyone else's and cannot be used to identify you. Thank you for your help.*

The questions asked on the Demographic Data Cards need to be asked in the same way on all electronic versions created in other survey tools or anonymous Zoom Polls. These questions were created along with all of the SIAs and should be asked in the same way each time with the same options available for answers.

1. Check the box that best describes your age:

- 0-4 years 5-17 years 18-59 years 60+ years Prefer not to answer
(only add if all questions are required in an electronic survey)

2. Check the box that best describes your sex:

- Female Male Other Prefer not to answer

3. Check the box that best describes your ethnicity:

- Hispanic/Latino NOT Hispanic/Latino Prefer not to answer

4. Check all boxes that apply to your race:

- American Indian or Alaskan Native Native Hawaiian or Other Pacific Islander
 Asian White
 Black or African American Prefer not to answer

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Participants CANNOT be required to answer the demographic questions. Therefore, if you are creating an electronic survey and all of the questions are set up as required, the “**Prefer not to answer**” option must be added to the age question in order for respondents to opt out of answering. This is currently not part of the paper Demographic Data Card versions as participants can leave the questions blank if they choose not to answer.

Adult Demographics | How to Collect

Use the following guidelines when collecting adult demographics

1. Let participants know that the information is used to learn about people who attend our activities to help us improve our services.
 - a. The answers provide are combined with other data and cannot be used to identify an individual participant.
2. It is important that everyone fill out one of these forms, however for participants that are not comfortable or willing to complete the demographics, do not pressure them to do so. A [visual estimate](#) can be made or unknown can be used to account for the participant in PEARS.

Tracking Distance Learning Participants

Guidelines for tracking adult participants in a series-based course

For series-based curriculum, please collect one Demographic Data Card per participant. The total number of demographic cards, pre-surveys or poll responses will be the total participant count when adding your class summary data into the PEARS demographic section. If new participants join your class, please provide them with the demographic survey link or QR code, so you can capture demographic data from all class participants.

Participants that choose not to answer any of the survey questions should be entered in the “Unknown” or “Prefer not to respond” categories in PEARS. For participants who mark “Prefer not to answer” for age and sex, use the targeted age range for the class entering them into the “Unknown” column for sex. For example, if the series is for adults 18-59 years, use this age range for participants that do not answer the age question and mark them in the “Unknown” sex category (highlighted below).

Age & Sex *	Female	Male	Unknown
Less than 5 years	<input type="text"/>	<input type="text"/>	<input type="text"/>
5 - 17 years	<input type="text"/>	<input type="text"/>	<input type="text"/>
18 - 59 years	<input type="text"/>	<input type="text"/>	<input type="text"/>
60 years or older	<input type="text"/>	<input type="text"/>	<input type="text"/>

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Example | Using the PEARS Demographic Card

Program Activity Demographics

PEARS can compute the demographic makeup of participants automatically. To use this tool, first enter survey response data, or ask your administrators about using site-wide demographics as estimates. [Auto Calculate](#)

Report the total number of unique participants for this program activity. Also include the demographic makeup of participants.

Total *

0

Method used to determine demographic makeup of participants *

Source of Data *

Adult participants are recruited through an agency on the approved site list by providing information in the agency’s newsletter. A Zoom class is conducted for participants that have registered. All participants are logging in from home.

After the first class of the series begins and all registered participants have logged on*, the UCCE Educator will provide a link in the chat box or QR code on the screen to the PEARS Adult Demographic Card survey, PEARS pre-survey or alternatively another electronic survey for participants to complete the Demographic Data Card.

**NOTE: This must be done once all registered participants are in the meeting. Participants who join late will not see the previous chat log and will not see the link or QR code. Some suggestions might be to provide the link or QR code again at the end for anyone who did not complete at the beginning.*

For participants that join the series after the first lesson, the link can be provided to those participants only, via the chat, by selecting specific participants. The educator should ask participants that are new to the series to chat in the word “**NEW**”. The educator can then chat directly back to the participant with the survey link to be completed.

If demographics are collected as part of a PEARS pre-survey and new participants join after the first class, you have two options.

1. To use the auto-calculate function, ask participants to only complete the first four demographic questions on the pre-survey and leave the rest of the pre-survey questions blank.
2. If the auto-calculate function will not be used, you can simply distribute a link or QR code to the Adult Demographic Card survey.

Count the total surveys received, this is the total number of participants that attended the series and will be entered into the PEARS Demographic section of the Program Activity (see below).

If a survey link or QR code was provided through PEARS, you can only select **one survey** (either the Adult Demographic Card survey or the PSSC pre-survey with demographics included) when using the auto-calculate function. Otherwise, the demographics must be tallied manually for the class and entered into PEARS.

For participants that **did not respond** to demographic questions or chose “**Prefer not to answer**”, please enter the data into PEARS by:

- Estimating the **Age** range based on the target audience (e.g. 18-59 or 60+ years),
- Reporting **Sex** in the “Unknown” column for these as well as “Other” responses, and
- Entering “Prefer not to answer” → “Prefer not to respond” and no response → “Unknown” for **Ethnicity** and **Race**.

Section II



Guidelines for Recruiting Adult Participants for Distance Learning

Recruiting | SNAP-Ed Distance Learning (DL)

Recruiting **SNAP-Ed eligible individuals** for online distance learning workshops or series needs to ensure that the participants attending or accessing the online learning is part of the eligible target audience for CalFresh Healthy Living.

SNAP-Ed eligible individuals refer to the SNAP-Ed target audience, specifically SNAP participants and other low-income individuals who qualify to receive SNAP benefits or other means-tested Federal assistance programs. It also includes individuals residing in communities with a significant (50 percent or greater) low-income population.

The CFHL, UC State Office recommends that LIAs work with their approved SNAP-Ed partner sites listed on the [SharePoint Snap-Ed Site List](#) to recruit participants for distance learning to ensure reaching our SNAP-Ed eligible audience. Please make sure that you are communicating with your CFHL partners to provide comprehensive delivery of program materials and messaging.

Participant recruitment at qualifying sites may include some of the examples from the table below. Please feel free to share other examples with the State Office that have worked in your community and we can add them to table to share with other counties.

If you have questions or concerns about recruiting adult participants please feel free to reach out to the [CFHL, UC State Office county lead](#) for you LIA. Please also follow all guidance included in the [CFHL, UC Participant Contact Policy and Training](#).

Section II



Guidelines for Recruiting Adult Participants for Distance Learning

Table | Site Settings and Recruiting Methods

SITE SETTING	METHOD OF RECRUITMENT
<ul style="list-style-type: none"> ▪ Individual homes or public housing sites ▪ Residential sites ▪ Emergency Housing or other temporary shelters ▪ Indian Reservations ▪ Family Resource Centers 	<p>Provide site administrators with:</p> <ul style="list-style-type: none"> • Lesson flyers for distribution to program participants or to be posted at sites. • Upcoming lesson and registration information to be shared in agency newsletters, posted to agency website, or sent by email to program participants
<ul style="list-style-type: none"> ▪ Food pantries or other food assistance sites ▪ FDPIR Distribution sites ▪ Farmers Markets ▪ Libraries 	<p>Provide site administrators with:</p> <ul style="list-style-type: none"> • Lesson flyers to be included with food pick-ups. Consider adding a recipe or nutrition information to the flyer. • Upcoming lesson and registration information to be posted in site newsletters or webpages
<ul style="list-style-type: none"> ▪ Schools FRPM Distribution sites ▪ USDA Summer Meal Sites ▪ Before and After school sites ▪ ECE Sites 	<p>Provide food service administrators, principal, or school district administrator with:</p> <ul style="list-style-type: none"> • Flyers to be included with school meal pick-up. Consider adding a recipe or nutrition information to the flyer that promotes upcoming virtual DE lessons. • Upcoming virtual DE lessons and registration information to be posted in school newsletters targeting parents or school webpages directed at parents.
<ul style="list-style-type: none"> ▪ Adult education and job training sites (TANF) ▪ CalFresh Offices 	<p>Connect with site administrators / educators:</p> <ul style="list-style-type: none"> • Schedule and provide live Zoom lessons during class time with adult students. • Provide registration information for upcoming virtual lessons held outside of normal class times.
<ul style="list-style-type: none"> ▪ Social Media <ul style="list-style-type: none"> ▪ CFHL, UCCE Facebook Pages ▪ County CFHL, UCCE websites 	<p>Using social media platforms to recruit participants does not automatically ensure that the SNAP-Ed target audience is being reached.</p> <p>Some methods that can be employed that may provide ways to verify eligibility, including additional questions that can be added to a demographic or registration survey.</p> <ul style="list-style-type: none"> • <i>County programs with an interest in using social media to recruit program participants are encouraged to contact the state office.</i>

Section III



Evaluation Changes due to COVID-19

Evaluation Changes to Support Distance Learning Strategies

Due to COVID-19, CalFresh Healthy Living UC, has adapted our evaluation data collection approaches to meet the new distance learning delivery methods. This section summarizes:

- ❖ Changes in recommended evaluation tools by target population and intervention type,
- ❖ Specific data collection approach, data entry portal and date available for online data collection, and
- ❖ Evaluation tools that are “on hold” or pending possible changes in the instrument.

Two additional documents to support these evaluation changes:

- [Tip Sheet for Collecting Online Surveys](#) in PEARS and
- FFY 2021 Recommended Evaluation Tools and SMART Objectives found on the [CFHL, UC Evaluation page](#).

*These recommendations are as of September 2020 and will affect FFY2021. Updated information will be shared as it becomes available. These updates will appear in **purple bold font**.*

Please contact the state office evaluation team to clarify any questions you have about evaluation tools and approaches. bmknelly@ucdavis.edu or akeihner@ucdavis.edu.

Evaluation | Adult Nutrition Education & Physical Activity Delivery

The following evaluation tools, previously collected using paper and pen with participants in person, are now available online for completion by participants in either English or Spanish.

PEARS surveys do not currently have the functionality to include photos or images. For this reason, surveys such as the FBC which rely upon photos to clarify survey questions will be collected in Qualtrics.

Additionally, beginning in FFY 2021, the three questions from the Adult Physical Activity Survey (APAS) with the Food Behavior Checklist (FBC) will be combined since the curricula for which the FBC is used also promote physical activity.

The following evaluation tool **will not** be transitioned to online participant completion and is on-hold until in person taste tests are possible.

- **Adult Taste Test Tool (Adult TTT) - ON HOLD - FOR AT LEAST QTR. #1 of FY21**

Section III



Evaluation Changes due to COVID-19

Adult Online Evaluation Tools

Tool Name	Tool Type	FFY21 Data Collection Approach	FFY21 Data Entry Portal	FFY21 Portals available
Intent to Change (ITC) Surveys - Multiple topics	single session assessment	participant survey link or QR code	PEARS	October 15 th
Adult Physical Activity Survey (APAS) Eng./Spanish	pre/post*	participant survey link or QR code	PEARS	October 15 th
Plan Shop Save and Cook (PSSC)	pre/post*	participant survey link or QR code	PEARS	October 15 th
Food Behavior Checklist combined with APAS (FBC+PA)	pre/post*	participant survey link	Qualtrics	October 1 st
Healthy Happy Families (HHF)	pre/post*	participant survey link	Qualtrics	October 5 th
Making Every Dollar Count (MEDC)	retrospective	participant survey link	Qualtrics	October 1 st

*Participant ID code resources ([instructions](#) and PPT Slides [English](#) and [Spanish](#)) are available to support you in collecting ID codes from class participants when administering pre/post surveys.

Section IV

Delivery and Reporting Guidelines



Distance learning during COVID-19

Direct Education | Definition and Guidelines

Direct education (DE) takes place when a participant is **actively engaged** in the learning process **with an educator** and/or **interactive media** within an evidence-based intervention. *

Key Components

- ❖ Actively engaged in learning with an educator o Interactive component
- ❖ Individualized educational experience based on participant input
- ❖ To the extent possible **Curriculum Fidelity** is assured, if you are unsure of modifications being made please contact **Tammy McMurdo**
 - Content covers the curriculum's core components
 - Curriculum objectives are met

Interactive multimedia (IM) integrates text, audio, graphics, still images, and moving pictures into one computer-controlled, multimedia product that provides an **individualized educational experience** based on a **participant's input**. *

Key Components

- ❖ Interactive component
- ❖ Individualized educational experience based on participant input

Indirect Education | Definition and Guidelines

Indirect education (IE) is defined as the distribution or display of information and resources, including any mass communications, public events (such as health fairs), and materials distribution, which involve no participant interaction with an instructor or multimedia. Distribution of educational materials alone does not constitute an evidence-based intervention. Indirect education activities, or distribution of educational materials through indirect intervention channels, needs to take place within an evidence-based intervention. *

Key Components

- ❖ Involves no participant interaction with instructor or multimedia
- ❖ To the extent possible IE should be part of an evidence-based intervention
- ❖ Content appropriate SNAP-Ed or CFHL materials/topics
 - *Due to COVID-19 we understand that in many cases IE is the only option to stay in touch with our partners and participants and there are limited options to connect to a DE or PSE intervention.*

* *SNAP-Ed Glossary and FAQ's* [USDA-FNS SNAP-Ed Education and Reporting System \(EARS\) webpage Delivery & Reporting Guidelines](#)

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Delivery and Reporting Guidelines



Table | Distance Learning Strategies

<u>Direct Education</u>	<u>Direct Education</u>	<u>Indirect Education Strategies</u>
<i>Direct education activities are reported in the Program Activities module in PEARS</i>	<i>Direct education activities are reported in the Program Activities module in PEARS</i>	<i>Indirect education activities are reported in the Indirect Activities module in PEARS</i>
Direct education through webinars	Direct education through Interactive Media	Indirect Education
<p>EXAMPLES</p> <ul style="list-style-type: none"> • Live webinar with actively engaged participants <ul style="list-style-type: none"> ○ Community Educator or Extender delivers content in real time and follows up with activities designed to reinforce the lesson objectives during live webinar class. <ul style="list-style-type: none"> ▪ Live lesson may include the use of recorded videos • Flipped classroom <ul style="list-style-type: none"> ○ Online content provided to participant for self-study. ○ Classroom webinar follow-up with extender or community educator during a live, interactive session to reinforce lesson objectives. 	<p>EXAMPLES</p> <ul style="list-style-type: none"> • PowerPoint with an interactive component <ul style="list-style-type: none"> ○ Allows the viewer to view a self-paced PowerPoint lesson. ○ Following a section there may be a Q&A section allowing the user to branch into other parts of the lesson or review content. ○ Normally there is Home Button to return to a main menu area. Very much like a website or app experience. • Interactive multimedia (<i>i.e. Leah's Pantry EatFresh.org Mini-Course</i>) <ul style="list-style-type: none"> ○ Individualized educational experience based on participant input with no engagement with an instructor. 	<p>EXAMPLES</p> <p>Traditional</p> <ul style="list-style-type: none"> • Newsletters, flyers either hardcopy or electronic • Tastings, not part of a lesson <p>More robust efforts during CV19</p> <ul style="list-style-type: none"> • Handouts/ workbooks emailed out or posted to a website • Educational materials emailed out or posted to a website for self-taught lessons • Handouts packaged with school meal distribution or other food distribution sites (<i>i.e., providing materials and resource to be included with the food that others distribute</i>) • Recorded video/webinars with no participant interaction with educator or extender.

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Table| Direct education v. Indirect education Checklist

<input type="checkbox"/> =Required component <input type="radio"/> =Optional component examples	Direct Education (DE)	Interactive Media (DE)	Indirect Education (IE)
Are the materials and intervention evidence based	<input type="checkbox"/>	<input type="checkbox"/>	
Is the curriculum / material approved by CFHL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To the extent possible Curriculum Fidelity is assured See Page 10 for more information	<input type="checkbox"/>	<input type="checkbox"/>	
Are participants actively engaged with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	
To the extent possible IE should be part of an evidence-based intervention See Page 10 for more information			<input type="checkbox"/>
Can participants ask OR answer questions For example, after viewing videos either as part of class or on own using interactive media	<input type="radio"/>	<input type="radio"/>	
Can participants share	<input type="radio"/>	<input type="radio"/>	
Can participants complete activities	<input type="radio"/>		<input type="radio"/>
Can the instructor see the progress of completed activities	<input type="radio"/>		
Can participants receive / follow instructions that are provided by an instructor	<input type="radio"/>	<input type="radio"/>	
Can the instructor see that participants are following along	<input type="radio"/>		
Is this a recorded video followed up by educator review of materials with participants and has them apply what they learned in the video (<i>Flipped Classroom</i>)	<input type="radio"/>		
Does interactive media integrate text, audio, graphics, still images, or moving pictures into one computer-controlled, multimedia product?		<input type="checkbox"/>	
Does the digital lesson respond to the user's actions? <i>I.e., taking a quiz or submitting answers through a progress checkpoint</i>		<input type="checkbox"/>	
Is the self-paced lesson individualized for each person based on user navigation?		<input type="checkbox"/>	
Is a link to interactive media posted to a website or other social media page		<input type="radio"/>	
Is the video a standalone lesson with no follow-up			<input type="radio"/>
Are these handouts or posted electronic materials with no interactive follow-up			<input type="radio"/>
Is this a newsletter or flyer			<input type="radio"/>
Is this NERI or other reinforcement material(s)			<input type="radio"/>

Section V



Delivery and Reporting Guidelines UCCE C2U – 100% at Home

PEARS Data Entry Instructions | UCCE C2U – 100% at Home

Add Program Activity data based on the delivery method used

Method I | Contact by vchat or phone 1:1

- Enter one program activity for each participant.

Method II | Zoom check in for a group of participants

- Enter one program activity for each group receiving the same series of sessions.

Method III: Zoom class for a group of participants

- Enter one program activity for each group receiving the same series of sessions.

Program Activity Fields

- **Program activity name:** C2U-Site Name (or other identifiers so you can easily locate this entry later. Note do not use the participants name in the Program Naming)
- **Site name:** The site where the participants are recruited from should be used whenever possible. If participants are recruited using another method, please contact the State Office
 - Select from the dropdown site list in PEARS otherwise please contact [state office](#) for guidance.
- **Method used to deliver this program**
 - **Method I:** Choose **Other** and add description “100% At-Home 1:1, phone or vchat”
 - **Method II:** Choose **Other** and add description “100% At-Home Zoom check-in”
 - **Method III:** Choose **Other** and add description “100% At-Home Zoom class”
- **Session start date**
 - Enter the date of the call/zoom check in/zoom class
- **Session length**
 - **Method I: 100% At-Home 1:1 phone or vchat**
 - Lessons 1-3 (3 lessons by mail/call)
 - 2 hours + additional phone time exceeding 15 min [*Minimum of 135 minutes*]
 - Lessons 4-6 (3 lessons by mail/call)
 - 2 hours + additional phone time exceeding 15 min [*Minimum of 135 minutes*]
 - Lesson 7 (part 1-3) & Lesson 8 (4 lessons by mail/call)
 - 3 hours + additional phone time exceeding 15 min [*Minimum of 195 minutes*]

Section V



Delivery and Reporting Guidelines UCCE C2U – 100% at Home

- **For Method II: 100% At-Home Zoom check-in**
 - Lessons 1-3 (3 lessons by mail/Zoom check in)
 - 2 hours [120 minutes] + Zoom time
 - Lessons 4-6 (3 lessons by mail/Zoom check in)
 - 2 hours [120 minutes] + Zoom time
 - Lesson 7 (part 1-3) & Lesson 8 (4 lessons by mail/Zoom check in)
 - 2 hours [120 minutes] + Zoom time
- **For Method III: 100% At-Home Zoom class**
 - Lessons 1-2 (Zoom class)
 - Zoom time (1½-2 hours) [90-120 minutes]
 - Lessons 3-4 (Zoom class)
 - Zoom time (1½-2 hours) [90-120 minutes]
 - Lessons 5-6 (Zoom class)
 - Zoom time (1½-2 hours) [90-120 minutes]
 - Lessons 7 (parts 1, 2 & 3) (Zoom class)
 - Zoom time (1½-2 hours) [90-120 minutes]
 - Lesson 8 (Zoom class)
 - Zoom time (1½-2 hours) [90-120 minutes]
- **SNAP-Ed Custom Data**
 - Intervention name: **Residential Sites**
 - Priority indicators: Select all of the following
 - **MT1** Healthy Eating Behaviors
 - **MT2** Food Resource Management Behaviors
 - **MT3** Physical Activity & Reduced Sedentary Behavior
 - **ST1** Healthy Eating
 - **ST2** Food Resource Management
 - **ST3** Physical Activity & Reduced Sedentary Behavior
 - Target Audience: (Please skip this Field)
 - Setting: **Individual Homes or Public Housing Sites**
 - Primary curriculum: **PILOT – UCCE Connects to You! (previously called Learn at Home)**

Section V



Delivery and Reporting Guidelines UCCE C2U – 100% at Home

- **Objectives** | Please select all of the following:
 - **Individual Health Behaviors: Demonstrate significant improvements in one or more** of the following healthy eating behaviors for 70% of the program activities evaluated: MT1c, MT1d, MT1g, MT1h, MT1l and MT1m.
 - **Food Resource Management:** Demonstrate significant improvements in one or more of the following behaviors among 70% of the program activities evaluated: MT2b, MT2g, MT2h, and MT2j.
 - **Individual Physical Activity Behaviors:** Demonstrate significant improvements in one or more of the following physical activity behaviors for 70% of the program activities evaluated: MT3a and MT3b.
- **Intervention topics** | Please select all of the following
 - **Dairy** (including low-fat/fat-free milk and/or fortified soy beverages)
 - **Food preparation/cooking** and food safety
 - **Food shopping** and resource management
 - **Fruits and vegetables**
 - **Healthy fats and oils**
 - **Limiting added sugars**
 - **MyPlate food groups** and portions for a healthy eating pattern
 - **Protein foods** (including seafood; lean meats and poultry; eggs; nuts; seeds; and soy products)
 - **Reducing sedentary activities** and screen time
 - **Whole grains**

Section V

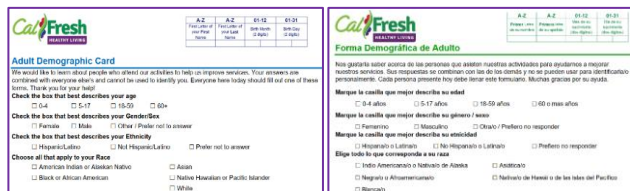
Delivery and Reporting Guidelines UCCE C2U – 100% at Home

UCCE C2U – 100% at Home | Evaluation

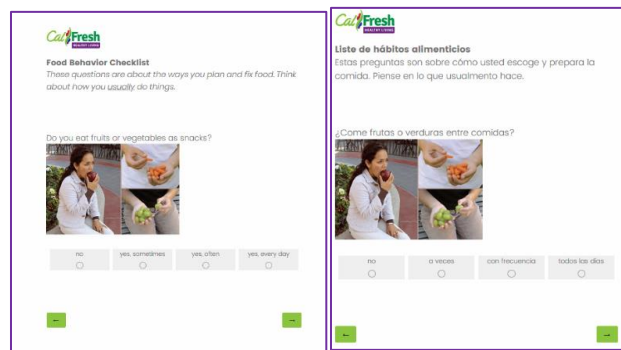
When delivering UCCE C2U use the PEARS survey link/QR code to collect demographics from all participants and the Qualtrics survey link to collect the pre/post Food Behavior Checklist + Physical Activity (FBC+PA) in English and/or Spanish from participants engaged in programming over at least 4 weeks. See step-by-step instructions below or you can access the Online Adult Survey Links Tip Sheet [here](#) (see pages 5-6).

Using Survey Links Collecting Adult Demographics & Food Behavior Checklist + Physical Activity

PEARS



QUALTRICS



- PEARS surveys cannot include photos so surveys like the Food Behavior Checklist are better collected in Qualtrics
- For web-based classes, you can use online survey links to collect adult participants' demographics and the Food Behavior Checklist + Physical Activity pre/post survey.
- You will access the online:
 - Demographic Card in PEARS and
 - Food Behavior Checklist + Physical Activity (FBC+PA) pre/post survey via a link **Qualtrics**.

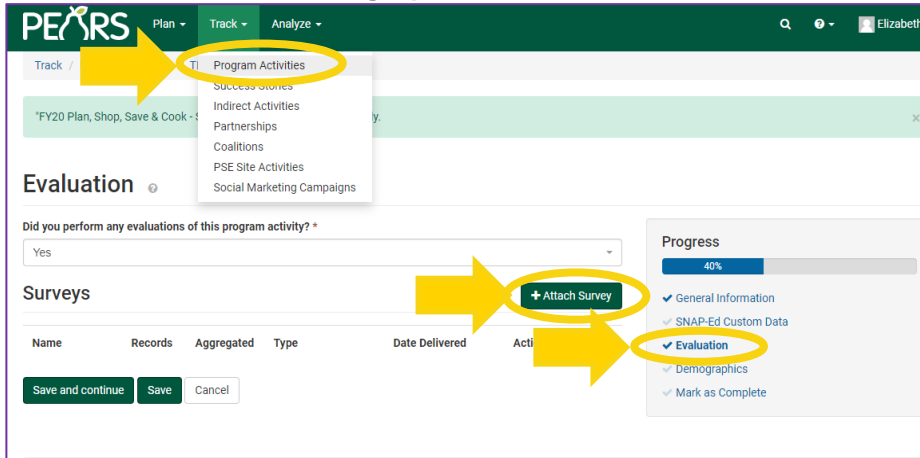
Note: These surveys are only available for online data collection in **English and **Spanish**.*

***Note: The Spanish-language demographic card cannot be used to auto-generate adult participants' demographics for Program Activities. Please hand tally and enter these demographics into the Demographics reporting page of the Program Activity. Please contact the state office evaluation team to clarify any questions you have about evaluation tools and approaches. bmknelly@ucdavis.edu or akeihner@ucdavis.edu**

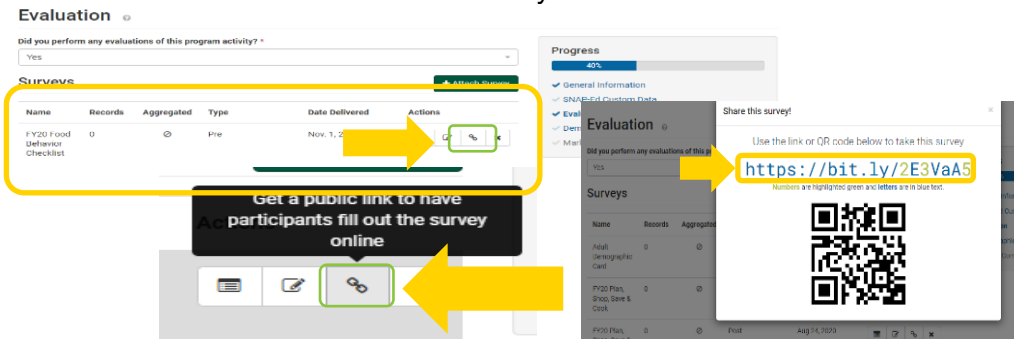
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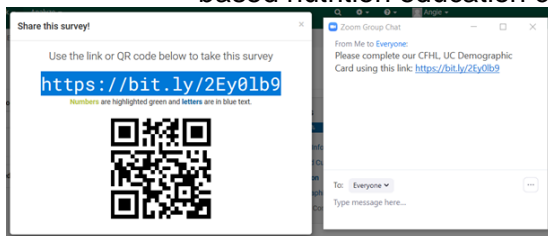
To collect the Adult Demographic Card:



- Create a Program Activity for the online nutrition education session/series being delivered.
- Click **Attach Survey** on the **Evaluation** reporting page in your Program Activity.
- Then, complete the required fields which include:
 - Selecting the survey (e.g. Adult Demographic Card)
 - Survey type (e.g. Pre)
 - Estimated delivery date
 - Save the default survey name



- In the **Surveys** table, click on the chain link icon  under Actions to get a public link so participants can fill out the survey online. (see example)
- Once you click on the icon  a pop-up box will appear with the **survey link** and **QR code**.
 - Please use the **survey link** which can easily be shared with participants during web-based nutrition education classes.

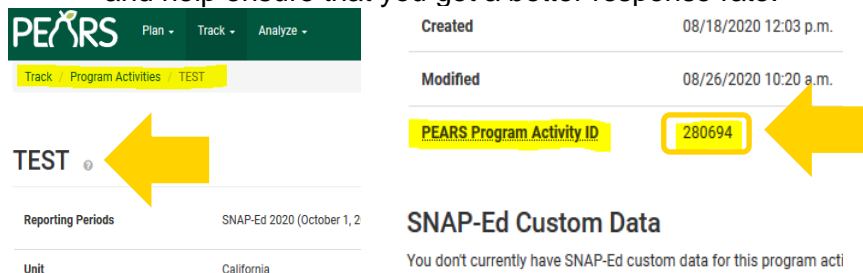


- You can distribute the Demographic Card by **copying and pasting** the link into **Zoom chat** or **sharing the QR code on the screen** and asking participants to complete the demographic card and FBC+PA survey during the webinar – similar to the administration practices used with face-to-face program delivery.

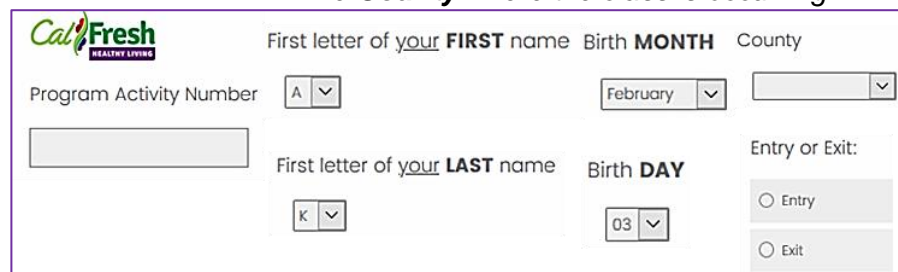
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- That way, you can answer any questions that participants may have while completing the survey and help ensure that you get a better response rate.



- **To collect the FBC+PA pre/post survey**, you will then copy/paste the following into the Zoom chat function:
 - The **link to the Qualtrics FBC survey** ([English](#) or [Spanish](#))
 - The **PEARS Program Activity Number** (see highlights in example)
 - The **County** where the class is occurring.



- Next, work with participants to enter:
 - **Program Activity Number** from the Zoom chat,
 - **First/last initials**
 - **Birth month/day** to create their unique ID#
 - **UCCE County**, and
 - Select either **Entry** (for the Pre-survey) or **Exit** (for the Post-survey).
- Then, they will advance to the FBC+PA survey questions.