

This document has been expanded to include a broader range of tools for evaluation including Policy, Systems and Environmental (PSE) change and youth engagement efforts. Note: When selecting the best direct education evaluation tool to use, please consider your curriculum delivery approach. If you deliver a series-based curriculum over at least 4 weeks/1 month, please use a pre/post survey (when available) to capture behavioral outcomes. Alternatively, when delivering single sessions/workshops or a series over fewer than 4 weeks/1 month, you would use ITCs to assess short-term outcomes. **Please use ONE evaluation approach by administering either (1) a pre/post survey or (2) relevant ITC surveys, but NOT both. Please contact the state office to clarify any questions you have about evaluation approaches and tools.**

## A. ADULT NUTRITION EDUCATION DELIVERY

### **EATING SMART BEING ACTIVE**

*Evaluation Tools – select as appropriate*

**Adult Taste Test Tool**

**Food Behavior Checklist – Pre/Post (if series delivery 1 month/4 weeks or greater)**

SMART Objectives: By September 30, 2020,

1. At least 50% will increase their frequency of using the “Nutrition Facts” on the food label to choose foods.
2. At least 40% will increase the variety of fruit consumed daily.
3. At least 40% will increase the variety of vegetables consumed daily.
4. At least 20% will report greater food security (not running out of food at the end of the month).

**Adult Physical Activity Survey – Pre/Post (if series delivery 1 month/4 weeks or greater)**

*SMART Objectives: Will be developed after pilot testing*

**Intent to Change (ITC) (if mini workshop or series delivery < 1 month/4 weeks)**

SMART Objectives: By September 30, 2020,

1. At least 50% will report intention to increase their frequency of using the “Nutrition Facts” on the food label to choose foods.
2. At least 40% will report intention to increase their frequency of eating fruit.
3. At least 40% will report intention to increase the variety of vegetables consumed daily.
4. At least 30% will report intention to increase their frequency of planning meals before going to the store.
5. At least 40% will report intention to increase their frequency of making a list before going to the store.
6. At least 30% will report intention to increase their frequency of comparing unit prices before choosing foods.
7. At least 40% will report intention to decrease the frequency drinking sweet beverages.

Eating Smart Being Active Lessons	ITC Questions for Each Lesson
1. Get Moving	1. Physical Activity - Minutes
2. Plan, Shop, Save	2. Food Label, Make a List, and Unit Prices
3. Vary Your Veggies.... Focus on Fruits	3. Fruit, Vegetables, and Meal Planning
4. Make Half Your Grains Whole	4. Food Label
5. Build Strong Bones	5. Food Label
6. Go Lean with Protein	6. Food Label
7. Make a Change	7. Sweet Beverages and Food Label
8. Celebrate	8. Meal Planning

### **EAT SMART, LIVE STRONG**

*Evaluation Tools – select as appropriate*

**Food Behavior Checklist – Pre/Post (if series delivery 1 month/4 weeks or greater)**

SMART Objectives: By September 30, 2020,

1. At least 40% will increase the variety of fruit consumed daily.

2. At least 40% will increase the variety of vegetables consumed daily.

- Adult Physical Activity Survey – Pre/Post (if series delivery 1 month/4 weeks or greater)**

*SMART Objectives: Will be developed after pilot testing*

- Intent to Change (ITC) (if mini workshop or series delivery < 1 month/4 weeks)**

SMART Objectives: By September 30, 2020,

1. At least 40% will report intention to increase their frequency of eating fruit.
2. At least 40% will report intention to increase the variety of vegetables consumed daily.
3. At least 30% will report intention to increase their frequency of comparing unit prices before choosing foods.

Eat Smart, Live Strong Lessons	ITC Questions for Each Lesson
1. Reach Your Goals, Step by Step	1. Fruit, Vegetables, and Physical Activity - Minutes
2. Challenges and Solutions	2. Fruit, Vegetables, and Physical Activity - Minutes
3. Colorful and Classic Favorites	3. Fruit, Vegetables, and Physical Activity - Minutes
4. Eat Smart, Spend Less	4. Fruit, Vegetables, Unit Prices, and Physical Activity - Minutes

- FRESH FROM THE GARDEN**

*Evaluation Tools*

- Adult Taste Test Tool**
- Intent to Change**

SMART Objectives: By September 30, 2020,

1. At least 50% will report intention to increase the variety of vegetables consumed daily.

- MYPLATE FOR MY FAMILY (Update of LOVING YOUR FAMILY FEEDING THEIR FUTURE)**

*Evaluation Tools – select as appropriate*

- Food Behavior Checklist – Pre/Post (if series delivery 1 month/4 weeks or greater)**
- Adult Physical Activity Survey – Pre/Post (if series delivery 1 month/4 weeks or greater)**

*SMART Objectives: Will be developed after pilot testing*

- Intent to Change (ITC) (if mini workshop or series delivery < 1 month/4 weeks)**

SMART Objectives: By September 30, 2020,

1. At least 40% will report intention to increase their frequency of eating fruit.
2. At least 40% will report intention to increase the variety of vegetables consumed daily.
3. At least 30% will report intention to increase their frequency of planning meals before going to the store.

MyPlate For My Family Lessons	ITC Questions for Each Lesson
1. My Plate Family Meals	1. Meal Planning
2. How Much Food and Physical Activity?	2. Meal Planning
3. Vegetables and Fruits- Simple Solutions	3. Fruit and Vegetables
4. Family Time Active and Fun!	4. Physical Activity - Hours

- MAKING EVERY DOLLAR COUNT**

*Evaluation Tools – select as appropriate*

- Making Every Dollar Count – Retrospective**

SMART Objectives: By September 30, 2020,

1. At least 50% will report “Yes” they used one of the easy ways to save money on food.
2. At least 50% will report “Yes” they determined if using a coupon is better than buying the store brand.
3. At least 20% will report “Yes” they made food last until they had money to buy more.

**Intent to Change (ITC) (if mini workshop or series delivery < 1 month/4 weeks)**

SMART Objectives: By September 30, 2020,

1. At least 30% will report intention to increase frequency of planning meals before going to the store.

Making Every Dollar Count Lessons	ITC Questions for Each Lesson
1-5 Setting Goals, Making Choices, Stretch Your Dollars, Budgeting Basics, Paying Bills on Time, When You Can't Pay Cash	1-5. No Question- just Demographics card
6. Saving Money on Food	6. Meal Planning
7. Food Advertising	7. No Question- just Demographics card

**PLAN, SHOP, SAVE, & COOK**

*Evaluation Tools – select as appropriate*

**Plan, Shop, Save & Cook – Pre/Post (4 lessons or PSSC series delivery 1 month/4 weeks or greater)**

SMART Objectives: By September 30, 2020,

1. At least 40% will increase their frequency of meal planning.
2. At least 40% will increase their frequency of using a grocery list when shopping.
3. At least 50% will increase their frequency of using the “Nutrition Facts” on the food label to choose foods.
4. At least 30% will increase their frequency of comparing food unit prices.
5. At least 30% will report that when deciding what to feed their family, they think about healthy food choices.
6. At least 30% will report greater food security (not running out of food at the end of a month).

**Intent to Change (ITC) (if mini workshop or series delivery < 1 month/4 weeks)**

SMART Objectives: By September 30, 2020,

1. At least 40% will report intention to increase their frequency of making a list before going to the store.
2. At least 50% will report intention to increase frequency of using the “Nutrition Facts” on the food label to choose foods.
3. At least 30% will report intention to increase their frequency of comparing unit prices before choosing foods.
4. At least 30% will report intention to increase their frequency of planning meals before going to the store.

Plan, Shop, Save, & Cook Lessons	ITC Questions for Each Lesson
1. Meal Planning	1. Make a List
2. Using Food Labels	2. Food Label
3. Saving Money	3. Unit Prices
4. Cooking a Meal	4. Meal Planning

**EAT HEALTHY, BE ACTIVE COMMUNITY WORKSHOPS**

*Evaluation Tools – select as appropriate*

**Food Behavior Checklist – Pre/Post (if series delivery 1 month/4 weeks or greater)**

SMART Objectives: By September 30, 2020,

1. At least 50% will increase their frequency of using the “Nutrition Facts” on the food label to choose foods.
2. At least 40% will increase the variety of fruit consumed daily.
3. At least 40% will increase the variety of vegetables consumed daily.
4. At least 20% will report greater food security (not running out of food at the end of the month).

**Intent to Change (ITC) (if mini workshop or series delivery < 1 month/4 weeks)**

SMART Objectives: By September 30, 2020,

1. At least 40% will report intention to increase their frequency of making a list before going to the store.
2. At least 30% will report intention to increase their frequency of planning meals before going to the store.
3. At least 40% will report intention to decrease the frequency drinking sweet beverages.
4. At least 50% will report intention to increase frequency of using the “Nutrition Facts” on the food label to choose foods.
5. At least 40% will report intention to increase the variety of vegetables consumed daily.

Eat Healthy, Be Active Community Workshops Lessons	ITC Questions for Each Lesson
1. Enjoy Healthy Food That Tastes Great	1. <u>Activity 2</u> -Sweet Beverage
2. Quick, Healthy Meals and Snacks	2. Make a List
3. Eating Healthy on a Budget	3. Meal Planning, and Make a List
4. Tips for Losing Weight and Keeping it Off	4. Sweet Beverage
5. Making Healthy Eating Part of Your Total Lifestyle	5. Food Label and Vegetables
6. Physical Activity is Key to Living Well	6. Physical Activity - Hours

**HEALTHY HAPPY FAMILIES**

*Evaluation Tools*

**Healthy Happy Families – Pre/Post**

SMART Objectives: By September 30, 2020,

- **After participation in at least 6 lessons or a 4 lesson series of #1-#3 and #6, #7 or #8 parents will show the following improvements:**

1. At least 25% of the parents will report that their children eat meals more often with an adult
2. At least 25% of the parents will report that they do not intervene with how much their children should eat.
3. At least 25% of the parents will report that their children eat meals and/or snacks on a regular schedule more often.
4. At least 25% of parents will report offering their child novel foods or repeating exposure to previously rejected foods more often.

**WALK WITH EASE**

*Evaluation Tools*

**Adult Physical Activity Survey – Pre/Post (if series delivery 1 month/4 weeks or greater)**

SMART Objectives: Will be developed after pilot testing

**FOOD SMARTS**

*Evaluation Tools*

**Food Behavior Checklist – Pre/Post (if series delivery 1 month/4 weeks or greater)**

SMART Objectives: By September 30, 2020,

1. At least 50% will increase their frequency of using the “Nutrition Facts” on the food label to choose foods.
2. At least 40% will increase the variety of fruit consumed daily.
3. At least 40% will increase the variety of vegetables consumed daily.
4. At least 20% will report greater food security (not running out of food at the end of the month).

## B. FAMILY-CENTERED NUTRITION EDUCATION DELIVERY

### **EAT & PLAY TOGETHER**

*Evaluation Tools – select as appropriate*

#### **Teacher Observation Tool**

SMART Objectives: By September 30, 2020,

1. At least 75% of the teachers agree or strongly agree that students are more able to identify healthy food choices after receiving CFHL-UC nutrition education.
2. At least 75% of the teachers agree or strongly agree that students are more willing to try new foods offered at school after receiving CFHL-UC nutrition education.

#### **Teacher Tasting Tool**

SMART Objectives: By September 30, 2020,

1. On average, 40% or less of the class will have previously tried the food presented during a food tasting activity.
2. On average, more than 75% of the class will report willingness to try the food again at school.
3. On average, more than 60% of the class will report willingness to ask for the food at home.

#### **Adult Physical Activity Survey – Pre/Post (if series delivery 1 month/4 weeks or greater)**

*SMART Objectives: Will be developed after pilot testing*

#### **Intent to Change (ITC) (if mini workshop or series delivery < 1 month/4 weeks)**

SMART Objectives: By September 30, 2020,

1. At least 40% will report intention to decrease the frequency drinking sweet beverages.
2. At least 50% will report intention to increase frequency of using the “Nutrition Facts” on the food label to choose foods.

Eat & Play Together Lessons	ITC Questions for Each Lesson
1. Lesson A	1. Physical Activity - Minutes
2. Lesson B	2. Sweet Beverage and Physical Activity - Minutes
3. Lesson C	3. Food Label and Physical Activity - Minutes
4. Lesson D	4. Physical Activity - Minutes

## C. YOUTH NUTRITION EDUCATION DELIVERY

### PRE-SCHOOL

#### **HAPPY HEALTHY ME (Pre-K & K)**

#### **GO GROW GLOW (3-5 years old; 1<sup>st</sup>-2<sup>nd</sup> Grade)**

#### **GROW IT! TRY IT! LIKE IT! (Pre-K)**

*Evaluation Tools*

#### **Teacher Observation Tool**

SMART Objectives: By September 30, 2020,

1. At least 75% of the teachers agree or strongly agree that students are more able to identify healthy food choices after receiving CFHL-UC nutrition education.
2. At least 75% of the teachers agree or strongly agree that students are more willing to try new foods offered at school after receiving CFHL-UC nutrition education.

#### **Teacher Tasting Tool**

SMART Objectives: By September 30, 2020,

1. On average, 40% or less of the class will have previously tried the food presented during a food tasting activity.
2. On average, more than 75% of the class will report willingness to try the food again at school.
3. On average, more than 60% of the class will report willingness to ask for the food at home.

- Preschool Taste Test Tool** (*Contact State Office if interested in piloting new tool*)

*SMART Objectives: Will be developed after pilot testing*

*[Note: UCCE San Joaquin developed evaluation tools for in-home delivery of Happy Healthy Me and Go Grow Glow directly to parents. If interested in this approach, please contact the CFHL-UC State Office or UCCE San Joaquin County for more information.]*

- CATCH ACTIVITY BOX: CATCH ECE** (Pre-K)

*Evaluation Tools*

- Physical Activity Teacher Observation Tool**

*SMART Objectives: Will be developed after pilot testing*

## ELEMENTARY SCHOOL – Younger Students Only (K-3<sup>rd</sup> Grade)

- DISCOVER MYPLATE: NUTRITION EDUCATION FOR KINDERGARTEN** (K)
- BUILDING A HEALTHY ME** (K)
- FARM TO FORK** (K – 3<sup>rd</sup> Grade)
- MY AMAZING BODY** (Grade 1),
- HEALTHY CHOICES, HEALTHY ME!** (1<sup>st</sup> – 2<sup>nd</sup> Grade)
- GOOD OR YOU AND ME** (Grade 2),
- IT'S MY CHOICE...EAT RIGHT! BE ACTIVE!** (Grade 3)
- SHAPING UP MY CHOICES** (Grade 3)

*Evaluation Tools*

- Teacher Observation Tool**

*SMART Objectives: By September 30, 2020,*

1. At least 75% of the teachers agree or strongly agree that students are more able to identify healthy food choices after receiving CFHL-UC nutrition education.
2. At least 75% of the teachers agree or strongly agree that students are more willing to try new foods offered at school after receiving CFHL-UC nutrition education.

- Teacher Tasting Tool**

*SMART Objectives: By September 30, 2020,*

1. On average, 40% or less of the class will have previously tried the food presented during a food tasting activity.
2. On average, more than 75% of the class will report willingness to try the food again at school.
3. On average, more than 60% of the class will report willingness to ask for the food at home.

## ELEMENTARY SCHOOL – Focus on Fruits and Vegetables with K-8<sup>th</sup> Grade

- TWIGS** (K – 8<sup>th</sup> Grade)
- GREAT GARDEN DETECTIVE ADVENTURE** (3<sup>rd</sup> – 4<sup>th</sup> Grade)
- JR MASTER GARDENERS** (3<sup>rd</sup> – 5<sup>th</sup> Grade)
- NUTRITION TO GROW ON** (4<sup>th</sup> – 6<sup>th</sup> Grade)
- DIG IN!** (5<sup>th</sup> – 6<sup>th</sup> Grade)

*Evaluation Tools – **select as appropriate***

- Teacher Observation Tool (TOT)** (*Use TOT for **Grades 3 and below** only*)

*SMART Objectives: By September 30, 2020,*

1. At least 75% of the teachers agree or strongly agree that students are more able to identify healthy food choices after receiving CFHL-UC nutrition education.
2. At least 75% of the teachers agree or strongly agree that students are more willing to try new foods offered at school after receiving CFHL-UC nutrition education.

- Eating and Activity Tool for Students (EATS) – Fruits and Vegetables (FV) Module – Pre/Post** (*Use EATS-FV for **Grades 4+** only*) (*if series delivery of 6 hours over 4+ weeks*)

*SMART Objectives: Will be developed after pilot testing*

**Teacher Tasting Tool**

SMART Objectives: By September 30, 2020,

1. On average, 40% or less of the class will have previously tried the food presented during a food tasting activity.
2. On average, more than 75% of the class will report willingness to try the food again at school.
3. On average, more than 60% of the class will report willingness to ask for the food at home.

### ELEMENTARY SCHOOL – Focus on Fruits and Vegetables and Physical Activity with K-8<sup>th</sup> Grade

- POWER PLAY! COMMUNITY YOUTH ORGANIZATION KIT** (K – 5<sup>th</sup> Grade)
- SERVING UP MYPLATE: A YUMMY CURRICULUM** (1<sup>st</sup> – 6<sup>th</sup> Grade)
- LEARN! GROW! EAT! GO!** (2<sup>nd</sup> – 5<sup>th</sup> Grade)
- NUTRITION PATHFINDERS** (4<sup>th</sup> – 5<sup>th</sup> Grade)
- POWER PLAY! SCHOOL IDEA & RESOURCE KIT, POWER UP FOR LEARNING** (4<sup>th</sup> – 5<sup>th</sup> Grade)
- COOKING UP HEALTHY CHOICES** (4<sup>th</sup> – 6<sup>th</sup> Grade)
- DISCOVERING HEALTHY CHOICES** (4<sup>th</sup> – 6<sup>th</sup> Grade)
- HEALTHY CHOICES IN MOTION** (4<sup>th</sup> – 6<sup>th</sup> Grade)
- HEALTHALICIOUS** (4<sup>th</sup> – 6<sup>th</sup> Grade)
- TEAM UP FOR GOOD HEALTH** (4<sup>th</sup> – 6<sup>th</sup> Grade)

*Evaluation Tools – **select as appropriate***

**Teacher Observation Tool (TOT)** (Use TOT for **Grades 3 and below** only)

SMART Objectives: By September 30, 2020,

1. At least 75% of the teachers agree or strongly agree that students are more able to identify healthy food choices after receiving CFHL-UC nutrition education.
2. At least 75% of the teachers agree or strongly agree that students are more willing to try new foods offered at school after receiving CFHL-UC nutrition education.

**Eating and Activity Tool for Students (EATS) – Fruits and Vegetables (FV) and Physical Activity (PA) Modules – Pre/Post** (Use EATS-FV&PA for **Grades 4+** only) (if series delivery of 6 hours over 4+ weeks)

SMART Objectives: Will be developed after pilot testing

**Teacher Tasting Tool**

SMART Objectives: By September 30, 2020,

1. On average, 40% or less of the class will have previously tried the food presented during a food tasting activity.
2. On average, more than 75% of the class will report willingness to try the food again at school.
3. On average, more than 60% of the class will report willingness to ask for the food at home.

### ELEMENTARY SCHOOL – Focus on Physical Activity with K-5<sup>th</sup> Grade

- CATCH ACTIVITY BOXES: CATCH PE K-2, CATCH PE 3-5, CATCH KIDS CLUB K-5** (K – 5<sup>th</sup> Grade)

*Evaluation Tools*

**Physical Activity Teacher Observation Tool (PA TOT)**

SMART Objectives: Will be developed after pilot testing

**Eating and Activity Tool for Students (EATS) – Physical Activity (PA) Module – Pre/Post** (Use EATS-PA for **Grades 4+** only) (if series delivery of 6 hours over 4+ weeks)

SMART Objectives: Will be developed after pilot testing

## ELEMENTARY SCHOOL – Focus on Fruits/Vegetables, Sweet Beverages/Water, and Physical Activity with 4<sup>th</sup>-5<sup>th</sup> Grade

**UP4IT** (4<sup>th</sup> – 5<sup>th</sup> Grade)

*Evaluation Tools*

- Eating and Activity Tool for Students (EATS) – Fruits and Vegetables (FV), Sweetened Beverages/Water (SB), and Physical Activity (PA) Modules – Pre/Post (if series delivery of 6 hours over 4+ weeks)**

*SMART Objectives: Will be developed after pilot testing*

## JUNIOR HIGH / HIGH SCHOOL – Focus on Fruits and Vegetables and Physical Activity

**CHOICE, CONTROL & CHANGE** (6<sup>th</sup> – 8<sup>th</sup> Grade)

**EXERCISE YOUR OPTIONS** (Middle School)

**NUTRITION VOYAGE: THE QUEST TO BE OUR BEST** (7<sup>th</sup> – 8<sup>th</sup> Grade)

**EAT MOVE WIN** (High School)

*Evaluation Tools*

- Eating and Activity Tool for Students (EATS) – Fruits and Vegetables (FV) and Physical Activity (PA) Modules – Pre/Post (if series delivery of 6 hours over 4+ weeks)**

*SMART Objectives: Will be developed after pilot testing*

## JUNIOR HIGH / HIGH SCHOOL – Focus on Physical Activity

**CATCH ACTIVITY BOXES: CATCH PE 6-8, CATCH KIDS CLUB 6-8** (6<sup>th</sup> – 8<sup>th</sup> Grade)

*Evaluation Tools*

- Physical Activity Teacher Observation Tool**

*SMART Objectives: Will be developed after pilot testing*

- Eating and Activity Tool for Students (EATS) – Physical Activity (PA) Module – Pre/Post (if series delivery of 6 hours over 4+ weeks)**

*SMART Objectives: Will be developed after pilot testing*

## JUNIOR HIGH / HIGH SCHOOL – Focus on Fruits/Vegetables, Sweet Beverages/Water, and Physical Activity

**EATFIT** (6<sup>th</sup> – 8<sup>th</sup> Grade)

*Evaluation Tools – select as appropriate*

- Eating and Activity Tool for Students (EATS) – Fruits and Vegetables (FV), Sweetened Beverages/Water (SB), and Physical Activity (PA) Modules – Pre/Post (if series delivery of 6 hours over 4+ weeks)**

*SMART Objectives: Will be developed after pilot testing*

*[Note: In partnership with Marcel Horowitz and Chutima Ganthavorn, the State Office revised the curriculum specific pre/post EatFit survey to reflect the updated curriculum. If interested in this tool, please contact the State Office for more information.]*

## JUNIOR HIGH / HIGH SCHOOL – Focus on Sweet Beverages/Water

**RETHINK YOUR DRINK HIGH SCHOOL LESSONS** (High School)

*Evaluation Tools*

- Eating and Activity Tool for Students (EATS) – Sweetened Beverages/Water (SB) Module – Pre/Post (if series delivery of 6 hours over 4+ weeks)**

*SMART Objectives: Will be developed after pilot testing*



## JUNIOR HIGH / HIGH SCHOOL – Focus on Financial Literacy and Healthy Eating

### **MONEY TALKS / HUNGER ATTACKS** (Teen)

*Evaluation Tools*

#### **Hunger Attacks – Pre/Post**

SMART Objective: By September 30, 2020,

1. On average for the classroom, knowledge test scores will increase by at least 10% after the nutrition education.
2. Other objectives to be added

#### **Eating and Activity Tool for Students (EATS) – Fruits and Vegetables (FV) and Sweetened Beverages/Water (SB) Modules – Pre/Post (if series delivery of 6 hours over 4+ weeks)**

SMART Objectives: Will be developed after pilot testing

## D. YOUTH ENGAGEMENT

### **TEENS AS TEACHERS**

*Evaluation Tools – select as appropriate*

#### **Teens as Teachers – Retrospective**

SMART Objectives: Will be developed after pilot testing

#### **Eating and Activity Tool for Students (EATS) – specific Module(s) depends on focus of work – Pre/Post (if at least 6 hours of programming over 4+ weeks)**

SMART Objectives: Will be developed after pilot testing

### **STUDENT NUTRITION ACTION COUNCIL/COMMITTEE (SNAC) – SLO/SB only**

*Evaluation Tools – select as appropriate*

#### **Youth Leader Survey – Retrospective**

SMART Objectives: Will be developed after pilot testing

#### **Eating and Activity Tool for Students (EATS) – specific Module(s) depends on focus of work – Pre/Post (if at least 6 hours of programming over 4+ weeks)**

SMART Objectives: Will be developed after pilot testing

### **YOUTH PARTICIPATORY ACTION RESEARCH (YPAR)**

*Evaluation Tools*

#### **Youth Participatory Action Research (YPAR) – Pre/post recommended\***

SMART Objectives: Will be developed after pilot testing

[Note: \*Retrospective version also available]

## E. POLICY, SYSTEM, AND ENVIRONMENTAL (PSE) STRATEGIES

The Nutrition Policy Institute developed Site Level Assessment Questionnaires (SLAQs) for use by LHDs in school, ECE, and out-of-school/afterschool settings. The State Office would like to partner with UCCE programs interested in piloting SLAQs for possible adoption by UC. Please find suggestions below for specific SLAQ **Sections** that align with the common IWP PSE Strategies UCCE programs plan to implement in FFY 2020-22. **If you are currently using other assessments (e.g. SHC<sup>2</sup>, CHOICES, Healthy Apples, etc.), you may opt to continue using these tools to support consistent tracking of changes in environmental assessment scores over time.**

### **ACTIVE TRANSPORTATION: SAFE ROUTES – SCHOOLS**

*Evaluation Tools*

#### **Site-Level Assessment Questionnaire (SLAQ)**

- **School SLAQ Section 9: Environment and Policy Surrounding the School and Section 8: Parent and Family Involvement**

Evaluation purpose/use:

1. Identify areas that need improvement (ST5: Needs and Readiness)

2. Collect changes adopted (MT6: Physical Activity Supports)
3. Track improvements in environmental assessment scores over time (LT6: Physical Activity Supports Implementation/Effectiveness)

**BEHAVIORAL ECONOMICS: SMARTER LUNCHROOMS MOVEMENT / SMARTER MEAL TIMES – SCHOOLS, ECE**

*Evaluation Tools – select as appropriate*

- Smarter Lunchrooms Scorecard (School)**
- Smarter Mealtimes Assessment (ECE)**
- Site-Level Assessment Questionnaire (SLAQ)**
  - **School SLAQ** *Section 2: Meals and School Meal Environment and Section 5: Nutrition Education and Student Involvement*
  - **ECE SLAQ** *Section 2: Meals and Snack Foods and Beverages and Section 3: Food Environment and Feeding Practices*

Evaluation purpose/use:

1. Identify areas that need improvement (ST5: Needs and Readiness)
2. Collect changes adopted (MT5: Nutrition Supports)
3. Track improvements in environmental assessment scores over time (LT5: Nutrition Supports Effectiveness)

- Large Group Taste Test Tool (Use for tastings conducted in partnership with the food service program as part of a larger PSE effort)**

*SMART Objectives: Will be developed after pilot testing*

**DAILY QUALITY PHYSICAL ACTIVITY: PHYSICAL ACTIVITY IN SCHOOLS (NON-PE) – SCHOOLS, BEFORE/AFTERSCHOOL**

*Evaluation Tools – select as appropriate*

- Site-Level Assessment Questionnaire (SLAQ)**
  - **School SLAQ** *Section 7: Physical Activity and Section 8: Parent and Family Involvement*
  - **Out-of-School SLAQ** *Section 5: Physical Activity and Entertainment Screen Time and Section 6: Parent/Family Involvement*

Evaluation purpose/use:

1. Identify areas that need improvement (ST5: Needs and Readiness)
2. Collect changes adopted (MT6: Physical Activity Supports)
3. Track improvements in environmental assessment scores over time (LT6: Physical Activity Supports Implementation/Effectiveness)

- Eating and Activity Tool for Students (EATS) – Physical Activity (PA) Module – Pre/Post (Use EATS-PA for Grades 4+ only) (if series delivery of 6 hours over 4+ weeks)**

*SMART Objectives: Will be developed after pilot testing*

**DAILY QUALITY PHYSICAL ACTIVITY: IMPROVING PE IN SCHOOLS**

*Evaluation Tools – select as appropriate*

- Site-Level Assessment Questionnaire (SLAQ)**
  - **School SLAQ** *Section 6: Physical Education*

Evaluation purpose/use:

1. Identify areas that need improvement at the site (ST5: Needs and Readiness)
2. Collect changes adopted (MT6: Physical Activity Supports)
3. Track improvements in environmental assessment scores over time (LT6: Physical Activity Supports Implementation/Effectiveness)

**CATCH Lesson Observation Tool (follow-up to CATCH training)**

Evaluation purpose/use:

1. Identify CATCH training, technical assistance, and resource needs among teaching staff (ST5: Needs and Readiness)

**PA Teacher Observation Tool (PA TOT)**

Evaluation purpose/use:

1. Collect changes adopted (MT6: Physical Activity Supports)
2. Track improvements in environmental assessment scores over time (LT6: Physical Activity Supports Implementation/Effectiveness)

**Eating and Activity Tool for Students (EATS) – Physical Activity (PA) Module – Pre/Post (Use EATS-PA for Grades 4+ only) (if series delivery of 6 hours over 4+ weeks)**

*SMART Objectives: Will be developed after pilot testing*

**DAILY QUALITY PHYSICAL ACTIVITY: PHYSICAL ACTIVITY IN ECE**

*Evaluation Tools – select as appropriate*

**Site-Level Assessment Questionnaire (SLAQ)**

- **ECE SLAQ** *Section 5: Physical Activity and Entertainment Screen Time and Section 6: Parent/Family Involvement*

Evaluation purpose/use:

1. Identify areas that need improvement at the site (ST5: Needs and Readiness)
2. Collect changes adopted (MT6: Physical Activity Supports)
3. Track improvements in environmental assessment scores over time (LT6: Physical Activity Supports Implementation/Effectiveness)

**CATCH Lesson Observation Tool (follow-up to CATCH training)**

Evaluation purpose/use:

1. Identify CATCH training, technical assistance, and resource needs among teaching staff (ST5: Needs and Readiness)

**PA Teacher Observation Tool (PA TOT)**

Evaluation purpose/use:

1. Collect changes adopted (MT6: Physical Activity Supports)
2. Track improvements in environmental assessment scores over time (LT6: Physical Activity Supports Implementation/Effectiveness)

**GARDENS – SCHOOLS, ECE, BEFORE/AFTERSCHOOL, COMMUNITY**

*Evaluation Tools – select as appropriate*

**Garden Assessment (Schools/Afterschool)**

Evaluation purpose/use:

1. Identify areas that need improvement (ST5: Needs and Readiness)
2. Collect changes adopted (MT5: Nutrition Supports)
3. Track improvements in environmental assessment scores over time (LT5: Nutrition Supports Implementation/Effectiveness)

**Site-Level Assessment Questionnaire (SLAQ)**

- **School SLAQ** *Section 4: Gardens*
- **ECE SLAQ** *Section 4: Gardens and Nutrition Education*
- **Out-of-School SLAQ** *Section 4: Gardens and Nutrition Education*

Evaluation purpose/use:

1. Identify areas that need improvement at the site (ST5: Needs and Readiness)
2. Collect changes adopted (MT5: Nutrition Supports)
3. Track improvements in environmental assessment scores over time (LT5: Nutrition Supports Implementation/Effectiveness)

**NUTRITION STANDARDS** – SCHOOLS, ECE, BEFORE/AFTERSCHOOL, COMMUNITY

*Evaluation Tools – select as appropriate*

**Site-Level Assessment Questionnaire (SLAQ)**

- **School SLAQ** *Section 2: Meals and School Meal Environment and Section 3: Food and Drink around the School and Section 9: Environment and Policy Surrounding the School and Section 8: Parent and Family Involvement*
- **ECE SLAQ** *Section 2: Meals and Snack Foods and Beverages and Section 3: Food Environment and Feeding Practices and Section 6: Parent/Family Involvement*
- **Out-of-School SLAQ** *Section 2: Meals and Snack Foods and Beverages and Section 3: Food Environment and Feeding Practices and Section 6: Parent/Family Involvement*

Evaluation purpose/use:

1. Identify areas that need improvement at the site (ST5: Needs and Readiness)
2. Collect changes adopted (MT5: Nutrition Supports)
3. Track improvements in environmental assessment scores over time (LT5: Nutrition Supports Effectiveness)

**STENCILS** – SCHOOLS, ECE

*Evaluation Tools*

**Playground Stencil Assessment**

Evaluation purpose/use:

1. Identify areas that need improvement (ST5: Needs and Readiness)
2. Collect changes adopted (MT6: Physical Activity Supports)
3. Track improvements in environmental assessment scores over time (LT6: Physical Activity Supports Implementation/Effectiveness)

**WATER ACCESS AND APPEAL** – SCHOOLS, ECE, BEFORE/AFTERSCHOOL, COMMUNITY

*Evaluation Tools – select as appropriate*

**Site-Level Assessment Questionnaire (SLAQ)**

- **School SLAQ** *Section 2: Meals and School Meal Environment and Section 3: Food and Drink around the School*
- **ECE SLAQ** *Section 2: Meals and Snack Foods and Beverages*
- **Out-of-School SLAQ** *Section 2: Meals and Snack Foods and Beverages*

Evaluation purpose/use:

1. Identify areas that need improvement at the site (ST5: Needs and Readiness)
2. Collect changes adopted (MT5: Nutrition Supports)
3. Track improvements in environmental assessment scores over time (LT5: Nutrition Supports Implementation/ Effectiveness)

**WELLNESS POLICY** – SCHOOLS, ECE, BEFORE/AFTERSCHOOL, COMMUNITY

*Evaluation Tools – select as appropriate*

**Site-Level Assessment Questionnaire (SLAQ)**

- **School SLAQ** *Section 1: Wellness Policies and Meal Program Participation and Section 8: Parent and Family Involvement*
- **ECE SLAQ** *Section 1: Wellness Policies and Program and Section 6: Parent/Family Involvement*
- **Out-of-School SLAQ** *Section 1: Wellness Policies and Program Participation and Section 6: Parent/Family Involvement*

Evaluation purpose/use:

1. Identify areas that need improvement at the site (ST5: Needs and Readiness)
2. Collect changes adopted (MT5/MT6: Nutrition/Physical Activity Supports)
3. Track improvements in environmental assessment scores over time (LT5/LT6: Nutrition/ Physical Activity Supports Implementation/Effectiveness)