

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. **Significant updates to this document are in yellow highlight for easier reference. Please also reference the FFY22 Evaluation Changes document posted on the [Evaluation](#) webpage.** Note: As in previous years, when selecting the best direct education evaluation tool to use, please consider your curriculum delivery period. 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. **Administer pre-surveys before the first class and post surveys following the last class or at the end of the school year when appropriate (e.g. intervention includes PSE efforts).** 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 + Physical Activity – Pre/Post (REQUIRED if series of 4+ sessions delivered over 4+ weeks)**

SMART Objectives: By September 30,

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,

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 + Physical Activity – Pre/Post (REQUIRED if series of 4+ sessions delivered over 4+ weeks)**

SMART Objectives: By September 30,

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

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

SMART Objectives: By September 30,

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,

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 + Physical Activity – Pre/Post (REQUIRED if series of 4+ sessions delivered over 4+ weeks)**
- Intent to Change (ITC) (if mini workshop or series delivery < 1 month/4 weeks)**

SMART Objectives: By September 30,

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

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

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

SMART Objectives: By September 30,

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 (if series delivery 1 month/4 weeks or greater)

SMART Objectives: By September 30,

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,

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 + Physical Activity – Pre/Post (REQUIRED if series of 4+ sessions delivered over 4+ weeks)

SMART Objectives: By September 30,

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,

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. Sweet Beverage - only use ITC when conducting Activity #2
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,

- **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)

FOOD SMARTS

Evaluation Tools

Food Behavior Checklist + Physical Activity – Pre/Post (REQUIRED if series of 4+ sessions delivered over 4+ weeks)

SMART Objectives: By September 30,

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,

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,

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)

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

SMART Objectives: By September 30,

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; 1st-2nd Grade)

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

Evaluation Tools

Teacher Observation Tool

SMART Objectives: By September 30,

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,

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

[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**

ELEMENTARY SCHOOL – Younger Students Only (K-3rd Grade)

DISCOVER MYPLATE: NUTRITION EDUCATION FOR KINDERGARTEN (K)

BUILDING A HEALTHY ME (K)

FARM TO FORK (K – 3rd Grade)

MY AMAZING BODY (Grade 1),

HEALTHY CHOICES, HEALTHY ME! (1st – 2nd 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,

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,

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-8th Grade

TWIGS (K – 8th Grade)

GREAT GARDEN DETECTIVE ADVENTURE (3rd – 4th Grade)

JR MASTER GARDENERS (3rd – 5th Grade)

NUTRITION TO GROW ON (4th – 6th Grade)

DIG IN! (5th – 6th Grade)

Evaluation Tools – select as appropriate

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

SMART Objectives: By September 30,

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** (if series delivery of 6+ sessions over 4+ weeks)

- **Use EATS-Elem with Grades 4-5 for in-person administration only**
- **Use EATS-MS/HS with Grades 6+ for in-person or online administration**

- What Did You Learn? (WDYL)** (if series delivery of at least 2 sessions with Grades 4+)

Teacher Tasting Tool

SMART Objectives: By September 30,

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-8th Grade

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

Evaluation Tools – select as appropriate

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

SMART Objectives: By September 30,

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 (if series delivery of 6+ sessions over 4+ weeks)

- **Use EATS-Elem with Grades 4-5 for in-person administration only**
- **Use EATS-MS/HS with Grades 6+ for in-person or online administration**

What Did You Learn? (WDYL) (if series delivery of at least 2 sessions with Grades 4+)

Teacher Tasting Tool

SMART Objectives: By September 30,

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-5th Grade

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

Evaluation Tools

Physical Activity Teacher Observation Tool (PA TOT)

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

- **Use EATS-Elem with Grades 4-5 for in-person administration only**
- **Use EATS-MS/HS with Grades 6+ for in-person or online administration**

What Did You Learn? (WDYL) (if series delivery of at least 2 sessions with Grades 4+)

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

UP4IT – Level 1 (4th – 5th 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+ sessions over 4+ weeks)
 - **Use EATS-Elem with Grades 4-5 for in-person administration only**
 - **Use EATS-MS/HS with Grades 6+ for in-person or online administration**
- What Did You Learn? (WDYL)** (if series delivery of at least 2 sessions with Grades 4+)

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

CHOICE, CONTROL & CHANGE (6th – 8th Grade)

EXERCISE YOUR OPTIONS (Middle School)

NUTRITION VOYAGE: THE QUEST TO BE OUR BEST (7th – 8th 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+ sessions over 4+ weeks)
 - **Use EATS-MS/HS with Grades 6+ for in-person or online administration**
- What Did You Learn? (WDYL)** (if series delivery of at least 2 sessions with Grades 4+)

JUNIOR HIGH / HIGH SCHOOL – Focus on Physical Activity

CATCH ACTIVITY BOXES: CATCH PE 6-8, CATCH KIDS CLUB 6-8 (6th – 8th Grade)

Evaluation Tools

- Physical Activity Teacher Observation Tool**
- Eating and Activity Tool for Students (EATS) – Physical Activity (PA) Module – Pre/Post** (if series delivery of 6+ sessions over 4+ weeks)
 - **Use EATS-MS/HS with Grades 6+ for in-person or online administration**
- What Did You Learn? (WDYL)** (if series delivery of at least 2 sessions with Grades 4+)

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

EATFIT (6th – 8th Grade)

UP4IT – Level 2 (6th – 8th 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+ sessions over 4+ weeks)
 - **Use EATS-MS/HS with Grades 6+ for in-person or online administration**
- What Did You Learn? (WDYL)** (if series delivery of at least 2 sessions with Grades 4+)

[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+ sessions over 4+ weeks)
 - **Use EATS-MS/HS with Grades 6+ for in-person or online administration**

- What Did You Learn? (WDYL)** (if series delivery of at least 2 sessions with Grades 4+)

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,

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+ sessions over 4+ weeks)
 - **Use EATS-MS/HS with Grades 6+ for in-person or online administration**
- What Did You Learn? (WDYL)** (if series delivery of at least 2 sessions with Grades 4+)

YOUTH ENGAGEMENT

- TEENS AS TEACHERS**

Evaluation Tools – select as appropriate

- Teens as Teachers – Retrospective**
- Eating and Activity Tool for Students (EATS) – specific Module(s) depends on focus of work – Pre/Post** (if at least 6+ sessions of programming over 4+ weeks)
 - **Use EATS-Elem with Grades 4-5 for in-person administration only**
 - **Use EATS-MS/HS with Grades 6+ for in-person or online administration**

- STUDENT NUTRITION ACTION COUNCIL/COMMITTEE (SNAC)**

Evaluation Tools – select as appropriate

- Youth Leader Survey – Retrospective**
- Eating and Activity Tool for Students (EATS) – specific Module(s) depends on focus of work – Pre/Post** (if at least 6+ sessions of programming over 4+ weeks)
 - **Use EATS-Elem with Grades 4-5 for in-person administration only**
 - **Use EATS-MS/HS with Grades 6+ for in-person or online administration**

- YOUTH PARTICIPATORY ACTION RESEARCH (YPAR)**

Evaluation Tools

- Youth Participatory Action Research (YPAR) Student Survey – Retrospective recommended***
[Note: *Pre/post version also available]
- YPAR Project Assessment – optional**

D. 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 2021-22. If you are currently using other assessments (e.g. SHC², 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)*

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** *(if at least 6+ sessions of programming over 4+ weeks)*

- **Use EATS-Elem with Grades 4-5 for in-person administration only**

- **Use EATS-MS/HS with Grades 6+ for in-person or online administration**

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 (if at least 6+ sessions of programming over 4+ weeks)

- **Use EATS-Elem with Grades 4-5 for in-person administration only**
- **Use EATS-MS/HS with Grades 6+ for in-person or online administration**

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)

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 www.CalFreshHealthyLiving.org.