What is the EATS pre/post survey and how do I use it?

This material is funded through a joint agreement among the USDA/FNS, CDSS CalFresh Healthy Living Section, UC Davis and the UC Cooperative Extension (UCCE). These institutions are equal opportunity providers and employers. CalFresh Food provides assistance to low-income households and can help buy nutritious foods for better health. For information, call 1-877-847-3663.
Purpose

Introduce Eating and Activity Tool for Students (EATS)

• Describe EATS pre/post survey
• Identify which EATS modules to use
• Review EATS administration protocol
• Discuss EATS data entry
• Share results available
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EATS: Describing the Tool

- NPI developed and tested for CDPH
- Pre/post youth behavior survey
- Grades 4th/5th (K-5, K-6, K-8)
- Consent cover page
- Three modules
  - Fruits and vegetables (FV)
  - Sweetened beverages and water (SB)
  - Physical Activity (PA)
- English and Spanish
- Used in elementary schools and other settings
  - Administer at beginning/end of school year
  - At least 6 sessions of DE over 4 weeks
- Posted on website: Youth Evaluation Tools
Activity 1: What grades can you administer EATS in and why?
Activity 2: What is the minimum intervention (# of DE sessions & weeks) for EATS administration and why?

Chat in your response
Selecting EATS Modules

Fruits and Vegetables (FV)

Sweetened Beverages and Water (SB)

Physical Activity (PA)

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EATS: Selecting Modules (e.g. FV, SB, PA)

- Select specific EATS modules based on your intervention(s)
  - Review FFY 2020 Recommended Evaluation Tools and SMART Objectives
  - Consider DE and PSEs
Activity 3: Select which EATS module(s) to use? (e.g. FV, SB, PA)

• Teachers administer UP4it in a few 4th/5th grade classrooms at K-5 school
Activity 4: Select which EATS module(s) to use and with whom? (e.g. FV, SB, PA)

- Teachers administer **TWIGS and CATCH PE** in all grades at K-8 school.

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EATS: Survey Versions Posted Online

Please use the CalFresh Healthy Living, UC SMART Objectives to identify which of the three EATS modules (e.g., Fruits and Vegetables (FV), Sweetened Beverages and Water (SB), and/or Physical Activity (PA)) are most appropriate to administer to evaluate the diverse series-based direct education and PSE interventions you deliver. The full tool is available (English and Spanish). In addition, posted below are subsets of the EATS modules (English), so you can select the survey that only includes the modules you plan to administer. Contact the State Office for subsets of the EATS tool in Spanish.

EATS - All Modules (FV, SB, & PA)

- English
- Spanish
- Administration Protocol
- Intro to EATS webinar
- Survey Data Portal - PEARS

EATS - Select Specific Modules

- EATS – FV only
- EATS – FV & PA only
- EATS – FV & SB only
- EATS – PA only
- EATS – SB only
- EATS – SB & PA only

Posted on website: Youth Evaluation Tools
EATS Administration

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EATS Administration Protocol

• Lengthy protocol, but very helpful detail!
  • Who should administer
  • When to administer
  • Materials needed
  • Student consent
  • Unique student ID
  • Before you begin – prompts to help students w/recall
  • Survey administration script
  • Question-specific troubleshooting
  • Collect and review surveys

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Who Should Administer EATS

UCCE staff who:
1. Attend EATS webinar
2. Read the EATS administration protocol
When to Administer EATS

Administer:

- **Pre-survey** – early in school year, after the first full week, before intervention begins
- **Post-survey** – toward end of school year, after programming wraps up
- **On a day following a regular school day** (e.g. Tues-Fri) – not after wknd or holiday
Materials Needed

• Surveys (1 per student, 1 copy for you, extras)
• Pencils (1 per student, extras)
• Survey administration protocol
• School breakfast and lunch menus from previous day
Student Consent

• UCD IRB requires consent cover page on EATS
• Read aloud to class
• Pre and Post
# Unique Student ID

- Use Student ID (not name) to match pre and post surveys

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>SPANISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>First letter of your <strong>FIRST</strong> name</td>
<td>Primera letra de su nombre</td>
</tr>
<tr>
<td>First letter of your <strong>LAST</strong> name</td>
<td>Primera letra de su apellido</td>
</tr>
<tr>
<td>Birth MONTH</td>
<td>Mes de su nacimiento</td>
</tr>
<tr>
<td>Birth DAY</td>
<td>Dia de su nacimiento</td>
</tr>
</tbody>
</table>

A-Z | A-Z | 01-12 | 01-31 | A-Z | A-Z | 01-12 | 01-31 |

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Before You Begin

• Assess class – read survey aloud (4th/5th) or complete independently
• Regroup to complete PA
• Begin by using prompts to help students recall what they ate yesterday and physical activities they did.
Helping Kids Recall Yesterday’s Intake

• Write yesterday’s day of the week and date on the board

• Use prompts to help students recall what they did yesterday, where they may have been, what meals they ate, and when they ate or drank.

• Add foods served for school breakfast and lunch yesterday (from menu)

  - School?
  - Home?
  - At a friend’s or relative’s house?
  - A fast food restaurant?/
  - Another restaurant?
  - Somewhere else?

- Breakfast?
- Morning snack?
- Lunch?
- Afternoon snack?
- Dinner?
Helping Kids Recall Physical Activity

• Use prompts to help students recall over the last week:
  o what days they were active for 60+ minutes, days they had recess/PE and recess/PE activities they did

• Add PE days and activities (ask teacher)

<table>
<thead>
<tr>
<th>Days active for 60+ mins? (heart beating fast and breathing hard)</th>
<th>Days with recess (all, some, none)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home?</td>
<td></td>
</tr>
<tr>
<td>School?</td>
<td></td>
</tr>
<tr>
<td>Park? /</td>
<td></td>
</tr>
<tr>
<td>Sports practice/activity classes?</td>
<td></td>
</tr>
<tr>
<td>Time physically active during recess (most, some, none)?</td>
<td></td>
</tr>
<tr>
<td>Days with PE?</td>
<td></td>
</tr>
<tr>
<td>Time physically active during PE (less than half, half, more than half)?</td>
<td></td>
</tr>
</tbody>
</table>
Survey Administration Script

• Highly encouraged
• Instruction format
  o Administration notes (e.g. Do)
  o Read aloud (e.g. Say)
• Script flow
  o Consent
  o Student ID, characteristics
  o FV/SB Modules
  o PA Module
Question-Specific Troubleshooting

Example: Fruits and Vegetables Module

• **Question 10 (Salad or green vegetables):** If there are other leafy greens consumed that are not listed, have the student include them; however, do not include other green vegetables besides broccoli and green beans (include them in Question 11 – other vegetables).

10. Yesterday, did you eat any salad or green vegetables like:

   - Salad made with lettuce
   - Spinach
   - Broccoli
   - Collard greens
   - Green beans
   - Other greens

   - No, I didn’t eat any salad or green vegetables yesterday.
   - Yes, I ate salad or green vegetables 1 time yesterday.
   - Yes, I ate salad or green vegetables 2 times yesterday.
   - Yes, I ate salad or green vegetables 3 or more times yesterday.
Collect and Review Surveys

• Verify Completion
  • Student IDs
  • All survey questions
    • Bubbles – one answer
    • Boxes – mark all that apply
• Follow up with students if needed
• Thank students and teacher!

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Activity 5: Name ONE key takeaway critical for administering EATS.
EATS Administration: Key Takeaways

• Only trained UCCE staff administer EATS
• Collect on **Tues-Fri** (**Wed-Fri** if Mon holiday)
• Administer pre/post surveys - same time, way, and staff
• Read student consent → Required by IRB
• Use prompts to help kids recall intake/activity
• Use script to ensure you cover salient points
• Know your audience → Take the survey together as a class or individually
• Review troubleshooting ahead of time
• Review surveys for completion before leaving
Activity 6: Share best practices for administering pre/post surveys with students…

Chat in your response
EATS Data Entry

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Entering EATS Data

• Enter EATS surveys in PEARS
  • Attach to Program Activities
  • Collect pre and post surveys before entering
  • Only enter matched pre/post surveys
  • ID#s must be identical
• See PEARS Surveys Tip Sheet for step-by-step instructions on how to enter surveys into PEARS
EATS Results

• State Office supporting EATS analysis

• Summary statistics available in PEARLS
  (see next slide)

  o **Note:** Accurate and complete data entry = accurate results summaries
## Adult Physical Activity Survey Results

### FY18 Adult Physical Activity Survey

<table>
<thead>
<tr>
<th>Question</th>
<th>Response Options</th>
<th>Pre</th>
<th>Post</th>
<th>Change in Percent</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
<td>Frequency</td>
<td>Percentage</td>
<td>Mode</td>
</tr>
<tr>
<td>In the past week, how many days did you exercise for at least 30 minutes? This includes things like jogging, playing soccer, and doing fitness or dance classes, or exercise videos. This 30 minutes could be all at once or 10 minutes or more at a time. Do not count housework, taking care of your kids, or walking from place to place.</td>
<td>0 days</td>
<td>25%</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>1 day</td>
<td>6</td>
<td>0%</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>2 days</td>
<td>3</td>
<td>12%</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3 days</td>
<td>3</td>
<td>4%</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>4 days</td>
<td>3</td>
<td>24%</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>5 days</td>
<td>5</td>
<td>20%</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>6 days</td>
<td>0</td>
<td>0%</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>7 days</td>
<td>2</td>
<td>8%</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>In the past week, how many days did you do workouts to build and strengthen your muscles? This includes things like lifting weights and doing push-ups, sit-ups or planks.</td>
<td>0 days</td>
<td>6</td>
<td>25%</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>1 day</td>
<td>2</td>
<td>4%</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>2 days</td>
<td>3</td>
<td>12%</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>3 days</td>
<td>6</td>
<td>24%</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>4 days</td>
<td>2</td>
<td>8%</td>
<td>4</td>
<td>N/A</td>
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<tr>
<td></td>
<td>5 days</td>
<td>5</td>
<td>20%</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>6 days</td>
<td>0</td>
<td>0%</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>7 days</td>
<td>2</td>
<td>8%</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>How often do you make small changes on purpose to be more active? This includes things like walking instead of driving, getting off the bus one stop early, doing a few minutes of exercise, or moving around instead of sitting while watching TV.</td>
<td>Never</td>
<td>0</td>
<td>0%</td>
<td>3</td>
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<tr>
<td></td>
<td>Rarely (about once a week)</td>
<td>1</td>
<td>4%</td>
<td>3</td>
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<td>Sometimes (about once a month)</td>
<td>12</td>
<td>48%</td>
<td>3</td>
<td>N/A</td>
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<tr>
<td></td>
<td>Often (about once a week)</td>
<td>5</td>
<td>20%</td>
<td>3</td>
<td>N/A</td>
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<td></td>
<td>Usually (about once a month)</td>
<td>7</td>
<td>28%</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Always (about once a year)</td>
<td>0</td>
<td>0%</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>25</td>
<td>0%</td>
<td>4.52</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>25</td>
<td>32%</td>
<td>4.52</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>25</td>
<td>16%</td>
<td>4.52</td>
<td>5</td>
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<td></td>
<td>5</td>
<td>25</td>
<td>20%</td>
<td>4.52</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>25</td>
<td>32%</td>
<td>4.52</td>
<td>5</td>
</tr>
</tbody>
</table>

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Thank you!