

Administration Protocol

I. Purpose

The purpose of the Eating and Activity Tool for Students is to collect information about dietary and physical activity behaviors from students in **grades 4th or higher** using a simple and tested survey instrument. You can use EATS in schools or other settings where you are delivering **six or more sessions** of direct education over **at least four weeks**.

II. Who Should Administer

We recommend that **only UCCE staff** who complete the following two steps should administer the EATS survey: (1) attend the EATS training webinar (or watch the recording) and (2) read the EATS administration protocol collect pre/post surveys. The State Office will review these procedures annually with UCCE staff input.

III. When to Administer

Pre: Administer the pre-survey at the beginning of the school year before intervention activities have begun. Ideally, the pre-survey should be completed as early as possible after the first full week of school.

Post: Administer the post-survey towards the end of the year after you complete your intervention activities. Aim to avoid days/times around standardized test schedules to avoid testing fatigue.

Timing:

- The survey is intended to capture student eating and physical activity behaviors on a regular school day. Because questions ask about yesterday, **the survey must be done on a day following a regular school day (e.g. typically Tuesday through Friday)**.

Note: Do NOT administer EATS on a Monday or following a holiday, for example, not on a Tuesday after a Monday holiday.

- You can administer EATS at any time during the school day.
- To the extent possible, both pre and post surveys should be administered on the same day, at the same time, in the same way, with the same staff. For example, if the pre-survey is administered by an educator Tuesday before lunch, the same educator should administer the post-survey before lunch on a Tuesday (if possible).

IV. Materials Needed

For administration of the **paper survey**:

- Surveys with consent cover page - printed in color, on white paper,
- Extra copy of the survey and consent cover page for your reference,
- Pencils - one per student plus extras (if needed),

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- Survey administration protocol, and
- School breakfast and lunch menus from the previous day – to help prompt dietary recall for students eating school breakfast and/or lunch.

For administration of the **online survey**:

- Student consent page with the UCCE educator name and phone number added – to provide a local CFHL, UCCE contact,
- Extra copy of the survey and consent cover page for your reference,
- Links to the EATS pre-survey and post-survey in PEARS – to share with students so they can access the online survey,
- Survey administration protocol, and
- School breakfast and lunch menus from the previous day – to help prompt dietary recall for students eating school breakfast and/or lunch.

V. Student Consent

The UC Davis Institutional Review Board (IRB) requires our program to obtain consent for all youth program evaluation. Before sharing the student consent page with students be sure to add local UCCE contact information – typically the Community Educator’s name and office phone number. In order to secure consent to participate in EATS, UCCE staff will read the student consent page aloud to the class prior to both pre and post survey administration. Consent to participate is assumed to have been provided if a student completes the EATS after reviewing the consent page which is provided to students as the cover page (or first section in PEARS) to the pre and post survey. The IRB does not require a signed consent form or parental consent. The student consent is included as the first page of both the printed hard copy of the EATS survey and the online survey in PEARS (e.g., see the printable **English Survey** / **Spanish Survey** and **EATS in PEARS for data entry** link under Eating and Activity Tool for Students (EATS) on the [Youth Evaluation Tools](#) webpage).

VI. Unique Student ID#

Educators or students can fill in the unique Student ID# at the top of the first survey page. This will allow you (or for online surveys the State Office) to match a students’ pre-survey with their corresponding post-survey. See the Student ID# question in the paper and online surveys displayed below.

PAPER SURVEY

Student ID#

1. UCCE educator will provide directions to help you fill in your ID#.
 If ID# is filled in, move on to Directions.

ID#: or

First letter of your FIRST name	First letter of your first LAST name
A-Z	A-Z
<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>

Revised ID box based on UCCE team feedback to facilitate youth completion for the paper survey.

ONLINE SURVEY

1. UCCE educator will provide directions to help you fill in your ID#.

To create your ID#, enter your:

1. First Initial (Ex: Jose = J)
2. Last Initial (Ex: Ortega = O)

Or follow the directions provided. *

Simplified ID instructions and visual display developed in partnership with UCCE teams to facilitate youth completion for online administration.

Select the Student ID# approach that will work best for your team carefully considering the students you work with and the survey you plan administer (e.g. paper or online).

1. **Educator Completes ID#:** Get a class list from the teacher and fill in the Student ID# before administration with (a) an educator assigned ID# for each student, (b) each student's class #, or (c) each student's initials. **When using class lists, please mark out (redact) all but the first initial of the last names to maintain students' anonymity – for example Rose G [REDACTED].** Then, distribute the paper surveys using the class list or by applying sticky notes with students' first name and last initial to the surveys.

IMPORTANT NOTE: Please leave any paper copies of the class list or sticky notes with student names in the classroom.

If it is necessary for you to take a paper copy of the class list with student names outside of the classroom, the IRB requires that you keep it in a locked file cabinet and dispose of it as soon as it is no longer needed for data collection.

2. **Students Complete ID#:** Hand out surveys (or provide survey link for online surveys) and ask students to fill in their (a) student ID#, (b) class #, or (c) initials. Please make sure students understand how to fill in the Student ID# and take time to answer any questions.

Whichever ID# approach you select, **please verify each student in the class has a unique Student ID#**. If two ID#s for example student initials are the exact same, add a number at the end of the ID to distinguish between them. The State Office recommends using a **standard alphabetic procedure** to consistently assign this number (1, 2, etc.) during the pre-survey and post-survey.

EXAMPLE: If your class list has students named **Rosa Garcia** and **Robert Gonzales** with the same initials (**RG** and **RG**), you would first mark out all but the first initial of the last names on the class list (e.g., Rosa G [REDACTED] and Robert G [REDACTED]) and then alphabetize the names (**Robert G** → **Rose G**). Next:

- Add **1** to the initials of the name that **alphabetically** comes **first**
Robert G = RG1
- Add **2** to the initials for the name that **alphabetically** comes **second**
Rose G = RG2

Make sure to document any pre-survey ID# updates on your cover sheet, so you can repeat this step on the corresponding post-survey.

VII. Before You Begin

- Review student consent form and determine specific local UCCE contact information to provide.
- For administration of the **paper survey**, UCCE staff can fill in a single cover page for each classroom with the PEARS Program Activity ID, site name, classroom (teacher), county, pre/post, date, and paper/online survey.
- For administration of the **online survey**, before you begin, make sure to create the direct education Program Activity in PEARS, attach the **EATS** survey as both a pre and post, and generate the relevant online survey link to share with students.
- Assess your audience to decide which administration method is best:
 - *Reading the survey aloud*: Recommended for 4th/5th graders and when administering the online survey to cut down on chatter and keep the students who read a little slower on task.
 - *Having students read and complete the survey on their own*: Students who are faster and/or older may wish to complete the dietary questions on their own, which will help maintain their interest.
 - *If administering the Physical Activity Module*: All students should regroup after the diet questions and complete the first physical activity question together.
- Consider bringing along a non-intervention related activity (e.g. generic crossword puzzle) to give students who choose not to complete the survey, so they do not distract others.
- Maintain a neutral tone and confidentiality.
- Please take time to help students recall what they ate yesterday and physical activities they did over the past week.
- Use thumbs up and thumbs down with students to confirm understanding and identify whether they have finished answering a question.
- To assist you in planning, please allow a total of **60 minutes** to administer the complete EATS tool. You will find estimates of the time to allow for completing each EATS sections below:
 - ~5-10 minutes for the recall/prompt section
 - ~5-10 minutes for the consent and student information pages
 - ~10-15 minutes for the FV module
 - ~10 minutes for the SB module
 - ~5-10 minutes for the PA module

Helping Kids Recall Yesterday's Intake:

Write yesterday's day of the week and date on a board (or large poster paper) in large print in front of the classroom. To help students recall what they did yesterday, where they may have been, what meals they ate, and when they ate or drank, write prompts as shown below. For students participating in school meals, please use the school breakfast and lunch menu to write on the board the foods provided for school meals yesterday.

- 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 Last Week's Physical Activity:

Follow similar prompts for physical activity to help students recall, over the last week, on which days they were active for 60 minutes or more, when they had recess, PE or short classroom activity breaks, and what activities they did in PE. Ask the teacher on which days the students had recess and PE last week and write the days on the board, including the physical activities they did in PE – if relevant for the whole class.

- Days active for 60+ mins? (heart beating fast and breathing hard)
 - Home?
 - School?
 - Park?
 - Sports practice/activity classes?
- Days with PE?
- Time physically active during PE (most or all, about half, less than half)?
- Days with short classroom activity breaks? (get you moving and boost your energy level)

VIII. Survey Administration Script

Below is a sample script with instructions for administering EATS. While it is not required that you use this script, it is highly encouraged. If you choose not to use the script, please review the content and be sure to address each salient point. Please note that:

- Instructions for the UCCE staff administering the survey are in plain type (e.g. Do).
- **Instructions to be read ALOUD to the students are in bold type (e.g. Say).**

Do: Before you begin, write on the board the prompts for meals/foods students may have eaten yesterday (see section **VII. Before You Begin** for additional instructions). If using the Physical Activity Module, add the physical activity, recess, and PE prompts.

Do: Pass out the surveys (and pencils, if needed). It may be helpful to have a student volunteer (or two) to help. For **online surveys**, share the PEARS pre-survey or post-survey link with students.

Say: Let's read the cover page together.

Do: Read the consent cover page.

Say: Does anyone have any questions?

Do: Answer any questions students may have. Give students who choose not to participate a non-intervention related activity (e.g. generic crossword puzzle) to work on.

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Say: For those who are willing, let's complete the first page of the survey together.

STUDENT ID# (If educator completed ID#s, skip to next section – SURVEY DIRECTIONS)

Now, let's begin by filling in your Student ID#. We use a code rather than your name to keep the information you share private. I'll put an example on the board.

Do: Write the example below on the board. Wait for students to fill in the box(es) for each question before moving on. Ask the teacher to circulate around the room and help students.

Say: For Jose Ortega, the Student ID is J-O.

- First, please write the **FIRST letter** of your **FIRST name** in the box. If your first name was Jose, you would enter 'J' for the first letter.
- Second, please write the **FIRST letter** of your first **LAST name** in the box. If your last name was Ortega, you would enter 'O' for the first letter.

Note: For students with multiple last names, use the first letter of their first last name.

Do: Take time to answer any questions. Continue to next section.

SURVEY DIRECTIONS

Say: In this survey, wherever you see a bubble (or circle), choose the **ONE** best answer for the question. Wherever you see a box (or square), choose each answer that is true for you. This is not a test, and there are no right or wrong answers. Please just respond to the questions as honestly and accurately as you can.

Now, let's read through the first part of the survey together.

Do: Wait for students to finish each question before moving on.

Say: The next section is about you.

For the **Pre-Survey** only:

- **Question #2: Select your age.** (wait for students to finish)
- **Question #3: Select your grade.** (if class is a single grade, provide the answer) **For this class, you would bubble in _____.**
- **Question #4:** (read Race/Ethnicity question as is) **How do you describe yourself? Choose all the boxes that best describe you.** (Do: let students know that they can select "Other" and write in how they describe themselves if they don't identify with any of the responses.) **It's ok if you don't want to answer this question. In that case, please leave it blank.**

For the **Post-Survey** only: **Let's skip to Question #5.**

For the Pre- and Post-Surveys:

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- **Question #5 asks: Did you attend school yesterday?** (All/most students should have attended school yesterday if protocol is followed, i.e. no surveying on Monday or day after a school holiday). **Yesterday was** (name of day). **Bubble in yes if you were here yesterday, or no if you were absent.**
- **Questions #6 and #7 ask about school breakfast and lunch. If you did not receive and eat the meals provided by your school, then you can select “I did not eat the school breakfast” for Question #6 and “I did not eat the school lunch” for Question #7.**

Next, If Administering the [Fruits and Vegetables](#) and/or [Sweetened Beverages and Water](#) Modules, Read:

Say: The next questions ask about specific foods and beverages you ate or drank yesterday. Yesterday was (name of day). Think about what you ate and drank yesterday. Please count only what you ate or drank yesterday, even if it was not a normal day for you. On the board up here, I’ve written some places to help you remember where you were yesterday, the names of different meals, and what was served for school breakfast and lunch. Let’s do an example to see how to answer this type of question. We’re going to look at Question #8 together: “Yesterday, did you eat any starchy vegetables?”. Examples of starchy vegetables include potatoes, corn, and peas. Suppose you had a scoop of corn as part of school lunch and roasted potatoes as a side dish with dinner. Which circle would you bubble in?

Do: Wait for responses.

Say: You ate corn 1 time at lunch, and potatoes 1 time at dinner, so you ate starchy vegetables a total of 2 times yesterday. You would bubble in the circle for “Yes, I ate one of these foods 2 times yesterday”. Remember, when you answer this question on your survey, think about only the vegetables you ate yesterday.

Are there any questions about the instructions I’ve just explained?

Do: Answer any questions about the survey. If students ask questions about specific survey questions, help clarify the questions for the students, but do not provide answers. See section VII. Before You Begin for additional guidance on helping students with recall.

Say: If you have a question while you are taking the survey, please raise your hand and someone will help you. Remember, the pictures are examples only and do not include all possible foods or beverages covered by the question. What you ate or drank may have looked different.

Do: For younger grades (e.g. 4th/5th) or online survey administration, read the questionnaire aloud to minimize chatter and keep students on task. Walk around the room as you read aloud to help keep the students focused on the survey.

Next, If Administering the [Physical Activity](#) Module, Read:

Say: Please stop when you get to Physical Activity so the group can catch up.

Do: Allow time for the class to catch up.

Say: The next questions are about your physical activity. For these questions, we want you to think about last week rather than yesterday. Remember, for the questions with boxes (squares), you should select all answers that are true for you. When we ask about physical activity, this includes sports or dance that make you sweat or make your legs feel tired, or games that make you breathe hard, like tag, skipping, running, climbing, and others. At school, think about the time you spent playing sports, physically active games, playing actively with friends, or other activities that got your body moving. Also, walking counts as physical activity, but only if you did it for more than 10 minutes at a time.

Let's look at Question #22 together: "Last week, on which days were you physically active for a total of at least 60 minutes (or 1 hour) per day?" Add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard some of the time. Some examples include: basketball, soccer, running or jogging, dancing, swimming laps, tennis, or fast bicycling, or similar aerobic activities. Choose either Yes or No for each day of the week. (wait for students to finish)

The next two questions ask about any physical activity classes like PE that you had during school last week. Do not include activities outside of school like dance class, sports leagues, or martial arts.

Do: Wait for students to finish. For **online surveys**, continue by reading the questionnaire aloud to minimize chatter and keep students on task. Walk around the room as you read aloud to help keep the students focused on the survey.

The last question asks about any short classroom activity breaks that you had to get moving and boost your energy level during school last week – OUTSIDE of PE. Some examples include: brain breaks, video activity breaks, BEPA, or other classroom movement breaks.

Do: Wait for students to finish.

Thank you for your participation! For online surveys only: After you complete the survey, make sure you click the green Submit button.

IX. Question-Specific Troubleshooting

Student Information

- **Question 4 (Race/Ethnicity)**: If students are unsure what race/ethnicity to select, you can assist by providing additional examples for each category, as shown below:
 - American Indian or Alaska Native (North, Central, or South American Origin)
 - Asian (Chinese, Korean, Vietnamese, Filipino, Cambodian, Indian, Thai, etc.)
 - Black or Africa American (Origins in any of the Black racial groups of Africa)
 - Hispanic or Latino (Mexican, Cuban, Puerto Rican, South or Central American)
 - Native Hawaiian or other Pacific Islander (Guamanian, Samoan, etc.)

- White (European, Middle Eastern, North African)

School Meals

- **Questions 6 (School Breakfast) and 7 (School Lunch):** These questions are only referring to the breakfast and lunch provided by the school, and not food children bring from home or obtain through other means.

Fruits and Vegetables

- **Question 8 (Starchy vegetables):** Do not include any type of fried potatoes (e.g. French fries, hash browns) or sweet potatoes (yams). Sweet potatoes (yams) should be reported with Question 9 (orange vegetables).
- **Question 10 (Salad made with lettuce and green vegetables):** If there are other leafy greens consumed that are not listed, have the student include them; however, do not include most other green vegetables besides broccoli and green beans (include them in Question 11, see examples).
- **Question 11 (Other vegetables):** This question collects frequency of consumption of all other vegetables not included in the previous categories. Include green vegetables not listed in Question 10 here.
- **Question 12 (Beans):** It does not matter how the beans were prepared (e.g. refried, containing lard, with pork). Instruct students to include all kinds of beans, except green beans.
- **Question 14 (Juice):** 100% juice refers to beverages that are pure fruit juice with no added sugar or anything else.

Sweetened Beverages and Water

- **Question 15 (Diet soda):** Include sodas with diet, zero, or zero sugar in the name, along with any other sodas that contain 0 calories and/or use a sugar substitute instead of sugar.
- **Question 16 (Fruit drinks):** Include any fruit-flavored drinks that are not 100% juice. If they have fruit juice added, but are not 100% juice, include them here. Also include fruit-flavored waters that contain added sugar. Also include regular, sweetened sports drinks. Do not include those with 0 calories and/or a sugar substitute.
- **Question 18 (Energy drinks):** In addition to those found in cans, also include energy “shots”. Younger children may not know what energy drinks are. If a student does not know what an energy drink is and they do not recognize the photo, then instruct them to mark that they didn’t drink any.
- **Question 19 (Coffee and tea with sugar):** Include all blended and non-blended coffee and tea drinks. Include sweetened tea like boba/bubble tea. Also include sweetened bottled coffee and tea drinks.
- **Question 20: (Flavored milk):** This question does not include regular, full-fat, 2%, 1%, or non-fat unflavored (i.e. white) milk. It does include any milk or milk-containing (dairy or non-dairy) beverage that is flavored (i.e. sugar added).

Physical Activity

- **Question 22 (Total physical activity):** Students should add up their total daily physical activity. The 60 minutes does not need to be performed at one time during the day, but rather, can be a total of physical activity performed throughout the day. This includes both time active while at school and at home/away from school.
- **Questions 23 and 24 (PE):** Physical Education (PE) is considered structured physical activity led by the classroom teacher or another teacher specifically tasked with leading PE classes.
- **Question 25 (classroom PA breaks):** Short classroom activity breaks such as brain breaks, video activity breaks, BEPA, or other classroom movement breaks that get students up and moving and boost their energy level. Do not include PE class.

X. Collect and Review Surveys

If collecting **paper surveys** (and pencils, if needed) during administration, take a few minutes to confirm that:

- the Student ID#s were completed and
- all survey questions were completed appropriately (see below).
 - Bubbles (O) – Select one answer.
 - Boxes (□) – Mark all that apply.

Note: *Double check that all pages and questions were completed. Students are especially likely to leave the questions blank on the last page.*

For **online surveys**, UCCE advisors, supervisors, and community educators can review online survey data in PEARS for completeness. A specific focus of review is to make sure that the pre and post survey ID#s are complete and match at pre and post. If not, you may be able to follow-up with teachers to confirm the student ID#s.

If you find incomplete responses or ID#s, follow-up with students to fill them in. Be sure to reassure students that you are not checking their answers for accuracy, but making sure all of the questions were answered. Please send any updates that need to be made to **online surveys** (such as updates to ID#s) to Angie Keihner (akeihner@ucdavis.edu) at the State Office.

Lastly, please thank the students and classroom staff for their participation.



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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