



United States Department of Agriculture

*Supplemental Nutrition Assistance Program
Education and Evaluation Study (Wave II)*

*Michigan State University Extension's Eat
Smart, Live Strong Program*

Volume II: Appendices

Nutrition Assistance Program Report
Food and Nutrition Service
Office of Policy Support

December 2013

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United States Department of Agriculture

Food and Nutrition Service, Office of Policy Support

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Supplemental Nutrition Assistance Program Education and Evaluation Study (Wave II)

Michigan State University Extension's Eat Smart, Live Strong Program Volume II: Appendix

Authors:

Valerie Long
Sheryl Cates
Jonathan Biltstein
Julie Fantacone
Katherine Kosa
Loren Bell
James Hersey

Submitted to:

Office of Policy Support
Food and Nutrition Service
3101 Park Center Drive
Alexandria, VA 22302-1500

Submitted by:

Altarum Institute
2000 M Street N.W. Suite 400
Washington, DC 20036

Project Officer:

Anita Singh

Project Director:

Loren Bell

Project Manager:

Valerie Long

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Appendix A

Process Evaluation Data Collection Instruments

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A.1: Eat Smart, Live Strong Program Data Abstraction Form

Data Abstraction Form for MSUE Application to FNS and 2010 SNAP-Ed Plans

[PRE-IMPLEMENTATION]

<p>Implementing agency:</p> <p>State:</p> <p>Program name:</p> <p>Data abstractor:</p> <p>Date of abstraction:</p> <p>Resources used:</p>	
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TOPIC AREA 1: Formative Research and Intervention Design

1-1. Target audience(s)

1-2. Reach or intended size of intervention

1-3. Description of nutrition education intervention.

- a. Overall intervention goal(s)
- b. Key education methods that are being used in the nutrition education intervention, including how this may vary for different target audiences (e.g., children versus their caregivers)
- c. Description of each nutrition education lesson in detail using the following format

Short title:	
Detailed description of education message:	
Specific objectives:	
Intended impact/change	
Materials supporting lesson	

1-4. Anticipated dose and intensity of each nutrition education intervention method

- a. Direct education

Dose (# of contacts with each participant)	
Intensity (# of contacts X length of contact)	

- b. Indirect education

Dose (# of contacts with each participant)	
Intensity (# of contacts X length of contact)	

- c. Social marketing [*Pick a better snack*]

Dose (# of contacts with each participant)	
Intensity (# of contacts X length of contact)	

- d. Other

Dose (# of contacts with each participant)	
Intensity (# of contacts X length of contact)	

1-5. Nutrition education materials (title, source, how to locate source)

- a. Materials developed by FNS
If modified FNS materials, how and why?
- b. Materials developed by other State SNAP-Ed programs
If modified these existing materials, how and why?
- c. Materials developed by other public nutrition education programs
If modified these existing materials, how and why?
- d. Materials developed by private agencies
If modified these existing materials, how and why?
- e. Materials developed by project
- f. Other

1-6. Theoretical underpinnings for nutrition education

1-7. Evidence that suggest the intervention will be successful (e.g., pilot project results, previously tested instruments)

1-8. Key players in the design of the intervention

- a. Who were the key players from the implementing agency?
- b. Were there any partnerships with other public or private organizations that were key to the design and implementation plan of the intervention?
- c. If so, how were these partnerships formed?
- d. Other key players?

TOPIC AREA 2: Operational Steps Involved in Intervention Implementation

2-1. Management and oversight structure

- a. Who are the program administrators and coordinators?
- b. Who is responsible for quality control and monitoring the nutrition education delivery?

2-2. Qualifications of nutrition educator trainer(s)

- a. Level of education
- b. On-the-job training
- c. Years of experience

2-3. Qualifications of nutrition education provider(s)

- a. Level of education
- b. Specialized training
- c. Years of experience delivering nutrition education

2-4. Plans for training of nutrition education providers (Describe frequency and duration of training, training agenda and method, etc.)

2-5. Recruitment of intervention sites/participants

- a. How were individual intervention sites selected to participate in the intervention (specifically for this FNS evaluation component)?
- b. How will individual classrooms be selected to participate in the intervention?
- c. How will the adult participants be recruited to participate in the intervention?

2-6. Efforts planned to retain participants in order to receive the desired maximum dose of the intervention

**A.2. Discussion Guide for Eat Smart, Live Strong Program
Implementing Agency Principal Investigator [pre-
implementation]**

SNAP-Ed Wave II: Discussion Guide for Demonstration Project Program Administrator
[PRE-IMPLEMENTATION]

State: _____

Respondent/Title/Organization: _____

Address: _____

Phone: _____

Fax: _____

E-mail: _____

Interviewer: _____

Date of Interview: _____

Time of Interview: _____

Office of Management and Budget (OMB) No. 0584-0554	Expiration Date: XX/XX/XXXX
<p>The public reporting burden for this collection of information is estimated to average 40 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the following address: U.S. Department of Agriculture, Food and Nutrition Services, Office of Research and Analysis, Room 1014, Alexandria, VA 22302, ATTN: PRA (0584-0554). Do not return the completed form to this address.</p>	

Thank you for taking the time for this interview. The U.S. Department of Agriculture’s Food and Nutrition Service has contracted with Altarum Institute to conduct a study of Eat Smart Live Strong that is offering information to older adults/children and their families about healthy foods to eat and the importance of being active. Altarum is a health and nutrition policy research and consulting institute, and our work focuses on helping improve the health and nutrition status of children, families, and adults. The purpose of the study is to evaluate several Supplemental Nutrition Assistance Program-Education (SNAP-Ed) models around the country and to provide recommendations for how these interventions could be improved to better serve the older adults/children and families in your community. We also will be evaluating how the intervention might be replicated in other communities.

Although there are only a select number of programs participating in this evaluation, we will do our best to aggregate data wherever possible in order to avoid information being tied back to a particular respondent. Nothing that is said today will be attached to you, and nothing that you say will affect your job or be shared with your employers.

Today we will specifically be discussing the planning process and your expectations for the intervention. Once it has been implemented, we will follow up with you to find out whether the intervention met your expectations and how it might be improved. I expect that this interview will take about 45 minutes. Thank you for taking the time to speak with me.

Before I begin, do you have any questions?

1. Can you please describe your role as program administrator?
2. Do you also play a role in the budget management for the project? If not, who is responsible for the project budget?
3. Can you please describe your role in the program design/evaluation?
4. What challenges, if any, have you faced during the design and planning phases of this nutrition education program?
5. What factors do you feel have contributed most to a successful design and planning phase (e.g., using education materials that were already developed, good communication between contributors, knowledgeable staff, establishment of strong partnerships)?
6. What lessons have you learned during this key phase of program development?
 - (a) What would you do differently? Why?
 - (b) What would you do the same? Why?

Now I would like to shift our focus to the upcoming implementation of your SNAP-Ed project.

7. Now that you are ready to transition from the planning and design phase of your project to the implementation phase, what challenges, if any, are you anticipating? Why? How do you think you will address these challenges?
8. Do you feel that the environment in which the intervention will take place will be able to support the intended change in behavior, knowledge, and/or attitudes?
9. Does the senior center offer the older adults healthy food options, or are healthy foods otherwise available?
10. What, if any, other nutrition education messages are the older adults/children in the intervention sites being exposed to (that you are aware of)? Did the program have any difficulty recruiting adequate staff for the nutrition education delivery? If so, what were the recruitment challenges/problems?
11. Please describe the training the nutrition educators have received or will receive (e.g., frequency and duration of training, training agenda and objectives).
 - (a) Who will do the direct training?
 - (b) When will these trainings be provided?
 - (c) What topics will be covered in the training
 - (d) What is the training outline/agenda?
 - (e) What format will the training be conducted
 - (f) Qualifications of trainer(s):
 - Level of education
 - Specialized education
 - Years of experience in nutrition or health education
 - Experience working with this target population
12. Do the educators have flexibility in how they deliver the program, or are they directed to follow the curriculum strictly as written? How will that be assessed?
13. Please describe any quality control and monitoring efforts that will take place during implementation (e.g., of nutrition education delivery, of nutrition education data collection).
14. What specific guidance and materials are planned to be provided to direct educators to work with the sites to recruit the adult participants for the intervention?
15. What specific guidance and materials are planned to be provided to direct educators to work with the sites to help retail older adult participants in the intervention and attend all four Eat Smart, Live Strong classes?

16. How will direct educators be asked to document/track the enrollment and attendance of individual seniors to assist participants in accessing all four intervention classes? What forms will be used? How will data be analyzed? (Obtain copies of enrollment and attendance forms to be used.)
17. How will the demonstration project be tracking the number of adults enrolled in each class at each intervention site?
18. Will the demonstration project be tracking dosage at the individual level (e.g., which lessons participants take part in)? How will this be tracked?

Now I'd like to focus on partnerships you have developed to assist with the implementation of your project.

19. I brought the *Key Program Staff and Partnering Agencies* form you completed for the April kickoff meeting in Alexandria and wanted to check for any updates to this form. If there are any, ask them to revise form.
20. How do these partnerships enhance your intervention?
21. Have there been any challenges in developing these partnerships?
22. Would you recommend these partners to other States who might replicate your project?

That ends my formal interview questions. Do you have any comments or recommendations that you would like to add?

Thank you very much for your time and input on this very important project. As I mentioned, we will follow up and talk with you after the intervention and evaluation period are over.

**A.3. Discussion Guide for Eat Smart, Live Strong Program
Implementing Agency Principal Investigator [post-
implementation]**

SNAP-Ed Wave II: Discussion Guide for Demonstration Project Program Administrator
[POST-IMPLEMENTATION]

State:

Respondent/Title/Organization:

Address:

Phone:

Fax:

E-mail:

Interviewer:

Date of Interview:

Time of Interview:

Office of Management and Budget (OMB) No. 0584-0554

Expiration Date: XX/XX/XXXX

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Thank you for taking the time for this interview. As I told you during our last meeting, the U.S. Department of Agriculture's Food and Nutrition Service (FNS) has contracted with Altarum Institute to conduct a study of the Eat Smart, Live Strong that is offering information to children and their families about healthy foods to eat and the importance of being active. Altarum is a health and nutrition policy research and consulting institute, and our work focuses on helping improve the health and nutrition status of children, families, and adults.

As mentioned during our last meeting, nothing that is said today will be attached to you, and nothing that you say will affect your job or be shared with your employers.

Today we will specifically discuss how the implementation of the program differed from your expectations. We also will discuss lessons learned and your feedback on how the program might be improved. I expect that this discussion will take about 40 minutes. I appreciate you taking the time to speak with me today.

Before I begin, do you have any questions?

Formative Research and Program Design

I'd like to briefly discuss how, if at all, the implementation of your nutrition education intervention differed from what was originally planned. There are several aspects of implementation that I would like to cover.

1. Were the nutrition education messages for the intervention modified at any point during implementation? If so, how and why were they modified?
2. Did the target audience differ from what was originally planned? If so, how and why did they differ?
3. Were the methods of delivery (i.e., direct education, indirect education) modified during implementation for any reason? If so, how and why were they changed?
4. Did the dose of nutrition education vary from what was originally planned (e.g., the number of lessons, the length of each lesson)? If so, how and why did this vary from what was planned?
5. Were you able to implement the intervention at the originally proposed number of sites and do you feel that you reached the intended number of participants? Were there any factors that affected your ability to achieve the full, intended reach?
6. Were the nutrition education materials modified at any point during implementation? If so, how were the materials modified and why?
7. To what extent were the original implementation timelines met? What are the reasons for and implications of any departures from the original timelines?

Operational Steps Involved in Program Implementation

8. Did you find the level of staff, in terms of both qualifications and the total number of staff (and types of staff), adequate for optimally delivering your nutrition education intervention?
9. What changes, if any, were made to planned key staff involvement and what were the reasons for any such changes?
10. Were any quality control and monitoring processes employed to maximize the fidelity/quality of the intervention delivery?
11. How effective were staff in delivering the intended nutrition education messages?
 - (a) Why do you think these staff were effective/ineffective?
 - (b) What could they have done differently to improve their effectiveness?
12. Please describe the nutrition education training provided for the implementation of this intervention and how it was different from what you had planned.
13. Do you think the nutrition educator training was sufficient?
 - (a) What worked well?
 - (b) What could have been improved?
14. Were planned recruitment (of older adult participants/parents) efforts modified during implementation? If so, how were recruitment efforts modified and for what reasons?
15. What recruitment methods did you find to be most effective/least effective?
16. In your opinion, how well was the direct program able to track participation in the direct education?
17. Did previously identified partners remain engaged throughout the intervention?

18. Were these partnerships successful?

[IF YES]

- (a) How were they successful?
- (b) What would you say contributed to their success?

[IF NO]

- (a) Why not?

Resources Devoted to Intervention

- 19. What were the actual time commitments for key staff (full-time employees) if different than planned? Why did they differ?
- 20. How closely did the actual program cost components reflect the budgeted costs? If there was a difference between budgeted and actual, what factors might have contributed to this?
- 21. Were the necessary type and quantity of materials, technology, etc. available to carry out the implementation as planned? If not, what else was needed?

Lessons Learned for Improvement and Replicability

Next I'd like to talk about lessons learned during implementation of the study.

- 22. Overall, what factors were key to the success of this nutrition education program?
- 23. What factors hindered or limited the success of this nutrition education program?
- 24. Looking back over the past [NUMBER OF MONTHS] months, what lessons have you learned? What would be most valuable for another State or implementing agency to know if they were considering using this model?
- 25. In your opinion, are there any aspects of this Supplemental Nutrition Assistance Program-Education program that would make it difficult to implement on a larger scale?
- 26. How did the FNS requirements for this demonstration project influence the design of your intervention project in ways that you had not anticipated when you applied to become a demonstration project?

That ends my formal interview questions. Do you have any comments or recommendations that you would like to add?

Thank you very much for your time and input on this very important project.

**A.4. Discussion Guide for Eat Smart, Live Strong Program
Regional/Area Level Extension Staff [pre-implementation]**

**SNAP-Ed WAVE II: Discussion Guide for Demonstration Project:
MSUE Regional/Area-Level Extension Staff
[PRE-IMPLEMENTATION]**

State: _____

Respondent/Title/Organization: _____

Address: _____

Phone: _____

Fax: _____

E-mail: _____

Interviewer: _____

Date of Interview: _____

Time of Interview: _____

Office of Management and Budget (OMB) No. 0584-0554	Expiration Date: XX/XX/XXXX
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Thank you for taking the time for this interview. The U.S. Department of Agriculture’s Food and Nutrition Service has contracted with Altarum Institute to conduct a study of the Eat Smart, Live Strong program that is offering information to older adults about healthy foods to eat and the importance of being active. Altarum is a health and nutrition policy research and consulting institute and our work focuses on helping improve the health and nutrition status of children, families, and adults. The purpose of the study is to evaluate several Supplemental Nutrition Assistance Program-Education (SNAP-Ed) models around the country and to provide recommendations for how these interventions could be improved to better serve the older adults/children and families in your community. We also will be evaluating how the intervention might be replicated in other communities.

Although there are only a select number of programs participating in this evaluation, we will do our best to aggregate data wherever possible in order to avoid information being tied back to a particular respondent. Nothing that is said today will be attached to you, and nothing that you say will affect your job or be shared with your employers.

Today we will specifically be discussing the planning process and your expectations for the intervention. Once it has been implemented, we will follow up with you to find out whether the intervention met your expectations and how it might be improved. I expect that this interview will take about 40 minutes. Thank you for taking the time to speak with me.

Before I begin, do you have any questions?

1. Can you please describe what your role will be in the implementation and evaluation of the Eat Smart, Live Strong program, specifically your role as bridge between State demonstration project staff, the direct educators, and the senior centers that will be implementing the program in your area?
2. What challenges, if any, have you faced during the planning (including center recruitment) phase of this program? What factors do you feel have contributed most to a successful design and planning phase (e.g., using education materials that were already developed, good communication between contributors, knowledgeable staff, establishment of strong partnerships)?
3. What lessons have you learned during this key phase of program planning?
 - (a) What would you do differently? Why?
 - (b) What would you do the same? Why?

Okay, now I would like to shift our focus to the upcoming implementation of your SNAP-Ed project.

4. Now that you are ready to transition from the planning phase of your project to the implementation phase, what challenges, if any, are you anticipating? Why? How do you think you will address these challenges?
5. Do you feel that the environment in which the intervention will take place will be able to support the intended change in behavior, knowledge, and/or attitudes? For example, do you have any sense of the senior centers' buy-in and/or enthusiasm about the intervention and what impact this might have on the older adults? What, if any, other nutrition education messages have the older adults in the intervention sites recently been exposed to (that you are aware of)?
6. Did the program have any difficulty recruiting adequate staff for the nutrition education delivery? If so, what were the recruitment challenges/problems?
7. Can you describe how you will manage and supervise the 16 direct educators that will deliver the Eat Smart, Live Strong program? [Collect copies of any forms to be used.]

That ends my formal interview questions. Do you have any comments or recommendations that you would like to add?

Thank you very much for your time and input on this very important project. As I mentioned, we will follow up and talk with you after the intervention and evaluation period are over.

A.5. Survey for Eat Smart, Live Strong Program Supervisors Not Teaching Lessons [pre-implementation]

Questions for MSUE Supervisors Not Teaching Eat Smart, Live Strong

[PRE-IMPLEMENTATION QUESTIONNAIRE]

Office of Management and Budget (OMB) No. 0584-0554

Expiration Date: 06/30/2014

The public reporting burden for this collection of information is estimated to average 15 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. **An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.** Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the following address: U.S. Department of Agriculture, Food and Nutrition Services, Office of Research and Analysis, Room 1014, Alexandria, VA 22302, ATTN: PRA (0584-0554).

The U.S. Department of Agriculture's Food and Nutrition Service (FNS) wants to know about your experience with the Eat Smart Live Strong (ESLS) program. They have contracted with Altarum Institute to study how this program is being implemented at Senior Centers. Please fill out the form below to provide your feedback and help improve this program for older adults in your community and those in other communities like yours.

Your response to this questionnaire will be kept private. After we have received all of the completed questionnaires and conducted interviews with a number of sites, we will write a report for FNS. Your name will **not** appear anywhere in the report. Nothing that you write will be attached to your name at any point. None of your responses will affect your job or be shared with the school administrator where you work.

Questionnaire

Name: _____
Position: _____
Home County: _____
Supervisor: _____
Address: _____
Phone: _____
Email: _____

Please list the senior centers where you will be supervising ESLS:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Views on Fruits and Vegetables

1. On a scale of 0–5, where 0 is Not Important and 5 is Extremely Important, how important do you think eating more fruits and vegetables and consuming more low-fat milk products are for you?

Not Important					Extremely Important
<input type="checkbox"/>					
0	1	2	3	4	5

2. On a scale of 0–5, where 0 is Not Important and 5 is Extremely Important, how important do you think eating more fruits and vegetables is for the older adults at the senior centers?

Not Important					Extremely Important
<input type="checkbox"/>					
0	1	2	3	4	5

Your Experience With the Eat Smart Live Strong Training

3. Were you able to complete the Angel online training?

<input type="checkbox"/>	<input type="checkbox"/>
Yes	No

If you answered yes:

- 3a. How useful was the online training to prepare you for supervising others to teach the ESL curriculum?

Not at all Useful					Very Useful
<input type="checkbox"/>					
0	1	2	3	4	5

4. What part of the online training was most useful to you?

5. At this point, before you start supervising educators, how prepared do you think you are to supervise others in teaching the ESL curriculum?

Not prepared					Very Prepared
<input type="checkbox"/>					
0	1	2	3	4	5

6. What aspects of this two-day in-person training were most useful to you?

7. What other kinds of training or information would be helpful to you to carry out the supervision of the ESLS curriculum?

Your Role (for Supervisors only)

8. Will you be teaching any of the 6-week ESLS groups by yourself?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yes	No	Don't Know

9. How many ESLS instructors are you supervising?

Insert Number: _____

Insert Names: _____

10. What will be your role as the supervisor of other extension staff who will be teaching ESLS?

Please check all responses that apply.

- I will be joining the educator for all or most of the lessons she/he teaches
- I will be the primary contact for the program managers at the senior sites
- I will be available to answer the instructor's questions and provide advice;
- Other (please describe) _____

11. Who will have primary responsibility for recruiting participants for ESLS in your area? (If other, please insert the name and organizational affiliation of the person.)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Myself	Extension Educator	Senior Site Program Manager	Other: _____

About You

12. Please select one of the following that best describes your ethnicity.

- Hispanic or Latino
- Not Hispanic or Latino

13. Please select one or more of the following to describe your race.

- American Indian or Alaska Native
- Black or African American
- White or Caucasian
- Asian
- Native Hawaiian or other Pacific Islander

14. What is your gender?

- Male
- Female

15. What is your age?

_____ years

Thank you very much for your time and input into this very important project!

**A.6. Survey for Eat Smart, Live Strong Program Supervisors
Teaching Lessons [pre-implementation]**

Version 2: Questions for All MSUE Supervisors Not Teaching ESLs
[PRE-IMPLEMENTATION QUESTIONNAIRE]

Office of Management and Budget (OMB) No. 0584-0554

Expiration Date: 06/30/2014

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Questionnaire

Name: _____

Position: _____

Home County: _____

Supervisor: _____

Address: _____

Phone: _____

E-mail: _____

Please list the senior centers where you will be teaching ESLs:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Views on Fruits and Vegetables

1. On a scale of 0–5, where 0 is Not Important and 5 is Extremely Important, how important do you think eating more fruits and vegetables and consuming more low-fat milk products are for you?

Not Important					Extremely Important
<input type="checkbox"/>					
0	1	2	3	4	5

2. On a scale of 0–5, where 0 is Not Important and 5 is Extremely Important, how important do you think eating more fruits and vegetables is for the older adults at the senior centers?

Not Important					Extremely Important
<input type="checkbox"/>					
0	1	2	3	4	5

Your Experience With the ESLS Training

3. Were you able to complete the Angel online training?

<input type="checkbox"/>	<input type="checkbox"/>
Yes	No

If you answered yes:

- 3a. How useful was the online training to prepare you for teaching the ESLS curriculum?

Not at all Useful					Very Useful
<input type="checkbox"/>					
0	1	2	3	4	5

4. What part of the online training was most useful to you?

5. At this point, before you start teaching the classes, how prepared do you think you are to teach the ESLS curriculum?

Not prepared					Very Prepared
<input type="checkbox"/>					
0	1	2	3	4	5

6. What aspects of this 2-day in-person training were most useful to you?

7. What other kinds of training or information would be helpful to you to carry out the ESLS curriculum?

Your Role

8. Will you be teaching the 6-week ESLS groups by yourself?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yes	No	Don't Know

9. Who will have primary responsibility for recruiting participants for ESLS in your area? (If other, please insert the name and organizational affiliation of the person.)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Myself	Senior Site Program Manager	Other: _____

About You

10. How long have you been providing nutrition education with the Cooperative Extension?

<input type="checkbox"/>				
Less than 1 year	1-3 years	4-6 years	7-9 years	10 + years

11. Do you have past experience providing nutrition education to older adults?

Yes No

If yes, how many years experience do you have? _____

12. Do you have past experience providing physical activity education to older adults?

Yes No

If yes, how many years experience do you have with this kind of education? _____

13. Do you have any past experience teaching the Eat Smart Live Strong curriculum?

Yes No

14. Please select one of the following that best describes your ethnicity

Hispanic or Latino Not Hispanic or Latino

15. Please select one or more of the following to describe your race

American Indian or Alaska Native Asian
 Black or African American Native Hawaiian or other Pacific Islander
 White or Caucasian

16. What is your gender?

Male Female

17. What is your age?

_____ years

Thank you very much for your time and input into this very important project!

A.7. Survey for Eat Smart, Live Strong Program Instructors Not Supervising Others [pre-implementation]

Version 3: Questions for All ESLS Instructors (not supervising others)
[PRE-IMPLEMENTATION QUESTIONNAIRE]

Office of Management and Budget (OMB) No. 0584-0554

Expiration Date: 06/30/2014

The public reporting burden for this collection of information is estimated to average 15 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. **An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.** Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the following address: U.S. Department of Agriculture, Food and Nutrition Services, Office of Research and Analysis, Room 1014, Alexandria, VA 22302, ATTN: PRA (0584-0554).

The U.S. Department of Agriculture's Food and Nutrition Service (FNS) wants to know about your experience with the Eat Smart Live Strong (ESLS) program. They have contracted with Altarum Institute to study how this program is being implemented at Senior Centers. Please fill out the form below to provide your feedback and help improve this program for older adults in your community and those in other communities like yours. Your response to this questionnaire will be kept private. After we have received all of the completed questionnaires and conducted interviews with a number of sites, we will write a report for FNS. Your name will **not** appear anywhere in the report. Nothing that you write will be attached to your name at any point. None of your responses will affect your job or be shared with the school administrator where you work.

Questionnaire

Name: _____

Position: _____

Home County: _____

Supervisor: _____

Address: _____

Phone: _____

E-mail: _____

Please list the senior centers where you will be teaching ESLs:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Views on Fruits and Vegetables

1. On a scale of 0–5, where 0 is Not Important and 5 is Extremely Important, how important do you think eating more fruits, vegetables and consuming more low-fat milk products are for you?

Not Important					Extremely Important
<input type="checkbox"/>					
0	1	2	3	4	5

2. On a scale of 0–5, where 0 is Not Important and 5 is Extremely Important, how important do you think eating more fruits and vegetables is for the older adults at the senior centers?

Not Important					Extremely Important
<input type="checkbox"/>					
0	1	2	3	4	5

Your Experience With the ESLS Training

3. Were you able to complete the Angel online training?

<input type="checkbox"/>	<input type="checkbox"/>
Yes	No

If you answered yes:

- 3a. How useful was the online training to prepare you for teaching the ESLS curriculum?

Not at all Useful					Very Useful
<input type="checkbox"/>					
0	1	2	3	4	5

4. What part of the online training was most useful to you?

5. At this point, before you start teaching the classes, how prepared do you think you are to teach the ESLS curriculum?

Not prepared					Very Prepared
<input type="checkbox"/>					
0	1	2	3	4	5

6. What aspects of this two-day in-person training were most useful to you?

7. What other kinds of training or information would be helpful to you to carry out the ESLS curriculum?

Your Role

8. Will you be teaching the 6-week ESLS groups by yourself?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yes	No	Don't Know

9. Who will have primary responsibility for recruiting participants for ESLS in your area? (If other, please insert the name and organizational affiliation of the person.)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Myself	Senior Site Program Manager	Other: _____

About You

10. How long have you been providing nutrition education with the Cooperative Extension?

<input type="checkbox"/>				
Less than 1 year	1–3 years	4–6 years	7–9 years	10+ years

11. Do you have past experience providing nutrition education to older adults?

Yes No

If yes, how many years experience do you have? _____

12. Do you have past experience providing physical activity education to older adults?

Yes No

If yes, how many years experience do you have with this kind of education? _____

13. Do you have any past experience teaching the ESLS curriculum?

Yes No

14. Please select one of the following that best describes your ethnicity

Hispanic or Latino Not Hispanic or Latino

15. Please select one or more of the following to describe your race

American Indian or Alaska Native Asian
 Black or African American Native Hawaiian or other Pacific Islander
 White or Caucasian

16. What is your gender?

Male Female

17. What is your age?

_____ years

Thank you very much for your time and input into this very important project!

A.8. Discussion Guide for Eat Smart, Live Strong Program Senior Center Program Managers [post-implementation]

SNAP-Ed Wave II: Discussion Guide for Senior Center Program Managers
[POST-IMPLEMENTATION]

State: _____

Respondent /Title/Organization: _____

Address: _____

Phone: _____

Fax: _____

E-mail: _____

Interviewer: _____

Date of Interview: _____

Time of Interview: _____

Office of Management and Budget (OMB) No. 0584-0554	Expiration Date: XX/XX/XXXX
<p>The public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the following address: U.S. Department of Agriculture, Food and Nutrition Services, Office of Research and Analysis, Room 1014, Alexandria, VA 22302, ATTN: PRA (0584-0554). Do not return the completed form to this address.</p>	

Thank you for taking the time to participate in this interview. The U.S. Department of Agriculture’s Food and Nutrition Service has contracted with Altarum Institute to conduct a study of Eat Smart, Live Strong (ESLS) that is offering information to children and their families about healthy foods to eat and the importance of being active. Altarum is a health and nutrition policy research and consulting institute, and our work focuses on helping to improve the health and nutrition status of children, families, and adults.

This study will provide information on how the ESLS works from the perspective of the people who planned the program, the program teachers, you and your staff and some of the parents whose children participated. We also will use what you tell us today to provide recommendations for how ESLS can be improved to better work with organizations like yours and the children and families you serve.

Any answers you provide for this study will be kept private except as otherwise required by law and your name will not be identified with any answers you provide. The estimated amount of time required to complete this interview is 30 minutes. I want to thank you for taking the time today to speak with me.

Before I begin, do you have any questions?

1. Tell me about your involvement in overseeing the implementation of ESLS.

REQUIRED PROBES:

- (a) Have you observed any of the classes for the children/older adults?
 - (b) Have you been able to read any of the ESLS materials that were sent home with children to their parents/the participants?
2. Now that the intervention is over, tell me your views about the educator who led the classes?
3. What would you say are the most useful aspects of the ESLS program overall for the age groups it is targeting?
4. How did you promote the program and recruit teachers/adults to participate in the ESLS at your school/center?
- (a) What worked well? Why?
 - (b) What could be changed or improved to promote interest and participation in the program?
5. Were other teachers in the school/adults who come to the center interested in participating in ESLS once they saw the program in action?
6. How did you work with the educator to help retain adults in the four-week program once they enrolled?
- (a) What worked well? Why?
 - (b) What could be changed or improved to increase participation in the program?
7. What challenges or issues did you face in implementing this program at your school/site? How did you address these? Did you need to communicate with the ESLS program staff to address any of these issues? If so what did you need to communicate to them about and how were those issues addressed?
8. What could be done to make the ESLS program more appealing to schools/senior centers like yours?
9. Do you have any other suggestions for ways that this educational program could be improved?
10. ESLS aside, do you have any suggestions for other ways that centers like yours can encourage older adults to eat more fruits and vegetables?
11. Are you interested in incorporating the concepts and or lessons of ESLS into your school /senior center without the presence of ESLS?
- [IF YES]
- (a) How might you do this?
 - (b) How feasible would it be to incorporate the concepts into your school?
 - (c) What kind of help might you need from ESLS if it were available?
12. My final and very straightforward question for you today is, would you want the ESLS to come to your school next year? Why or why not?

That ends my formal interview questions. Do you have any comments or recommendations that you would like to add?

Thank you very much for your time and input on this very important project. We have a gift card to thank you for your time.

A.9. Focus Group Guide for seniors participating in the *Eat Smart, Live Strong Program* [post implementation]

SNAP-Ed Wave II: GROUP Discussion Guide for Eat Smart, Live Strong Participants
[POST-IMPLEMENTATION]

Date of Discussion: _____

Location: _____

Facilitator: _____

Number of Participants: _____

Start Time: _____

End Time: _____

Office of Management and Budget (OMB) No. 0584-0554	Expiration Date: XX/XX/XXXX
<p>The public reporting burden for this collection of information is estimated to average 2 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the following address: U.S. Department of Agriculture, Food and Nutrition Services, Office of Research and Analysis, Room 1014, Alexandria, VA 22302, ATTN: PRA (0584-0554). Do not return the completed form to this address.</p>	

Welcome! My name is _____. I am here with my co-worker _____. Thank you for taking the time for this group discussion. The U.S. Department of Agriculture’s Food and Nutrition Service (FNS) has contracted with Altarum Institute to conduct a study of the Eat Smart, Live Strong (ESLS) program that is offering information to older adults about healthy foods to eat and the importance of being active. Altarum is a health and nutrition policy research consulting institute, and our work focuses on helping improve the health and nutrition status of children, families, and adults.

This study will provide information on how the program in which you participated works from the perspective of: the people who planned the program, the instructors, and yourself. The purpose of today’s group is to hear from you about your experiences and satisfaction with this program that recently took place at _____. We also will use what you tell us today provide recommendations for how ESLS can be improved to better serve older adults like you in your community and those in other communities like yours.

We will be using first names only today. Everything that you say will be kept private except as otherwise required by law. After we conduct several of these group discussions, we will write a report for the FNS. Your name will not appear anywhere in the report. Nothing that is said today will be attached to your name at any point. Nothing that you say will affect the services that you receive through any of the programs we talk about today.

- Before we begin, I would like to review a few details about our discussion:
- Your participation in today’s discussion is voluntary. You are free to leave at any time.
 - There are no right or wrong answers. Remember that we do not work for [NAME OF HOSTING ORGANIZATION] or with the instructors, so please feel free to say whatever you think.
 - It is okay to have ideas or opinions that are different from each other. We want to hear everyone’s point of view.

- It would be helpful to have only one person talking at a time. We are tape-recording this session so that we do not miss anything important. If two people talk at once, we cannot understand what anyone is saying. We may remind you of this during the group discussion.
- We would like everyone to participate. But you each do not have to answer every question. You do not have to raise your hand either. If, however, some of you are shy or we really want to know what you think about a particular question, we may ask you what you think.
- We have a lot to talk about today, so do not be surprised if at some point we interrupt the discussion and move to another topic. But don't let us cut you off. If there is something important you want to say, let us know and you can add your thoughts before we change subjects.
- Finally, we just want to emphasize what we said earlier: We will be using first names only. Everything that you say is private. What you say today will not be attached to your name at any point. Nothing that you say will affect the services that you receive at this site or any other services you receive from this or any other program.

The group will last no more than 2 hours. You will not get out any later than _____. We will not be taking a formal break, but if you need to leave for a restroom break, the bathrooms are _____. And feel free to get snacks.

For this session, I will read a question and then listen to your responses. I also may ask follow up questions to get some more detail.

Let's get started! I can't wait to hear what you think of the ESLS program! Do you have any questions before we begin?

Introductions/Icebreaker

Let's go around the room for this one: Please introduce yourself. Tell us about your favorite activity or food.

[MODERATOR NOTE: It is helpful to go in order of seating to allow the transcriptionist to label responses by person. Also, for note taking, you can then label Person 1, Person 2, Person 3, etc. when writing comments.]

Exposure and Accessibility of Supplemental Nutrition Assistance Program-Education II Intervention for Parents/Caregivers

First I want to hear about how you heard about the program? We really want to know people find out about ESLS in your community.

1. Where and from who did you hear about the ESLS classes that were offered at [INTERVENTION SITE]?
 - (a) What did you like about the way you received information about the program?
 - (b) What didn't you like about the way you received information about the program?
2. Why did you decide to sign up for the ESLS classes?
3. Please think for a moment about what could be done to encourage more older adults like you to participate in these classes. I will hand out a pencil and paper if you want to write down your ideas before you answer out loud.

[After about 2 minutes, take answers via round-robin questioning.]

Satisfaction/Likes and Dislikes With Intervention

4. Did you see any of the logs and tip sheets provided for you by the ESLS program? [The moderator should prompt responses by showing some sample materials used in the intervention.]
5. What were the most helpful aspects of these materials? Why?

PROBE: What did you like about the materials?

6. What were the least helpful aspects of these take home materials? Why?
PROBE: What didn't you like about the materials?
7. Do you think the educator who led the classes provided information in a way that was easy for older adults in the class to understand?
8. Would you say that the educator who led the classes was a good instructor for you?
 - (a) If yes, what made him/her a good instructor? Why?
 - (b) If not a good instructor, why not?

Now I would like to ask specifically about the classes you attended.

9. How many of the ESLS classes were you able to attend?
 - (a) If you did not attend them all, can you explain why?
 - (b) If you didn't attend them all, what would have helped you be able to attend them all?
10. Tell me about the parts of the program overall—including logs, other written materials, and class activities—that you liked best and why you liked these parts.
11. What parts of the overall program you liked least and why?
12. Of each of the four classes, which was your favorite class and why?
13. Do you think length or number of minutes of classes was just right, too long, or too short?

Perceptions of Goals and Relevancy of Intervention

We are interested in hearing more about what you thought about the purpose of the classes, whether they helped you and provided useful information to you.

14. What do you think the ESLS classes were trying to teach you?
15. How useful was the information the program offered for older adults like you?
16. How well did the program suggestions and information fit with the ways that people of your racial or ethnic background live your life?
17. How well did the program suggestions and information fit with the challenges faced by people who do not have a lot of money?

Intervention Impacts

These next few questions are about how you think ESLS classes and materials may have helped you learn new information or other ways it may have changed things for you.

18. What are the most important things that you learned from this program?
19. Now I would like to ask you a question that you probably need more time to think about: What are the most significant change or changes that have taken place (for you) because of this program?

I am passing out pieces of paper again if you want to write down your response.

[After about 2 minutes, take answers via round-robin questioning.]

OPTIONAL PROBES AS NEEDED:

- Changes in food you buy?
- Changes in the food you select when you are not eating at home?
- Changes in your physical activity?

Factors Affecting Fruit and Vegetable Availability at Home and Ways of Addressing These Barriers

Now I would like to take a few moments to ask you about the difficulties that older adults who live in your neighborhood might face in trying to buy, store, and prepare fruits and vegetables for yourself.

20. What makes it harder for you or other older adults like you to buy and keep fruits and vegetables where you live (e.g., have meals cooked for at center, cost, access, storage)?
21. What makes it harder for you or other older adults like you to prepare and eat fruits and vegetables (e.g., have meals cooked for at center and fruits and vegetables are not appealing or available there, cost, access, storage)?
22. Did the information or materials provided to you by ESLS help you to address any of these difficulties or barriers to increasing the amount of fruits and vegetables you eat daily?
 - (a) For those who said yes, how were the data or materials helpful?
 - (b) For those who said no, what could have been done to make the information or materials more helpful for older adults like you?

Recommendations

23. Would you recommend this program to friends? Why or why not?
24. Is there anything we haven't asked that you would like to tell us about your experience with and opinions of the ESLS program?
25. Before we close, I would like you to help us by giving us your ideas for other ways that senior centers could encourage older adults to eat more fruits and vegetables and encourage senior centers to serve fruits and vegetables more often.

Thank you very much for participating in this discussion group today. We have learned a lot from your experiences and recommendations.

In appreciation of your time and trouble today, we have gift cards for each of you today. Before you leave, please take one of these and sign the form indicating you have received one of these cards. Enjoy your day

A.10. Eat Smart, Live Strong Program Lesson Observation Form

SNAP-Ed Wave II: Nutrition Education Observation Form

The purpose of this observation tool is to describe the intervention as it is being implemented and inform the process evaluation of this project. This observation is not intended to evaluate the teaching abilities of the instructor.

Name of observer:

Date of class observed:

Name of intervention: USDA FNS Eat Smart, Live Strong Curriculum

Name of instructor:

Name and type of site:

PART A: BACKGROUND INFORMATION ABOUT THE NUTRITION INTERVENTION (to be filled out prior to class)

Name of lesson to be taught:

Lesson topic(s):

Intended lesson objective(s):

Target audience(s):

Children

Yes No

Grade/age range of children in class:

Parents/guardians

Yes No

Older adults

Yes No

PART B: CLASS OBSERVATION

1. Length of Class

Class start time:

Class end time:

2. Reach

Number of participants:

How many of the participants were exposed to the complete class:

3. Description of the Setting

• Physical location

In a traditional classroom

Indoors, in a general purpose room in the building (describe briefly)

Indoors, in an informal area of the building not structured for group classes (describe briefly; e.g., in the hallway, in the front waiting area):

In an outdoor area

• Adequacy of space

Space is very ample for the number of participants and activities planned

Space is sufficient, but somewhat limited for the number of participants and activities planned

Space is insufficient for the number of participants and activities planned

• Any other facilitators or barriers related to classroom setting:

Facilitators to teaching the lesson, carrying out planned activities, and engaging participants:

Barriers to teaching the lesson, carrying out planned activities, and engaging participants:

- Other observations about adequacy of space or class environment/setting:

4. Teaching Methods

- Teaching techniques used: *Check the teaching techniques used in teaching the lesson.*
 - Lecture/verbal presentation
 - Educator engages the children in discussions
 - Story reading
 - Food preparation demonstration
 - Food tasting
 - Movement activity
 - Student performance (e.g., dance)
 - Small group discussions or activities (likely relevant only with large classes of parents)
 - Other:
- Types of teaching aids used: *Check the types of teaching aids used in the lesson.*
 - Food models
 - Storybooks
 - Posters
 - Music
 - DVDs or videos
 - Handouts
 - Foods for demonstration purposes and tasting
 - Other:
- Materials distributed: *Check the materials that were distributed during the lesson.*
 - Recipes
 - Nutrition education newsletters
 - Handouts:
 - Weekly logs
 - Other:

5. Participant Engagement in the Lesson

Describe the level of engagement of participants in the lesson as presented. For example, did it appear that the participants were engaged in the lesson? Was the lesson age appropriate? Was the literacy level appropriate? Was it culturally appropriate? Did it appear that this was new information for the participants?

PART C. LESSON TAUGHT AS PLANNED IN THE PROJECT

Overall, did the instructor follow the curriculum for this lesson as developed? If not, how was it different and what are the apparent reasons for this deviation?

Observer comments/notes:

PART D. ENVIRONMENTAL REINFORCEMENTS/INFLUENCES

1. Senior Center Director Involvement

What role (s) did the senior center director play during the intervention class?

- N/A—absent from the room during the lesson
- Silent observer who did not participate or support the educator during the lesson
- Assistant to the nutrition educator in handing out materials
- Assistant to the nutrition educator in activities beyond handing out materials
- Other roles, if any, that the director played in supporting the intervention messages:

2. Availability of Fruits and Vegetables at the Intervention Site

Request and review the current weekly or cycle menu to see the extent and variation in fruits and vegetables offered at the school/senior center for meals and snacks. Below, provide a general description of the number of the fruits and vegetables on menu each day and the variety of fruits and vegetables offered on menu. Attach a copy of the menu.

3. Supportive or Conflicting Indirect Nutrition Messages Visible at the Intervention Site

Note any posters, displays, bulletin boards at the intervention site that relate to nutrition and physical activity.

Description of nutrition messaging at intervention site:

PART E. LESSONS LEARNED FOR IMPROVEMENT AND REPLICABILITY

These are four questions for observers to ask educator after the lesson:

1. Did you deviate from the written lesson plan for today? Yes No
[IF YES]
 - (a) What did you do differently?
 - (b) Why did you decide to make this change (or changes) today?
2. What do you think works best today about this lesson and why?
3. What if anything made it challenging to teach the lesson as you had planned today?
4. What recommendations would you have for improving this lesson if you or others are teaching it another time?

Additional observer comments/notes:

Appendix B
Process Evaluation Data and Supplemental
Information

List of Contents

B.1: ESLS Project Resource and Expense Tracking Form (Design, Implementation, and Evaluation Costs)

B.2. ESLS Evaluation Parent Follow-up Survey Descriptive Tables for Process Questions

B.3. ESLS Curriculum Materials *

B.1: ESLS Project Resource and Expense Tracking Form (Design, Implementation, and Evaluation Costs)

**SNAP-Ed Wave II: Project Resource and Expense Tracking Form for Program Administrator
[POST-IMPLEMENTATION]**

This data collection form will be used to summarize information about actual resources used for and expenses related to your SNAP-Ed WAVE II intervention. In Section 1, we are requesting information that is specific to the planning and design of your project. In Section 2, we are requesting cost related data specific to the implementation of your project. In Section 3, we are requesting information that is specific only to the evaluation (Demonstration Project-led assessment) component of your intervention.

SECTION 1. Planning and design

In the following tables, please provide the requested information as it relates to the planning and design of your project. Please do not include resources or expenses related to the implementation or evaluation of your project.

1.1 Summarize staff costs (human capital) for the planning and design of your SNAP-Ed WAVE II intervention.

(a) At the administrative, coordination, oversight, and trainer levels

Title of position	Brief description of responsibilities	FTEs	Average salary for this position
Not applicable			

(b) At the nutrition educator level (per intervention site), if applicable

Title of position	Brief description of responsibilities	FTEs	Average salary for this position
Not applicable			

(c) IT/technical staff, if applicable

Title of position	Brief description of responsibilities	FTEs	Average salary for this position
Not applicable			

(d) Other

Title of position	Brief description of responsibilities	FTEs	Average salary for this position
Not applicable			

1.2 Please provide the following information for ACTUAL expenditures related to the planning and design of your SNAP-Ed WAVE II intervention only (NOT FOR IMPLEMENTATION OR EVALUATION).

Expenses	(a) Non-Federal Funds	(b) Federal non-SNAP-Ed Funds 1112	(c) Federal SNAP-Ed Funds 1108	(d) Total Federal Funds (b+c)	(e) Total Funds (a+b+c)
1. Salary/benefits					
2. Contracts/grants agreements					
3. Noncapital equipment/supplies					
4. Materials					
5. Travel					
6. Administrative					
7. Building/space					
8. Maintenance					
9. Equipment and other capital expenditures					
10. TOTAL Direct Costs					
11. Indirect costs					
12. TOTAL Costs					

SECTION 2. Implementation

In the following tables, please provide the requested information as it relates to the implementation of your project. Please do not include resources or expenses related to your planning and design or evaluation.

2.1. Summarize staff costs (human capital) for the implementation of your SNAP-Ed WAVE II project.

(a) At the administrative, coordination, oversight level, and trainer levels

Title of position	Brief description of responsibilities	FTEs	Average salary for this position
Program Manager	Program Oversight	.05	\$39.17/hr
Program Co-Manager	Program Assistance	.04	\$46.06/hr

(b) At the nutrition educator level (per intervention site), if applicable

Title of position	Brief description of responsibilities	FTEs	Average salary for this position
Educators	Provide Direct Education	.04	\$33.47/hr
Program Instructors	Provide Direct Education	.04	\$21.22/hr

(c) IT/technical staff, if applicable

Title of position	Brief description of responsibilities	FTEs	Average salary for this position	Salary range for this position
Not Applicable				

(d) Other

Title of position	Brief description of responsibilities	FTEs	Average salary for this position	Salary range for this position
Not Applicable				

2.2. Describe the actual costs other than staff costs (physical capital) required to implement project.

- (a) Space
- (b) Audiovisual
- (c) Computer/software
- (d) Other

2.3. Please provide the following information for actual expenditures related to the implementation of your SNAP-Ed WAVE II intervention only (NOT FOR EVALUATION).

Expenses	(a) Non-Federal Funds	(b) Federal non-SNAP-Ed Funds 1112	(c) Federal SNAP-Ed Funds 1108	(d) Total Federal Funds (b+c)	(e) Total Funds (a+b+c)
1. Salary/benefits	\$0	\$6,876	\$17,210	\$24,086	\$24,086
2. Contracts/grants agreements	\$0	\$0	\$0	\$0	\$0
3. Noncapital equipment/supplies	\$0	\$3,338	\$1,466	\$4,804	\$4,804
4. Materials	\$0	\$896	\$1,638	\$2,534	\$2,534
5. Travel	\$0	\$357	\$6,313	\$6,670	\$6,670

6. Administrative	\$0	\$0	\$0	\$0	\$0
7. Building/space	\$0	\$0	\$0	\$0	\$0
8. Maintenance	\$0	\$0	\$0	\$0	\$0
9. Equipment and other capital expenditures	\$0	\$0	\$0	\$0	\$0
10. TOTAL Direct Costs	\$0	\$11,467	\$26,627	\$38,094	\$38,094
11. Indirect costs	\$0	\$0	\$5,325	\$5,325	\$5,325
12. TOTAL Costs	\$0	\$11,467	\$31,952	\$43,420	\$43,420

SECTION 3. Evaluation

In the following tables, please provide the requested information as it relates to the evaluation of your SNAP-Ed WAVE II project.

3.1. Summarize actual staff costs (human capital) used for your evaluation.

(a) At the administrative, coordination, and oversight levels

Title of position	Brief description of responsibilities	FTEs	Average salary for this position
Program Manager	Program Oversight	.03	\$39.17/hr
Program Co-Manager	Program Assistance	.15	\$46.06/hr
Evaluation – Staff and GA	Provide Evaluation Assistance	.10	\$13.65/hr

(b) At the evaluator level, if applicable

Title of position	Brief description of responsibilities	FTEs	Average salary for this position
Educators	Provide Direct Education	.01	\$33.47/hr
Program Instructors	Provide Direct Education	.01	\$21.22/hr

(c) IT/technical staff, if applicable

Title of position	Brief description of responsibilities	FTEs	Average salary for this position	Salary range for this position
Not Applicable				

(d) Other

Title of position	Brief description of responsibilities	FTEs	Average salary for this position	Salary range for this position

Not Applicable				

3.2. Describe the actual physical capital required to evaluate this project.

- (a) Space
- (b) Audiovisual
- (c) Computer/software
- (d) Other

3.3. Please provide the following information for actual expenditures related to the evaluation of your SNAP-Ed WAVE II intervention only (NOT FOR IMPLEMENTATION).

Expenses	(a) Non-Federal Funds	(b) Federal non-SNAP-Ed Funds 1112	(c) Federal SNAP-Ed Funds 1108	(d) Total Federal Funds (b+c)	(e) Total Funds (a+b+c)
13. Salary/benefits	\$0.00	\$10,218.27	\$39,160.84	\$49,379.11	\$49,379.11
14. Contracts/grants agreements	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Noncapital equipment/supplies	\$0.00	\$17,105.00	\$2,338.97	\$19,443.97	\$19,443.97
16. Materials	\$0.00	\$996.45	\$1,985.65	\$2,982.10	\$2,982.10
17. Travel	\$0.00	\$875.46	\$6,949.49	\$7,824.95	\$7,824.95
18. Administrative	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
19. Building/space	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
20. Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
21. Equipment and other capital expenditures	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
22. TOTAL Direct Costs	\$0.00	\$29,195.18	\$50,434.95	\$79,630.13	\$79,630.13
23. Indirect costs	\$0.00	\$0.00	\$10,086.99	\$10,086.99	\$10,086.99
24. TOTAL Costs	\$0.00	\$29,195.18	\$60,521.94	\$89,717.12	\$89,717.12

SECTION 4. Total Expenditures

In the following table, please provide the requested information as it relates to the TOTAL cost of your SNAP-Ed WAVE II project.

4.1. Provide the total expenditures for the SNAP-Ed WAVE II project (sum of 1.2, 2.3, and 3.3).

Expenses	(a) Non-Federal Funds	(b) Federal non-SNAP-Ed Funds 1112	(c) Federal SNAP-Ed Funds 1108	(d) Total Federal Funds (b+c)	(e) Total Funds (a+b+c)
25. Salary/benefits	\$0.00	\$17,094.72	\$56,370.73	\$73,465.45	\$73,465.45
26. Contracts/grants agreements	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
27. Noncapital equipment/supplies	\$0.00	\$20,442.58	\$3,805.17	\$24,247.75	\$24,247.75
28. Materials	\$0.00	\$1,892.90	\$3,623.21	\$5,516.11	\$5,516.11
29. Travel	\$0.00	\$1,232.46	\$13,262.55	\$14,495.01	\$14,495.01
30. Administrative	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
31. Building/space	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
32. Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
33. Equipment and other capital expenditures	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
34. TOTAL Direct Costs	\$0.00	\$40,662.66	\$77,061.66	\$117,724.32	\$117,724.32
35. Indirect costs	\$0.00	\$0.00	\$15,412.33	\$15,412.33	\$15,412.33
36. TOTAL Costs	\$0.00	\$40,662.66	\$92,473.99	\$133,136.65	\$133,136.65

B.2. ESLS Evaluation Parent Follow-up Survey Descriptive Tables for Process Questions

Participant Survey Table Shells:

**Eat Smart, Live Strong Program Evaluation
Michigan State University Cooperative Extension**

Table 1. Ways Participants Heard about Eat Smart, Live Strong Program

Source^a	All Respondents		Age-Eligible Respondents Only	
	n	%	n	%
Friend or family	51	17.1	36	18.0
Senior center	249	83.3	165	82.5
County Assistance Office	9	3.0	8	4.0
Place of worship	6	2.0	4	2.0
Doctor, nurse, or other health care provider	0	0.0	0	0.0
Other	62	20.7	40	20.0
Don't remember	4	1.3	2	1.0
Number of respondents	299		200	
Number of non-responses	1		1	

^a Respondents could select multiple responses.

Source: Participant Follow-Up Survey, data collected April–July 2012

Table 2. Participation in Eat Smart, Live Strong Program

Question	All Respondents		Age-Eligible Respondents Only	
	n	%	n	%
Number of sessions attended ^a (mean for all respondents= 5.53; mean for age-eligible respondents only = 5.57)				
One (i.e., attend only the initial session and completed the baseline surveys)	7	2.4	4	2.1
Two	4	1.4	4	2.1
Three	3	1.0	0	0.0
Four	19	6.6	12	6.2
Five	37	12.9	23	11.8
Six	217	75.6	152	77.9
Number of respondents	287	100.0	195	100.0
Number of "don't remember" responses and non-responses	13		6	
Number of weekly activity sheets completed ^b (mean = 3.35; mean for age-eligible respondents only = 3.32)				
None	9	3.6	8	4.7
One	11	4.4	8	4.7
Two	20	8.1	12	7.0
Three	52	21.0	36	21.1
Four	156	62.9	107	62.6
Number of respondents	248	100.0	171	100.0
Number of "don't remember" responses and non-responses	32		20	

^a Six sessions were held at participating centers over the intervention period. These sessions focused on healthy eating and exercise.

^b Participants received sheets at the end of the four lesson-based sessions to set goals and to track the amount of fruits and vegetables eaten each day. Means include those respondents who attended more than one session and those respondents who did not indicate the number of sessions they attended.

Source: Participant Follow-Up Survey, data collected April–July 2012

Table 3. Reasons for Participation in Eat Smart, Live Strong Program

Reason^a	All Respondents		Age-Eligible Respondents Only	
	n	%	n	%
To lose weight	74	24.8	55	27.5
To eat healthier	218	72.9	145	72.5
To improve my health	187	62.5	125	62.5
To cook healthier for me and/or my family	120	40.1	81	40.5
To manage my food budget better	68	22.7	42	21.0
To exercise more	107	35.8	73	36.5
For the incentive	12	4.0	12	6.0
A friend/relative urged me to attend	4	1.3	3	1.5
To learn more about health and nutrition	7	2.3	6	3.0
Other	5	1.6	3	1.5
Number of respondents	299	100.0	200	100.0
Number of non-responses	1		1	

^a Respondents could select multiple responses.

Source: Participant Follow-Up Survey, data collected April–July 2012

Table 4. Reasons for Nonparticipation in Eat Smart, Live Strong Sessions

Question	All Respondents		Age-Eligible Respondents Only	
	n	%	n	%
Reasons for not attending all the sessions ^{a,b}				
The sessions were not useful	1	1.4	1	2.3
The sessions were not interesting	2	2.9	2	4.6
The sessions were hard to understand	1	1.4	1	2.3
It was hard to get to the sessions	1	1.4	0	0.0
The sessions were too long	2	2.9	2	4.6
I was too busy with other things, like hobbies or family	33	47.1	20	45.5
I did not feel well enough	21	30.0	14	31.8
I forgot about the sessions	3	4.3	1	2.3
Other reason	5	7.1	3	6.8
Number of respondents	70		44	
Number of non-responses	13		5	
Reasons for not attending any of the four lesson-based sessions ^a				
I changed my mind	1	14.3	1	25.0
It would have been hard for me to get to the sessions	1	14.3	0	0.0
I was too busy with other things, like hobbies or family	1	14.3	1	25.0
I got sick or had to go to the hospital	2	28.6	1	25.0
Other reason	3	42.9	2	50.0
Number of respondents	7		4	

^a Respondents could select multiple responses.

^b Includes respondents who did not indicate the number of sessions they attended.

Source: Participant Follow-Up Survey, data collected April–July 2012

Table 5. Satisfaction with Eat Smart, Live Strong Program

Question	All Respondents		Age-Eligible Respondents Only	
	n	%	n	%
"The information I learned at the sessions helped me to eat more fruits or vegetables." ^a				
Strongly agree	144	50.2	101	52.3
Agree	134	46.7	85	44.0
Disagree	8	2.8	7	3.6
Strongly disagree	1	0.3	0	0.0
Number of respondents	288	100.0	193	100.0
Number of non-responses	5		4	
"Filling out the sheets helped me to eat more fruits or vegetables." ^b				
Strongly agree	96	35.4	62	34.4
Agree	142	52.4	95	52.8
Disagree	29	10.7	19	10.6
Strongly disagree	4	1.5	4	2.2
Number of respondents	271	100.0	180	100.0
Number of non-responses	14		9	
Since finishing the program, likelihood to start or keep eating more fruits or vegetables each day ^a				
Not at all likely	0	0.0	0	0.0
Not very likely	2	0.7	1	0.5
Somewhat likely	25	8.7	17	8.8
Likely	88	30.7	55	28.5
Very likely	172	59.9	120	62.2
Number of respondents	287	100.0	193	100.0
Number of non-responses	7		4	

^a Includes participants who attended more than one session and those who did not indicate the number of sessions they attended.

^b Participants received sheets at the end of the four lesson-based sessions to set goals and to track the amount of fruits and vegetables eaten each day. Includes participants who completed at least one of the sheets.

Source: Participant Follow-Up Survey, data collected April–July 2012

B.3. *ESLS* Curriculum Materials *

*This is a sample. Additional materials can be found on the US Department of Agriculture Website <http://snap.nal.usda.gov/resource-library/nutrition-education-materials-fns/eat-smart-live-strong>

Participant Handouts

Set Your Goals



Recommended Goals

- 1 Eat at least 3 1/2 cups of fruits and vegetables every day.
- 2 Participate in at least 30 minutes of moderate-intensity physical activity most days.

My Personal Goals

I will eat _____ cup(s) of **fruits** and _____ cup(s) of **vegetables** every day.

I will get at least _____ minutes of **moderate-intensity physical activity** on _____ days next week.

My Weekly Log

In the space provided, write the cups of fruits and vegetables you ate and the minutes of physical activity you completed each day.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Cups of fruits 	_____	_____	_____	_____	_____	_____	_____
Cups of vegetables 	_____	_____	_____	_____	_____	_____	_____
Minutes of physical activity 	_____	_____	_____	_____	_____	_____	_____
	# of cup(s)						
	# of cup(s)						
	# of minutes						
	# of minutes						

Session 1



Exercises

These exercises are designed to help you **build strength**, **improve balance**, and **increase flexibility**. In addition to at least 30 minutes of moderate-intensity physical activity, include these exercises in your daily program.

Begin your exercise session by taking **5 deep breaths** – in through your nose and out through your mouth. It is important to keep breathing deeply throughout the exercise session.

1 Walking in Place



- Stand up
- Walk in place, raising knees as high as possible
- Continue for 2 minutes
- Breathe deeply while walking

Session 1



Exercises

2 Leg Curls



- Stand behind chair and grasp its back
- Keeping knees together, lift your right leg to make a right angle
- Count to 10 holding this position
- Lower foot to the floor
- Repeat 5 times
- Repeat with left leg



Exercises

3 Upper Body Twists



- Stand with feet apart and hands on hips
- Slowly turn upper body as far as possible to the left
- Hold this position, counting to 5
- Slowly turn upper body as far as possible to the right
- Hold this position, counting to 5
- Repeat 10 times



Exercises

4 Bicep Curls



- Sit or stand
- Make a loose fist with right hand
- Bend bottom part of arm toward top part (fist to shoulder)
- Repeat 10 times
- Repeat with left arm
- * For additional challenge, use 1-pound hand weights



How Did I Do Yesterday?

Check the box that represents the cups of fruits you ate yesterday.

2 cups

1½ cups

1 cup

½ cup

None

Check the box that represents the cups of vegetables you ate yesterday.

2 cups

1½ cups

1 cup

½ cup

None

Write the total number of minutes you spent doing physical activity yesterday.

Some examples of moderate-intensity physical activity are:

- Walking briskly _____
- Mowing the lawn _____
- Aerobics _____
- Weight lifting _____
- Jogging _____
- Dancing _____
- Swimming _____
- Stationary cycling _____
- Active walking or running with grandchildren _____
- Other _____



Total Cups of <u>Fruits</u> and <u>Vegetables</u>	_____ cups
--	------------

Total minutes of physical activity	_____ minutes
---	---------------



How Did I Do Yesterday?

Benefits



Benefits of eating at least 3½ cups of fruits and vegetables every day:

- Help prevent or delay the effects of chronic diseases such as obesity, hypertension, and heart disease
- Maintain strong healthy bones
- Get some of the vitamins, minerals, and fiber needed to maintain good health
- Maintain regularity
- Add color, taste, and variety to your diet

Benefits of participating in at least 30 minutes of physical activity most days:



- Help prevent or delay the effects of chronic disease
- Feel better
- Decrease stress, anxiety, and mild depression
- Build and maintain healthy bones, muscles, and joints
- Improve strength
- Increase balance and reduce the risk of falling
- Improve sleep



Participant Feedback Sheet

for Session 1, Reach your Goals, Step by Step

Please take a few moments to complete this form. Return this sheet to the group leader. Your comments will help the leader continue to improve the session.

Today's Date: _____

1. How useful was the information you learned from this session?

(Mark one response.)

- Not at all useful
- Somewhat useful
- Useful
- Very useful

Why or why not?

2. Are you planning to eat more fruits and vegetables next week?

(Mark one response.)

- Yes
- No
- I am not sure

3. Are you planning to increase your physical activity next week?

(Mark one response.)

- Yes
- No
- I am not sure

4. What did you like the most about this session?

5. What did you like the least about this session?

6. How did you hear about this *Eat Smart, Live Strong* session?

(Mark all that apply.)

- Food Stamp Program office
- Friend
- Senior center
- Poster
- Flyer
- Newsletter
- Place of worship
- Other – specify

7. In which programs do you participate?

(Mark all that apply.)

- Food Stamp Program
- Commodity Supplemental Food Program
- Senior Farmers' Market Nutrition Program
- Home delivered meals
- Congregate meals
- Food bank or pantry

Thank you for participating in *Eat Smart, Live Strong!*

Recruitment Flyer

You Are Invited To Join Us For...



Eat Smart, Live Strong

Enjoy fun and lively activities with other older adults! Talk about easy ways to make smart food choices and exercise more. Learn how you can Eat Smart and Live Strong.



Date/Time:

Place:

Contact:



United States Department of Agriculture
Food and Nutrition Service

The USDA is an equal opportunity
employer and provider.

July 2007

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July 2007

Appendix C
Participant Survey Instruments

List of Contents

C.1: Baseline Survey, Intervention and Comparison Groups

C.2: Follow-Up Survey, Intervention Group

C.3: Follow-Up Survey, Comparison Group

C.1: Baseline Survey, Intervention and Comparison Groups*

*Cups of fruits and vegetables graphics courtesy of Dr. Marilyn Townsend and Kathryn Sylva, University of California, Davis.

OMB No. 0584-0554

Expiration date: 6/30/2014

See OMB statement on inside cover

Survey on What You Eat



Thank you for taking part in this important study!

Put label here

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB Comparison number.

Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: U.S. Department of Agriculture, Food and Nutrition Services, Office of Research and Analysis, Room 1014, Alexandria, VA 22302 ATTN: PRA (0584-0554). Do not return the completed form to this address.

If you have questions regarding your rights as a research participant, you may contact RTI's Office of Research Protection toll-free at 866-214-2043.

This survey asks about what you eat. This study is being sponsored by the U.S. Department of Agriculture's Food & Nutrition Service and conducted by RTI International, a non-profit research organization. The survey will take about 15 minutes to complete. You will receive \$10 for completing this survey and \$15 for filling out a second survey in about a month.

All of your answers to the survey will be kept private. We will not share your answers with anyone, except as otherwise required by law. You may skip any questions you do not want to answer. If you have any questions, please call Brian Head at RTI International at 1-866-800-9176.

Questions on Whether Certain Foods Are Available at Home

1. Were any of these foods in your home during the past week? Include fresh, frozen, canned, and dried foods. (*Circle Yes or No for each food.*)

a. Bananas	Yes	No
b. Apples	Yes	No
c. Grapes	Yes	No
d. Oranges	Yes	No
e. Melons	Yes	No
f. Raisins or prunes	Yes	No
g. Carrots	Yes	No
h. Celery	Yes	No
i. Broccoli	Yes	No
j. Potato chips, tortilla chips, corn chips, or other chips	Yes	No
k. Regular soft drinks or sodas	Yes	No

Questions on the Fruits and Vegetables You Eat

For the next questions, think about what you ate during the past week, or the past 7 days. Do NOT tell us what you think you should eat or what you usually eat.

2. How many days during the past week did you eat fruit or vegetables as snacks or between meals? Do NOT include juice. (*Circle one.*)
 1. None
 2. 1 to 2 days
 3. 3 to 4 days
 4. 5 to 6 days
 5. Every day

3. How many days during the past week did you eat more than one kind of fruit each day? Do NOT include fruit juice. (*Circle one.*)
 1. None
 2. 1 to 2 days
 3. 3 to 4 days
 4. 5 to 6 days
 5. Every day

4. Think about what you ate during the past week. About how many cups of fruit did you eat on a typical day? Do NOT include fruit juice. (*Circle one.*)



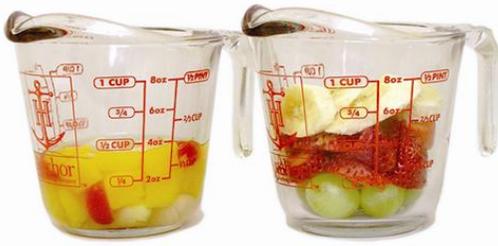
None



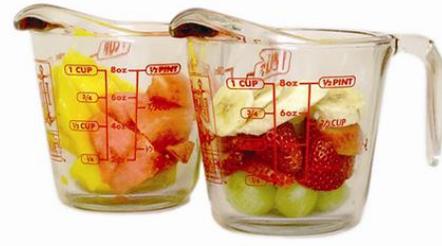
1/2 cup



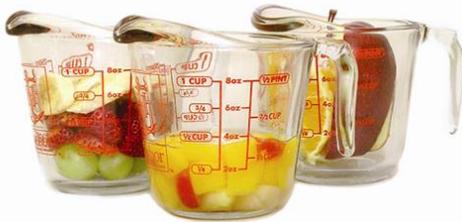
1 cup



1 1/2 cups



2 cups



2 1/2 cups



3 cups or more

5. How many days during the past week did you eat more than one kind of vegetable each day? Do NOT include white potatoes, French fries, or vegetable juice. (*Circle one.*)

1. None
2. 1 to 2 days
3. 3 to 4 days
4. 5 to 6 days
5. Every day

6. Think about what you ate during the past week. About how many cups of vegetables did you eat on a typical day? Do NOT include white potatoes, French fries, or vegetable juice. (*Circle one.*)



None

1/2 cup

1 cup



1 1/2 cups

2 cups



2 1/2 cups

3 cups or more

Questions on Your Shopping, Meal Preparation, and Eating Habits

7. How strongly do you agree or disagree with each statement? (*Circle one for each statement.*)

a. I usually eat at least one fruit or vegetable at each meal.	Strongly agree	Agree	Disagree	Strongly disagree
b. I usually eat fruit for dessert instead of having cookies, cake, pie, or ice cream.	Strongly agree	Agree	Disagree	Strongly disagree

8. During the past week, how many days did you eat lunch at home? (*Circle one.*)

1. None [**Go to Question 10**]
2. 1 to 2 days
3. 3 to 4 days
4. 5 to 6 days
5. Every day

9. Who usually prepares MOST of the lunches you eat at home? (*Circle one.*)

1. I do
2. My spouse
3. Other person
4. Lunches are usually delivered (for example, Meals on Wheels)

10. During the past week, how many days did you eat your evening meal (dinner or supper) at home? (*Circle one.*)

1. None [**Go to Question 12**]
2. 1 to 2 days
3. 3 to 4 days
4. 5 to 6 days
5. Every day

11. Who usually prepares MOST of the evening meals you eat at home? (*Circle one.*)

1. I do
2. My spouse
3. Other person
4. Meals are usually delivered (for example, Meals on Wheels)

12. How many days during the past week did you eat your evening meal with the TV on? (*Circle one.*)

1. None
2. 1 to 2 days
3. 3 to 4 days
4. 5 to 6 days
5. Every day

13. Who usually does MOST of the grocery shopping in your household? (*Circle one.*)

1. I do by myself or with another person
2. My spouse
3. Other person
4. All meals are prepared outside the home so no one in the household shops for groceries [**Go to Question 15**]

14. How strongly do you agree or disagree with each of these statements? (*Circle one for each statement.*)

a. It is easy to buy fresh fruits or vegetables where I live.	Strongly agree	Agree	Disagree	Strongly disagree
b. There is a large selection of fresh fruits or vegetables available where I live.	Strongly agree	Agree	Disagree	Strongly disagree
c. I do not usually buy fresh fruits or vegetables because they spoil quickly.	Strongly agree	Agree	Disagree	Strongly disagree
d. I sometimes ask friends or family members to help me shop for food.	Strongly agree	Agree	Disagree	Strongly disagree
e. I can afford fruits or vegetables in the store where I shop for most of my food.	Strongly agree	Agree	Disagree	Strongly disagree
f. Buying <u>more</u> fruits or vegetables than I already do would be hard on my budget.	Strongly agree	Agree	Disagree	Strongly disagree
g. I add fruits or vegetables as ingredients to the meals I make to help me eat more fruits or vegetables.	Strongly agree	Agree	Disagree	Strongly disagree

Questions about You and Your Household

15. From which of these programs did you get food or food assistance during the past four weeks? (*Circle all that apply.*)
1. Food Stamp Program—gives Bridge cards or EBT cards to help people buy food
 2. Food Commodity Program—offers food packages to some older adults
 3. Senior Project Fresh—gives some older adults coupons that can be used to get food at farmers' markets, roadside stands, and other places
 4. Food bank or pantry
 5. Other (*Describe*): _____
 6. None of the above
16. Does anyone in your household currently get Women, Infants, and Children (WIC) program benefits? (*Circle one.*)
1. No
 2. Yes
17. During the past four weeks, how did you get to the store to buy food? (*Circle all that apply.*)
1. Drove myself
 2. Family member or friend drove me
 3. Used public transportation
 4. Walked
 5. Used community van service
 6. Other (*Describe*): _____
 7. Did not go to store to buy food
18. During the past year, did you go to classes or workshops on any of these topics? (*Circle all that apply.*)
1. Food safety
 2. Exercise
 3. Nutrition
 4. Diabetes
 5. Other (*Describe*): _____
 6. None of the above

19. In general, would you say your health is ...? (*Circle one.*)

1. Poor
2. Fair
3. Good
4. Very good
5. Excellent

20. What is your age? (*Circle one.*)

1. Less than 60
2. 60 to 64
3. 65 to 69
4. 70 to 74
5. 75 to 80
6. 81 to 90
7. 91 or older

***Thank you for completing our survey.
We appreciate your time and opinions.***

C.2: Follow-Up Survey, Intervention Group*

*Cups of fruits and vegetables graphics courtesy of Dr. Marilyn Townsend and Kathryn Sylva, University of California, Davis.

OMB No. 0584-0554

Expiration date: 6/30/2014

See OMB statement on inside cover

Survey on What You Eat



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Put label here

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This survey asks about what you eat. You may recall that we asked some of the same questions in the last survey. This study is being sponsored by the U.S. Department of Agriculture’s Food & Nutrition Service and conducted by RTI International, a non-profit research organization. The survey will take about 15 minutes to complete. You will receive \$15 for completing this survey.

All of your answers to the survey will be kept private. We will not share your answers with anyone, except as otherwise required by law. You may skip any questions you do not want to answer. If you have any questions, please call Brian Head at RTI International at 1-866-800-9176.

Questions on Whether Certain Foods Are Available

1. Were any of these foods in your home during the past week? Include fresh, frozen, canned, and dried foods. (*Circle Yes or No for each food.*)

a. Bananas	Yes	No
b. Apples	Yes	No
c. Grapes	Yes	No
d. Oranges	Yes	No
e. Melons	Yes	No
f. Raisins or prunes	Yes	No
g. Carrots	Yes	No
h. Celery	Yes	No
i. Broccoli	Yes	No
j. Potato chips, tortilla chips, corn chips, or other chips	Yes	No
k. Regular soft drinks or sodas	Yes	No

Questions on the Fruits and Vegetables You Eat

For the next questions, think about what you ate during the past week, or the past 7 days. Do NOT tell us what you think you should eat or what you usually eat.

2. How many days during the past week did you eat fruit or vegetables as snacks or between meals? Do NOT include juice. (*Circle one.*)
 1. None
 2. 1 to 2 days
 3. 3 to 4 days
 4. 5 to 6 days
 5. Every day

3. How many days during the past week did you eat more than one kind of fruit each day? Do NOT include fruit juice. (*Circle one.*)
 1. None
 2. 1 to 2 days
 3. 3 to 4 days
 4. 5 to 6 days
 5. Every day

4. Think about what you ate during the past week. About how many cups of fruit did you eat on a typical day? Do NOT include fruit juice. (*Circle one.*)



None



1/2 cup



1 cup



1 1/2 cups



2 cups



2 1/2 cups



3 cups or more

5. How many days during the past week did you eat more than one kind of vegetable each day? Do NOT include white potatoes, French fries, or vegetable juice. (*Circle one.*)

- 1. None
- 2. 1 to 2 days
- 3. 3 to 4 days
- 4. 5 to 6 days
- 5. Every day

6. Think about what you ate during the past week. About how many cups of vegetables did you eat on a typical day? Do NOT include white potatoes, French fries, or vegetable juice. (*Circle one.*)



None



1/2 cup



1 cup



1 1/2 cups



2 cups



2 1/2 cups



3 cups or more

Questions on Your Shopping, Meal Preparation, and Eating Habits

7. How strongly do you agree or disagree with each statement? (*Circle one for each statement.*)

a. I usually eat at least one fruit or vegetable at each meal.	Strongly agree	Agree	Disagree	Strongly disagree
b. I usually eat fruit for dessert instead of having cookies, cake, pie, or ice cream.	Strongly agree	Agree	Disagree	Strongly disagree

8. During the past week, how many days did you eat lunch at home? (*Circle one.*)

1. None [**Go to Question 10**]
2. 1 to 2 days
3. 3 to 4 days
4. 5 to 6 days
5. Every day

9. Who usually prepares MOST of the lunches you eat at home? (*Circle one.*)

1. I do
2. My spouse
3. Other person
4. Lunches are usually delivered (for example, Meals on Wheels)

10. During the past week, how many days did you eat your evening meal (dinner or supper) at home? (*Circle one.*)

1. None [**Go to Question 12**]
2. 1 to 2 days
3. 3 to 4 days
4. 5 to 6 days
5. Every day

11. Who usually prepares MOST of the evening meals you eat at home?
(Circle one.)

1. I do
2. My spouse
3. Other person
4. Meals are usually delivered (for example, Meals on Wheels)

12. How many days during the past week did you eat your evening meal with the TV on? (Circle one.)

1. None
2. 1 to 2 days
3. 3 to 4 days
4. 5 to 6 days
5. Every day

13. Who usually does MOST of the grocery shopping in your household?
(Circle one.)

1. I do by myself or with another person
2. My spouse
3. Other person
4. All meals are prepared outside the home so no one in the household shops for groceries [**Go to Question 15**]

14. How strongly do you agree or disagree with each of these statements? (*Circle one for each statement.*)

a. It is easy to buy fresh fruits or vegetables where I live.	Strongly agree	Agree	Disagree	Strongly disagree
b. There is a large selection of fresh fruits or vegetables available where I live.	Strongly agree	Agree	Disagree	Strongly disagree
c. I do not usually buy fresh fruits or vegetables because they spoil quickly.	Strongly agree	Agree	Disagree	Strongly disagree
d. I sometimes ask friends or family members to help me shop for food.	Strongly agree	Agree	Disagree	Strongly disagree
e. I can afford fruits or vegetables in the store where I shop for most of my food.	Strongly agree	Agree	Disagree	Strongly disagree
f. Buying more fruits or vegetables than I already do would be hard on my budget.	Strongly agree	Agree	Disagree	Strongly disagree
g. I add fruits or vegetables as ingredients to the meals I make to help me eat more fruits or vegetables.	Strongly agree	Agree	Disagree	Strongly disagree

Questions on the “Eat Smart, Live Strong” program

15. How did you hear about the “Eat Smart, Live Strong” program?
(Circle all that apply.)

1. Friend or relative
2. Senior center
3. County Assistance Office
4. Place of worship
5. Doctor, nurse, or other health care provider
6. Other (*Describe*): _____
7. Don’t remember

16. Why did you sign up for the “Eat Smart, Live Strong” program?
(Circle all that apply.)

1. To lose weight
2. To eat healthier foods
3. To improve my health
4. To cook healthier foods for me and/or my family
5. To manage my food budget better
6. To exercise more
7. Other reason (*Describe*): _____

17. The “Eat Smart, Live Strong” program had six sessions. How many sessions did you go to? (*Circle one.*)

1. None [**Go to Question 24**]
2. One
3. Two
4. Three
5. Four
6. Five
7. Six [**Go to Question 19**]
8. Don’t remember

18. Why didn't you go to all of the sessions? (*Circle all that apply.*)

1. The sessions were not useful
2. The sessions were not interesting
3. The sessions were hard to understand
4. It was hard to get to the sessions
5. The sessions were too long
6. I was too busy with other things, like hobbies or family
7. I did not feel well enough
8. Other reason (*Describe*): _____

19. How strongly do you agree or disagree with this statement? "The information I learned at the sessions helped me to eat more fruits or vegetables." (*Circle one.*)

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree

20. At the end of each session, you got a sheet that asked you to set goals and to track how much fruits or vegetables you ate each day. How many sheets did you fill out? (*Circle one.*)

1. None [**Go to Question 22**]
2. One
3. Two
4. Three
5. Four
6. Don't remember

21. How strongly do you agree or disagree with this statement? "Filling out the sheets helped me to eat more fruits or vegetables." (*Circle one.*)

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree

22. Now that you have finished the “Eat Smart, Live Strong” program, how likely are you to start or keep eating more fruits or vegetables each day? (*Circle one.*)

1. Not at all likely
2. Not very likely
3. Somewhat likely
4. Likely
5. Very likely

23. Please share any comments on the “Eat Smart, Live Strong” program. [**Go to Question 25**]

24. Why didn’t you go to any of the sessions? (*Circle all that apply.*)

1. I changed my mind
2. It would have been hard for me to get to the sessions
3. I was too busy with other things, like hobbies or family
4. I got sick or had to go to the hospital
5. Other reason (*Describe*): _____

Questions about You

25. During the past four weeks, did you see your doctor or other health care provider? (*Circle one.*)

1. No [**Go to Question 27**]
2. Yes

26. During the past four weeks, did you talk with your doctor or other health care provider about any of these topics? (*Circle all that apply.*)

1. Why it is important to eat more fruits or vegetables each day
2. Fruits or vegetables I should NOT eat
3. Why it is important to get more exercise each day
4. Precautions to take during exercise
5. None of the above

27. During the past four weeks, did you talk with friends or family about any of these topics? (*Circle all that apply.*)

1. How to eat more fruits or vegetables each day
2. How to get more exercise each day
3. What I learned from the “Eat Smart, Live Strong” program
4. None of the above

***Thank you for completing our survey.
Please return the survey to RTI in the enclosed envelope.***

***If you have misplaced the envelope, call 1-866-800-9176
for a replacement or mail the survey to
RTI INTERNATIONAL
ATTN: Data Capture (0212343.001.008.002)
PO Box 12194
Research Triangle Park, NC 27709-9779***

C.3: Follow-Up Survey, Comparison Group*

*Cups of fruits and vegetables graphics courtesy of Dr. Marilyn Townsend and Kathryn Sylva, University of California, Davis.

OMB No. 0584-0554

Expiration date: 6/30/2014

See OMB statement on inside cover

Survey on What You Eat



Thank you for taking part in this important study!

Please fill out and return the survey in the enclosed envelope within the next week. If you have any questions about the *Survey on What You Eat*, please send an e-mail to USDA@sna.rti.org or call toll-free at 1-866-800-9176.

Put label here

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB Comparison number.

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All of your answers to the survey will be kept private. We will not share your answers with anyone, except as otherwise required by law. You may skip any questions you do not want to answer. If you have any questions, please call Brian Head at RTI International at 1-866-800-9176.

Questions on Whether Certain Foods Are Available at Home

1. Were any of these foods in your home during the past week? Include fresh, frozen, canned, and dried foods. (*Circle Yes or No for each food.*)

a. Bananas	Yes	No
b. Apples	Yes	No
c. Grapes	Yes	No
d. Oranges	Yes	No
e. Melons	Yes	No
f. Raisins or prunes	Yes	No
g. Carrots	Yes	No
h. Celery	Yes	No
i. Broccoli	Yes	No
j. Potato chips, tortilla chips, corn chips, or other chips	Yes	No
k. Regular soft drinks or sodas	Yes	No

Questions on the Fruits and Vegetables You Eat

For the next questions, think about what you ate during the past week, or the past 7 days. Do NOT tell us what you think you should eat or what you usually eat.

2. How many days during the past week did you eat fruit or vegetables as snacks or between meals? Do NOT include juice. (*Circle one.*)
 1. None
 2. 1 to 2 days
 3. 3 to 4 days
 4. 5 to 6 days
 5. Every day

3. How many days during the past week did you eat more than one kind of fruit each day? Do NOT include fruit juice. (*Circle one.*)
 1. None
 2. 1 to 2 days
 3. 3 to 4 days
 4. 5 to 6 days
 5. Every day

4. Think about what you ate during the past week. About how many cups of fruit did you eat on a typical day? Do NOT include fruit juice. (*Circle one.*)



None



1/2 cup



1 cup



1 1/2 cups



2 cups



2 1/2 cups



3 cups or more

5. How many days during the past week did you eat more than one kind of vegetable each day? Do NOT include white potatoes, French fries, or vegetable juice. (*Circle one.*)

- 1. None
- 2. 1 to 2 days
- 3. 3 to 4 days
- 4. 5 to 6 days
- 5. Every day

6. Think about what you ate during the past week. About how many cups of vegetables did you eat on a typical day? Do NOT include white potatoes, French fries, or vegetable juice. (*Circle one.*)



None

1/2 cup

1 cup



1 1/2 cups

2 cups



2 1/2 cups

3 cups or more

Questions on Your Shopping, Meal Preparation, and Eating Habits

7. How strongly do you agree or disagree with each statement? (*Circle one for each statement.*)

a. I usually eat at least one fruit or vegetable at each meal.	Strongly agree	Agree	Disagree	Strongly disagree
b. I usually eat fruit for dessert instead of having cookies, cake, pie, or ice cream.	Strongly agree	Agree	Disagree	Strongly disagree

8. During the past week, how many days did you eat lunch at home? (*Circle one.*)

1. None [**Go to Question 10**]
2. 1 to 2 days
3. 3 to 4 days
4. 5 to 6 days
5. Every day

9. Who usually prepares MOST of the lunches you eat at home? (*Circle one.*)

1. I do
2. My spouse
3. Other person
4. Lunches are usually delivered (for example, Meals on Wheels)

10. During the past week, how many days did you eat your evening meal (dinner or supper) at home? (*Circle one.*)

1. None [**Go to Question 12**]
2. 1 to 2 days
3. 3 to 4 days
4. 5 to 6 days
5. Every day

11. Who usually prepares MOST of the evening meals you eat at home?
(Circle one.)

1. I do
2. My spouse
3. Other person
4. Meals are usually delivered (for example, Meals on Wheels)

12. How many days during the past week did you eat your evening meal with the TV on? (Circle one.)

1. None
2. 1 to 2 days
3. 3 to 4 days
4. 5 to 6 days
5. Every day

13. Who usually does MOST of the grocery shopping in your household?
(Circle one.)

1. I do by myself or with another person
2. My spouse
3. Other person
4. All meals are prepared outside the home so no one in the household shops for groceries [**Go to Question 15**]

14. How strongly do you agree or disagree with each of these statements? (*Circle one for each statement.*)

a. It is easy to buy fresh fruits or vegetables where I live.	Strongly agree	Agree	Disagree	Strongly disagree
b. There is a large selection of fresh fruits or vegetables available where I live.	Strongly agree	Agree	Disagree	Strongly disagree
c. I do not usually buy fresh fruits or vegetables because they spoil quickly.	Strongly agree	Agree	Disagree	Strongly disagree
d. I sometimes ask friends or family members to help me shop for food.	Strongly agree	Agree	Disagree	Strongly disagree
e. I can afford fruits or vegetables in the store where I shop for most of my food.	Strongly agree	Agree	Disagree	Strongly disagree
f. Buying more fruits or vegetables than I already do would be hard on my budget.	Strongly agree	Agree	Disagree	Strongly disagree
g. I add fruits or vegetables as ingredients to the meals I make to help me eat more fruits or vegetables.	Strongly agree	Agree	Disagree	Strongly disagree

Questions about You

15. During the past four weeks, did you see your doctor or other health care provider? (*Circle one.*)
1. No [**Go to Question 17**]
 2. Yes
16. During the past four weeks, did you talk with your doctor or other health care provider about any of these topics? (*Circle all that apply.*)
1. Why it is important to eat more fruits or vegetables each day
 2. Fruits or vegetables I should NOT eat
 3. Why it is important to get more exercise each day
 4. Precautions to take during exercise
 5. None of the above
17. During the past four weeks, did you talk with friends or family about any of these topics? (*Circle all that apply.*)
1. How to eat more fruits or vegetables each day
 2. How to get more exercise each day
 3. What I learned from attending nutrition education classes
 4. None of the above

***Thank you for completing our survey.
Please return the survey to RTI in the enclosed envelope.
If you have misplaced the envelope, call 1-866-800-9176
for a replacement or mail the survey to
RTI INTERNATIONAL
ATTN: Data Capture (0212343.001.008.002)
PO Box 12194
Research Triangle Park, NC 27709-9779***

Appendix D
Participant Survey Supplemental Materials

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D.1: Information Sheet

D.2: Contact Card

D.3: Brochure

D.1: Information Sheet

Information Sheet

Introduction

You are being asked to take part in a research study, which is being sponsored by the U.S. Department of Agriculture's Food & Nutrition Service (USDA, FNS) and carried out by RTI International, a non-profit research organization. Before you decide whether to take part in this study, you need to read this sheet to understand what the study is about and what you will be asked to do. This sheet also tells you who can be in the study, the risks and benefits of the study, how we will protect your information, and who you can call if you have questions.

Purpose

The purpose of this survey is to learn about your eating habits. It is part of a study to improve nutrition education programs for older adults in your community and across the country. You are one of about 720 people who will be asked to take part in this study.

Procedures

If you decide to take part in this study, you will be asked to complete two surveys, one today and one in about a month. In order for us to mail you the second survey, you need to provide us with your contact information.

Study Duration

Each survey will take you about 15 minutes to complete. Using the information you provide on the completed Contact Card, we will mail the second survey to you in about a month.

Possible Risks or Discomforts

There are minimal psychological, social, or legal risks to taking part in this study. There is minimal risk of loss of confidentiality. Please be assured that all of your answers to the survey will be kept confidential except as required by law, and every effort will be made to protect your contact information. We will not share your contact information or your survey answers with anyone outside the study team.

Benefits

There are no direct benefits to you from participating in this study. Your survey answers will help us improve nutrition education programs for older adults in your community and across the country.

Payment for Participation

As a thank you, you will receive \$10 cash for completing today's survey, and we will mail you \$15 cash for filling out the second survey, for a total of \$25.

Confidentiality

Many precautions have been taken to protect your contact information. Your name will be replaced with an identification number. Other personal information like your address will be stored separately from your survey answers. If the results of this study are presented at scientific meetings or published in scientific journals, no information will be included that could identify you or your answers personally.

The Institutional Review Board (IRB) at RTI has reviewed this research. An IRB is a group of people who are responsible for making sure the rights of participants in research are protected. The IRB may review the records of your participation in this research to assure that proper procedures were followed.

Future Contacts

If you decide to take part in this study, we will mail the second survey to you in about a month. We may also contact you about taking part in a group discussion for additional payment.

Your Rights

Your decision to take part in this research study is completely up to you. You can choose not to answer any survey questions, and you can stop participating at any time. If you decide to participate and later change your mind, you will not be contacted again or asked for further information.

Your Questions

If you have any questions about the study, you may call Brian Head of RTI at 1-866-800-9176. If you have any questions about your rights as a study participant, you may call RTI's Office of Research Protection at 1-866-214-2043.

D.2: Contact Card

CONTACT CARD

Case ID: [FILL]

I have read and understand the risks and benefits of taking part in this study and agree to take part in this study.

Wave _____

YES NO

If “**YES**,” please clearly PRINT your contact information below.

Title: Mr. Mrs. Ms. Miss

Your First Name: _____ Your Last Name: _____

Mailing Address: _____ Apt. #: _____

City: _____ State: _____ Zip Code: _____

Primary Phone Number: (____) _____ Home Cell Work

Alternate Phone Number: (____) _____ Home Cell Work

According to the Paperwork Reduction Act of 1995, an agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0584-0554 and the expiration date is 6/30/2014. The time required to complete this information collection is estimated to average 5 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information.

CONTACT CARD

Case ID: [FILL]

I have read and understand the risks and benefits of taking part in this study and agree to take part in this study.

Wave _____

YES NO

If “**YES**,” please clearly PRINT your contact information below.

Title: Mr. Mrs. Ms. Miss

Your First Name: _____ Your Last Name: _____

Mailing Address: _____ Apt. #: _____

City: _____ State: _____ Zip Code: _____

Primary Phone Number: (____) _____ Home Cell Work

Alternate Phone Number: (____) _____ Home Cell Work

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D.3: Brochure



What is the purpose of this study?

RTI International is conducting a study for the Food & Nutrition Service of the U.S. Department of Agriculture. This study will help researchers and policymakers improve nutrition education programs for older adults in your community and across the country.

What is involved and how long will it take?

To participate in the study, please read the Information Sheet and complete the Contact Card. You will be asked to complete two surveys, one today and one in about a month. We will mail you the second survey to fill out at home. Each survey asks about what you eat and takes about 15 minutes to fill out.

You may refuse to answer any question on the surveys, and you may stop participating in the study at any time.

Will I be paid?

Yes. You will receive \$10 cash after filling out the first survey. You will receive \$15 cash by mail for filling out the second survey.

What about my privacy?

The information you provide will be kept private except as required by law. We will create an identification (ID) number and use it instead of your name to identify your information, which will prevent anyone from finding out your answers. Only the project staff will see the information we have collected from study participants. We will combine your information with information from all of the other participants to create summary reports.

Do I have to participate?

No. You do not have to take part in this study or answer any questions you do not want to answer. Your decision about whether to participate will not affect any social service(s) you may be getting.

How can I get more information?

For more information, call 1-866-800-9176 (toll-free) and leave a message or send an e-mail to USDA@sna.rti.org. Someone from the project staff will contact you.

RTI International is an independent, non-profit research organization in North Carolina, dedicated to conducting research that improves the human condition. For more information, see www.rti.org.

Additional information about the Food & Nutrition Service of the U.S. Department of Agriculture is available at www.fns.usda.gov/fns.



RTI International is a trade name of Research Triangle Institute.



Questions & Answers about the *Survey on What You Eat*

Conducted by RTI International
and sponsored by the
Food & Nutrition Service of the
U.S. Department of Agriculture



Appendix E
Impact Evaluation Methodological Analyses

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Table E-1.— Baseline Information on Participants’ Shopping and Food Preparation Habits, Age-Eligible Respondents

Characteristic	Overall (SE)	Intervention Group (SE)	Comparison Group (SE)	Difference	t-statistic	p-value
Number of days ate lunch at home during past week	4.27 (0.15)	4.25 (0.22)	4.29 (0.21)	-0.03	-0.11	0.9105
Primary food preparer, if lunch was eaten at home, %						
Respondent	79.92 (2.50)	85.10 (3.50)	75.68 (3.21)	9.42	1.98	0.0564
Spouse	10.48 (1.62)	7.89 (2.39)	12.48 (2.14)	-4.59	-1.43	0.1627
Other person	4.59 (1.34)	2.44 (1.92)	6.43 (1.77)	-4.00	-1.53	0.1363
Delivered	4.62 (1.50)	4.36 (2.21)	4.85 (2.09)	-0.49	-0.16	0.8736
Number of days ate evening meal at home during past week	5.62 (0.10)	5.51 (0.15)	5.70 (0.14)	-0.19	-0.93	0.3576
Primary food preparer, if evening meal was eaten at home, %						
Respondent	82.77 (1.76)	86.01 (2.61)	80.34 (2.29)	5.67	1.63	0.1122
Spouse	11.59 (2.02)	10.93 (3.02)	12.22 (2.82)	-1.30	-0.31	0.7557
Other person	5.57 (1.15)	3.16 (1.63)	7.51 (1.43)	-4.34	-2.00	0.0543
Delivered	0.73 (0.31)	0.46 (0.48)	0.92 (0.42)	-0.46	-0.71	0.4809
Number of days ate evening meal with TV on during past week	5.03 (0.17)	5.35 (0.24)	4.75 (0.23)	0.59	1.79	0.0827
Primary grocery shopper, %						
Respondent	86.26 (1.39)	87.87 (2.19)	85.00 (1.93)	2.87	0.98	0.3339
Spouse	9.00 (1.48)	8.59 (2.24)	9.37 (2.04)	-0.78	-0.26	0.7984
Other person	4.89 (0.72)	3.32 (0.73)	6.34 (0.73)	-3.02**	-2.93	0.0063
All meals prepared outside home	0.17 (0.17)	0.00 (0.26)	0.30 (0.23)	-0.30	-0.86	0.3951
During past four weeks, transportation to grocery store, % ^a						
Respondent drove	65.28 (4.05)	67.49 (5.83)	63.17 (5.75)	4.32	0.53	0.6015
Family member or friend drove	36.68 (3.16)	33.75 (4.60)	39.30 (4.36)	-5.55	-0.87	0.3885
Public transportation	5.08 (1.44)	5.11 (2.12)	5.06 (2.01)	0.04	0.02	0.9879
Walked	8.83 (2.12)	9.95 (3.07)	7.77 (2.96)	2.17	0.51	0.6144
Used community van service	1.67 (0.65)	3.44 (0.87)	0.24 (0.77)	3.20**	2.76	0.0096

(continued)

Table E-1.— Baseline Information on Participants’ Shopping and Food Preparation Habits, Age-Eligible Respondents (continued)

Characteristic	Overall (SE)	Intervention Group (SE)	Comparison Group (SE)	Difference	t-statistic	p-value
Other	3.61 (0.76)	3.89 (1.20)	3.44 (1.05)	0.44	0.28	0.7830
Did not go to store	2.13 (0.76)	2.37 (1.15)	1.90 (1.04)	0.47	0.30	0.7655
Perceived nutrition environment ^b	12.29 (0.17)	12.55 (0.24)	12.05 (0.23)	0.51	1.53	0.1355
Number of respondents	614	267	347			

*Indicates statistical significance if the *p*-value is less than or equal to 0.05.

**Indicates statistical significance if the *p*-value is less than or equal to 0.01.

^a Reported as the number of days in the past week.

^b Index score (4–16) derived from four items that asked participants to describe their access to fresh fruits and vegetables in the area that they live. Each item had a 4-point Likert scale. A higher score indicates perceived greater access to fresh fruits and vegetables.

Notes: Standard errors and *t*-statistics used to test the null hypothesis of no difference between intervention and comparison groups were derived from model-based comparisons adjusted for clustering of participants within centers.

Source: Participant Baseline Survey, data collected March–May 2012.

Table E-2.— Baseline Information on Participants’ Participation in Classes or Workshops, Age-Eligible Respondents

Class or Workshop	Overall (SE)	Intervention Group (SE)	Comparison Group (SE)	Difference	t-statistic	p-value
Attended class or workshop during past year % ^a						
Food safety	8.68 (1.36)	9.65 (2.10)	7.93 (1.91)	1.72	0.61	0.5479
Exercise	23.79 (3.18)	23.25 (4.64)	24.32 (4.52)	-1.06	-0.16	0.8708
Nutrition	20.68 (2.77)	20.27 (4.07)	21.00 (3.90)	-0.74	-0.13	0.8969
Diabetes	15.17 (2.64)	16.09 (3.85)	14.28 (3.74)	1.81	0.34	0.7384
Other	5.83 (0.67)	6.72 (1.02)	5.04 (0.95)	1.68	1.20	0.2380
None of the above	58.08 (3.67)	58.72 (5.35)	57.52 (5.20)	1.20	0.16	0.8732
Number of respondents	614	267	347			

^a Respondents could choose more than one answer.

Notes: Standard errors and *t*-statistics used to test the null hypothesis of no difference between intervention and comparison groups were derived from model-based comparisons adjusted for clustering of participants within centers.

Source: Participant Baseline Survey, data collected March–May 2012.

Table E-3.— Baseline Outcome Measures for the Evaluation of the ESLS Program, Age-Eligible Respondents

Measure	Overall (SE)	Intervention Group (SE)	Comparison Group (SE)	Difference	t-statistic	p-value
Primary outcomes (daily consumption) ^a						
Cups of fruits and vegetables	2.51 (0.08)	2.43 (0.12)	2.58 (0.11)	-0.15	-0.91	0.3713
Cups of fruits	1.26 (0.05)	1.23 (0.07)	1.29 (0.06)	-0.05	-0.59	0.5595
Cups of vegetables	1.25 (0.04)	1.19 (0.06)	1.30 (0.06)	-0.11	-1.34	0.1894
Other dietary behaviors						
Availability of fruits and vegetables ^b	5.66 (0.13)	5.71 (0.19)	5.63 (0.18)	0.08	0.30	0.7636
Ate fruits or vegetables for snacks ^c	4.12 (0.16)	4.40 (0.23)	3.86 (0.22)	0.54	1.72	0.0953
Ate variety of fruits ^c	3.93 (0.13)	4.05 (0.19)	3.82 (0.18)	0.23	0.87	0.3906
Ate variety of vegetables ^c	3.46 (0.12)	3.53 (0.18)	3.40 (0.16)	0.14	0.56	0.5785
Availability of potato chips, tortilla chips, corn chips, or other chips ^d	73.41 (2.16)	70.27 (3.12)	75.96 (2.84)	-5.69	-1.35	0.1872
Availability of regular soft drinks or sodas ^d	62.17 (2.49)	58.43 (3.54)	65.38 (3.20)	-6.95	-1.46	0.1551
Usually eat at least one fruit or vegetable at each meal ^e	77.19 (2.00)	73.57 (2.82)	79.53 (2.50)	-5.96	-1.58	0.1235
Usually eat fruit for dessert instead of cookies, cake, pie, or ice cream ^e	54.51 (2.63)	52.89 (3.90)	55.87 (3.56)	-2.98	-0.56	0.5763
Shopping and food preparation behaviors						
Sometimes ask friends or family members for help shopping for food ^e	28.74 (2.86)	26.18 (4.20)	31.00 (3.96)	-4.82	-0.84	0.4099
Can afford fruits or vegetables in the store ^e	80.48 (2.12)	80.43 (3.20)	80.51 (2.92)	-0.08	-0.02	0.9860
Buying more fruits or vegetables would be hard on budget ^e	58.75 (3.23)	59.68 (4.75)	57.90 (4.51)	1.77	0.27	0.7885
Add fruits or vegetables as ingredients to meals to help eat more fruits or vegetables ^e	78.26 (1.75)	78.31 (2.68)	78.25 (2.38)	0.05	0.01	0.9884
Number of respondents	614	267	347			

*Indicates statistical significance if the *p*-value is less than or equal to 0.05.

^a Continuous measure of consumption: 0–6 for fruits and vegetables; 0–3 for fruits; and 0–3 for vegetables.

^b Index score (0–9) based on reported household availability of nine fruits and vegetables.

^c Reported as the number of days in the past week.

^d Dichotomous variable indicates the proportion responding yes.

^e Dichotomous variable indicates the proportion responding strongly agree/agree vs. disagree/strongly disagree.

Notes: Standard errors and *t*-statistics used to test the null hypothesis of no difference between intervention and comparison groups were derived from model-based comparisons adjusted for clustering of participants within centers.

Source: Participant Baseline Survey, data collected March–May 2012.

Table E-4.— Unadjusted Baseline Means of Participants Providing Post-Intervention Follow-Up Data for the Evaluation of the ESLS Program, Age-Eligible Respondents

Measure	Overall (SE)	Intervention Group (SE)	Comparison Group (SE)	Difference	t-statistic	p-value
Primary outcomes (daily consumption) ^a						
Cups of fruits and vegetables	2.52 (0.08)	2.44 (0.12)	2.59 (0.11)	-0.15	-0.96	0.3426
Cups of fruits	1.27 (0.05)	1.23 (0.07)	1.29 (0.06)	-0.06	-0.66	0.5151
Cups of vegetables	1.25 (0.04)	1.19 (0.06)	1.30 (0.05)	-0.11	-1.43	0.1631
Other dietary behaviors						
Availability of fruits and vegetables ^b	5.66 (0.13)	5.70 (0.19)	5.63 (0.18)	0.07	0.27	0.7862
Ate fruits or vegetables for snacks ^c	4.12 (0.16)	4.42 (0.23)	3.86 (0.22)	0.56	1.76	0.0884
Ate variety of fruits ^c	3.91 (0.13)	4.05 (0.19)	3.80 (0.18)	0.25	0.94	0.3549
Ate variety of vegetables ^c	3.45 (0.12)	3.56 (0.18)	3.36 (0.17)	0.20	0.80	0.4319
Availability of potato chips, tortilla chips, corn chips, or other chips ^d	73.24 (2.22)	69.75 (3.20)	76.09 (2.92)	-6.34	-1.47	0.1530
Availability of regular soft drinks or sodas ^d	62.04 (2.47)	58.55 (3.55)	65.02 (3.20)	-6.47	-1.35	0.1857
Usually eat at least one fruit or vegetable at each meal ^e	77.46 (2.02)	74.06 (2.86)	79.71 (2.55)	-5.65	-1.47	0.1506
Usually eat fruit for dessert instead of cookies, cake, pie, or ice cream ^e	54.03 (2.58)	52.51 (3.84)	55.31 (3.50)	-2.80	-0.54	0.5940
Shopping and food preparation behaviors						
Sometimes ask friends or family members for help shopping for food ^e	28.76 (2.88)	26.18 (4.24)	31.03 (4.00)	-4.85	-0.83	0.4112
Can afford fruits or vegetables in the store ^e	80.18 (2.14)	80.05 (3.25)	80.26 (2.96)	-0.21	-0.05	0.9614
Buying more fruits or vegetables would be hard on budget ^e	59.34 (3.29)	60.58 (4.84)	58.23 (4.60)	2.35	0.35	0.7273
Add fruits or vegetables as ingredients to meals to help eat more fruits or vegetables ^e	78.00 (1.76)	77.93 (2.69)	78.08 (2.39)	-0.15	-0.04	0.9674
Number of respondents	603	263	340			

^a Continuous measure of consumption: 0–6 for fruits and vegetables; 0–3 for fruits; and 0–3 for vegetables.

^b Index score (0–9) based on reported household availability of nine fruits and vegetables.

^c Reported as the number of days in the past week.

^d Dichotomous variable indicates the proportion responding yes.

^e Dichotomous variable indicates the proportion responding strongly agree/agree vs. disagree/strongly disagree.

SE = Standard error.

Source: Participant Baseline Survey, data collected April–July 2012.

Table E-5.—Unadjusted Post-test Means for the Evaluation of the ESLS Program, Age-Eligible Respondents

Measure	Overall (SE)	Intervention Group (SE)	Comparison Group (SE)	Difference	t-statistic	p-value
Primary outcomes (daily consumption) ^a						
Cups of fruits and vegetables	2.83 (0.07)	3.00 (0.11)	2.69 (0.10)	0.31*	2.13	0.0412
Cups of fruits	1.38 (0.04)	1.44 (0.06)	1.33 (0.06)	0.10	1.24	0.2235
Cups of vegetables	1.44 (0.04)	1.55 (0.06)	1.36 (0.05)	0.19*	2.50	0.0180
Other dietary behaviors						
Availability of fruits and vegetables ^b	5.62 (0.11)	5.75 (0.16)	5.51 (0.15)	0.25	1.14	0.2619
Ate fruits or vegetables for snacks ^c	4.17 (0.10)	4.33 (0.15)	4.06 (0.14)	0.27	1.31	0.2010
Ate variety of fruits ^c	4.07 (0.11)	4.25 (0.16)	3.91 (0.14)	0.34	1.60	0.1200
Ate variety of vegetables ^c	3.75 (0.11)	4.05 (0.16)	3.49 (0.15)	0.56*	2.58	0.0149
Availability of potato chips, tortilla chips, corn chips, or other chips ^d	73.37 (2.57)	73.17 (3.85)	73.64 (3.55)	-0.47	-0.09	0.9295
Availability of regular soft drinks or sodas ^d	58.26 (2.76)	51.10 (3.68)	64.47 (3.29)	-13.37*	-2.71	0.0108
Usually eat at least one fruit or vegetable at each meal ^e	80.54 (1.91)	79.49 (2.86)	81.40 (2.57)	-1.90	-0.49	0.6242
Usually eat fruit for dessert instead of cookies, cake, pie, or ice cream ^e	63.79 (2.03)	65.96 (3.25)	62.50 (2.91)	3.46	0.79	0.4342
Shopping and food preparation behaviors						
Sometimes ask friends or family members for help shopping for food ^e	24.95 (2.59)	23.79 (3.86)	25.90 (3.59)	-2.11	-0.40	0.6922
Can afford fruits or vegetables in the store ^e	79.79 (1.69)	82.21 (2.40)	77.93 (2.11)	4.28	1.34	0.1906
Buying more fruits or vegetables would be hard on budget ^e	55.81 (2.94)	56.47 (4.39)	55.23 (4.08)	1.24	0.21	0.8376
Add fruits or vegetables as ingredients to meals to help eat more fruits or vegetables ^e	81.65 (2.04)	86.29 (2.88)	77.71 (2.58)	8.58*	2.22	0.0339
Number of respondents	603	263	340			

*Indicates statistical significance if the *p*-value is less than or equal to 0.05.

^a Continuous measure of consumption: 0–6 for fruits and vegetables; 0–3 for fruits; and 0–3 for vegetables.

^b Index score (0–9) based on reported household availability of nine fruits and vegetables.

^c Reported as the number of days in the past week.

^d Dichotomous variable indicates the proportion responding yes.

^e Dichotomous variable indicates the proportion responding strongly agree/agree vs. disagree/strongly disagree.

SE = Standard error.

Source: Participant Follow-Up Survey, data collected April–July 2012.

Table E-6.— Baseline Demographic Characteristics for Participants in the ESLS Evaluation, All Respondents

Characteristic	Overall (SE)	Intervention Group (SE)	Comparison Group (SE)	Difference	t-statistic	p-value
Sex, % male	25.03 (2.63)	17.29 (3.36)	31.95 (3.15)	-14.66**	-3.18	0.0033
Age, %						
Less than 60	3.23 (0.68)	4.96 (1.64)	2.51 (1.57)	2.45	1.08	0.2896
60 to 64	22.00 (2.70)	19.18 (3.86)	24.64 (3.71)	-5.47	-1.02	0.3152
65 to 69	27.58 (1.71)	26.61 (2.62)	28.24 (2.37)	-1.63	-0.46	0.6479
70 to 74	19.30 (1.66)	20.62 (2.47)	18.20 (2.25)	2.42	0.72	0.4746
75 to 80	20.29 (2.09)	20.55 (3.11)	20.09 (2.91)	0.46	0.11	0.9152
81 or older	6.74 (0.96)	8.88 (2.29)	6.52 (2.20)	2.36	0.74	0.4635
Hispanic or Latino, %	8.40 (2.70)	8.26 (3.89)	8.51 (3.88)	-0.25	-0.05	0.9643
Race, %						
American Indian or Alaska Native	11.65 (4.87)	16.58 (6.79)	6.46 (6.97)	10.12	1.04	0.3065
Asian	0.15 (0.16)	0.35 (0.24)	0.00 (0.21)	0.35	1.09	0.2835
Black or African American	18.19 (5.61)	9.04 (7.61)	27.78 (7.77)	-18.74	-1.72	0.0950
Native Hawaiian or other Pacific Islander	0.00 (.)					
White	68.93 (6.63)	73.77 (9.33)	63.87 (9.53)	9.90	0.74	0.4634
More than one race ^a	1.84 (0.50)	1.06 (0.75)	2.48 (0.67)	-1.42	-1.41	0.1672
Size of household	1.61 (0.09)	1.72 (0.13)	1.51 (0.12)	0.22	1.23	0.2266
Single-adult household, %	62.23 (5.16)	59.18 (7.34)	65.32 (7.42)	-6.14	-0.59	0.5601
Received food assistance during past 4 weeks, %						
SNAP	32.63 (4.51)	29.02 (6.38)	36.26 (6.41)	-7.24	-0.80	0.4297
Food Commodity Program	26.84 (4.15)	22.23 (5.84)	31.46 (5.84)	-9.23	-1.12	0.2724
Senior Project Fresh	11.48 (1.85)	10.21 (2.70)	12.60 (2.55)	-2.39	-0.64	0.5243
Food bank or pantry	16.48 (2.49)	12.27 (3.50)	20.43 (3.38)	-8.16	-1.68	0.1038
Other	7.51 (1.13)	7.83 (1.70)	7.28 (1.56)	0.55	0.24	0.8138
None of the above	45.09 (4.75)	47.76 (6.76)	42.40 (6.80)	5.36	0.56	0.5804
Member of household currently receives WIC benefits, %	1.64 (0.55)	2.46 (0.86)	1.05 (0.79)	1.41	1.21	0.2367

(continued)

Table E-6.— Baseline Demographic Characteristics for Participants in the ESLS Evaluation, All Respondents (continued)

Characteristic	Overall (SE)	Intervention Group (SE)	Comparison Group (SE)	Difference	t-statistic	p-value
Education, %						
Did not complete high school	20.49 (2.38)	16.61 (3.36)	23.98 (3.17)	-7.37	-1.59	0.1210
High school graduate or GED	41.56 (1.88)	42.53 (2.88)	40.83 (2.58)	1.70	0.44	0.6627
Some college or 2-year degree	26.65 (1.25)	30.06 (2.10)	24.05 (1.89)	6.01	2.12	0.0418
College degree	10.21 (1.71)	8.87 (2.54)	11.37 (2.39)	-2.50	-0.72	0.4792
Marital status, %						
Married	32.23 (4.66)	32.34 (6.68)	32.15 (6.72)	0.19	0.02	0.9840
Unmarried couple	0.43 (0.31)	0.63 (0.47)	0.26 (0.43)	0.37	0.59	0.5627
Single or never been married	9.39 (1.19)	9.66 (1.81)	9.13 (1.64)	0.52	0.21	0.8321
Divorced or separated	29.69 (3.29)	26.66 (4.72)	32.55 (4.59)	-5.89	-0.89	0.3778
Widowed	29.47 (2.55)	31.96 (3.70)	27.29 (3.47)	4.67	0.92	0.3642
Employment status, %						
Full time	1.23 (0.60)	1.71 (0.88)	0.80 (0.83)	0.91	0.75	0.4571
Part time	5.20 (0.95)	6.28 (1.40)	4.31 (1.27)	1.97	1.04	0.3074
Retired	75.86 (2.35)	73.16 (3.49)	78.28 (3.30)	-5.12	-1.07	0.2944
Unemployed	5.80 (0.95)	4.68 (1.37)	6.71 (1.24)	-2.03	-1.10	0.2809
Other	12.03 (2.40)	14.23 (3.46)	9.91 (3.39)	4.32	0.89	0.3792
Health status, %						
Poor	5.74 (0.99)	7.28 (1.54)	4.48 (1.40)	2.81	1.35	0.1869
Fair	26.91 (2.46)	25.22 (3.62)	28.38 (3.40)	-3.16	-0.64	0.5300
Good	40.72 (1.93)	41.43 (2.92)	40.18 (2.62)	1.25	0.32	0.7523
Very good	22.48 (2.65)	22.06 (3.90)	22.92 (3.75)	-0.85	-0.16	0.8758
Excellent	4.11 (0.76)	4.17 (0.22)	4.28 (0.21)	-0.10	-0.34	0.7374
Number of respondents	687	307	380			

* Indicates statistical significance if the *p*-value is less than or equal to 0.05.

** Indicates statistical significance if the *p*-value is less than or equal to 0.01.

^a Includes respondents who selected more than one race category.

Notes: Standard errors and *t*-statistics used to test the null hypothesis of no difference between intervention and comparison groups were derived from model-based comparisons adjusted for clustering of participants within centers.

Source: Participant Baseline Survey, data collected March–May 2012.

Table E-7.— Baseline Information on Participants’ Shopping and Food Preparation Habits, All Respondents

Characteristic	Overall (SE)	Intervention Group (SE)	Comparison Group (SE)	Difference	t-statistic	p-value
Number of days ate lunch at home during past week ^a	4.23 (0.15)	—	—	—	—	—
Primary food preparer, if lunch was eaten at home, %						
Respondent	80.15 (2.36)	84.43 (3.32)	76.49 (3.10)	7.94	1.75	0.0908
Spouse	10.21 (1.54)	8.49 (2.27)	11.66 (2.08)	-3.17	-1.03	0.3106
Other person	5.19 (1.30)	3.22 (1.86)	6.91 (1.74)	-3.69	-1.45	0.1573
Delivered	4.13 (1.36)	3.61 (1.99)	4.61 (1.90)	-1.00	-0.36	0.7193
Number of days ate evening meal at home during past week	5.63 (0.10)	5.55 (0.14)	5.69 (0.13)	-0.14	-0.71	0.4812
Primary food preparer, if evening meal was eaten at home, %						
Respondent	82.35 (1.80)	83.91 (2.71)	81.04 (2.47)	2.87	0.78	0.4395
Spouse	11.39 (1.88)	11.41 (2.79)	11.42 (2.64)	-0.02	0.00	0.9966
Other person	5.85 (1.20)	4.34 (1.77)	7.11 (1.63)	-2.77	-1.15	0.2586
Delivered	0.79 (0.30)	0.72 (0.46)	0.83 (0.42)	-0.12	-0.19	0.8533
Number of days ate evening meal with TV on during past week	5.04 (0.16)	5.29 (0.23)	4.82 (0.22)	0.48	1.50	0.1442
Primary grocery shopper, %						
Respondent	86.17 (1.24)	86.80 (1.94)	85.57 (1.74)	1.24	0.48	0.6376
Spouse	8.81 (1.40)	8.96 (2.10)	8.69 (1.95)	0.27	0.09	0.9252
Other person	5.03 (0.69)	3.98 (0.89)	5.84 (0.83)	-1.86	-1.53	0.1352
All meals prepared outside home	0.30 (0.21)	0.00 (0.31)	0.54 (0.28)	-0.54	-1.27	0.2128
During past four weeks, transportation to grocery store, % ^b						
Respondent drove	66.06 (4.04)	68.10 (5.80)	64.11 (5.76)	3.99	0.49	0.6285
Family member or friend drove	35.76 (3.00)	32.59 (4.33)	38.66 (4.14)	-6.07	-1.01	0.3186
Public transportation	4.59 (1.32)	4.51 (1.94)	4.65 (1.85)	-0.14	-0.05	0.9601
Walked	8.01 (1.93)	8.68 (2.81)	7.35 (2.72)	1.34	0.34	0.7349
Used community van service	1.69 (0.57)	3.69 (0.69)	0.30 (0.62)	3.38**	3.65	0.0010

(continued)

Table E-7.— Baseline Information on Participants’ Shopping and Food Preparation Habits, All Respondents (continued)

Characteristic	Overall (SE)	Intervention Group (SE)	Comparison Group (SE)	Difference	t-statistic	p-value
Other	3.96 (0.84)	5.00 (1.26)	3.11 (1.14)	1.90	1.12	0.2728
Did not go to store	2.34 (0.73)	2.70 (1.10)	2.02 (1.01)	0.69	0.46	0.6483
Perceived nutrition environment ^c	12.29 (0.16)	12.57 (0.23)	12.03 (0.22)	0.54	1.71	0.0966
Number of respondents	687	307	380			

*Indicates statistical significance if the *p*-value is less than or equal to 0.05.

**Indicates statistical significance if the *p*-value is less than or equal to 0.01.

^a Unable to estimate with adjustment for clustering.

^b Respondents could choose more than one answer.

^c Index score (4–16) derived from four items that asked participants to describe their access to fresh fruits and vegetables in the area that they live. Each item had a 4-point Likert scale. A higher score indicates perceived greater access to fresh fruits and vegetables.

Notes: Standard errors and *t*-statistics used to test the null hypothesis of no difference between intervention and comparison groups were derived from model-based comparisons adjusted for clustering of participants within centers.

Source: Participant Baseline Survey, data collected March–May 2012.

Table E-8.— Baseline Information on Participants' Participation in Classes or Workshops, All Respondents

Characteristic	Overall (SE)	Intervention Group (SE)	Comparison Group (SE)	Difference	t-statistic	p-value
Attended class or workshop during the past year % ^a						
Food safety	8.18 (1.15)	9.07 (1.78)	7.45 (1.63)	1.62	0.67	0.5063
Exercise	23.05 (3.12)	23.48 (4.53)	22.64 (4.44)	0.83	0.13	0.8967
Nutrition	19.72 (2.74)	19.63 (4.00)	19.76 (3.88)	-0.13	-0.02	0.9809
Diabetes	14.84 (2.56)	15.16 (3.72)	14.53 (3.64)	0.63	0.12	0.9044
Other	5.99 (0.79)	7.13 (1.12)	5.03 (1.02)	2.11	1.39	0.1745
None of the above	58.66 (3.61)	59.07 (5.25)	58.30 (5.14)	0.76	0.10	0.9179
Number of respondents	687	307	380			

^a Respondents could choose more than one answer.

Notes: Standard errors and *t*-statistics used to test the null hypothesis of no difference between intervention and comparison groups were derived from model-based comparisons adjusted for clustering of participants within centers.

Source: Participant Baseline Survey, data collected March–May 2012.

Table E-9.— Baseline Outcome Measures for the Evaluation of the ESLS Program, All Respondents

Measure	Overall (SE)	Intervention Group (SE)	Comparison Group (SE)	Difference	t- statistic	p- value
Primary outcomes (daily consumption) ^a						
Cups of fruits and vegetables	2.49 (0.08)	2.39 (0.11)	2.57 (0.10)	-0.18	-1.2	0.2390
Cups of fruits	1.24 (0.04)	1.19 (0.06)	1.28 (0.06)	-0.09	-1.04	0.3079
Cups of vegetables	1.24 (0.04)	1.19 (0.06)	1.30 (0.05)	-0.11	-1.46	0.1534
Other dietary behaviors						
Availability of fruits and vegetables ^b	5.61 (0.13)	5.64 (0.19)	5.58 (0.18)	0.06	0.23	0.8186
Ate fruits or vegetables for snacks ^c	4.12 (0.15)	4.36 (0.22)	3.91 (0.21)	0.45	1.48	0.1498
Ate variety of fruits ^c	3.91 (0.12)	3.99 (0.18)	3.83 (0.17)	0.16	0.66	0.5139
Ate variety of vegetables ^c	3.41 (0.11)	3.43 (0.16)	3.40 (0.15)	0.03	0.14	0.8927
Availability of potato chips, tortilla chips, corn chips, or other chips ^d	73.92 (1.92)	71.98 (2.81)	75.54 (2.59)	-3.56	-0.93	0.3580
Availability of regular soft drinks or sodas ^d	63.16 (2.35)	60.66 (3.42)	65.31 (3.16)	-4.66	-1.00	0.3246
Usually eat at least one fruit or vegetable at each meal ^e	77.36 (1.85)	72.59 (2.39)	80.22 (2.18)	-7.63*	-2.36	0.0246
Usually eat fruit for dessert instead of cookies, cake, pie, or ice cream ^e	55.20 (2.40)	53.20 (3.50)	56.88 (3.25)	-3.68	-0.77	0.4467
Shopping and food preparation behaviors						
Sometimes ask friends or family members for help shopping for food ^e	28.53 (2.80)	26.31 (4.09)	30.51 (3.91)	-4.20	-0.74	0.4640
Can afford fruits or vegetables in the store ^e	80.57 (1.99)	81.51 (2.97)	79.76 (2.76)	1.76	0.43	0.6679
Buying more fruits or vegetables would be hard on budget ^e	59.14 (3.01)	59.93 (4.42)	58.42 (4.22)	1.50	0.25	0.8073
Add fruits or vegetables as ingredients to meals to help eat more fruits or vegetables ^e	79.22 (1.69)	79.46 (2.55)	79.06 (2.32)	0.40	0.12	0.9074

(continued)

Table E-9.— Baseline Outcome Measures for the Evaluation of the ESLS Program, All Respondents (continued)

Measure	Overall (SE)	Intervention Group (SE)	Comparison Group (SE)	Difference	<i>t</i>-statistic	<i>p</i>-value
Number of respondents	687	307	380			

*Indicates statistical significance if the *p*-value is less than or equal to 0.05.

^a Continuous measure of consumption: 0–6 for fruits and vegetables; 0–3 for fruits; and 0–3 for vegetables.

^b Index score (0–9) based on reported household availability of nine fruits and vegetables.

^c Reported as the number of days in the past week.

^d Dichotomous variable indicates the proportion responding yes.

^e Dichotomous variable indicates the proportion responding strongly agree/agree vs. disagree/strongly disagree.

Notes: Standard errors and *t*-statistics used to test the null hypothesis of no difference between intervention and comparison groups were derived from model-based comparisons adjusted for clustering of participants within centers.

Source: Participant Baseline Survey, data collected March–May 2012.

Table E-10.— Dietary Intake: Primary Impacts for the Evaluation of the ESLS Program, All Respondents

Measure	Model-Adjusted Baseline Means (SE)		Model-Adjusted Follow-Up Means (SE)		Estimated Impact ^a (95% CI)	Wald Chi-Square <i>p</i> -value
	Intervention Group	Comparison Group	Intervention Group	Comparison Group		
Cups of fruits and vegetables	2.43 (0.10)	2.58 (0.09)	2.97 (0.10)	2.65 (0.09)	0.47** (0.18,0.76)	0.0023
Cups of fruits	1.22 (0.06)	1.29 (0.06)	1.44 (0.06)	1.31 (0.06)	0.19* (0.01,0.37)	0.0440
Cups of vegetables	1.20 (0.05)	1.30 (0.05)	1.52 (0.05)	1.34 (0.05)	0.27** (0.14,0.41)	0.0003
Number of respondents	307	380	300	373		

*Indicates statistical significance if the *p*-value is less than or equal to 0.05.

**Indicates statistical significance if the *p*-value is less than or equal to 0.01.

^a Program impact (with 95% confidence limits) estimated via difference-in-difference models comparing change across time in the intervention versus comparison groups.

Notes: General linear mixed models (SAS PROC MIXED) used to evaluate the program impact while accounting for the clustering of participants within centers. Covariates in the model included sex, race/ethnicity, household size, respondent's health status, age, education, and employment status. Missing data ranged from 4.2% to 9.8%. SE = standard error. CI = confidence interval.

Source: Participant Survey, March–May 2012 (Baseline) and April–July 2012 (Follow-Up).

Table E-11.— Other Dietary Behaviors: Secondary Impacts for the Evaluation of the ESLS Program, All Respondents

Measure	Model-Adjusted Baseline Means (SE)		Model-Adjusted Follow-Up Means (SE)		Estimated Impact ^a (95% CI)	Wald Chi-Square <i>p</i> -value
	Intervention Group	Comparison Group	Intervention Group	Comparison Group		
Availability of fruits and vegetables ^b	5.60 (0.16)	5.70 (0.15)	5.68 (0.16)	5.57 (0.15)	0.21 (−0.26, 0.68)	0.3647
Ate fruits or vegetables for snacks ^c	4.28 (0.19)	3.98 (0.17)	4.28 (0.19)	4.12 (0.17)	−0.14 (−0.74, 0.45)	0.6243
Ate variety of fruits ^c	3.84 (0.15)	3.85 (0.14)	4.07 (0.15)	3.97 (0.14)	0.10 (−0.31, 0.51)	0.6182
Ate variety of vegetables ^c	3.39 (0.16)	3.41 (0.14)	3.96 (0.15)	3.55 (0.14)	0.43* (0.08, 0.78)	0.0175
Availability of potato chips, tortilla chips, corn chips, or other chips ^d	72.59 (3.33)	75.99 (2.89)	72.92 (3.34)	73.94 (3.03)	1.13 (0.71, 1.82)	0.5914
Availability of regular soft drinks or sodas ^d	62.94 (3.39)	65.50 (3.04)	54.86 (3.57)	62.10 (3.13)	0.83 (0.54, 1.28)	0.3842
Usually eat at least one fruit or vegetable at each meal ^e	75.47 (3.26)	80.79 (2.64)	81.93 (2.78)	83.33 (2.45)	1.24 (0.77, 1.99)	0.3633
Usually eat fruit for dessert instead of cookies, cake, pie, or ice cream ^e	54.51 (3.63)	56.72 (3.29)	70.49 (3.19)	63.33 (3.17)	1.51* (1.01, 2.27)	0.0464
Number of respondents	307	380	300	373		

*Indicates statistical significance if the *p*-value is less than or equal to 0.05.

^a Program impact (with 95% confidence limits) estimated via difference-in-difference models comparing change across time in the intervention versus comparison groups.

^b Index score (0–9) based on reported household availability of nine fruits and vegetables.

^c Reported as the number of days in the past week.

^d Dichotomous variable indicates the proportion responding yes.

^e Dichotomous variable indicates the proportion responding strongly agree/agree vs. disagree/strongly disagree.

Notes: General linear mixed models (SAS PROC MIXED) for continuous impact variables and generalized linear mixed models (SAS PROC GLIMMIX) for dichotomous impact variables used to evaluate the program impact while accounting for the clustering of participants within centers. Covariates in the model included sex, race/ethnicity, household size, respondent’s health status, age, education, and employment status. Missing data ranged from 4.2% to 9.8%. SE = standard error. CI = confidence interval.

Source: Participant Survey, March–May 2012 (Baseline) and April–July 2012 (Follow-Up).

Table E-12.— Shopping and Food Preparation Behaviors: Secondary Impacts for the Evaluation of the ESLS Program, All Respondents

Measure ^a	Model-Adjusted Baseline Means (SE)		Model-Adjusted Follow-Up Means (SE)		Estimated Impact (95% CI) ^b	Wald Chi-Square <i>p</i> -value
	Intervention Group	Comparison Group	Intervention Group	Comparison Group		
Sometimes ask friends or family members for help shopping for food	23.04 (4.19)	28.91 (4.55)	19.72 (3.81)	22.84 (3.98)	1.13 (0.73, 1.74)	0.5793
Can afford fruits or vegetables in the store	82.76 (2.48)	81.59 (2.37)	83.43 (2.45)	80.52 (2.45)	1.12 (0.69, 1.84)	0.6298
Buying more fruits or vegetables would be hard on budget	59.47 (4.21)	61.17 (3.88)	57.12 (4.28)	57.54 (3.97)	1.06 (0.70, 1.60)	0.7905
Add fruits or vegetables as ingredients to meals to help eat more fruits or vegetables	79.07 (2.94)	81.33 (2.51)	86.25 (2.37)	78.59 (2.69)	1.97* (1.19, 3.27)	0.0104
Number of respondents	307	380	300	373		

*Indicates statistical significance if the *p*-value is less than or equal to 0.05.

^a Dichotomous variable indicates the proportion responding strongly agree/agree vs. disagree/strongly disagree.

^b Program impact (with 95% confidence limits) estimated via difference-in-difference models comparing change across time in the intervention versus comparison groups.

Notes: Generalized linear mixed models (SAS PROC MIXED) used to evaluate the program impact while accounting for the clustering of participants within centers. Covariates in the model included sex, race/ethnicity, household size, respondent's health status, age, education, and employment status. Missing data ranged from 4.2% to 9.8%. SE = standard error. CI = confidence interval.

Source: Participant Survey, March–May 2012 (Baseline) and April–July 2012 (Follow-Up).

Table E-13.— Other Outcomes for the Evaluation of the ESLS Program, All Respondents

Measure	Overall (SE)	Intervention Group (SE)	Comparison Group (SE)	Difference	t-statistic	p-value
Talked with healthcare provider about..., % ^a						
Why it is important to eat more fruits or vegetables each day	20.48 (2.68)	21.78 (4.33)	19.56 (3.57)	2.22	0.40	0.6953
Fruits or vegetables I should not eat	11.28 (2.27)	17.99 (2.98)	6.68 (2.35)	11.32**	2.98	0.0055
Why it is important to get more exercise each day	33.03 (3.26)	30.72 (5.13)	34.6 (4.25)	-3.88	-0.58	0.5642
Precautions to take during exercise	22.25 (2.94)	23.90 (4.63)	21.12 (3.87)	2.78	0.46	0.6481
Talked with friends or family about..., %						
How to eat more fruits or vegetables each day	39.95 (3.27)	53.84 (3.11)	26.6 (2.83)	27.24**	6.47	0.0000
How to get more exercise each day	41.41 (2.75)	45.94 (3.98)	37.42 (3.74)	8.53	1.56	0.1288
What I learned from the "ESLS" program (intervention)/attending nutrition education classes (comparison)	53.85 (3.09)	67.37 (3.15)	42.79 (2.85)	24.58**	5.79	0.0000
Number of respondents	673	300	373			

**Indicates statistical significance if the *p*-value is less than or equal to 0.01.

^a For participants who saw their healthcare providers during the past 4 weeks.

Source: Participant Follow-Up Survey, data collected April–July 2012.

Appendix F
Instruments for Assessment of Demonstration
Projects Evaluation

List of Contents

- F.1: Discussion Guide for Eat Smart, Live Strong Program Evaluation Lead [pre-implementation]
- F.2: Discussion Guide for Eat Smart, Live Strong Program Evaluation Lead [post-implementation]
- F.3. Review Form for Assessment of the Demonstration Project's Evaluation
- F.4. Outline for Demonstration Project's Evaluation
- F.5. Resource and Expense Tracking Form

F.1: Discussion Guide for Eat Smart, Live Strong Program Evaluation Lead [pre-implementation]

Discussion Guide for ESLS Evaluation Manager
[PRE-IMPLEMENTATION]

State:
Respondent/Title/Organization:
Address:
Phone:
Fax:
E-mail:
Interviewer:
Date of Interview:
Time of Interview:

Office of Management and Budget (OMB) No. 0584-0554

Expiration Date: 06/30/2014

The public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. **An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.** Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the following address: U.S. Department of Agriculture, Food and Nutrition Services, Office of Research and Analysis, Room 1014, Alexandria, VA 22302, ATTN: PRA (0584-0554). Do not return the completed form to this address.

Thank you for taking the time for this interview. The U.S. Department of Agriculture's Food and Nutrition Service has contracted with Altarum Institute to conduct a study of [NAME OF PROGRAM] that is offering information to older adults/children and their families about healthy foods to eat and the importance of being active. Altarum is a health and nutrition policy research and consulting institute, and our work focuses on helping improve the health and nutrition status of children, families, and adults. The purpose of the study is to evaluate several Supplemental Nutrition Assistance Program-Education models around the country and to provide recommendations for how these interventions could be improved to better serve the older adults/children and families in your community. We also will be evaluating how the intervention might be replicated in other communities.

Although there are only a select number of programs participating in this evaluation, we will do our best to aggregate data wherever possible in order to avoid information being tied back to a particular respondent. Nothing that is said today will be attached to you, and nothing that you say will affect your job or be shared with your employers. I expect that our discussion today will take 30 minutes. Before I begin, do you have any questions?

Evaluation-Planning Phase

I would like to ask you briefly about your experiences in the design and planning phase for this evaluation.

1. What challenges, if any, have you faced during the design and planning phases of this evaluation?
2. What factors do you feel have contributed to a successful design and planning phase?
3. What lessons have you learned during this key phase of the evaluation design?
 - (a) What would you do differently?
 - (b) What would you do the same?
4. How will data be documented and entered from the various evaluation instruments? Please describe forms and software.

Anticipated Challenges for Implementation and Quality Control Efforts

5. What challenges do you anticipate for this evaluation as you now approach your initial evaluation data collection phase?
6. Please describe any quality control or monitoring that will take place during data collection?
 - (a) Who will conduct these?
 - (b) With what frequency?
 - (c) What methods will be used?

Anticipated Challenges for Implementation and Quality Control Efforts

7. What challenges do you anticipate for this evaluation as you now approach your initial evaluation data collection phase?
8. Please describe any quality control or monitoring that will take place during data collection?
 - (a) Who will conduct these?
 - (b) With what frequency?
 - (c) What methods will be used?

Dissemination of Evaluation Results

9. When do you expect to complete data collection?
10. When do you anticipate that you will complete data analysis?
11. Who will conduct the data analysis?
12. How do you intend to use and/or disseminate your evaluation results?
13. Do you have an updated evaluation plan to share with us? If not, please send any changes to the evaluation plan, no matter how minor, to my attention.
14. Is there anything else you would like to share about your evaluation plans, methodologies, or staffing?

That ends my formal interview questions. Do you have any information about your evaluation plans, comments, or recommendations that you would like to add?

Thank you very much for your time and input on this very important project.

F.2. Discussion Guide for Eat Smart, Live Strong Program Evaluation Lead [post-implementation]

SNAP-Ed Wave II: Discussion Guide for ESLS Evaluation Manager
[POST-IMPLEMENTATION]

State: Michigan/MSUE

Respondent/Title/Organization:

Olga Santiago

Address:

Phone:

Fax:

E-mail:

Interviewer:

Date of Interview:

Time of Interview:

Office of Management and Budget (OMB) No. 0584-0554

Expiration Date: XX/XX/XXXX

The public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. **An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.** Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the following address: U.S. Department of Agriculture, Food and Nutrition Services, Office of Research and Analysis, Room 1014, Alexandria, VA 22302, ATTN: PRA (0584-0554). Do not return the completed form to this address.

Thank you for taking the time for this interview. As you know, the U.S. Department of Agriculture's Food and Nutrition Service (FNS) has contracted with Altarum Institute to conduct a study of the [NAME OF INTERVENTION] that is offering information to children and their families about healthy foods to eat and the importance of being active. Altarum is a health and nutrition policy research and consulting institute, and our work focuses on helping to improve the health and nutrition status of children, families, and adults.

This study will include not only outcome evaluation information but also process information on how it is being implemented and how you are evaluating the intervention. All of this will be useful to both FNS and to other Supplemental Nutrition Assistance Program-Education (SNAP-Ed)-implementing agencies that are planning to evaluate their own SNAP-Ed interventions.

As I mentioned during our last meeting, we will be using first names only today. Everything you say will be kept private except as otherwise required by law. After we conduct several of these interviews, we will write a report for the FNS. Your name will not appear anywhere in the report. Nothing that is said today will be attached to your name at any point. Nothing that you say will affect your job or be shared with your employers.

Today we will specifically discuss how the implementation of the program differed from your expectations. We also will discuss lessons learned and your feedback on how the program might be improved. I expect that this discussion will take about 40 minutes. I appreciate you taking the time to speak with me today. Before I begin, do you have any questions?

Specific Changes From Planned to Actual Evaluation

We would like to know about the specific aspects of your evaluation that might have changed along the way. We want to be able to describe any deviations from the evaluation plan you described to us during our first meeting, and also know why you had to make any specific changes from your plans.

1. Let's start with the evaluation design. What changes, if any, occurred from your planned evaluation design? What caused these changes?
2. What changes, if any, occurred in your process measures, outcome measures, your data collection tools, and/or your planned data collection techniques? What caused these changes?
3. What changes, if any, did you make in the methods for protecting participant privacy? What caused these changes?
4. What changes, if any, did you make [or are you planning to make] in your data analysis plan? What caused these changes?
5. What changes, if any, did you make in the staffing for your data collection or staffing for your data analysis?
6. Did you need more or less time than budgeted for staff to spend on the data collection? On the data analysis? Why do you think you needed more/less time than budgeted for these evaluation tasks?
7. Did you have or are you anticipating any increased nonpersonnel costs or resources required for the evaluation? If so, what additional costs or resources have been or will be needed compared to what you planned for?

Questions Related to Analysis

8. With many programs, there are alternative explanations of program outcomes that need to be ruled out due to plausible threats to validity. If you saw changes in the program outcomes, what other factors could explain the changes you see? [Probe as needed on validity threats such as competing programs, concurrent media campaigns, and the effects of maturation among evaluation participants.]

Lessons Learned

Next let's talk about your overall experience in carrying out this evaluation and what you see as lessons learned and recommendations for the future.

9. Other than those that we discussed above, what challenges, if any, have you faced during the implementation of this evaluation? [Refer back to the anticipated challenges cited by the interviewee prior to beginning the demonstration project led evaluation.]
10. What do you think worked very well in the implementation of this evaluation? What factors contributed to what worked well?
11. What do you think did not work well, and what factors contributed to this?
12. What lessons have you learned from this evaluation design?
 - (a) What would you do differently?
 - (b) What would you be sure to do the same?
13. Are you planning a future evaluation of your program?
14. Whether or not you are planning a future evaluation, what would you do differently?

Dissemination Plans

15. How do you plan to use and/or disseminate your evaluation results? Please list possible peer-reviewed journals, presentations (MSUE and at professional meetings).

That ends my formal interview questions. Do you have any comments or recommendations that you would like to add?

Thank you very much for your time and input on this important project.

F.3. Review Form for Assessment of the Demonstration Project's Evaluation

ASSESSMENT OF IA-LED IMPACT EVALUATION

REVIEW FORM

To develop the evaluation review form, we started by emulating the data abstraction form that the Center for Substance Abuse Prevention (CSEP) used in development of the National Registry of Evidence-based Programs and Practices (NREPP) database, a service of the Substance Abuse and Mental Health Services Administration (SAMHSA; <http://www.nrepp.samhsa.gov/>). Then we compared the data abstraction form against the Society for Prevention Research Standards of Evidence criteria to ensure that the review form captured all relevant evaluation components (<http://www.preventionresearch.org/StandardsofEvidencebook.pdf>).

We expect raters to complete this review form after reading Implementing Agencies' (IA) State SNAP Ed Annual Final Reports and information extracted from other data sources as indicated in the accompanying matrix. We plan to collect much of the data for this review from data abstractions of IAs' applications and evaluation reports. Other data will be obtained from in-depth interviews with the evaluation manager at each of the IA sites.

Implementing Agency: _____

Reviewer: _____ **Date:** _____

Rating scale

The evaluation component being rated...		
Not Acceptable	1	...is missing or so poorly described that its value to the evaluation cannot be determined.
	2	...is inappropriate, misunderstood, or misrepresented in such a way that it cannot contribute to an effective evaluation of the program. The actions or materials reported are not appropriate from the evaluation effort proposed.
	3	...shows a general understanding of its role in the evaluation. However, key details have been overlooked or not thoroughly reported. Needs moderate revision to be considered acceptable.
Acceptable	4	...is appropriate for the evaluation, technically correct, and is described well enough to show a general understanding of its role in the overall evaluation. Evidence shows that it will or has been implemented properly, but minor details may be missing or unclear.
	5	...is appropriate for the program being evaluated and is presented in a way that shows the evaluator has a clear understanding of its role in the evaluation.

A. Research Objectives and Hypotheses

Score: _____

- **Clarity of research questions/hypotheses the evaluation is addressing**
 - *Are the objectives stated in SMART terms (specific, measurable, achievable, realistic, time-bound)?*
 - *A clear theory of causal mechanisms should be stated.*
- **Alignment of evaluation goals and objectives with intervention activities**
 - *Do the objectives/hypotheses include endpoints that are behavioral, meaningful, and related to the program's theory of change?*

B. Viable Comparison Strategy

Score: _____

(Outcome Evaluation Research Design)

Note: under no circumstances should self-selection into treatment or control be viewed as an acceptable method for developing a comparison strategy.

- **Appropriateness of the control or comparison group**
 - *Are the members of the control/comparison groups likely to be similar to the members of the treatment group? Is the study an experimental (randomized) or a quasi-experimental (non-randomized) design? Does this strategy make sense in the context of the treatment program?*
- **Threats to the validity of the design**
 - *Have plausible threats to validity (i.e., factors that permit alternative explanations of program outcomes) been discussed?*
 - *The evaluator must be able to rule out other factors that could explain changes, such as competing programs, concurrent media campaigns, and the effects of maturation among evaluation participants.*
 - *Absent true randomization, there is additional onus on the program to identify and rule out alternative explanations of program effects.*

C. Sampling Size/Sampling Strategy

Score: _____

- **Sample size estimations**
 - *Should be supported by power analysis that indicates the sample is sufficient to detect statistically significant differences in outcomes between treatment and control/comparison groups.*
 - *The power analysis should be matched to the outcome evaluation design. It should be based on an anticipated program effect size that is empirically valid (i.e., drawn from published literature or pilot work).*
- **Method of selecting sample participants from the population.**
 - *Should specify what/who the sample is and how it was obtained. Should be detailed and provide a reasonable basis for generalization of program effects to the broader population of people 'like those' in the study.*

- **Recruitment plans.**
 - *Description of steps to be taken by project staff to increase the likelihood that members of the target population approached by the program will agree to participate in the program*

NOTE: no program will have 100% recruitment, but rates below 70% - 80% should be closely examined for justification.

D. Outcome Measures

Score: _____

- **Quality of the data collection instruments (surveys, interviews)**
 - *Information on reliability (internal consistency (alpha), test-retest reliability, and/or reliability across raters) and construct validity of measures should be provided.*
 - *When possible, the use of scales is preferable to single item measures.*
- **Alignment of evaluation measures with the intervention activities.**
 - *Outcome measures assess actual behavior change.*
 - *Outcome measures should map onto research objectives/hypotheses*
 - *Higher scores should be considered for measures that include intermediate factors in the behavior change process.*

E. Data Collection

Score: _____

- **Overview of data collection schedule**
 - *Timing of data collection should align with program activities*
 - *Should be realistic and achievable*
- **Rigor of the data collection process**
 - *Data collection for the intervention and comparison group participants should be similar. Any differences should be noted and justified.*
 - *Participant data should be anonymous (no names linked to data) or confidential (names linked to data are kept private).*
 - *Should include description of data management and data security measures*
 - *Describe longitudinal tracking procedures*
- **Quality of the data collection process**
 - *Evidence of thorough training of data collectors*
 - *High scores should be given for data collection procedures that are least likely to introduce bias or promote non-response.*

F. Data Analysis

Score: _____

Note: Descriptive statistics are not sufficient to show program effects!

- **Sample characteristics and baseline comparability**
 - *Tables showing demographic information and number of participants in the intervention and comparison groups*
 - *Statistical tests assessing baseline comparability across treatment conditions*

- **Statistical methods used to assess the program impacts**
 - *Multivariate statistics should be used to assess program effects*
 - *Statistical approach should be matched to the characteristics of the research design and the data being collected*

- **Additional Statistical Procedures and Analyses**
 - *Analyses/Methods for handling attrition bias are proposed/conducted properly*
 - *Procedures for accounting for missing data are proposed/conducted properly*
 - *Subgroup analyses proposed/presented for primary outcomes*
Potential indicators for specifying sub-groups include demographic and socioeconomic variables.

G. Attrition (loss of participants)

Score: _____

- **Attrition is program drop out.** *It is the differences between the number of participants completing baseline survey and the number completing the post-intervention and follow-up survey(s). Modest attrition should be anticipated in the design. Lowest scores given for extraordinary attrition rates.*

H. Missing Data (incomplete survey/items)

Score: _____

- **Missing data is survey non-response.** *It represents the absence of, or gaps in, information from participants who remain involved in the evaluation. Lowest scores given for a large amount of missing data.*

F.4. Outline for Demonstration Project's Evaluation

Outline for the ESLS SNAP-Ed Demonstration Project's Impact Evaluation Report

Altarum and RTI International request the project data in this outline from the SNAP-Ed - Wave II demonstration projects. These data will be used in the demonstration project case study reports as well as the integrated report to USDA Food and Nutrition Service. We thank you for your assistance in providing these data. If you should have any questions, please contact Valerie Long at 207-319-6997.

A. Research Objectives and Hypothesis

1. Specify project level goals and objectives.
2. Specify each impact (outcome variable) assessed by the evaluation

B. Outcome Measures

3. For each impact (outcome variable) being assessed by the evaluation (including intermediate factors in the behavior change process, if appropriate):
 - a. Describe key measures or indicators used to assess the intervention's impact (outcome variable)
 - b. State whether the measures were scales or single item measures
 - c. Provide information on reliability (internal consistency [alpha], test-retest reliability, and/or reliability across raters) and construct validity of each measure

C. Comparison Strategy/Research Design

D. Sample Size/Sampling Strategy

1. Describe the study population and the number of individuals in the study population
2. Provide sample size and describe method used to select sample participants from population
3. If applicable, provide information on the power analysis that was conducted
4. Describe steps taken to increase likelihood that members of the target population approached by the program would participate (i.e., recruitment strategies used to increase the program response rate)

Impact	Measure/Indicator	Scale or Single Item Measure	Information on Reliability and Validity

E. Instrument Development and Testing

F. Data Collection

1. Describe data collection methods and timing of pre- and-post intervention data collection
2. Note and describe any differences in data collection for the intervention and control group participants
3. Describe procedures used to track participants longitudinally
4. Describe training provided to data collectors

5. Provide information on survey response rates at pre- and post-intervention

G. Data Analysis

1. Provide table showing demographic information for all participants and number of participants in the intervention and control group. Describe tests of statistical significance to assess *baseline* comparability across treatment and control groups. **Table 1 provides a suggested format for providing this information.**
2. For each outcome measure, compare intervention and control groups at pre- and post-intervention, the number of participants measured at each time period, and the program impact (i.e., difference in the change for the intervention and control groups). Describe tests of statistical significance and their results. **Table 2 provides a suggested format for providing this information for means and Table 3 provides a suggested format for providing this information for percentages.**
3. Describe modeling approach (model specification) used, including variables included in the model, software package used, and estimation procedures

H. Attrition

1. Describe analyses and methods used to handle attrition bias, if any
2. If conducted, provide results of attrition analyses. (For example, indicate if any characteristics distinguished between participants lost to attrition and those who completed the post-intervention data collection.)

I. Missing Data (item non-response)

1. Describe procedures used to account for missing data, if any
2. Provide amount of missing data on an item-by-item basis for the demographic and outcome variables included in the model (# of cases, % missing)

Table 1. Suggested Format for Providing Information on the Demographic Characteristics of the Full Sample and Comparisons between Intervention and Control Groups at Baseline

Characteristic	Full Sample (<i>N</i> = 484)	Intervention (<i>n</i> = 246)	Control (<i>n</i> = 238)	χ^2	<i>p</i>
Age in years <i>M</i> (<i>SD</i>)	48.29 (14.08) ^a	48.34 (13.74) ^a	48.30 (14.50) ^a	0.07 ^b	0.981
Gender %				3.97	0.052
Female	77.69	81.30	73.73		
Male	22.31	18.70	26.27		
Etc.					

^a Mean (standard deviation).

^b *t*-values from studentized *t*-test.

Table 2. Suggested Format for Providing Information on Outcome Measures (Means)

	Intervention				Control				Estimated Impact (95% CI) ^a	Wald Chi-square p-value
	Pre	Post	<i>t</i>	<i>p</i>	Pre	Post	<i>t</i>	<i>p</i>		
Outcome										
Variable 1										
Sample size	246	175			238	169				
Mean (<i>SE</i>)	1.42 (0.14)	1.69 (0.15)	1.92	0.057	1.68 (0.21)	1.71 (0.22)	0.17	0.861	0.23 (0.22, 0.24)	0.355
Etc.										

^a Program impact (with 95% confidence limits) estimated via difference-in-difference models comparing change across time in the intervention versus control groups.

Table 3. Suggested Format for Providing Information on Outcome Measures (Percentages)

	Intervention				Control				Estimated Impact (95% CI) ^a	Wald Chi-square p-value
	Pre	Post	χ^2	<i>p</i>	Pre	Post	χ^2	<i>p</i>		
Outcome										
Variable 2										
Sample size	246	174			238	168				
Percent (<i>SE</i>)	53.91 (4.41)	67.92 (4.13)	7.45	0.059	59.0 (6.33)	62.3 (6.23)	1.50	0.683	10.8 (9.8, 11.8)	0.090
Etc.										

^a Program impact (with 95% confidence limits) estimated via difference-in-difference models comparing change across time in the intervention versus control groups.

SNAP-Ed Wave II Quantitative Data Elements for Process Evaluation

Please tailor the data elements below to your demonstration project. Collect and analyze these data elements for the process evaluation of SNAP Ed interventions to provide intervention reach, participation and dosage in the CSR. The timeline designates suggested dates to request this information from your demonstration project.

- The number of centers that actually received the intervention and when (time period).
- The number of classrooms within each center whose participants actually received the intervention and when (time period) and the age range of the seniors (if available) in each center that received the intervention.
- The number of lessons the educators actually provided in each center.
- The number of participants who were in attendance for each lesson.
- The number of classes each senior received (dosage).
- Were all 4 lessons taught at every center?
- The number of handouts provided to seniors in each senior center.
- The number of “homework” sheets each senior returned back to the center
- The number of trainings provided to nutrition educators and number of staff who participated in those trainings.

F.5. Resource and Expense Tracking Form

SNAP-Ed Wave II: Project Resource and Expense Tracking Form for Program Administrator
[POST-IMPLEMENTATION]

This data collection form will be used to summarize information about actual resources used for and expenses related to your SNAP-Ed WAVE II intervention. In Section 1, we are requesting information that is specific to the planning and design of your project. In Section 2, we are requesting cost related data specific to the implementation of your project. In Section 3, we are requesting information that is specific only to the evaluation (Demonstration Project-led assessment) component of your intervention.

SECTION 1. Planning and design

In the following tables, please provide the requested information as it relates to the planning and design of your project. Please do not include resources or expenses related to the implementation or evaluation of your project.

1.1 Summarize staff costs (human capital) for the planning and design of your SNAP-Ed WAVE II intervention.

(a) At the administrative, coordination, oversight, and trainer levels

Title of position	Brief description of responsibilities	FTEs	Average salary for this position	Salary range for this position

(b) At the nutrition educator level (per intervention site), if applicable

Title of position	Brief description of responsibilities	FTEs	Average salary for this position	Salary range for this position

(c) IT/technical staff, if applicable

Title of position	Brief description of responsibilities	FTEs	Average salary for this position	Salary range for this position

(d) Other

Title of position	Brief description of responsibilities	FTEs	Average salary for this position	Salary range for this position

1.2 Please provide the following information for ACTUAL expenditures related to the planning and design of your SNAP-Ed WAVE II intervention only (NOT FOR IMPLEMENTATION OR EVALUATION).

Expenses	(a) Non-Federal Public Funds		(b) Non-Federal, Non-cash	(c) Total Non-Federal Funds (a+b)	(d) Federal Funds	Total Funds (c+d)
	Cash	In-Kind Donations				
1. Salary/benefits						
2. Contracts/grants agreements						
3. Noncapital equipment/supplies						
4. Materials						
5. Travel						
6. Administrative						
7. Building/space						
8. Maintenance						
9. Equipment and other capital expenditures						
10. TOTAL Direct Costs						
11. Indirect costs						
12. TOTAL Costs						

SECTION 2. Implementation

In the following tables, please provide the requested information as it relates to the implementation of your project. Please do not include resources or expenses related to your planning and design or evaluation.

2.1. Summarize staff costs (human capital) for the implementation of your SNAP-Ed WAVE II project.

(a) At the administrative, coordination, oversight level, and trainer levels

Title of position	Brief description of responsibilities	FTEs	Average salary for this position	Salary range for this position

(b) At the nutrition educator level (per intervention site), if applicable

Title of position	Brief description of responsibilities	FTEs	Average salary for this position	Salary range for this position

(c) IT/technical staff, if applicable

Title of position	Brief description of responsibilities	FTEs	Average salary for this position	Salary range for this position

(d) Other

Title of position	Brief description of responsibilities	FTEs	Average salary for this position	Salary range for this position

2.2. Describe the actual costs other than staff costs (physical capital) required to implement project.

- (a) Space
- (b) Audiovisual
- (c) Computer/software
- (d) Other

2.3. Please provide the following information for actual expenditures related to the implementation of your SNAP-Ed WAVE II intervention only (NOT FOR EVALUATION).

Expenses	(a) Non-Federal Public Funds		(b) Non-Federal, Non-cash	(c) Total Non-Federal Funds (a+b)	(d) Federal Funds	Total Funds (c+d)
	Cash	In-Kind Donations				
1. Salary/benefits						
2. Contracts/grants agreements						
3. Noncapital equipment/supplies						
4. Materials						
5. Travel						
6. Administrative						
7. Building/space						
8. Maintenance						
9. Equipment and other capital expenditures						
10. TOTAL Direct Costs						
11. Indirect costs						
12. TOTAL Costs						

SECTION 3. Evaluation

In the following tables, please provide the requested information as it relates to the evaluation of your SNAP-Ed WAVE II project.

3.1. Summarize actual staff costs (human capital) used for your evaluation.

(a) At the administrative, coordination, and oversight levels

Title of position	Brief description of responsibilities	FTEs	Average salary for this position	Salary range for this position

(b) At the evaluator level, if applicable

Title of position	Brief description of responsibilities	FTEs	Average salary for this position	Salary range for this position

(c) IT/technical staff, if applicable

Title of position	Brief description of responsibilities	FTEs	Average salary for this position	Salary range for this position

(d) Other

Title of position	Brief description of responsibilities	FTEs	Average salary for this position	Salary range for this position

3.2. Describe the actual physical capital required to evaluate this project.

- (a) Space
- (b) Audiovisual
- (c) Computer/software
- (d) Other

3.3. Please provide the following information for actual expenditures related to the evaluation of your SNAP-Ed WAVE II intervention only (NOT FOR IMPLEMENTATION).

Expenses	(a) Non-Federal Public Funds		(b) Non-Federal, Non-cash	(c) Total Non-Federal Funds (a+b)	(d) Federal Funds	Total Funds (c+d)
	Cash	In-Kind Donations				
1. Salary/benefits						
2. Contracts/grants agreements						
3. Noncapital equipment/supplies						
4. Materials						
5. Travel						
6. Administrative						
7. Building/space						
8. Maintenance						
9. Equipment and other capital expenditures						
10. TOTAL Direct Costs						
11. Indirect costs						
12. TOTAL Costs						

SECTION 4. Total Expenditures

In the following table, please provide the requested information as it relates to the TOTAL cost of your SNAP-Ed WAVE II project.

4.1. Provide the total expenditures for the SNAP-Ed WAVE II project (sum of 1.2, 2.3, and 3.3).

Expenses	(a) Non-Federal Public Funds		(b) Non-Federal, Non-cash	(c) Total Non-Federal Funds (a+b)	(d) Federal Funds	Total Funds (c+d)
	Cash	In-Kind Donations				
1. Salary/benefits						
2. Contracts/grants agreements						
3. Noncapital equipment/supplies						
4. Materials						
5. Travel						
6. Administrative						
7. Building/space						
8. Maintenance						
9. Equipment and other capital expenditures						
10. TOTAL Direct Costs						
11. Indirect costs						
12. TOTAL Costs						

Appendix G
Process Evaluation Methodology

List of Contents

G.1: Process Evaluation Methodology

G.1: Process Evaluation Methodology

A. PROCESS EVALUATION METHODOLOGY

As described in chapter I, the following seven broad research questions provided the framework for the process evaluation design and approach:

- What was the demonstration project’s overall objectives and approach?
- How was the intervention implemented and administered?
- How many people did it reach and how much exposure did participants have it?
- What resources and associated costs were needed for implementation of the intervention?
- What were the facilitators, challenges, and lessons learned regarding implementation and administration of the intervention?
- What feedback did participants have about the implementation of and their satisfaction with the intervention?

These broad research questions and more specific indicators, also described in chapter I, guided the design of the Eat Smart Live Strong (ESLS) evaluation, including respondent samples, instrument development, data collection procedures, response rates, and analysis approach, all of which are described in detail in the following sections.

1. Research Design and Data Sources

As noted in the introductory chapter, the process evaluation methodology was designed to ensure comparable data collection across the three demonstration projects while allowing for project-specific tailoring of the approach. The research design for the ESLS process evaluation was primarily qualitative in approach. The distinctive characteristics of this program, as well as their influence on the tailored research design, are summarized in exhibit G-1.

Exhibit G-1.— Characteristics of the ESLS Program that Contributed to a Tailored Evaluation Research Design

Characteristic	Implications for research design
1 ESLS is a new MSUE SNAP-Ed program that was conducted in 16 centers in the FFY 2012 program year. Using the USDA FNS ESLS program, MSUE was able to save SNAP-Ed dollars by focusing on implementation and evaluation of this program.	For cost and efficiency, the process evaluation focused on a the 16 senior centers selected for the study to implement the intervention between February and June 2012. Because of the geographic and ethnic diversity of these 16 sites across Michigan, the in-depth, center-level, onsite interviews, observations and focus groups were conducted at six purposively selected senior centers: five in urban and rural Michigan (including one center where the participants were Native American), and one center in the Upper Peninsula (the most rural location in the study).
2 Given the geographic diversity of the 16 centers in the evaluation sample, 6 direct educators implemented the program at the study sites.	It was important to conduct in-depth interviews with the direct educators to document the variation in their experience in the program, obtain their perspective on the program design and implementation, and to document variations, if any, in the session topics taught at the intervention sites. Because the direct educators travel distances to reach the senior centers, the research plan included pre- and post online questionnaires in order to elicit comprehensive in-

depth information without the burden of a face-to-face interview.

Characteristic	Implications for research design
3 The extended recruitment period of ESLS due to recruitment challenges in the study.	The extended recruitment of ESLS required delayed data collection for the evaluation study. Delayed data collection impacted the nutrition observations, key informant interviews, and eventual collection of MSUE program evaluation information. Nutrition observations were executed in two different time periods, and key informant interviews were scheduled to conform to the extended timeframe.
4 ESLS is designed for able-bodied, independent adults 60–74 years of age.¹ This age range is difficult to achieve at senior centers, where many residents are older than 74 and do not want to be excluded from programming.	The recruitment of seniors older than 74 comes with several concerns: cognitive abilities of those older than 74; mobility issues related to the physical activity component of ESLS; vision and hearing loss that can be challenging to session participants. For the purpose of the independent evaluation, participants between the ages of 60 and 80 were analyzed; and participants over the age of 80 were analyzed separately.

To address each of the research questions it was necessary to gather both objective and subjective information, as such, the process evaluation team acquired and assessed data from secondary and primary data sources using multiple methods, including data abstraction; in-depth, open-ended interviews with stakeholders; direct educator lesson logs; in-depth interviews with senior center staff members; direct nutrition education observation; and focus groups with seniors who participated in the ESLS lessons.

Exhibit G-2 summarizes how various sources were used to inform the six broad process-related research questions by providing a crosswalk of data sources—both secondary and primary—to the indicators that were collected and analyzed for the ESLS demonstration project. More detail on the specific secondary and primary sources of information for the process evaluation is provided below.

¹ U.S. Department of Agriculture, Food and Nutrition Service. *ESLS: Leader's guide*. Retrieved from <http://www.nal.usda.gov/fsn/ESLS/Educators/LeadersGuide.pdf>.

Exhibit G-2.— Crosswalk of Process Evaluation Research Questions and Indicators to ESLS Data Sources

Research Questions and Indicators	Secondary Data Sources	Primary Data Sources				
		Program and Evaluation Manager	Direct Educators	Senior Center Managers	Participants	Nutrition Education Observation
What was the demonstration project’s overall objectives and approach?						
Target audience and intended reach	✓					
Intended effects	✓					
Method and setting of education delivery	✓					
Theoretical underpinnings or logic model	✓	✓				
Project development timeline	✓	✓				
Formative research and pilot testing	✓	✓				
Number and topic of lessons	✓					
Key nutrition education messages and activities	✓					
Planned education dose and intensity	✓					
Types and sources of nutrition education materials	✓					
How was the intervention implemented and administered?						
Management and oversight structure	✓	✓				
Partnerships	✓	✓	✓		✓	
Direct educators’ qualifications, characteristics, or training	✓	✓	✓			
Recruitment approach (for intervention sites, for participants)		✓	✓		✓	
Quality control and monitoring procedures		✓				
How many people were reached and how much exposure did participants have to the intervention?						
Number of participating centers	✓					
Number and demographics of participants	✓					
Number of classes attended by participants	✓					✓

Exhibit G-2.— Crosswalk of Process Evaluation Research Questions and Indicators to ESLS Data Sources (continued)

Research Questions and Indicators	Secondary Data Sources	Primary Data Sources				
		Program and Evaluation Manager	Direct Educators	Senior Center Managers	Participants	Nutrition Education Observation
What resources and costs were needed for implementation of the intervention?						
Range and mean salary, by staff type	✓					
Number of FTEs, by staff type	✓					
Other direct costs	✓					
Physical capital used	✓					
What are the facilitators, challenges, and lessons learned regarding implementation and administration of the intervention?						
Deviations from plan, reasons for deviations		✓	✓	✓		✓
Key challenges		✓	✓	✓		
Key facilitators		✓	✓	✓		
Recommendations for program improvement		✓	✓	✓		
What feedback did participants have about the implementation of and their satisfaction with the intervention?						
Facilitators of and challenges to participation					✓	
Participant perception of the intervention goals					✓	
Participant satisfaction with the education					✓	
Reported changes in nutrition behaviors					✓	
Barriers or challenges to changing nutrition behaviors					✓	
Recommendations for improving program accessibility					✓	
Recommendations for improving program usefulness					✓	

a. Secondary data sources

Exhibit G-3 lists the secondary data sources collected and reviewed at various stages of the evaluation. These sources served as rich sources of descriptive, objective information on key aspects of the demonstration project's design and implementation. Abstracting this type of information from secondary sources helped to reduce the burden on key informants, who would otherwise have needed to supply this information through interviews or surveys. The existing sources that the evaluation team collected and reviewed can be categorized into four groups: planning and reporting, implementation documents, administrative data on program reach and dosage, and program costs.

Exhibit G-3.— Secondary Data Sources for the Process Evaluation of the ESLS Demonstration Project

Document Category	Specific Documents Reviewed
Planning and Reporting Documents	<ul style="list-style-type: none">• Demonstration project application• FFY 2012 SNAP-Ed Plan
Implementation Documents	<ul style="list-style-type: none">• ESLS Project Overview²• The ESLS curriculum (4 sessions)³• Copies of participant materials for each lesson (take-home educational materials)⁴• Direct educator toolkit (USDA FNS ESLS Activity Kit)⁵• Direct educator training agenda• ESLS training observation form
Administrative Data on Program Reach and Dosage	<ul style="list-style-type: none">• Information on Federal FY 2012 ESLS nutrition education activities from data collected by MSUE for the SNAP-Ed Education and Administrative Reporting System (EARS)
Program Costs*	<ul style="list-style-type: none">• Standardized cost tables consistent with FNS SNAP-Ed expenditure reporting requirements

* Altarum Institute provided a form for MSUE to complete to ensure cost data were collected in a standardized way (see "Resource and expenss tracking form" in Appendix A).

i. Planning and reporting documents

The Michigan State University's (MSUE's) original application to FNS for this study provided detailed background and objective information related to how MSUE planned to implement and evaluate the ESLS demonstration project. MSUE's FY 2012 SNAP-Ed Plan was also reviewed to provide information related to the program's stated objectives, approach, administration, and design.

ii. Implementation documents

Implementation documents, such as the ESLS curriculum, participant handouts, training curriculum, and agenda contributed substantial objective information on the program's educational messages, lesson objectives, and handout materials used.

² ESLS Project Overview. Retrieved from: <http://www.nal.usda.gov/fsn/ESLS/Educators/ESLSProjectOverview.pdf>

³ ESLS Sessions. Retrieved from: <http://snap.nal.usda.gov/resource-library/eat-smart-live-stong-nutrition-education-older-adults/eat-smart-live-strong>

⁴ ESLS Participant Materials. Retrieved from: <http://snap.nal.usda.gov/resource-library/eat-smart-live-stong-nutrition-education-older-adults/participant-materials>

⁵ ESLS Activity Kit. Retrieved from:

iii. Administrative data on program reach and dosage

The ESLS program staff tabulated program and reach data based on enrollment data that were collected at each senior center site and entered into the SNAP-Ed EARS system for FNS. These data were provided for the statewide program and specifically for the 18 intervention sites. Based on information gathered to populate the EARS system, MSUE provided detailed data on the number and demographic characteristics of the participants in ESLS sessions and the range and mean in the number of classes participants attended. For the intervention sites, MSUE provided these data by center so that we could assess the similarities and differences in program attendance across sites.

iv. Program costs

MSUE provided data on resources and costs associated with implementing and evaluating the ESLS program. Although Altarum provided MSUE with a series of cost-related tables to complete, this information was categorized as a secondary data source because it was requested in a format that is consistent with FNS SNAP-Ed reporting requirements, thus should have already existed in one form or another.

b. Primary data sources

Primary data were collected from four categories of key informants—program-level managers, direct educators, intervention site key contacts (center managers), and the target audience (participants of ESLS)—as well as through direct nutrition education observation. The information gathered from key informants was descriptive and primarily qualitative in nature. The timing of data collection from key informants was strategic; interviews with state-level staff members took place in January, prior to the start of the intervention at any of the 18 sites. Interviews with the ESLS direct educators and senior center managers were conducted both pre- and post-intervention, with the timing of the data collection tailored to accommodate the varied implementation schedules at each site. Focus groups with ESLS participants were administered only post-intervention and within two weeks from the completion date of the intervention at their center.

Exhibit G-4 below lists the respondent types, methods used, and number of respondents for the process evaluation’s pre- and post-intervention primary data collection efforts.

Exhibit G-4.— MSUE Respondent Types, Data Collection Methods, and Number of Respondents

Type of Respondent	Data Collection Method	Number of Respondents	
		Pre-intervention	Post-intervention
Program Staff			
Program Managers	Interview	2	1 ^a
Direct Educators	Questionnaire	19	14
Program Evaluators	Interview	2	2
Fiscal Manager	Interview	n/a	1
Intervention Center Staff			
Senior Center Managers	Interview	n/a	6
Program Participants			
Seniors in the intervention classrooms	Focus group	n/a	6 groups (53 seniors)
	Survey (process questions included in	n/a	300

Type of Respondent	Data Collection Method	Number of Respondents	
		Pre-intervention	Post-intervention
	senior follow-up survey)		

^a One program administrator transferred to a new job during the intervention period

Note: n/a= not applicable

i. Program managers

In selecting program managers for interviews, we worked directly with the program director to identify key members of the MSUE management team and to gain a basic understanding of their respective roles and responsibilities. Based on this information, the process data collection plan included interviewing the MSUE SNAP-Ed director and the MSUE ESLS evaluation manager—each of whom work for Extension at on the MSU campus. Although neither of these individuals were involved in the MSUE study design, they provided for the administration, implementation, and direct educator training for ESLS. Our data collection plan also included a post-intervention interview with the MSU graduate student who assisted with the data entry and analysis of the MSUE evaluation of ESLS. We also worked closely with the MSUE fiscal manager who documented the cost of delivering and evaluating the ESLS program.

ii. Direct educators

Collecting information from each of the direct educators who taught the program at the intervention sites was very important to document variations in their background and training and in program implementation, if any, and to ascertain their differing views on the facilitators and challenges to program recruitment and implementation.

iii. Intervention site staff

The center managers were identified as the key process evaluation respondents from the intervention sites. Center managers were selected for onsite interviews because they would be most familiar with the catalysts and challenges to implementation of the program from the perspective of the center administration. The center managers were also the most knowledgeable about other classes and trainings that may have been conducted at the center. Thus, center managers from each of the 18 intervention centers were asked to complete a brief list of other nutrition education activities that may have occurred at their center in the past year.

iv. Seniors who participated in the ESLS sessions

Since they were direct recipients of the ESLS education, participants were important respondents for the process evaluation. Participants were an important source of information related to accessibility of the ESLS sessions, participant satisfaction, relevance of the messages and materials, and recommendations for improvement. As shown in exhibit G-4 above, 53 seniors participated in the six focus groups and 300 seniors participating in the intervention responded to the follow-up survey. The number of discussants in each group and their demographic characteristics are provided in appendix B).

v. Direct observation of nutrition education

The fourth primary data collection source was direct observation of a convenience sample of intervention lessons. As noted above, the focus of these observations was on the education environment (e.g., center setting, attendance, and participant engagement) and factors related to program fidelity (e.g., Did the direct educator implement the lesson as planned? Was the lesson implemented consistently across classrooms?).

2. Instrumentation

Data collectors used standardized secondary data abstraction tools and primary data collection instruments across the three demonstration projects. The questions in each key informant interview and the focus group discussion guide was tailored to each of the demonstration projects. While such customization was important to capture the unique aspects of each demonstration program, at each data collection occasion, we worked from the same core set of questions. All data collectors were trained on the use of these approved instruments to collect information essential to answering the process-related research questions and queries. In addition, key informant interviews included relevant, probing questions to allow for in-depth discussions of critical issues or topics.

Data collection commenced in January 2012. Detailed descriptions of the instruments developed and implemented as part of the process evaluation of the ESLS, including their intent and various characteristics of their administration, are provided below. Secondary data collection tools are described first, followed by descriptions of the primary data collection tools. Copies of most of the process evaluation data collection instruments are provided in appendix A. The participant follow-up survey instrument is included in appendix C.

Data Collection Instruments Used to Collect Process Data on the ESLS Program.

- Data abstraction tools
- Program cost form
- In-depth, open-ended key informant interview guides
- Participant structured group interview guide
- Participant follow-up survey (the subset of process questions)
- Nutrition education observation protocol

a. Secondary data sources

i. Data abstraction tools

Data abstraction from secondary data sources helped to reduce the burden on key informants who would have otherwise needed to supply this information through interviews or surveys. The data abstraction tool was designed to capture objective, descriptive information related to: formative research conducted to inform the project; the demonstration project's design (e.g., descriptions of the target audience, intervention goals, nutrition education delivery methods, curriculum content); and operational aspects of the program's implementation.

ii. Program cost form

The MSUE financial manager compiled and provided us with resource and cost information for the program implementation and evaluation. We provided a standardized program cost information form that was also consistent with FNS SNAP-Ed reporting requirements. Specifically, we requested data on: human capital (e.g., staff roles and responsibilities, number of FTEs, as well as averages and ranges of salaries for each), physical capital (e.g., printing, labels, computers, folders), and line-item expenditures (e.g., salary and benefits, materials, travel) by funding source (i.e., non-Federal or Federal funds).

b. Primary data sources

i. In-depth, open-ended key informant interview guides

Consistent with a participant-oriented approach, primary data were elicited through in-depth, open-ended discussions with a number of key informants. A separate discussion guide was developed for each of these key informant types.

An interview guide was developed for each of these key informants to capture rich information from them on the implementation of the demonstration project, the training that had taken place, and their views on the facilitators and challenges of implementation based on their many years of experience with the program.

In designing the primary data collection for the interviews with the 19 direct educators, two discussion guides were developed—one for use prior to implementation of the classes at their intervention site and one for use post-intervention. The pre-intervention interview guides were structured primarily to gather descriptive information on the background of the direct educators and the number of years they have worked in the program. Post-intervention interview guides with these key informants captured their views on the program's implementation at their intervention site, what worked well, and what could have gone better as well as their broader recommendations for the program. Onsite interviews with six center managers at six intervention sites, interviews were conducted after program implementation, and thus one discussion guide was developed for use post-intervention. The post-intervention interviews with these key informants captured their overall views on the program, program implementation, and the challenges and opportunities to program implementation.

ii. Participant focus group discussion guide

The focus group discussion guide was designed to elicit experiences and perspectives from seniors who participated in the ESLs intervention. Topics addressed during each focus group included exposure to and accessibility of the intervention, level of satisfaction with the program, relevancy of the information and materials provided, perceived impacts on their nutrition-related behaviors, factors affecting fruit and vegetable availability at home, and recommendations for improving the program were covered during each focus group.

iii. Participant follow-up survey (subset of process questions)

A short series of process-related questions were included on the FNS post-intervention participant follow-up survey. The process questions focused on respondents' participation in the sessions and reasons for nonparticipation in any or all of the sessions, as well as their perceptions of the usefulness of the ESLs handouts provided.

iv. Structured nutrition education observation protocol

The nutrition education observation tool allowed for the documentation of environmental influences (e.g., classroom setting, classroom teachers' engagement), participants' interest in the nutrition education lessons, and program fidelity. The tool also included several questions that were to be asked of the direct educator at the completion of each of the observed lessons. These questions offered the direct educator the opportunity to reflect on the previous lesson and describe any deviations from their lesson plan as well as anything that did or did not go particularly well.

3. Data Collector Training

Several months prior to onsite data collection, team members participated in a comprehensive data collection training. The purpose of this training was to review the logistics of the data collection plan, walk through the process of respondent recruitment, and provide guidance and instructions on scheduling these early site visits and coordinating interviews with multiple respondents. In addition, to ensure that data collectors used each interview instrument correctly and consistently, the training also included a review of the intent of each data collection instrument, the schedule of interviews, and the specific study research questions underlying the topics and questions within each of the respondent-specific interview discussion guides.

4. Data Collection Procedures

The process data collection team for ESLS comprised three evaluators, one of whom, a senior staff member, took a lead role on all recruitment and data collection activities. This section includes a detailed description of the procedures used to recruit program participants, collect process information from various sources, and document responses.

a. Data abstraction from secondary sources

All secondary data sources were collected directly from the demonstration project administrators as they became available. Because most secondary data sources were available prior to implementation, data abstraction was completed before onsite data collection commenced. Members of the process evaluation team carefully reviewed all documentation provided by the demonstration projects and abstracted key information to be included in the analysis and final summation of the project. Further, this review of materials substantially informed revisions made to key informant interview guides. This data abstraction tool and the information contained within it were used to develop a summary of the demonstration project's design and program content. When updated materials were provided to the project team or updated information was obtained through interviews, this summary was revised accordingly.

b. Data collection procedures for program-level key informant interviews

At the onset of the study and throughout the study period, the evaluation team maintained informal communication with the demonstration project staff—primarily the designated program liaison. This ongoing communication fostered a strong working relationship, and, as a result, formal recruitment of the program-level staff for key informant interviews was not necessary. However, to officially kick off our recruitment effort and to ensure timely, efficient communication of information required to finalize plans for onsite data collection, the following packet of materials was submitted to the MSUE program staff approximately four months prior to the start of the intervention at the 16 sites, or two months prior to the first process evaluation interviews. This packet, which was sent electronically, included a

- Brief overview memorandum, or cover email, which described the packet of materials (sent as attachments) and outlined next steps, including timelines and expectations;
- Respondent contact information form for the program staff to complete with potential respondents' contact information;
- Draft letter for the program staff to review, revise as necessary, and submit to intervention and control site contacts to inform them about the independent evaluation and request their cooperation; and,
- Data collection plan summary, which provided an overview of our data collection plan for each site, including the number and type of respondents and timing of data collection.

MSUE program staff members were very responsive to this form of communication and effectively facilitated the recruitment of their staff, identifying a date, block of time, and location for the two evaluators to conduct the onsite interviews with program staff.

c. Data collection procedures for implementation site key informant interviews

In addition to facilitating and accommodating onsite data collection with demonstration project staff, the ESLS program evaluation manager sent the introductory letter described above to the center manager at each of the 16 intervention sites. Once delivery of these communications was confirmed to the intervention sites, we took the following steps to complete recruitment of the intervention site contacts for the process evaluation:

- **Follow-up letter to provide overview of the impact and process evaluation design.** A follow-up email was sent to the center managers and each of the 16 intervention centers. It provided a detailed description of the type and timing of data to be collected, and what would be needed from them during the study period. These letters described both the process and impact evaluation processes. Because the data collection plan differed for the six intervention sites selected for more intensive process data collection (including center manager interviews, onsite nutrition education observations and focus groups with parents), these sites received a modified version of the letter.
- **Follow-up telephone call.** Once the above correspondence was sent, we followed up with the center managers at the six site visit centers to formally recruit them into the study, answer any questions they had, schedule a convenient time for the pre-intervention telephone interviews, and plan potential dates for the onsite nutrition education observations and post-intervention interviews and focus groups.

d. Recruitment and data collection procedures for participant focus groups

A total of six participant focus groups were conducted post-intervention during the week of July 9, 2012. The focus groups took place in Saginaw, Grand Rapids (2), White Cloud, Traverse City, and Goetzville, MI. The location of focus groups represented a cross-section of the ESLS population from Michigan, including the Upper Peninsula. Approximately three to four weeks prior to the focus group date, we mailed a recruitment letter and flier to the center managers at the six site visit centers to distribute to participants of the intervention who had attended at least one of the ESLS sessions. The center managers provided us with a list of participants who were interested in participating and the first 10 respondents were included in the focus group.

To meet an ideal group interview size of 6 to 8 participants, 10 to 12 participants were recruited for each focus group to allow for an approximate 50 percent no-show rate. The following measures were taken to meet recruitment targets and maximize actual participation on the day of the focus group:

- Groups were scheduled for mid-morning or mid-afternoon so that they could be held at a convenient time for seniors, and would not interfere with the senior center meal.
- A \$50 incentive was offered to each senior for participation.
- A light snack was provided during each focus group.

One or two days before each focus group was held, we made reminder phone calls to seniors who had signed up for the focus group. The \$50 incentives were distributed to participants at the time of the interview, after each adult signed an informed consent form. In addition to the privacy-related information provided on the consent form, privacy assurance was offered verbally prior to the start of the interview, as was a reminder that participation in the interview was voluntary. The focus group discussions were recorded using a digital recorder and transcribed for future coding and analysis.

e. Center observations

Observations of the ESLS sessions took place in April 2012 at five sites in Michigan. One of the sites included a senior center on the Upper Peninsula. Evaluation team members completed the observation form during each session, and administered questions on the form to the direct educator at the end of each session, reviewed the form for completeness, and transcribed handwritten information into an electronic copy of the form.

5. Analysis Approach

The evaluation team applied an analysis approach to the data that takes into account the range of data and respondent types used in the process evaluation. Key informant responses from ESLS program managers, direct educators, and center managers were compiled into a master Microsoft Word 2007 document and

organized by broad process evaluation research question and process indicator. This approach helped to organize the extensive amount of information that was available and allowed for the identification of both broad themes (e.g., implementation challenges) and specific topics (e.g., lesson plan scheduling) as well as agreement and disagreement amongst respondents. Direct quotations were also identified where relevant and used to support key findings.

Transcripts from the focus groups with seniors participating at ESLS intervention sites were coded in QSR International NVivo Version 8, which allowed the evaluation team to systematically organize, process, and summarize information provided by this key stakeholder group. It also allowed us to capture the breadth of opinions offered by parents or caregivers, while also identifying common themes and issues. Direct quotations were also identified and used to support key findings.

Quantitative process data were primarily used to describe objective aspects of the ESLS intervention, such as those related to dose, reach, and costs. Quantitative process data collected from parents or caregivers through the parent follow-up survey were analyzed using SAS 9.3. Frequencies of participant responses to each process question were reported. Qualitative information collected through key informant interviews, the teacher questionnaires, and the parent focus groups, including direct quotes, was used to further explain any quantitative findings. Integrating methods in this way provides the context needed to obtain a complete picture of the evaluation results.

Appendix H

Impact Evaluation Methodology

This appendix describes the methodology for the impact evaluation of the Eat Smart, Live Strong (ESLS) program. It identifies the research questions and describes the research design and sample selection, the survey instrument development and testing procedures, and the survey administration procedures for the baseline and follow-up surveys. It describes the procedures for data handling and data processing and the methodology for the impact analysis.

1. Impact Evaluation Research Questions

The primary objective of the impact evaluation was to assess whether the ESLS program yielded positive and statistically significant changes in observed nutrition behaviors. The specific primary and secondary outcomes for the impact evaluation are described below.

▲ Primary Outcome

Based on FNS' interest in observing a minimum increase in participants' dietary intake of 0.30 standard deviation units, it was hypothesized that seniors participating in the ESLS program would increase their average daily consumption of fruits and vegetables combined by approximately 0.30 cups per day compared with seniors not participating in the program.

▲ Secondary Outcomes

It was hypothesized ESLS participants would increase other nutrition behaviors that may lead to increased fruit and vegetable consumption compared with those not participating in the program. Exhibit H-1 presents the secondary outcome measures for the impact evaluation.

Exhibit H-1.— Secondary Outcome Measures for the ESLS Program Impact Evaluation

Secondary outcomes: other dietary behaviors
Availability of fruits and vegetables at home during past week ^a
Number of days ate fruits or vegetables as snacks or between meals during past week
Number of days ate more than one type of fruit during past week
Number of days ate more than one type of vegetable during past week
Availability of potato chips, tortilla chips, corn chips, or other chips during past week
Availability of regular soft drinks or sodas during past week
Usually eats at least one fruit or vegetable at each meal ^b
Usually eats fruit for dessert instead of having cookies, cake, pie, or ice cream ^b
Secondary outcomes: shopping and food preparation behaviors
Sometimes ask friends or family members for help shopping for food ^b
Can afford fruits or vegetables in the store
Buying more fruits or vegetables would be hard on my budget
Add fruits or vegetables as ingredients to meals to help eat more fruits/vegetables ^b

^a Calculated an index score (0–9) based on the number of the following fruits and vegetables available in the home during the past week: bananas, apples, grapes, oranges, melons, raisins or prunes, carrots, celery, and broccoli.

^b Response categories were converted to a dichotomous variable, with 0 = "strongly disagree" or "disagree" and 1 = "agree" or "strongly agree."

2. Research Design and Sample Selection

The study population for the ESLS program included seniors who attend senior centers in 13 geographically dispersed Michigan counties. For the purposes of this study, a senior center was defined as a facility that is open to the public and offers social services or support to seniors. The study excluded centers serving fewer than 30 seniors, housing or assisted living facilities, and locations that provided more than one meal per day because seniors in these centers would have limited opportunities for increasing the offering of fruits and vegetables at meal and snack time.

The independent evaluator initially developed a fully randomized experimental design that included 15 intervention centers and 15 control centers using a list of centers provided by Michigan State University Extension (MSUE) that met the eligibility criteria and that had expressed willingness to participate in the study. The allocation scheme specified the stratification of centers based on geographic region and included at least one pair from each of the five regions (Central, North, Southeast, Southwest, and Upper Peninsula) to ensure statewide representation. Additionally, where feasible, stratification was conducted within each region based on the number of meals provided by the center. Within each stratum, the independent evaluator randomly assigned centers to the intervention or control group; thus, centers were not allowed to self-select into a particular group.

Subsequent to the initial design, two rounds of revisions were made because centers originally included were unable to participate in the study. The design was revised with the goal of maintaining balance across region, size, and number of meals served and preserving the random assignment of centers to the intervention or control group. The revised design included 15 intervention centers serving an average of 74.3 seniors and providing an average of 3.13 meals per week, while the 15 control centers served an average of 64.5 seniors and provided an average of 2.73 meals per week.⁶

MSUE used the same procedures to recruit centers and participants in both the intervention and comparison groups; with the exception that centers in the comparison group were told that participants would complete two surveys, one at the start of the study (Week 1) and a second survey 5 weeks later (Week 6), and then receive the nutrition education program after Week 6.

Because of challenges faced by MSUE in scheduling the specified number of classes at each center and recruiting participants, it was decided that MSUE could abandon the experimental design and include additional centers in counties already included in the study as well as add additional classes at larger centers to meet sample size goals. The three centers added by MSUE after the start of the evaluation study were purposively assigned by MSUE to the intervention or comparison group. Thus, the final design was a quasi-experimental research design that included 17 intervention centers and 16 comparison centers.⁷

To recruit participants at the intervention and comparison centers, MSUE educators followed the recruitment instructions provided in the ESLS Leader's Guide, customized the ESLS flyer with local information, and used it to announce the upcoming lessons. This flyer was used to reach potential participants and distributed to locations where seniors live and regularly visit.

⁶ The larger number of seniors served in the intervention group was due to the presence of one uncharacteristically large center that served 350 seniors; excluding this center, the average number of seniors served in the intervention group was 54.6.

⁷ MSUE conducted the intervention and evaluation study in one additional center in which the independent evaluator did not collect data because it was added after the cutoff date for data collection.

The ESLS curriculum is designed for people aged 60 to 74. As described in chapter II, MSUE encountered difficulties in recruiting participants within this age group based on the age composition of the centers included in the evaluation study and to avoid age discrimination. In discussions with FNS staff who were involved in program development, it was agreed that changing the eligible age range to 60 to 80 could be supported but that widening age eligibility further (younger or older) could affect the validity of the program evaluation.

▲ **Sample Size Estimation**

Statistical power calculations are used to quantify researchers' level of confidence regarding their ability to accurately reject the null hypothesis when empirical differences are statistically significant. Sample size estimation procedures are conducted to ensure adequate statistical power. The main outcome measure and the focus of sample size estimation was the self-reported change in consumption of servings of fruits and vegetables combined by seniors participating in the ESLS program. The sample size estimation procedures followed the convention of estimating sample size allowing for a type II error rate of 0.20 (yielding 80 percent statistical power) and a type I error rate of 0.05, with a two-tailed test.

Sample size estimation was predicated on FNS' interest in observing a minimum increase in seniors' dietary intake of 0.30 standard deviation units and was carried out to identify the minimum number of participants that would be needed to obtain sufficient power. Few studies in the published literature provide data on self-reported values of seniors' fruit and vegetable consumption. Recent data suggest that seniors report consuming approximately 1.74 (standard deviation = 0.98) cups of fruits and vegetables per day (Baker & Wardle, 2003; Juan & Lino, 2007; Greene, Fey-Yensan et al., 2008). As with the other demonstration projects, a program impact of 0.30 standard deviation units, or 0.30 cups of fruits and vegetables per day, was assumed.

Additional assumptions relate to the form of the standard error of the test of the intervention effect. These include the anticipated intraclass correlation coefficient (ICC), the proportion of variation attributable to the cluster (i.e., center) over and above the variation attributable to the individual, and the form of the statistical model. Because data on ICCs among seniors are not available, an ICC of 0.05 was assumed for the purpose of sample size estimation.

The final assumption involves the form of the statistical model. These calculations are appropriate for a mixed-effects regression model that includes baseline and follow-up measures of the outcome of interest (i.e., pretest and posttest model) and allows for the inclusion of covariates associated with the outcome variable but independent of the intervention. This model allows for two sources of reduction to the variance of the outcome. First, the use of a pretest and posttest model helps ensure that baseline differences and potential confounding influences will be minimized. Second, the inclusion of covariates associated with the outcome of interest, but independent of the intervention, can further reduce unwanted variation in the outcome and improve statistical power. The decision of which variables to include in the model was determined by examining the baseline data. Demographic variables such as age, sex, and race or ethnicity are typically included.

Sample size was estimated with the aim of detecting a change in consumption of servings of fruits and vegetables of 0.30 standard deviation units or better based on the parameters described above. The calculations indicate an 80 percent probability of properly rejecting a false null hypothesis given complete data (pretest and posttest) on an average of 255 completed surveys in each condition. Table H-1 provides details of the sample size estimate for the ESLS evaluation and assumptions regarding response rate and retention.

Table H-1.— Sample Size for the ESLS Program Impact Evaluation

Group	Number of Centers	Number of Seniors^a	Baseline Survey (Number of Participants)^b	Follow-Up Survey (Number of Participants)^c
Intervention	15	555	360	255
Comparison	15	555	360	255

^a Assumes an average of 37 individuals per center will participate in the evaluation study.

^b Assumes that 65 percent will consent to participate in the baseline survey.

^c Assumes a 70 percent response and retention rate between the baseline and follow-up surveys.

3. Survey Instrument Development and Testing

The independent contractor developed draft survey instruments for the baseline (pre-intervention) and follow-up (post-intervention) surveys and conducted interviews with seniors to test and refine the instruments. The survey instrument development and testing procedures are described below.

a. Outcome measures and instrument development

To develop the impact evaluation instrument, MSUE’s application and the ESLS curriculum were reviewed, and discussions were held with MSUE project staff to identify the primary and secondary outcome measures for the intervention. The instruments compiled as part of the literature review conducted for SNAP I (U.S. Department of Agriculture, Food and Nutrition Service, 2012) were reviewed to identify instruments that address these outcomes and are feasible, appropriate for the target audience, reliable, valid, and sensitive to change.

The impact evaluation instrument for the ESLS program collected information on the following:

- food availability
- intake and variety of fruits and vegetables
- location/source for lunch and dinner
- secondary outcome measures (taking small steps to increase consumption of fruits and vegetables such as adding fruits or vegetables as ingredients, talking with health care provider, engaging friends and family for support, and seeking transportation assistance to grocery store)
- attitudes toward the availability, selection, and affordability of fresh fruits and vegetables
- likelihood of starting or continuing to eat more fruits and vegetables as result of program
- dosage and satisfaction with the intervention
- individual in household who does most of shopping and meal preparation
- types of food assistance received
- mode of transportation to grocery store
- other nutrition education received
- general health status
- demographics

In developing the impact instrument, the appropriateness of the instrument for collecting data on fruit and vegetable outcomes was assessed. Exhibit H-2 provides information on the study population, mode(s) of data collection, reliability, validity, and sensitivity to change for the instruments used to develop the questionnaire items on outcome measures for the impact evaluation. The majority of the items were taken or adapted from instruments that have been administered successfully with low-income audiences, validated, and demonstrated to be reliable and sensitive to change in previous studies.

For the primary outcome measures, questions from the Food Stamp Program Fruit and Vegetable Checklist (Townsend, Kaiser, Allen, Joy, & Murphy, 2003) and University of California Cooperative Extension Food Behavior Checklist (Townsend, Silva, Martin, Metz, & Wooten-Swanson, 2008) were adopted for use in this study. The independent contractor contracted with Drs. Townsend and Silva to revise the fruit and vegetable graphics for use in this study by providing graphics for the half-cup response options (e.g., 1½ cups), not just none, 1 cup, 2 cups, and 3 cups.

The instruments for the baseline survey for the intervention and comparison groups were the same. For the follow-up survey, the instruments for the two groups were the same with the exception that the instrument for the intervention group collected information needed for the process evaluation (e.g., reasons for program participation and program satisfaction).

The readability of the instrument was assessed using the Fry Test (Fry, 1968). This test examines the proportion of syllables and sentence length and is a commonly used measure of reading level. Generally, the questions themselves were between a third- and sixth-grade reading level.

a. Instrument testing

To pretest the draft instrument, nine in-person interviews were conducted in August 2010 with adults who (1) were age 65 or older, (2) had a high school degree or less, and (3) had an annual household income of \$25,000 or less. The independent contractor worked with the Young at Hearts program at the Whitaker Mills Senior Center, Raleigh, NC, to recruit interviewees.

After obtaining informed consent, the interviewer went through the draft instrument question by question. After asking each question, the interviewer asked the respondent to provide his or her response, to explain the reason for that response choice, and to explain whether the question or response items were confusing or difficult to understand. Each interview lasted about 45 minutes, and participants received a \$60 honorarium.

Based on the findings from these interviews, several questions and response items were modified to improve understanding, and some words were underlined or bolded for emphasis. In addition, the graphics used for fruits and vegetables were modified so a picture was provided for all intervals on the zero to three cup scale in half-cup increments; this format allowed respondents to circle the picture matching their responses. Questions in a grid format were revised to stand-alone questions because many participants had problems answering questions in a grid format.

Exhibit H-2.— Summary of Instruments Used to Develop the Impact Instrument for the ESLs Program Evaluation

Outcome Measures	Instrument	Study Population(s)	Mode(s) of Data Collection	Reliability	Validity	Sensitivity to Change
Cups of fruits, vegetables, and fruits and vegetables consumed each day Ate variety of fruits each day Ate variety of vegetables each day Ate fruit and vegetables for snacks each day	Food Stamp Program Fruit and Vegetable Checklist (Townsend et al., 2003) University of California Cooperative Extension Food Behavior Checklist (Townsend et al., 2008)	Low-income women	Self-administered, self-administered in group setting, and interviewer administered individually and in groups	The internal consistency for the 7-item fruit and vegetable subscale was high ($\alpha = 0.80$)	The 7-item fruit and vegetable subscale showed a significant correlation with serum carotenoid values ($r = 0.44$, $p < 0.001$), indicating acceptable criterion validity and showed significant correlation with dietary variables	Demonstrated sensitivity to change for items expected to change as a result of the study intervention
Attitudes toward accessibility and affordability of fruits and vegetables	Broadland Housing Questionnaire (Dibsdall, 2003)	Low-income adults	Self-administered	The internal consistencies for the 10-item choice and 5-item affordability subscales were high ($\alpha = 0.87$ & $\alpha = 0.85$)	Not reported	Not reported
Availability of fruits and vegetables at home during past week	Fruit, juice, and vegetable availability questionnaire (Marsh, Cullen, & Baranowski, 2003; Cullen et al., 2003)	Parents of 4th and 6th graders	Self-administered and interviewer administered via telephone	The internal consistencies for the fruit and vegetable availability items were high	There was significant agreement between self-reported and observed at-home availability for all fruit juices and most fruits and vegetables	Fruit, juice, and vegetable availability was a significant predictor of child fruit, juice, and vegetable consumption ($p < 0.05$)

(continued)

**Exhibit H-2.— Summary of Instruments Used to Develop Impact Instrument for the ESLS Program Impact Evaluation
(continued)**

Outcome Measures	Instrument	Study Population(s)	Mode(s) of Data Collection	Reliability	Validity	Sensitivity to Change
Try to include fruits and vegetables at meals	Questionnaire items were developed and tested by RTI	—	—	—	—	—
Add fruits and vegetables as ingredients	Questionnaire items were developed and tested by RTI	—	—	—	—	—
Replace desserts with fruits	Questionnaire items were developed and tested by RTI	—	—	—	—	—
Request assistance for shopping	Questionnaire items were developed and tested by RTI	—	—	—	—	—
Affordability of fruits and vegetables	Questionnaire items were developed and tested by RTI	—	—	—	—	—

Three versions of the instrument were developed.

- Baseline survey—The same instrument was used for the intervention and comparison groups. This instrument collected information on the primary and secondary outcomes and demographic information.
- Follow-up survey for the intervention group—This instrument collected information on the primary and secondary outcomes and included questions on use and satisfaction with the intervention materials.
- Follow-up survey for the comparison group—This instrument collected information on the primary and secondary outcomes.

Each survey took about 15 minutes to complete. The baseline survey was administered in person concurrent with MSUE’s administration of their baseline assessments. For the follow-up surveys, separate versions of the instruments were prepared for administration by mail and telephone (computer-assisted telephone interviewing [CATI]). For the CATI version, respondents did not have access to the graphics with cups of fruits and vegetables. Copies of the final survey instruments are provided as appendix C.

4. Survey Administration Procedures and Response

To maximize the response rate for the survey, a multimodal survey approach was used. For the baseline survey, an interviewer-directed group administration of the survey in person was used. For the follow-up survey, the survey questionnaire was mailed, and nonrespondents were contacted to complete the survey over the phone. The training of data collectors, the survey administration procedures, and the response to the survey are described below.

a. Data collector training

Data collector training included training (1) field interviewers who conducted the in-person group administration of the baseline survey and (2) telephone interviewers who administered the follow-up survey to study participants who did not respond to the mail survey.

Each training class included a detailed training manual. The training manual provided background materials, including a study overview and glossary of terms; answers to frequently asked questions; description of likely data collection challenges and recommendations for avoiding or resolving them; confidentiality and data security procedures; interviewing techniques and case management procedures for the telephone interviewer training; and for field interviewers, procedures for administering the survey; collecting accurate contact information for follow-up; and submitting data from the field.

Field interviewers participated in a 1-day 8-hour training session held approximately 1 week before the start of the intervention. Before attending training, each candidate received a training manual to read and home-study exercises to complete. Each field interviewer had to pass both written and practical certification exercises demonstrating proficiency in the required skills before beginning work.

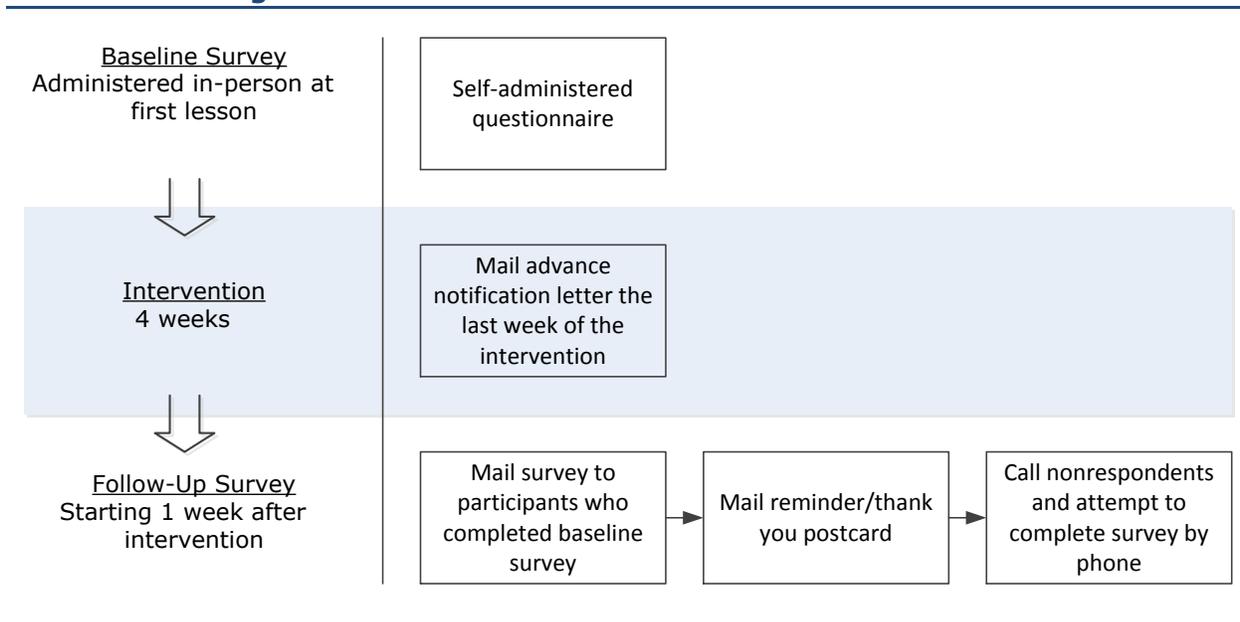
Telephone interviewers were trained to work on the data collection for all three demonstration projects. Interviewers attended a 2-day evening training totaling 8 hours. Before beginning work on the administration of the survey, each telephone interviewer had to pass certification exercises demonstrating knowledge of the study, facility with the instruments and case management system for documenting their work, and use of the equipment. The training included information on gaining respondent cooperation and time for interviewers to practice administering the questionnaire and documenting calls. The training used

multiple formats, including classroom-style teaching, discussions, and role-playing. The survey protocol was reinforced by trainer demonstrations and post-classroom practice.

b. Data collection procedures

Figure H-1 illustrates the data collection procedures for the baseline and follow-up surveys. The survey administration procedures for the baseline and follow-up surveys were the same for the intervention and comparison groups.

Figure H-1.— Data Collection Procedures for the Impact Evaluation of the ESLs Program



The independent evaluator worked with MSUE to coordinate study recruitment and the administration of the baseline survey at the intervention and comparison centers. MSUE made the initial contact with the intervention and comparison centers to encourage their participation in the evaluation study. The baseline survey was administered in person at the same time that the respondent completed the baseline survey for the MSUE evaluation study (i.e., during the first session). After providing informed consent, participants completed the FNS questionnaire. Following a short break, participants completed a form developed by MSUE that collected demographic information⁸ and the MSUE assessments. Contact information was also collected so that study participants could be contacted by mail or telephone for the follow-up survey. Respondents received \$10 cash for completing the baseline survey. The baseline survey for the intervention and comparison groups was conducted in March through May 2012. The start date for the study (and thus the baseline data collection) varied throughout this period with the first center starting the study March 2, 2012, and the last center starting May 24, 2012. The start dates for the remaining centers (intervention and comparisons) were staggered throughout this 3-month period. Appendix D provides copies of the survey materials for the baseline survey.

The data collection for the follow-up survey was conducted from April to July 2012. The follow-up data was not collected concurrent with the MSUE evaluation. During the last week of the intervention period, an

⁸ To minimize respondent burden, MSUE provided the independent contractor with copies of the demographic form. These data were keyed into a database and used by the independent contractor in their analysis.

advance notification letter was mailed reminding study participants about the follow-up survey. The mail survey packet was mailed approximately 1 week later, which was 1 week after completion of the intervention. Five days later, a follow-up postcard was mailed to remind participants to complete the survey and/or thank them for their participation if they had already done so. Telephone contact of nonrespondents began 2 weeks after the second mailing; at least 10 call attempts were made to each working phone number at various times over several days. Respondents received \$15 cash for completing the follow-up survey.

c. Survey response

Table H-2 provides the number of completed surveys for the intervention and comparison groups at baseline and follow-up for all participants. At baseline, 307 participants in the ESLS group and 380 participants in the comparison group completed the survey. At follow-up, 300 participants in the ESLS group and 373 participants in the comparison group completed the survey, thus meeting the target of 255 participants per group at follow-up. The response rate for the follow-up survey was 98 percent.

Table H-3 provides the number of completed surveys for the intervention and comparison groups at baseline and follow-up for age-eligible participants (aged 60 to 80). At baseline, 267 participants in the ESLS group and 347 participants in the comparison group completed the survey. At follow-up, 263 participants in the ESLS group and 340 participants in the comparison group completed the survey, thus meeting the target of 255 participants per group at follow-up. The response rate for the follow-up survey was 98 percent.

5. Data Processing and File Production Procedures

Data processing steps included entering the survey data, editing and cleaning the data, creating derived variables, creating the analysis data files, and producing data documentation. Throughout data processing and file production, quality comparison and assurance procedures were implemented as described below.

a. Data entry

Data entry consisted of entering data from the contact cards, self-administered questionnaire (baseline survey), and mail surveys (follow-up survey), as well as entering data through CATI for respondents contacted by phone for the follow-up survey. Double-keying verification was performed on all hard copy data collection instruments, and any data entry errors were resolved by comparing the first- and second-keying files. Item nonresponse was keyed as a “refusal,” and data were checked for chronic item refusals. For follow-up surveys administered by telephone, telephone interviewers entered the survey responses using CATI; thus, data entry was not required.

Table H-2.— Number of Completed Surveys and Cooperation Rates for the Baseline and Follow-Up Surveys, All Participants

Intervention	307	300	97.7
Breton Village Green	56	56	100.0
Burnside Center	8	8	100.0
Commission on Aging Activity Center	12	12	100.0
Englewood Apartments	20	19	95.0
Kewadin Community Center	7	6	85.7
Lake Manor	8	8	100.0
Maplewood Manor	14	14	100.0
Montrose Township Senior Center	16	16	100.0
Newago County Commission on Aging	28	26	92.9
Peshawbestown Elders Complex	6	6	100.0
Pickford Township Hall	12	12	100.0
Raber Township Hall and Community Center	9	9	100.0
South Colony Senior Center	19	19	100.0
Thetford Senior Center	49	49	100.0
Traverse City Elder Site	23	21	91.3
Westside Friendship	14	13	92.9
Foster Grandparent Program	6	6	100.0
Comparison	380	373	98.2
Benzie/Manistee Tribal Outpost	22	22	100.0
Coldwater Center	10	10	100.0
Community Action Agency	56	54	96.4
Country View Apt (Delton Senior Center)	13	13	100.0
Cranbrook Terrace	6	5	83.3
Delaware Manor	25	24	96.0
Elmwood Manor	29	29	100.0
First Ward	28	28	100.0
Mahany/Meininger Senior Community Center (Royal Oak)	22	22	100.0
Maple Grove Senior Citizens Center	30	30	100.0
Mt. Mercy	45	44	97.8
Paradise Community Center (Whitefish)	27	27	100.0
Rosien Towers	23	22	95.7
Rudyard Township Hall	19	19	100.0
Weidman Senior Center	5	5	100.0
Westchester Village South	20	19	95.0
Total	687	673	98.0

Table H-3.— Number of Completed Surveys and Cooperation Rates for the Baseline and Follow-Up Surveys, Age-Eligible Participants

Center	Number of Completed Baseline Surveys	Number of Completed Follow-Up Surveys	Response Rate for the Follow-Up Survey (%)
Intervention	267	263	98.5
Breton Village Green	52	52	100.0
Burnside Center	8	8	100.0
Commission on Aging Activity Center	10	10	100.0
Englewood Apartments	14	14	100.0
Kewadin Community Center	5	4	80.0
Lake Manor	7	7	100.0
Maplewood Manor	12	12	100.0
Montrose Township Senior Center	16	16	100.0
Newago County Commission on Aging	20	18	90.0
Peshawbestown Elders Complex	6	6	100.0
Pickford Township Hall	8	8	100.0
Raber Township Hall and Community Center	9	9	100.0
South Colony Senior Center	18	18	100.0
Thetford Senior Center	48	48	100.0
Traverse City Elder Site	17	17	100.0
Westside Friendship	11	10	90.9
Foster Grandparent Program	6	6	100.0
Comparison	347	340	98.0
Benzie/Manistee Tribal Outpost	21	21	100.0
Coldwater Center	7	7	100.0
Community Action Agency	51	49	96.1
Country View Apt (Delton Senior Center)	11	11	100.0
Cranbrook Terrace	4	3	75.0
Delaware Manor	25	24	96.0
Elmwood Manor	27	27	100.0
First Ward	24	24	100.0
Mahany/Meininger Senior Community Center (Royal Oak)	19	19	100.0
Maple Grove Senior Citizens Center	30	30	100.0
Mt. Mercy	44	43	97.7
Paradise Community Center (Whitefish)	21	21	100.0
Rosien Towers	22	21	95.5
Rudyard Township Hall	17	17	100.0
Weidman Senior Center	4	4	100.0
Westchester Village South	20	19	95.0
Total	614	603	98.2

b. Data editing

To prepare the analysis data files, the following edits were made to the survey data:

- Verified responses to categorical questions to ensure that they corresponded to a valid response.
- For questions with an “other, specify” response, responses were coded to existing categorical responses and additional response codes were added as necessary. Additions of response codes are noted in the survey result tables.

c. File production

Preparing the analysis data file for the impact analysis required several steps as described below:

- Combine the self-administered questionnaire, demographic data from the MSUE form, mail survey, and phone survey responses: For the follow-up survey, in cases where a CATI survey was completed before a mail survey was received for the same respondent, the mail survey data were kept for analysis.
- Create derived variables: Several analysis variables were derived using the survey responses. Creation of these variables is described in the next section.

6. Impact Analysis

The impact analysis compared changes among the intervention group with changes among the comparison group that did not participate in the program. Outcome variables represent participants’ self-reports of consumption and other dietary behaviors at baseline and follow-up. This section describes the measures and variables used in the statistical analyses and the modeling specifications.

Because 10 percent of the study participants did not meet the age eligibility criterion (aged 60 to 80) for participating in the intervention, exploratory analyses examined whether including age ineligible participants would introduce systematic bias into the estimates produced by the impact analyses. The exploratory analyses found that participants younger than 60 and older than 80 reported lower intake at follow-up than age eligible participants. This difference was similar across the study conditions, suggesting that the finding was not a result of the intervention. The number of age ineligible respondents was small (n=66 at follow up), making it difficult to assess whether or not the difference between age eligible and age ineligible participants was statistically significant. The small number of age ineligible respondent also meant that their removal would not adversely affect the statistical power of impact analyses. Thus the decision was made to exclude these cases and focus results on the sample of participants for whom the ESLS program was designed.

a. Description of measures and variables used in statistical analyses

Participants completed the form developed by MSUE that collected demographic information. Exhibit H-3 identifies the demographic variables included in the impact analysis and provides information on procedures used to derive new variables.

The baseline and follow-up surveys collected information on the primary and secondary outcomes. Exhibits H-4 through H-7 identify the variables for the impact analysis and provide information on procedures used to derive new variables.

b. Model selection

Failure to maintain the centers allocated to study condition in the randomization process invalidated the randomized design. Accordingly, the independent evaluation of the ESLS program was based on a quasi-experimental design that included 16 centers in the intervention group and 17 centers in the comparison group. To the extent possible, geographic variation and reasonable balance on characteristics that were initially employed during the randomization process (e.g., center size, number of meals served per day) were considered during the reallocation process.

c. Repeated-measures cohort models for program outcomes

ESLS was evaluated with a research design that includes multiple levels of nesting. The term “nested” refers to situations that arise when one unit of analysis is uniquely located in a supra-ordinate unit of analysis (i.e., cluster). The independent evaluation of ESLS included repeated measures on individual respondents (e.g., observation nested within respondent), with respondents who are nested within centers and centers that are nested in a study condition (i.e., intervention or comparison). When data are nested, responses within the same cluster tend to be correlated. If the correlated nature of the data is ignored in the specification of the model, it is likely to lead to inflated type-I error rates. The study team developed a series of hierarchical, or mixed-effects, regression models to evaluate ESLS outcomes. These models account for correlated responses by allowing for the inclusion of multiple sources of random variation.

In the following sections additional detail is provided on the sampling models and link functions that describe the statistical models used to assess program outcomes and the structural models that detail the explanatory variables and the model coefficients. The sampling models vary at level one depending on the characteristics of the outcome measure; these characteristics determine the appropriate link function. All sampling models at level two and higher are assumed to conform to the assumptions of linearity (McCulloch & Searle, 2001; Raudenbush & Bryk, 2002).

Primary outcomes included reports on seniors’ fruit and vegetable consumption and a combined fruit and vegetable score derived from these measures. These outcomes have a continuous measure, so general linear mixed models with Gaussian (i.e., normal) distributions and an identity link function were employed. Secondary impact variables included both continuous and dichotomous measures. For those based on dichotomous measures, generalized linear mixed models were employed with a binomial distribution and a logit link function.

Exhibit H-3.— Description of Demographics Variables Used in the Analysis

Variable	Question(s)	Analysis Variable Derivation
Age	Question 20, "What is your age?"	A four-level categorical variable was created with "60–64" as the reference group. Other age levels include "65–69," "70–74," and "75–80."
Sex	MSUE form	Female respondents were included as the reference group for the analysis.
Household size	MSUE form	Responses to two questions (number of adults and number of children in household) were summed to calculate the total number of individuals in the household, provided the respondent provided information for both questions.
Health status	Question 19, "In general, would you say your health is ...?"	A three-level categorical variable for health status using "Very-good/Excellent" as reference. The other health status levels are "Fair" or "Poor" (combined), and "Good."
Education	MSUE form	A four-level categorical with college graduate as the reference group. The other education levels were less than high school, some college, and high school graduate.
Employment status	MSUE form	A binary variable was created with not employed (including retired, unemployed, and "other") as the reference group.
Respondent race or ethnicity	MSUE form	Responses to the two questions were combined to create a four-level categorical variable. Respondents indicating they were Hispanic or Latino were given priority over other race and ethnicity designations and assigned to "Hispanic." Respondents indicating they were not Hispanic and only selected Black or African-American as their race were assigned to "Black, non-Hispanic." Respondents indicating they were not Hispanic and only selected White or Caucasian as their race were assigned to "White, non-Hispanic" and was the reference group for the analysis. Respondents indicating they were American Indian or Alaska Native, Asian or Native Hawaiian, or who selected more than one race were assigned to "other or more than one."

Exhibit H-4.— Description of Primary Outcome Variables

Variable	Question(s)	Analysis Variable Derivation
Cups of fruits	Question 4, "Think about what you ate during the past week. About how many cups of fruit did you eat on a typical day?. Do <u>NOT</u> include fruit juice." ^a	Continuous variable in half-cup increments.
Cups of vegetables	Question 6, "Think about what you ate during the past week. About how many cups of vegetables did you eat on a typical day? Do <u>NOT</u> include white potatoes, French fries, or vegetable juice." ^a	Continuous variable in half-cup increments.
Cups of fruits and vegetables	Questions 4 and 6 (above)	Summed responses to questions 4 and 6 to create continuous variable in half-cup increments.

^aResponse options included visuals in half-cup increments ranging from 0 to 3 cups.

Exhibit H-5.— Description of Secondary Outcome Variables: Other Dietary Behaviors

Variable	Question(s)	Analysis Variable Derivation
Availability of fruits and vegetables	Question 1, "Were any of these foods <u>in your home</u> during the past week? Include fresh, frozen, canned, and dried foods." ^a	Created continuous variable ranging from 0 to 9 based on the number of "Yes" responses for availability of nine fruits and vegetables
Ate fruits or vegetables for snacks	Question 2, "How many days <u>during the past week</u> did you eat fruit or vegetables as snacks or between meals? Do <u>NOT</u> include juice." ^a	Created continuous variable ranging from 0 to 7 using the midpoint for the 2-day responses.
Ate variety of fruits	Question 3, "How many days during the past week did you eat <u>more than one kind</u> of fruit <u>each day</u> ? Do <u>NOT</u> include fruit juice." ^a	Created continuous variable ranging from 0 to 7 using the midpoint for the 2-day responses.
Ate variety of vegetables	Question 5, "How many days during the past week did you eat <u>more than one kind</u> of vegetable <u>each day</u> ? Do <u>NOT</u> include white potatoes, French fries, or vegetable juice" ^a	Created continuous variable ranging from 0 to 7 using the midpoint for the 2-day responses.
Availability of potato chips, tortilla chips, corn chips, or other chips	Question 1, "Were any of these foods <u>in your home</u> during the past week? Include fresh, frozen, canned, and dried foods."	Created binary variable with "Yes" responses assigned a value of "1" and "No" responses assigned a value of "0."
Availability of regular soft drinks or sodas	Question 1, "Were any of these foods <u>in your home</u> during the past week? Include fresh, frozen, canned, and dried foods."	Created binary variable with "Yes" responses assigned a value of "1" and "No" responses assigned a value of "0."
Usually eat at least one fruit or vegetable at each meal	Question 7a, "How strongly do you agree or disagree with each statement?" ^b	Created binary variable with "Strongly agree" and "Agree" responses assigned a value of "1" and "Disagree" and "Strongly disagree" responses assigned a value of "0."
Usually eat fruit for dessert instead of cookies, cake, pie, or ice cream	Question 7b, "How strongly do you agree or disagree with each statement?" ^b	Created binary variable with "Strongly agree" and "Agree" responses assigned a value of "1" and "Disagree" and "Strongly disagree" responses assigned a value of "0."

^a Response options were "None," "1 to 2 days," "3 to 4 days," "5 to 6 days," and "Every day."

^b Response options were "Strongly agree," "Agree," "Disagree," and "Strongly disagree."

Exhibit H-6.— Description of Secondary Outcome Variables: Shopping and Food Preparation Behaviors

Variable	Question(s) ^a	Analysis Variable Derivation
Sometimes ask friends or family members for help shopping for food	Question 14d, "How strongly do you agree or disagree with each of these statements? I sometimes ask friends or family members to help me shop for food."	Created binary variable with "Strongly agree" and "Agree" responses assigned a value of "1" and "Disagree" and "Strongly disagree" responses assigned a value of "0."
Can afford fruits or vegetables in the store	Question 14e, "How strongly do you agree or disagree with each of these statements? I can afford fruits or vegetables in the store where I shop for most of my food."	Created binary variable with "Strongly agree" and "Agree" responses assigned a value of "1" and "Disagree" and "Strongly disagree" responses assigned a value of "0."
Buying more fruits or vegetables would be hard on budget	Question 14f, "How strongly do you agree or disagree with each of these statements? Buying more fruits or vegetables than I already do would be hard on my budget."	Created binary variable with "Strongly agree" and "Agree" responses assigned a value of "1" and "Disagree" and "Strongly disagree" responses assigned a value of "0."
Add fruits or vegetables as ingredients to meals to help eat more fruits or vegetables	Question 14g, "How strongly do you agree or disagree with each of these statements? I add fruits or vegetables as ingredients to the meals I make to help me eat more fruits or vegetables."	Created binary variable with "Strongly agree" and "Agree" responses assigned a value of "1" and "Disagree" and "Strongly disagree" responses assigned a value of "0."

^a Response options "Strongly agree," "Agree," "Disagree," and "Strongly disagree."

Exhibit H-7— Description of Other Secondary Outcome Variables

Variable	Question(s)	Analysis Variable Derivation
Talked with doctor about eating fruits and vegetables	Question 26, "During the past four weeks, did you talk with your doctor or other health care provider about any of these topics? Why it is important to eat more fruits or vegetables each day." ^a	For participants who saw their doctor or other health care provider in the past 4 weeks, those that selected this statement as a topic they discussed were assigned a value of 1 and all others assigned a value of 0.
Talked with doctor about fruits or vegetables to avoid	Question 26, "During the past four weeks, did you talk with your doctor or other health care provider about any of these topics? Fruits or vegetables I should not eat." ^a	For participants who saw their doctor or other health care provider in the past 4 weeks, those that selected this statement as a topic they discussed were assigned a value of 1 and all others assigned a value of 0.
Talked with doctor about importance of daily exercise	Question 26, "During the past four weeks, did you talk with your doctor or other health care provider about any of these topics? Why it is important to get more exercise each day." ^a	For participants who saw their doctor or other health care provider in the past 4 weeks, those that selected this statement as a topic they discussed were assigned a value of 1 and all others assigned a value of 0.
Talked with doctor about precautions to take during exercise	Question 26, "During the past four weeks, did you talk with your doctor or other health care provider about any of these topics? Precautions to take during exercise." ^a	For participants who saw their doctor or other health care provider in the past 4 weeks, those that selected this statement as a topic they discussed were assigned a value of 1 and all others assigned a value of 0.
Talked with friends or family about eating more fruits or vegetables daily	Question 27, "During the past four weeks, did you talk with friends or family about any of these topics? How to eat more fruits or vegetables each day."	Those that selected this statement as a topic they discussed were assigned a value of 1 and all others assigned a value of 0.
Talked with friends or family about exercising more daily	Question 27, "During the past four weeks, did you talk with friends or family about any of these topics? How to get more exercise each day."	Those that selected this statement as a topic they discussed were assigned a value of 1 and all others assigned a value of 0.
Talked with friends or family about what was learned from the "Eat Smart, Live Strong" program (intervention)/ attending nutrition education classes (comparison)	Question 27, "During the past four weeks, did you talk with friends or family about any of these topics? What I learned from the "Eat Smart, Live Strong" program (intervention)/ attending nutrition education classes (comparison)."	Those that selected this statement as a topic they discussed were assigned a value of 1 and all others assigned a value of 0.

^a For participants who saw their health care providers during the past 4 weeks.

The structural model is assumed to be a linear and additive function of the outcome variable; for the binary models, the assumptions of linearity and additivity apply to the transformed outcome variable. These models are determined by the research question addressed rather than by the characteristics of the outcome.

i. Sampling models and linking functions

The sampling model describes the expectation and distributional characteristics of the outcome at each level of the model. For the variables that constitute the outcomes of interest for this evaluation, level-one sampling models vary according to the characteristics of the outcome under consideration.

For variables that express the outcome of interest as a continuous measure, the level-one sampling model can be expressed as

$$Y_{ii;j;k} | \mu_{ii;j;k} \sim N \mu_{ii;j;k}, \sigma^2 . \quad (1)$$

This indicates that, given the predicted value $\mu_{ii;j;k}$, the outcome $Y_{ii;j;k}$ measured at time t ($t = 0, 1$) for respondent i ($i = 1 \dots m$) from the j^{th} center ($j = 1 \dots 10$) assigned to the k^{th} condition ($k = 0, 1$) is normally distributed with expected value of $\mu_{ii;j;k}$ and a constant variance, σ^2 . The expectations of these values are expressed as

$$E[Y_{ii;j;k} | \mu_{ii;j;k}] = \mu_{ii;j;k} \text{ and } \text{Var } Y_{ii;j;k} / \mu_{ii;j;k} = \sigma^2 \quad (2)$$

for the mean and variance, respectively. When the outcome of interest follows a normal distribution, it can be expressed directly as a function of a set of explanatory variables. However, to simplify the expression of the structural models that follow, note that

$$\eta_{ii;j;k} = \mu_{ii;j;k} , \quad (3)$$

which indicates that the modeled outcome $\eta_{ii;j;k}$ is equal to the expected value of $Y_{ii;j;k}$.

The level-one sampling model for variables that express the outcome of interest as a binary outcome follows a binomial distribution that can be expressed as

$$Y_{ii;j;k} | \varphi_{ii;j;k} \sim B s_{ii;j;k}, \varphi_{ii;j;k} , \quad (4)$$

where $Y_{ii;j;k}$ is the number of “successes” in each of $s_{ii;j;k}$ trials, and $\varphi_{ii;j;k}$ represents the probability of success on each trial. In the evaluation of ESLS, $s_{ii;j;k} = 1$ and the binary variable follows a Bernoulli distribution where $Y_{ii;j;k}$ takes on the value 1 (success) with probability $\varphi_{ii;j;k}$, and the expected value and variance of $Y_{ii;j;k}$ can be expressed as

$$E[Y_{ii;j;k} | \varphi_{ii;j;k}] = \varphi_{ii;j;k} \text{ and } \text{Var } Y_{ii;j;k} | \varphi_{ii;j;k} = \varphi_{ii;j;k} (1 - \varphi_{ii;j;k}) . \quad (5)$$

The canonical link when the level-one sampling distribution is binomial is the logit link, which can be expressed as follows:

$$\eta_{ii;j;k} = \log \left(\frac{\varphi_{ii;j;k}}{1 - \varphi_{ii;j;k}} \right) \quad (6)$$

and indicates that the modeled outcome $\eta_{ti:j,k}$ is equal to the log of the odds of success.

The sampling distributions for level-two (and higher) models express the characteristics of the modeled random effects. Here, the term $u_{0:j,k}$ is used to indicate random effects. For all of the structural models presented below, random effects are assumed to follow a normal distribution with

$$u_{0:j,k} / \zeta_{0:j,k} \sim N \zeta_{0:j,k}, \sigma_u^2 . \quad (7)$$

ii. Structural models

The structural models are used to express the expectation of the outcome as the function of a series of explanatory variables. In general form,

$$\eta_{ti:j,k} = \sum x_{ti:j,k} \beta_{ti:j,k} + \sum z_{0:j,k} u_{0:j,k} . \quad (8)$$

Here, $\eta_{ti:j,k}$ is the expected value of the outcome; $\sum x_{ti:j,k} \beta_{ti:j,k}$ is a shorthand representation for the set of fixed-effect covariates and coefficients; and $\sum z_{0:j,k} u_{0:j,k}$ is a shorthand representation for the set of random-effect covariates and coefficients.

As noted in the previous section, when the outcome of interest is represented by a variable that has a continuous measure, $\eta_{ti:j,k}$ represents the identity link, and from equation (3) it follows that

$$E[Y_{ti:j,k}] = \eta_{ti:j,k} . \quad (9)$$

When the outcome of interest is represented by a binomial variable, $E[Y_{ti:j,k}]$ is the predicted probability $\varphi_{ti:j,k}$ which can be derived from equation (6) by taking $\exp \eta_{ti:j,k}$ as follows:

$$E[Y_{ti:j,k}] = \frac{1}{1 + \exp \eta_{ti:j,k}} . \quad (10)$$

For continuous outcomes, general linear mixed models were employed where the expectation for $Y_{ti:j,k}$ in equation (9) is the appropriate form. However, when response options are binary, generalized linear models were employed where the expectation for $Y_{ti:j,k}$ in equation (10) is the appropriate form.

(a) Generalized Hierarchical Linear Model (HLM) Presentation

The structural model used to assess the effects of ESLS can be articulated as a three-level HLM. The observation-level model (level one) describes the outcome of interest as a function of initial status and change over time. The individual-level model (level two) includes two models, one for each of the two parameters of the observation-level model. The center-level model (level three) also includes two models, one for each of the intercepts in the two individual-level models.

Observation-level model (level one). In this model, $\eta_{ti:j,k}$ represents the response of the i^{th} participant measured on occasion t , who attended the j^{th} center and is in the k^{th} condition. The model includes two parameters, one describing initial status, ($\beta_{0j:j:k}$) and the other describing the incremental change in $\eta_{ti:j,k}$ associated with a one-unit change in the variable TIME. For this model, TIME is indexed as “0” for baseline measures and as “1” for follow-up measures, leading to the interpretation of $\beta_{1i:j:k}$ as a change, or growth, parameter. Any variation between the predicted value and the observed value is accounted for

by residual error

($e_{ij:j:k}$) in the Gaussian model but is a function of the expected probability in the Bernoulli model:⁹

$$\eta_{ii:j:k} = \beta_{0i:j:k} + \beta_{1i:j:k} \text{TIME} + e_{ii:j:k} . \quad (11)$$

Individual-level models (level two). At the respondent level, each of the parameters (β) from the observation-level model is expanded. The first individual-level model, equation (12), describes $\beta_{0i:j:k}$, the initial status of the i^{th} respondent in the j^{th} center of the k^{th} condition, as a function of the intercept value of all respondents associated with center j ($\gamma_{00:j:k}$) and a random effect ($u_{0i:j:k}$) that allows for variation from the intercept value. A set of covariates characterizes the survey respondent's sex, age, health status, employment status, level of education, and race/ethnicity (R_SEX, R_AGE, R_HEALTH, R_EMPLY, R_EDUC, R_RACE) and the size of her/his household (HH); the coefficients associated with these covariates are not of direct interest.

$$\beta_{0i:j:k} = \gamma_{00:j:k} + \gamma_{01:j:k} \text{R_SEX} + \gamma_{02:j:k} \text{R_AGE} + \gamma_{03:j:k} \text{R_HEALTH} + \quad (12)$$

$$\gamma_{04:j:k} \text{R_EMPLY} + \gamma_{05:j:k} \text{R_EDUC} + \gamma_{06:j:k} \text{R_RACE} + \gamma_{07:j:k} \text{HH} + u_{0i:j:k}$$

$$\beta_{1i:j:k} = \gamma_{10:j:k} + u_{1i:j:k} \quad (13)$$

The second participant-level model, equation (13), describes $\beta_{1i:j:k}$, the change or growth over time of the i^{th} respondent in the j^{th} center of the k^{th} condition as a function of the mean slope associated with center j ($\gamma_{10:i:k}$) and a random effect ($u_{1i:j:k}$) that allows for individual variation from the center-specific slope. Given the structure of the data being modeled, $u_{1i:j:k}$ is not directly estimable separate from $e_{ii:j:k}$, as noted in the mixed model specification by the brackets [] in equation (16) below.

Center-level models (level three). At the center level, the intercepts from the individual-level models are expanded. The first center-level model, equation (14), describes $\gamma_{00:j:k}$, the initial status of the j^{th} center of the k^{th} condition as a function of the mean intercept value across all centers ($\lambda_{00:0:k}$) and random effect ($u_{00:j:k}$) that allows for center-to-center variation from the overall intercept value. This model includes an indicator variable (COND) identifying centers as a member of either the intervention or comparison condition; its coefficient ($\lambda_{00:1:k}$) accounts for any difference in initial status between centers in the two conditions.

$$\gamma_{00:j:k} = \lambda_{00:0:k} + \lambda_{00:1:k} \text{COND} + u_{00:j:k} \quad (14)$$

$$\gamma_{10:j:k} = \lambda_{10:0:k} + \lambda_{10:1:k} \text{COND} + u_{10:j:k} \quad (15)$$

The second center-level model, equation (15), describes $\gamma_{10:j:k}$, the change over time of the j^{th} center of the k^{th} condition as a function of the mean slope across all centers $\lambda_{10:0:k}$ and a random effect that ($u_{10:j:k}$) allows for center-to-center variation from the condition-specific mean slope. This model also includes an indicator variable (COND) identifying centers as a member of either the intervention or

⁹ For the Bernoulli model, $\varepsilon_{i:kp}$ is $\varphi_{ii:j:k} \mathbf{1} - \varphi_{ii:j:k}$.

comparison condition; its coefficient ($\lambda_{10:1:k}$) accounts for any difference in mean slope between centers in the two conditions.

(b) Generalized Mixed Model Presentation

The five models described above can be combined into the familiar mixed-effects model shown in equation (16). In this expression of the model, fixed-effect terms are presented in standard typeface, and random-effect terms are presented in bold typeface. Fixed effects associated with lambdas (λ) represent center-level effects, while those associated with gammas (γ) represent individual-level effects.

$$\begin{aligned} \eta_{ti:jk} = & \lambda_{00:0:k} + \lambda_{00:1:k} \text{COND} + \lambda_{10:0:k} \text{TIME} + \lambda_{10:1:k} \text{COND} * \text{TIME} + \\ & \gamma_{01:jk} \text{R_SEX} + \gamma_{02:jk} \text{R_AGE} + \gamma_{03:jk} \text{R_HEALTH} + \\ & \gamma_{04:jk} \text{R_EMPTY} + \gamma_{05:jk} \text{R_EDUC} + \gamma_{06:jk} \text{R_RACE} + \gamma_{07:jk} \text{HH} + \\ & \mathbf{u}_{00:jk} + \mathbf{u}_{0i:jk} + \mathbf{u}_{10:jk} \text{TIME} + \left[\mathbf{u}_{1i:jk} \text{TIME} + \mathbf{e}_{ti:jk} \right] \end{aligned} \tag{16}$$

In equation (16), $\mathbf{u}_{1i:jk} \text{TIME}$ is the component of variation associated with repeated measures within a person at a given point in time; as previously noted, that component cannot be estimated apart from residual error in this model and is dropped from further notation. Thus,

$\mathbf{u}_{0i:jk} + \mathbf{u}_{00:jk} + \mathbf{u}_{10:jk} \text{TIME} + \mathbf{e}_{ti:jk}$ represents the total variation in the outcome, $Y_{ti:jk}$.

d. Analytic approaches for mixed-model regression

To account properly for the multiple sources of random variation that result from randomizing centers to conditions with measurements taken on the participant nested within those centers, the study specified multilevel regression equations using SAS PROC MIXED (SAS Institute, 2004) and SAS PROC GLIMMIX (SAS Institute, 2006) for general and generalized linear mixed models, respectively. These two procedures offer a flexible approach to modeling the longitudinal and multilevel regression models specified here. A primary strength of the mixed model approach is that multiple random effects can be modeled independently. Under the general linear mixed model, the random effects are assumed to be independent and normally distributed; the random effects necessary to avoid misspecification for each model are identified in the preceding subsection. The analyses can be extended to non-Gaussian data in the generalized linear mixed model through the appropriate specification of an alternative error distribution and link function. The standard errors estimated and significance tests conducted account for the fact that centers (not the participant) are the units of random assignment.

The models were estimated using restricted maximum likelihood (REML) for general linear mixed models and the restricted pseudo-likelihood (RPL) for generalized linear mixed models. These approaches provide parameter estimates by maximizing the probability that the predicted values agree with the observed data. They are iterative, similar to maximum likelihood (ML) estimation, but provide separate estimation for fixed and random effects. Separate estimation of the fixed and random components is less efficient, which may result in a slightly larger mean square error; however, estimates obtained in this manner are considered preferable because they produce less of a downward bias than ML estimates (Murray, 1998; SAS Institute, 2004, 2006).

Appendix I
Methodology for Assessment of the Demonstration
Project's Evaluation

This appendix describes the methodology for the assessment of MSUE's self-evaluation of the ESLS program. It identifies the research questions, describes the research design and data sources, and discusses the analysis approach.

1. Research Questions

The purpose of the assessment of MSUE's self-evaluation was to provide a detailed description of their evaluation methods, measure the quality of their evaluation, examine the soundness of the outcome measures, and determine the strengths and weaknesses of the evaluation's design and implementation. Specifically, this assessment addressed the following three broad research questions:

- How did each demonstration project plan to and actually evaluate the success of its intervention(s)?
- What were the results of each demonstration project's evaluation, and how do they compare with the independent evaluation?
- What lessons are learned about each demonstration project's evaluation?

2. Research Design and Data Sources

Determining the effectiveness of MSUE's evaluation required a clear understanding of the planning, design, and implementation of the evaluation based on both objective and subjective measures. To the extent possible, the assessment was based on objective information (e.g., the evaluation report prepared by MSUE). Qualitative methods were used to gather in-depth information as well as perspectives of key players in the evaluation (e.g., program administrators and the evaluation manager). The data sources for the assessment of MSUE's evaluation are described below, including the evaluation review form, evaluation cost form, abstraction of MSUE's evaluation report, and the interview guides for interviews with key informants.

a. Evaluation review form

To assess the quality of MSUE's evaluation, the independent contractor used the evaluation review form provided in appendix F. To develop the evaluation review form, a scoring tool based on the one used by the Center for Substance Abuse Prevention in developing the National Registry of Evidence-based Programs and Practices (NREPP) database (see <http://nrepp.samhsa.gov/> for additional information) was adapted.

The evaluation review form (see exhibit I-1) includes eight components, each of which is scored on a scale of 1 to 5, with 1 = "missing or so poorly described that its value to the evaluation cannot be determined" and 5 = "is appropriate for the program being evaluated and is presented in a way that shows the evaluator has a clear understanding of its role in the evaluation."

b. Evaluation cost form

To document the resources used and costs incurred by MSUE to evaluate the ESLS program, MSUE was provided with a series of tables to complete at the end of their project. These tables, which were specific to the evaluation phase of the ESLS project, were included in the previously referenced Research and Expense Tracking Form (see appendix B for completed evaluation cost information). The format of the tables and the information requested therein was consistent with FNS SNAP-Ed reporting requirements,

Exhibit I-1.—Criteria for Assessing the Quality of MSUE’s Self-evaluation

Evaluation Component	Specific Criteria
Research objectives and hypothesis	<ul style="list-style-type: none">• Clarity of research questions and hypotheses that the evaluation addresses• Alignment of evaluation goals and objectives with intervention activities
Viable comparison strategy	<ul style="list-style-type: none">• Appropriateness of the control or comparison group• Threats to the validity of the design
Sampling size and strategy	<ul style="list-style-type: none">• Sample size estimation• Method of selecting sample participants from population• Recruitment plans
Outcome measures	<ul style="list-style-type: none">• Quality of data collection instruments• Alignment of evaluation measures with intervention activities
Data collection	<ul style="list-style-type: none">• Overview of data collection schedule• Rigor of data collection process• Quality of the data collection process
Data analysis	<ul style="list-style-type: none">• Sample characteristics and baseline comparability• Statistical methods used to assess program impacts• Additional statistical procedures and analyses
Attrition	<ul style="list-style-type: none">• Attrition rate
Missing data	<ul style="list-style-type: none">• Level of item nonresponse

thus minimizing reporting burden. Specifically, data was requested on:

- Human capital (e.g., staff roles and responsibilities, number of FTEs, as well as averages and ranges of salaries for each);
- Physical capital (e.g., printing, labels, computers, folders); and
- Line item expenditures (e.g., salary and benefits, materials, travel) by funding source (non-federal or federal funds).

The evaluation cost tables were completed by MSUE and submitted at the completion of the demonstration project, or once all evaluation-related costs had been incurred. These forms were reviewed for completeness, and this information was used to summarize MSUE evaluation-related costs.

c. Abstraction of demonstration project’s evaluation report

MSUE was provided with an outline for their evaluation report that followed directly from the evaluation review form. The independent contractor reviewed and abstracted key information from the report to complete our assessment of MSUE’s evaluation.

d. Pre-evaluation and post-evaluation interview guides for key informant interviews

Primary data related to MSUE’s evaluation of the ESLS program was elicited from two key stakeholders—the program manager and the evaluation manager— through in-depth, open-ended

discussions. This method was used to capture rich, subjective information both pre- and post-intervention. A pre-intervention interview, which focused on the planning and design of the evaluation, sought to capture the experiences and perspectives of, as well as lessons learned by the outcomes coordinator on this phase of the project. Several questions related to anticipated challenges were also administered at this time. A post-intervention interview with the evaluation manager sought to capture similar information, but for the implementation and analysis phases of the evaluation. Additionally, a post-intervention interview with a similar focus was conducted with the ESLS program manager to document lessons learned with regard to the evaluation from a programmatic perspective as well as plans for future evaluations of the ESLS program. Because of the varying foci of the interviews at each of these key time periods, two interview guides were developed—one for use prior to implementation and one for use post-intervention. The post-intervention interview guide for the program manager consisted of a subset of questions that were included in the outcomes coordinator interview guide. Each guide was developed to be as concise as possible. Anticipated response time ranged from 15 to 60 minutes, based on the timing of the data collection and respondent type.

3. Analysis Approach

The assessment of the evaluation conducted by MSUE included a descriptive assessment of the management and costs of the evaluation; a descriptive assessment of the quality of their evaluation; a comparison of MSUE's study design and results with the FNS independent evaluation; and an assessment of lessons learned based on the quality assessment, cost analysis, and reported factors affecting evaluation implementation. The analysis procedures are described below.

a. Descriptive assessment of evaluation management and costs

To assess and describe MSUE's management of their evaluation, including roles and responsibilities, training, and aspects of quality control, the independent contractor gathered and compared descriptive information provided by MSUE through their evaluation report and key informant interviews. An analysis approach similar to that described for the process evaluation was used, which entailed compiling key informant responses to each interview question into a master Microsoft Word 2007 document and identifying direct quotations where relevant to support key findings. Costs associated with the demonstration project's own evaluation were reported directly by MSUE through the previously described evaluation cost form; these numbers were reported as is and were not manipulated or used for any additional calculations.

b. Descriptive assessment of the quality of MSUE's self evaluation

To assess the quality of MSUE's evaluation, the evaluation review form provided in appendix F was used. The independent contractor had two people rate the evaluation (one rater was the designated impact evaluation leader for the FNS evaluation). Inter-rater agreement was assessed, and a consensus score was reached. In addition to reporting the score for each evaluation component, a descriptive assessment of the strengths and weaknesses of MSUE's evaluation was prepared.

c. Comparison of MSUE's study design and results with the FNS independent evaluation

The independent contractor described the study design employed by MSUE for their evaluation and compared this design with the design of the FNS independent evaluation, noting the similarities and differences in the two research designs and anticipated effects. The description of MSUE's evaluation

was based on the abstraction of MSUE's application and evaluation report and the interview with the evaluation manager and other program staff members.

The results of MSUE's evaluation were compared with the FNS independent evaluation, noting whether the results were similar or different in terms of direction and magnitude. The description of the results of MSUE's self-evaluation was based on the abstraction of MSUE's evaluation report and the interview with the evaluation manager and other program staff members.

d. Assessment of lessons learned

The independent contractor used information collected primarily through key informant interviews to assess and describe lessons learned from the perspective of the demonstration project staff. Key informant responses to each interview question were entered into a master Microsoft Word 2007 document to allow for the identification of similarities and differences between lessons the program manager and other program staff members reported learning through their evaluation of the ESLS program. The assessment of lessons learned also described approaches for improving evaluations based on the weaknesses identified in the assessment of the quality of MSUE's self-evaluation.

Appendix J

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