



United States Department of Agriculture

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

*University of Kentucky Cooperative Extension
Service's Literacy, Eating, and Activity for
Primary Youth Health (LEAP2) 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

December 2013

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

University of Kentucky Cooperative Extension Service's Literacy, Eating, and Activity for Primary Youth Health (LEAP2) Program Volume II: Appendices

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Appendix A

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**A.1. Literacy, Eating, and Activity for Primary Youth Health (LEAP2)
Data Abstraction Form**

Literacy, Eating, and Activity for Primary Youth Health (LEAP2) Data Abstraction Form

DEMONSTRATION PROJECT NAME: _____

State: _____

Data abstractor: _____

Date of abstraction: _____

Resources used for data abstraction:

DEMONSTRATION PROJECT Evaluation Plan (if available)

DEMONSTRATION PROJECT Evaluation Instruments

DEMONSTRATION PROJECT SNAP-Ed Plan

Other Information provided by DEMONSTRATION PROJECT Evaluation Staff

1. What is the research design for the impact evaluation (e.g., pre/post- survey design, only post-intervention data collection, quasi-experimental with control group)?
2. What is the rationale for this evaluation approach and/or what research is available to support the use of such methods?
3. What are the key measures or indicators used to assess the intervention's impact?
4. What information is provided on reliability (internal consistency (alpha), test-retest reliability, and/or reliability across raters) and construct validity of measures?
5. Are the measures used scales or single-item measures?
6. Are pre-existing evaluation instruments being used or modified or are new instruments being developed?
7. Have the evaluation instruments ever been tested? If so, describe testing conducted on the instruments.
8. Were the same tools used during the pilot phase (if applicable)? If yes, were modifications made for any reason and what were they?

9. Who will be evaluated (e.g., children, parents, older adults, and/or teachers)?
10. What are the sampling techniques and sample size of the population being assessed?
11. Was a power analysis conducted? If so, provide the details including whether it indicates the sample is sufficient to detect statistically significant differences in outcomes between treatment and control/comparison groups, and whether published literature or pilot work were used as the basis for an anticipated program effect size.
12. What data collection techniques will be used and what is the planned timing for these techniques?
13. When will the pre- and post-intervention surveys be administered (e.g., will data be collected 1 week, 2 weeks, or more before intervention implementation)?
14. What methods are planned for increasing the likelihood that members of the target population will agree to participate in the data collection?
15. What follow-up techniques are planned for ensuring adequate pre- and post-survey response rates? E.g., how many times will staff [indicate which staff] prompt participants to return the surveys? What is the planned procedure for doing so?
16. What process measures and data collection methods, if any are being used to assess intervention effectiveness? Describe data collection methods.
17. What methods are planned for ensuring confidentiality of the participant responses?
18. What training will the data collectors be required to have before beginning data collection (e.g., classroom education and/or format and content of training by intervention evaluation staff)?
19. Will any quality control or monitoring take place during data collection? If so, please describe.
20. Describe the staffing plan for the evaluation. Which project staff or other staff will be responsible for designing and conducting your evaluation this year?

A.2. Discussion Guide for LEAP2 Program Administrator [pre-implementation]

DRAFT

SNAP-Ed Wave II: Discussion Guide for LEAP2 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: 06/30/14

The public reporting burden for this collection of information is estimated to average 45 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 the LEAP2 Program 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. 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 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? For example, do you have any sense of the teachers and schools buy-in and/or enthusiasm about the intervention and what impact this might have on the children?
9. Does the school offer the children healthy food options, or are healthy foods otherwise available?
10. What, if any, other nutrition education messages are the 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. How will the demonstration project be tracking the number of children/adults enrolled in each class at each intervention site?
16. Will the demonstration project be tracking dosage at the individual level (i.e., 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.

17. 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.
18. How do these partnerships enhance your intervention?
19. Have there been any challenges in developing these partnerships?
20. 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 LEAP2 Program Administrator [post-implementation]

DRAFT

SNAP-Ed Wave II: Discussion Guide for LEAP2 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: 06/30/14

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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 LEAP2 Program 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 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]

 - (c) 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 LEAP2 Direct Nutrition Educators [pre-implementation]

SNAP-Ed Wave II: Discussion Guide for Onsite Nutrition Educators

[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: 06/30/14

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Thank you for taking the time for this interview. The U.S. Department of Agriculture's Food and Nutrition Service (FNS) has contracted with Altarum Institute to conduct a study of the LEAP2 Program 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. 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 children and families in your community. We also will be evaluating how the intervention might be replicated in other communities.

We will be using first names only today. Everything you say will be kept private. 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 be discussing your background and other qualifications as an educator for this education program, the planning process that has already begun with the intervention sites, and your expectations for the reach and design of the program. Once you have completed teaching one complete session of the LEAP2 Program, we will follow up with you for one more interview to find out how things may have changed from what you planned to do and to obtain your experiences and views on what worked well or not and why, and what you might change to improve the program.

I expect that our discussion today will take about 30 minutes. Before I begin, do you have any questions?

Educator's Job Title, Qualifications, and Capabilities

First I would like to ask you a few questions about your position and your background for this type of work.

1. What is your job title in this role as educator for the LEAP2 Program?
2. Do you also provide nutrition education or community education for any other programs?
[IF YES]
 - (a) Please tell me a little bit about your other related work.
 - (b) How long have you been a nutrition educator?
3. What percent time are you working as an educator for this intervention? (are you full-time or part-time)
4. Prior to this role as an educator for the LEAP2 Program, have you had any other job or volunteer experience in nutrition or health education for children and families?
[IF YES]
 - (a) Please describe these job or volunteer experiences?
 - (b) How many total years of experience in nutrition or health education for children and families did you have before you came to be an educator in the LEAP2 Program?
5. What is the highest level of education that you have completed to date? If you have a college or graduate school degree, what subject was your major or degree in?
6. Outside of any formal education, have you had any specialized training or certification either in nutrition education or health education? If so, please describe this training for me.
7. What else from your life experience do you think makes you a good educator for the LEAP2 Program?
8. What are some of the challenges that you or others like you might face in being a good educator for the LEAP2 Program?

Training Provided by the Demonstration Project

9. Did the demonstration project provide training for you to implement this curriculum? If so, please describe the training you received (who provided, number of hours, where the training was held, what materials were used).
10. Do you think that the training provided you with the skills and materials to effectively implement the curriculum? Please describe why you think this.
11. What recommendations, if any, do you have for how the training could be improved?

Recruitment and Implementation Plans

Next I would like to discuss what is being planned to recruit sites and participants for the intervention and how many sites, classes and students you plan to be working with.

12. Do you know yet at which sites you will be teaching the LEAP2 Program classes? [IF NO, SKIP TO QUESTION 19]
[IF YES]
 - (a) Please name centers/schools.
 - (b) When do you plan to start the intervention at the senior centers/schools you will work with?
13. Do you know yet how these sites were recruited?
 - (a) Who did the site recruiting, and how did they reach out to enroll the sites?
 - (b) Do you think this was an effective way to select the sites? Why or why not?
14. Have you visited or otherwise been in contact with the site(s) yet to talk about your plans for the intervention?
15. How will you be recruiting teachers at these sites to participate in the intervention?
16. Aside from yourself as the nutrition educator, will there be anyone else involved in recruiting teachers to participate in the LEAP2 Program at these sites?
[IF YES]
 - (a) What are their roles?

- (b) Do you have any sense of their buy-in and/or enthusiasm about the intervention and what impact this might have on participation?
17. Aside from yourself as the nutrition educator, will there be anyone else involved in teaching the LEAP2 Program curriculum at these sites?
- [IF YES]
- (a) What are their roles?
- (b) Do you have any sense of their buy-in and/or enthusiasm about the intervention and what impact this might have on participation?
18. What physical resources will you need at the sites to implement the intervention (e.g., space, audiovisual equipment, computers)?

Scheduling

In order to plan our site visits we need to know specific information about the scheduling of your classes.

19. How many classrooms or groups of children will you be teaching at each of these sites?
- (a) Will you have any joint classes combining classrooms or teach each classroom of children separately? How often (days per week/month) will you be going out to the sites teach these groups? How long will each class or activity be? What time of day will you be providing the education? Is that a good time for the target population?
- (b) Will you have one joint class or a separate class for each classroom?
- (c) How many children/adults do you expect will be involved in each class?
- (d) Do you have a written schedule yet of the dates and times for all the classes? If so, could you provide a copy of this schedule to us?
- (e) How can we best stay in touch with you to firm up your schedule for teaching at your sites (e.g., phone, e-mail)?
20. Are you planning on doing any direct training of the teachers or other staff at the schools/centers?
21. Is there anything unique about the sites where you will be teaching the LEAP2 Program or the population of children at these sites that you think will require you to tailor the program to better meet the needs of the children and/or their parents at this center? If so, how are you planning to tailor the program to address these needs?

Perceived Facilitators and Challenges to Intervention Success

22. Based on what you know about the curriculum, materials, and other aspects of the LEAP2 Program, what components of this curriculum do you think will be most effective with the target audiences you are trying to reach?
23. Before we close, I would like to ask you whether you foresee any challenges in implementing the intervention as designed or planned. If so, what are those potential challenges and how might they be overcome?

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. My colleagues and I at Altarum will get back in touch with you to schedule a follow-up interview after you finish teaching the LEAP2 Program. I am looking forward to talking with you then.

A.5. Discussion Guide for LEAP2 Direct Nutrition Educators [post-implementation]

SNAP-Ed Wave II: Discussion Guide for UKCES Onsite Nutrition Educators
[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: 06/30/14

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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 discuss how the LEAP2 program was implemented and what might have changed from the original plan.

I expect that our discussion today will take about 30 minutes. Before I begin, do you have any questions?

Training Provided by the Demonstration Project

We are interested in how the LEAP2 training prepared you and the classroom teacher to teach the curriculum in the classroom. This first set of questions focuses on this topic area.

1. Now that you have taught the LEAP2 curriculum, do you feel the training provided by UKCES provided you with the skills to effectively implement this curriculum? If so, please describe how the training helped you with implementing the LEAP2 curriculum. [If not, why not?] What recommendations, if any, do you have for how the training could be improved for yourself and for the classroom teachers?
2. In teaching the LEAP2 curriculum, were you able to follow the curriculum as it was designed, or did you supplement the materials given to you at the training?
3. How were the take home newsletters distributed to the students? Did you get any feedback about whether the parents received them?
4. What are your feelings about the ease of teaching the LEAP2 curriculum e.g. was it easy to teach with clear instructions and had a focused approach?

Recruitment and Implementation

5. Were these schools that you had ever taught in before?
6. Looking back at the implementation of the LEAP2 curriculum, how effective do you feel the curriculum was in changing nutrition behaviors of students and parents?
7. What was the reaction of the teachers to the LEAP2 curriculum?
8. If a teacher was not engaged and enthusiastic, what impact do you think it had on the intervention?
9. Were there any other nutrition education activities going on at the school while you were implementing the LEAP2 curriculum? If so, what were they?
10. What physical resources did you end up needing at the sites to implement the intervention (e.g., space, audiovisual equipment, and computers)? Was this as planned?

Scheduling and Unique Features

We'd like to know more about how your schedule of classes went and any unique features that required tailoring of your classes.

11. How many classrooms did you teach in at each of these sites?
12. Did you have any joint classes combining classrooms or teach each classroom of children separately?
13. How often (days per week/month) did you go out to the sites teach these groups? Were you able to track how long each class was?
14. Were you able to track the number of children in each class?
15. Can you give me a written schedule of the dates and times for all the classes you taught?
16. Was there anything unique about the sites where you taught the LEAP2 curriculum or the population of children at these sites that required you to tailor the curriculum in any way?
17. Did you miss any of the scheduled LEAP2 classes due to sickness, snow or some other reason?
18. What changes were made to the schedule and why?
19. Teachers conducted a daily fruit and vegetable log with the children. What feedback did you receive from teachers about the success of this strategy?

Perceived Facilitators and Challenges to Intervention Success

20. Now that you have taught the curriculum, used the materials, and other aspects of the LEAP2 program, what components of this curriculum do you think were most effective with students in the classroom?
21. What were some of the barriers to achieving the goals of the curriculum?
22. What do you think were some of the barriers for the classroom teachers in reinforcing the nutrition messages from the curriculum?
23. If you [and they] were able to overcome these barriers, how did you overcome them?

General Impressions

24. How do you feel the students received the curriculum? Do you think they enjoyed it? Do you think they learned new information? Do you think they changed some of their nutrition behaviors?
25. Do you have any recommendations for the improvement of the LEAP2 curriculum?

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. My colleagues and I at Altarum appreciate your taking the time to be interviewed for this project.

A.6. Discussion Guide for LEAP2 UKCES FCS Agents [pre-implementation]

SNAP-Ed Wave II: Discussion Guide for UKCES FCS Agents
[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: 06/30/14

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.

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 Leap 2 Program that is offering information to children 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 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 your role in the program design, implementation and evaluation of LEAP2, specifically your role as bridge between UKCES State staff, the direct educators, and the schools in your county?
2. What challenges, if any, have you faced during the design and planning phases of this nutrition education 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 phases 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 the LEAP2 SNAP-Ed project.

4. 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?
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 school's buy-in and/or enthusiasm about the intervention and what impact this might have on the children? Does the school offer the children healthy food options and are healthy foods otherwise available?

PROBE: Can you describe the foods offered by the school? Is there a website where the menus are posted?
6. Could you please describe the roles and responsibilities of the nutrition education providers who will be delivering the LEAP2 curriculum as part of this demonstration project—both overall and as they relate to this specific project?
7. Were these individuals recruited specifically for the purpose of delivering LEAP2 as part of this demonstration project? If so, did you have any difficulty recruiting adequate staff for LEAP2 nutrition education delivery? If so, what were the recruitment challenges/problems?
8. Please describe any training LEAP2 nutrition education providers receive?
9. Who provides the training?
10. How often does training take place?
11. Was any additional training provided because of their involvement in the LEAP2 demonstration project? Was there a training event specific to delivering LEAP2 as part of this demonstration project? If so, would you be able to provide an agenda for this training event?
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. Will nutrition education providers be responsible for documenting or collecting any information or data related to nutrition education delivery [PROBES: reach, dose, lessons taught]?
14. [IF YES] Is this information the nutrition education providers are always asked/required to collect, or is it a special requirement because of their role in the demonstration project?
15. Will the nutrition education providers be trained on how to accurately collect the desired information?
16. Can you describe how you will manage and supervise the direct educators that will deliver the LEAP2 Program? [Collect copies of any forms to be used.] How will fidelity to the LEAP2 program be assessed (i.e., how will you ensure that the program plan will be followed as intended)?
17. Please describe any quality control and monitoring efforts that will take place during implementation (e.g., nutrition education delivery, nutrition education data collection). [Collect copies of any forms to be used.]
18. Can you please tell me how you will collect reach and dosage of the intervention? What forms will be used? How will data be analyzed?

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.7. Discussion Guide for LEAP2 UKCES FCS Agents [post-implementation]

SNAP-Ed Wave II: Discussion Guide for UKCES FCS Agents
[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: 06/30/14

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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 LEAP2 Program that is offering information to children 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 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 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?

1. Do you feel that the environment in which the LEAP2 intervention took place was able to support the intended change in behavior, knowledge, and/or attitudes?
 - (a) For example, what was the school's buy-in and/or enthusiasm about the LEAP2 intervention and what impact this had on the children?
 - (b) Does the school offer the children healthy foods options and are healthy foods otherwise available?
 - (c) What, if any, other nutrition education messages were the children in the intervention sites being exposed to during the intervention period (that you are aware of)?
2. Can you please describe your role as a bridge between State UKCES staff, the direct educators, and the schools? Do you think your role was integral to the program's success? Why or why not?
3. Did the LEAP2 have any difficulty retaining adequate staff for the nutrition education delivery? If so, what were the recruitment challenges/problems?
4. Did you find the level of staff, both in terms of qualifications and total number of staff (and types of staff), adequate for optimally delivering the nutrition education intervention?
5. 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?
6. What changes, if any, were made to planned key staff involvement and what were the reasons for any such changes?
7. Please describe any quality control and monitoring efforts that took place during the implementation of LEAP2 (e.g., nutrition education delivery, nutrition education data collection). [Collect copies of any forms to be used.]

Lessons Learned for Improvement and Replicability

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

8. Overall, what factors were key to the success of LEAP2?
9. What factors hindered or limited the success of LEAP2?
10. Looking back over the past __ months, what lessons have you learned? What would be most valuable for another State or demonstration project to know if they were considering using this model?
11. In your opinion, are there any aspects of this SNAP-Ed program that would make it difficult to implement on a larger scale?

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.8. Discussion Guide for Classroom Teachers [post-implementation]

SNAP-Ed Wave II: Discussion Guide for Classroom Teachers
[POST-IMPLEMENTATION]

State:
Interviewer:
Respondent:
Date of Interview:
Title:
School Name:
Address:
Phone:
Fax:
E-mail:

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

Expiration date: 06/30/14

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 (FNS) has contracted with Altarum Institute to conduct a study of the LEAP2 Program that offers 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.

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.

The purpose of my interview today is primarily to ask you about your experiences with perceptions of the LEAP2 Program at your school. I will use what you tell us today to provide recommendations for how the LEAP2 Program could be improved to better serve the children and families in your community and those in other communities like yours.

I expect that our discussion today will take about 30 minutes. Before I begin, do you have any questions?

Background Information

1. First, I would like to confirm that you are a teacher who works at [SCHOOL]?
2. What is your current job title here at the school?
3. How long have you worked in this position at this school?
4. 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 should be for preschool children and their families? Why do you think this?

Exposure and Satisfaction with Intervention Classes Targeted to the Children

Now I would like to ask you about your experience with the classes that the LEAP2 program nutrition educator held here for the children in your classrooms.

5. How many of the LEAP2 lessons taught by the educator were you able to observe in the classroom? [FOR RESPONDENTS WHO ANSWER FEWER THAN THE MAXIMUM NUMBER OF CLASSES OFFERED] What would have made it easier for you to come to these classes (e.g., scheduling issues, length of class, language barriers)?
6. Did you receive any training on the LEAP2 curriculum?
[IF NO, SKIP TO QUESTION 7]
[IF YES]
 - (a) Who provided the training?
 - (b) What topics were covered in the training?
 - (c) Do you have any suggestions for improving the training you received?
7. Were you able to complete the fruit/vegetable calendar with your students on a daily basis?
[IF NO]
 - (a) What made it difficult to complete the fruit /vegetable calendar daily?
 - (b) What suggestions do you have for completing the daily fruit and vegetable calendar?
[IF YES]
 - (c) Did you think it was an effective activity to promote fruit and vegetable consumption?
 - (d) What suggestions do you have for completing the daily fruit and vegetable calendar?
8. What do you think worked well in the LEAP2 nutrition lessons?
9. What changes or improvements, if any, would you suggest to the LEAP2 nutrition lessons? Why do you think this?

Feedback on and Teacher Use of Take-Home Materials (e.g., parent pages/informational materials and recipes)

10. Considering your available time, how much have you been able to review the LEAP2 take-home materials designed for parents or guardians of the children in your classroom?
 - Not looked over or read at all
 - Glanced at materials
 - Browsed through most materials
 - Read thoroughly
11. What do you think were the most helpful aspects of these take-home materials?
12. What changes or improvements, if any, would you suggest to the take-home materials?
13. Did you incorporate any nutrition messages, sample activities or tools from the LEAP2 program in your classroom?
[IF NO, SKIP TO QUESTION 9(b)]
[IF YES] How did you incorporate these messages in your classroom?
14. How often would you estimate you use the new information you received from the LEAP2 program in your classroom?
 - A couple of times
 - Once every week
 - A few times a week
 - More than a few times a week

15. What aspects prevented you from using these tools in your classroom (e.g., lack of time, lack of money for supplies, lack of confidence)?
16. How effective do you think the extension educator was in teaching the lessons?
17. Do you think the storybooks used in the LEAP2 program apply the goals of the LEAP2 program? Please Explain.

Feedback on the Program Overall and Other Ways to Meet Program's Nutrition Objectives

18. What recommendations or suggestions do you have for ways that the LEAP2 Program could be improved?
19. What changes or improvements would you suggest to better reach the parents with the messages of the LEAP2 Program?
20. [ADDITIONAL QUESTION NOT ON MAIL TEACHER SURVEY] Do you have any other suggestions for how schools like yours can encourage preschool children to eat more fruits and vegetables at home and encourage their parents to serve more fruits and vegetables? If so, what are they?

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. Discussion Guide for School Principles [post-implementation]

SNAP-Ed Wave II: Discussion Guide for School Principals
[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: 06/30/14

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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 the LEAP2 Program 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 LEAP2 Program 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 the LEAP2 Program 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 the LEAP2 Program?
REQUIRED PROBES:
 - (a) Have you observed any of the classes for the children?
 - (b) Have you been able to read any of the LEAP2 Program 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 LEAP2 Program overall for the age groups it is targeting?
4. How did you promote the program and recruit teachers/adults to participate in the LEAP2 Program 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 the LEAP2 Program once they saw the program in action?
6. How effective do you think the various strategies that were used by the LEAP2 Program to encourage parent involvement (e.g., take-home materials, activities targeted to parents and caregivers)? If you are not familiar with the strategies used, please feel free to skip this question.
 - (a) What worked well? Why?
 - (b) What could be changed or improved to increase parent or other caregiver engagement in the program's nutrition education components?
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 LEAP2 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 LEAP2 Program more appealing to schools like yours?
9. Do you have any other suggestions for ways that this educational program could be improved?
10. The LEAP2 Program aside, do you have any suggestions for other ways that schools like yours can encourage children to eat more fruits and vegetables at home and encourage their parents to serve more fruits and vegetables?
11. Do you think the classroom teachers involved with the LEAP2 Program would:
 - (a) Be interested and able to continue some of the lessons and activities with the students in the classroom?
 - (b) Need assistance?
 - (c) Need outside resources?
12. Are you interested in incorporating the concepts and or lessons of the LEAP2 Program into your school without the presence of the LEAP2 Program?
[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 the LEAP2 Program if it were available?
13. My final and very straightforward question for you today is, would you want the LEAP2 Program 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.10. Focus Group Guide for Parents of Students Participating in the LEAP2 Program [post-implementation]

SNAP-Ed Wave II: Group Discussion Guide for Parents/Caregivers
[POST-IMPLEMENTATION]

Date of Discussion:

Location:

Study ID #:

Facilitator:

Note Taker:

**Number of
Participants:**

Start Time:

End Time:

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

Expiration date: 06/30/14

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.

Welcome! My name is _____. I am here with my co-worker _____ from Altarum Institute. 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 LEAP2 Program 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 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 your children participated works from the perspective of the people who planned the program, the teachers, you, and your child. The purpose of today's group is to hear from you about your own and your child's experiences and satisfaction with this program that recently took place at your child's day care/school. We also will use what you tell us today provide recommendations for how LEAP2 Program can be improved to better serve the children and families in your community and those in other communities like yours.

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 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 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:

- First, 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 don't work for the schools or with the educators, 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.
- We are tape-recording this session so that we don't miss anything important, and it will be helpful to have only one person talking at a time. If two people talk at once, we can't understand what anyone is saying. We may remind you of this during the group discussion.
- We would like everyone to participate, but you each don't have to answer every question. You don't 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 don't 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 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 child care 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 and will end no 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'm looking forward to hearing more about the LEAP2 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 how long your child has been coming to this school, and name one fun activity you like doing with your child. [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 Intervention for Parents/Caregivers

Please raise your hand if you know that your child has been participating in a program at this school where they learn about healthy foods and being active. [ASK THE FOLLOWING QUESTIONS FOR THOSE WHO RAISE THEIR HANDS.]

1. What did your children tell you about what they did in these classes or sessions?
PROBES: Food they tried? Activities they did? Games they played? Lessons they learned?
2. Did you see any take-home materials on food and physical activity recently provided for you by the LEAP2 Program? [THE MODERATOR SHOULD PROMPT A RESPONSE BY SHOWING SOME SAMPLE TAKE-HOME MATERIALS USED IN THE INTERVENTION.]
3. What were the most helpful aspects of these take-home materials?
PROBE: What did you like about the materials?
4. What were the least helpful aspects of these take-home materials?
PROBE: What didn't you like about the materials?

Satisfaction/Likes and Dislikes With Intervention

5. Tell me about the parts of the program overall—including the classes for your children, the take home materials, and any classes you may have participated in—that you liked the best and why you liked these parts.
6. What parts of the program did you like least and why?
7. What parts of the program do you think your child liked the best and why?
8. What parts of the program did your child like the least and why?

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.

9. What do you think the LEAP2 Program was trying to teach you and your child?
10. How useful was the information the program offered for parents like you with children?
11. How well did the program suggestions and information fit with the ways that people of your racial or ethnic background live your life?
12. 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 LEAP2 Program classes and materials may have helped you learn new information or other ways it may have changed things for you or your children.

13. What are the most important things that your child learned from this program?
14. What are the most important things that you learned from this program?
15. Now I would like to ask you a question that you probably need to think about: What is the most significant change or changes that have taken place in your household because of this program?

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 parents who live in your neighborhood might face in trying to buy, store, and prepare fruits and vegetables for your preschool child.

16. What makes it harder for you or other parents like you to buy and keep fruits and vegetables at home (e.g., cost, access, and storage)?
17. What makes it harder for you or other parents of young children like you to prepare and serve fruits and vegetables to your young children?
18. Did the information or take-home materials provided to you by LEAP2 Program help you to address any of these difficulties or barriers?
 - (a) For those who said yes, how was the information/materials helpful?
 - (b) For those who said no, what could have been done to make the information or take-home materials more helpful for parents?

Recommendations

19. Would you recommend this program to friends? Why or why not?
20. If you could change anything about the classes or take home materials or other aspects of the LEAP2 Program, what would it be?
21. Is there anything we haven't asked that you would like to tell us about your experience with and opinions of the LEAP2 Program?
22. Before we close, I would like you to help us by giving us your ideas for other ways that schools could encourage children to eat more fruits and vegetables and encourage their parents 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, make sure to take one of gift cards and sign the form indicating you have received one of the cards. Enjoy your day.

A.11. LEAP2 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:

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. Classroom Teacher Involvement

What role(s) did the school/child care teacher(s) play during the intervention class?

- N/A—absent from the classroom 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 teacher 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 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:

A.12. Web Questionnaire for Classroom Teachers [post-implementation]

Web Questionnaire for Classroom Teachers



Questionnaire for Teachers in Classrooms

Receiving the LEAP2 Program

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). Do not return the completed form to this address.

The U.S. Department of Agriculture's Food and Nutrition Service (FNS) wants to know about your experience with the ***Literacy, Eating, and Activity for Primary School-age Children (LEAP2) Program***. They have contracted with Altarum Institute to study how this program is being implemented in schools. Please fill out the questionnaire below to provide your feedback and help improve this program for children and families 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 the 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. Upon completion of the questionnaire, you will receive a \$10 check as a thank you for your time.

1. County (will determine which school list comes up on question 2)

- Laurel County
- Perry County

2. School: (Laurel County)

- East Bernstadt Independent School
- Camp Ground School
- Sublimity Elementary
- Keavy School
- Wyan-Pine Grove School

- Yes (If they answer yes, question 7a, 7b, and 7c will appear)
- No

7a. Who provided the training? [Free text field]

7b. What topics were covered in the training? [Free text field]

7c. Do you have any suggestions for improving the training you received? [Free text field]

8. Where you able to complete the daily fruit/vegetable calendar with your students?

- Yes (If they answer yes, question 8a and 8c will appear)
- Yes, but not daily (if they answer this, question 8a,b, and c will appear)
- No (If they answer no, question 8b and 8c will appear)

8a. Did you think it was an effective activity to promote fruit and vegetable consumption? Please explain.

[Free text field]

8b. What made it difficult to complete the daily fruit/vegetable calendar with your students?

[Free text field]

8c. What suggestions do you have for completing the daily fruit/vegetable calendar with your students?

[Free text field]

9. What do you think worked well in the LEAP2 nutrition lessons?

[Free text field]

10. What changes or improvements, if any, would you suggest to the LEAP2 nutrition lessons?

[Free text field]

11. Considering your available time, how much have you been able to review the LEAP2 take-home materials designed for parents or guardians of the children in your classroom?

- Not looked over or read at all
- Glanced at materials
- Browsed through most materials
- Read thoroughly

12. What do you think were the most helpful aspects of these take-home materials?

[Free text field]

13. What changes or improvements, if any, would you suggest to the take-home materials?

[Free text field]

14. Did you incorporate any nutrition messages, sample activities or tools from the LEAP2 program in your classroom?

- Yes (If they answer yes, question 14a and 14b will appear)
- No (if they answer no, question 14c will appear)

14a. How did you incorporate these messages in your classroom?

[Free text field]

14b. How often would you estimate you use the new information you received from the LEAP2 program in your classroom?

- A couple of times
- Once every week
- A few times a week
- More than a few times a week

14c. What aspects prevented you from using these nutrition messages, sample activities or tools in your classroom? (e.g., lack of time, lack of money for supplies, lack of confidence)?

[Free text field]

15. How effective do you think the extension educator was in teaching the lessons?

- Very effective
- Somewhat effective
- Not effective
- Don't know

16. Do you think the storybooks used in the LEAP2 program apply the goals of the LEAP2 program? Please explain.

[Free text field]

17. What recommendations or suggestions do you have for ways that the LEAP2 program could be improved?

[Free text field]

18. What changes or improvements would you suggest to better reach parents with the messages of the LEAP2 program?

[Free text field]

Thank you very much for your time and input into this very important project! As a gift of appreciation, Altarum Institute will mail you a check for \$10. Please submit your name and mailing address below.

Name:

Address:

City:

State:

Zip Code:

Appendix B
Process Evaluation Data and Supplemental
Information

List of Contents

B.1: LEAP2 Project Resource and Expense Tracking Form (Design, Implementation, and Evaluation Costs)

B.2. LEAP2 Evaluation Parent Follow-up Survey Descriptive Tables for Process Questions

B.3. Characteristics of LEAP2 Focus Group Participants

B.4. LEAP2 Curriculum Materials*

*This is a sample of one lesson from the curriculum.

B.1: LEAP2 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
Project Advisor	Oversee curriculum pilot implementation during design/planning phase	0.01	\$49,811 salary and \$13,947 benefits at 29% (Total salary/benefits = \$63,758)

(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
Eight nutrition education professionals from partner organizations	Conceptualize, develop and pilot LEAP curriculum development	0.17	\$43,430 salary and \$16,890 benefits at 28% (Total salary/benefits = \$60,320)

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	\$10,254.40	\$0.00	\$892.00	\$0.00	\$11,146.40
2. Contracts/grants agreements	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Noncapital equipment/supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Materials	\$3,085.60	\$0.00	\$0.00	\$0.00	\$3,085.60
5. Travel	\$2,425.21	\$0.00	\$0.00	\$0.00	\$2,425.21
6. Administrative	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Building/space	\$0.00	\$0.00	\$787.62	\$0.00	\$787.62
8. Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Equipment and other capital expenditures	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
10. TOTAL Direct Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$17,444.83
11. Indirect costs	\$0.00	\$0.00	\$0.00	\$0.00	\$1,744.48
12. TOTAL Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$19,189.31

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
Project Advisor	Oversee curriculum	0.02	\$49,811 salary and \$13,947 benefits at 28% (Total salary/benefits = \$63,758)
Extension Agents	Supervision	0.03	\$47,130 + .28% benefits \$13,189 = \$60328

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

Title of position	Brief description of responsibilities	FTEs	Average salary for this position
Nutrition educator	Teach LEAP II curriculum	.32 FTE/educator	\$10.00 + 3.14 benefits=13.14/hour

(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	\$0.00	\$0.00	\$12,400.00	\$0.00	\$12,400.00
2. Contracts/grants agreements	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Noncapital equipment/supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Materials	\$0.00	\$0.00	\$10,566.26	\$0.00	\$10,566.26
5. Travel	\$0.00	\$0.00	\$1,650.00	\$0.00	\$1,650.00
6. Administrative	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

7. Building/space	\$0.00	\$0.00	\$402.84	\$0.00	\$402.84
8. Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Equipment and other capital expenditures	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
10. TOTAL Direct Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$25,019.10
11. Indirect costs	\$0.00	\$0.00	\$0.00	\$0.00	\$2,501.91
12. TOTAL Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$27,521.01

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
Principal Investigator	Administrative oversight of Evaluation Project	0.10	\$94,230 + .34% Benefits \$32,038 = \$126,268
Faculty Researcher Co-PI	Conduct Photographic Plate waste assessment and analyze photographs	0.08	\$75,912.50 + .34% Benefits \$25,810 = 101,722.50
Faculty Researcher Co-PI	Analyze aggregate data	0.05	\$73,000 + .34% Benefits \$24,820 = \$97,820
Extension Faculty	Plan evaluation protocol/evaluation implementation	0.02	\$76,321 + .34% Benefits \$25,949 = \$102,270

(b) At the evaluator level, 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	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
Graduate student	Compile and enter	0.25		\$10 per hour +

	data for Photographic Plate Waste Assessment and Self report calendars			Benefits 28% = \$12.80 per hour
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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	\$0.00	\$31,521.00	\$0.00	\$31,521.00
14. Contracts/grants agreements	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Noncapital equipment/supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
16. Materials	\$0.00	\$0.00	\$2,800.00	\$0.00	\$2,800.00
17. Travel	\$0.00	\$0.00	\$3,452.94	\$0.00	\$3,452.94
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	\$0.00	\$0.00	\$0.00	\$37,773.94
23. Indirect costs	\$0.00	\$0.00	\$0.00	\$0.00	\$3,777.39
24. TOTAL Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$41,551.33

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	\$10,254.40	\$0.00	\$44,813.00	\$0.00	\$55,067.40
26. Contracts/grants agreements	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
27. Noncapital equipment/supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
28. Materials	\$3,085.60	\$0.00	\$13,366.26	\$0.00	\$16,451.86
29. Travel	\$2,425.21	\$0.00	\$5,102.94	\$0.00	\$7,528.15
30. Administrative	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
31. Building/space	\$0.00	\$0.00	\$1,190.46	\$0.00	\$1,190.46
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	\$0.00	\$0.00	\$0.00	\$80,237.87
35. Indirect costs	\$0.00	\$0.00	\$0.00	\$0.00	\$8,023.79
36. TOTAL Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$88,261.66

B.2. LEAP2 Evaluation Parent Follow-up Survey Descriptive Tables for Process Questions

Parent Survey Table Shells:

**Literacy, Eating, and Activity for Primary School-Age Children
(LEAP2) Program Evaluation
University of Kentucky Cooperative Extension Service**

Table 1. Use of Take-Home Materials from the LEAP2 Program

Question	n	%
Number of newsletters read ^a (mean = 3.11)		
None	17	4.4
1 to 2	136	35.1
3 to 4	121	31.2
5 to 6	39	10.0
7 to 8	30	7.7
Did not receive newsletters	45	11.6
Number of respondents	388	
Number of don't know/refusal responses	7	
Number of recipes used to make a snack or meal for child ^{a,b} (mean = 0.89)		
None	192	56.8
1 to 2	110	32.5
3 to 4	32	9.5
5 to 6	3	0.9
7 to 8	1	0.3
Number of respondents	338	
Number of don't know/refusal responses	5	
Child mentioned book was read at school		
"ABC's of Fruits and Vegetables and Beyond"	110	27.8
"Blueberries for Sal"	129	32.7
"Sesame Street: Happy Healthy Monsters"	115	29.1
"Bread and Jam for Frances"	125	31.6
"Tops and Bottoms"	113	28.6
Number of respondents	395	
Child mentioned food tasting at school		
Yes	153	39.1
No	238	60.9
Number of respondents	391	
Number of don't know/refusal responses	4	

^a Newsletters were sent home with participating students. The newsletters contained tips on healthy eating and recipes. Parents were encouraged to use recipes to make a healthy snack or meal for their child.

^b Excludes respondents who did not receive the newsletters ($n=45$) or did not answer the number of newsletters they read ($n=7$).

Source: Parent Follow-Up Survey, data collected Month–Month 2012; respondents are parents/guardians of children participating in the evaluation study

Table 2. Parent Satisfaction with LEAP2 Program Materials^a

Question	n	%
Parents' level of understanding of the newsletters sent home with child		
Very easy	137	41.3
Easy	168	50.6
Somewhat easy	20	6.0
Not very easy	5	1.5
Not at all easy	2	0.6
Number of respondents	332	
Number of don't know/refusal responses	63	
Parents' level of agreement with the statement: "I used the information from the newsletters to help my child eat healthier foods."		
Strongly agree	30	9.0
Agree	208	62.0
Disagree	85	25.4
Strongly disagree	12	3.6
Number of respondents	335	
Number of don't know/refusal responses	60	

^a Respondents answered these questions if they received the newsletters.

Source: Parent Follow-Up Survey, data collected Month–Month 2012; respondents are parents/guardians of children participating in the evaluation study.

Table 3. Baseline Demographic and Other Characteristics for Parent Respondents and their Children who Participated in the LEAP2 Evaluation

Characteristic	Overall (SE)	Intervention Group (SE)	Control Group (SE)	Difference
Child demographics				
Sex, % male	50.40 (2.14)	49.74 (3.06)	51.03 (3.18)	-1.29
Age	7.60 (0.04)	7.54 (0.06)	7.65 (0.06)	-0.11
Parent ^a /household demographics				
Respondent age, %				
18 to 34	50.62 (2.12)	53.37 (2.81)	47.56 (2.93)	5.82
35 to 44	33.85 (2.28)	31.87 (3.18)	35.96 (3.29)	-4.09
45 or older	15.11 (0.97)	14.37 (1.35)	15.96 (1.43)	-1.59
Respondent sex, % male	6.88 (0.92)	6.11 (1.31)	7.74 (1.37)	-1.63
Respondent is Hispanic or Latino, %	2.32 (0.53)	2.48 (0.77)	2.16 (0.80)	0.31
Respondent race, %				
American Indian or Alaska Native	1.33 (0.37)	1.06 (0.51)	1.63 (0.54)	-0.57
Asian	0.77 (0.35)	0.84 (0.50)	0.69 (0.52)	0.15
Black or African American	0.49 (0.34)	0.51 (0.49)	0.47 (0.51)	0.04
Native Hawaiian or other Pacific Islander	0.24 (0.24)	0.46 (0.33)	0.00 (0.34)	0.46
White	95.86 (0.93)	95.94 (1.34)	95.77 (1.38)	0.17
More than one race ^b	1.33 (0.38)	1.26 (0.55)	1.41 (0.57)	-0.15
Size of household	4.51 (0.06)	4.47 (0.08)	4.55 (0.09)	-0.08
Single-adult household, %	17.74 (1.55)	17.26 (2.22)	18.26 (2.31)	-1.00
Member of household currently receives SNAP benefits, %	42.25 (2.94)	41.39 (4.25)	43.19 (4.35)	-1.80
Member of household currently receives WIC benefits, %	17.01 (1.76)	20.62 (2.08)	13.19 (2.17)	7.44*
School-provided food, %				
Received breakfast and lunch ^c	55.20 (3.20)	59.50 (4.38)	50.72 (4.48)	8.78
Received lunch only ^c	26.68 (2.83)	23.71 (3.98)	29.78 (4.07)	-6.07
Received breakfast and/or snacks only	3.90 (0.63)	4.48 (0.87)	3.27 (0.91)	1.20
Received no food from school	14.36 (1.09)	12.30 (1.23)	16.55 (1.30)	-4.25*
Perceived nutrition environment ^d	12.59 (0.07)	12.61 (0.10)	12.57 (0.10)	0.04
Ate dinner as family ^e	5.20 (0.08)	5.18 (0.12)	5.22 (0.12)	-0.04
Child ate dinner with TV on ^e	2.47 (0.08)	2.53 (0.11)	2.41 (0.11)	0.11
Number of respondents	907	475	432	
Number of schools	16	8	8	

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

^a Represents the parent/guardian who completed the survey.

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

(continued)

Table 3. Baseline Demographic and Other Characteristics for Parent Respondents and their Children who Participated in the LEAP2 Evaluation (continued)

^c Some in this category also reported receiving school-provided snacks.

^d Index score (4–16) derived from four items that asked respondents to describe their access to fresh fruits and vegetables in the area that they live. A higher score indicated perceived greater access to fresh fruits and vegetables.

^eReported as the number of days in the past week.

Note: Standard errors (SEs) and *t*-statistic used to test the null hypothesis of no difference between intervention and control groups were derived from model-based comparisons adjusted for clustering of students within schools.

Source: Parent Baseline Survey, data collected September–October 2011; respondents are parents/guardians of children participating in the evaluation study.

B.3. Characteristics of *LEAP2* Focus Group Participants

Characteristics of LEAP2 Focus Group Participants (N=28)

Select Characteristics	n	%
Relationship to Child		
Mother/Step-Mother	27	96.4
Father/Step-Father	0	0.0
Other	1	3.6
Age of Child*		
2 years or less	8	24.2
3 years	10	30.3
4 years	11	33.3
5 years	4	12.1
Responsible for most of their households' food shopping		
Yes	28	100.0
No, someone else does	0	0.0
Responsible for most of their households' food preparation		
Yes	26	92.9
No, someone else does	2	7.1
Highest Education Level Attained		
8 th grade or less	0	0.0
Some high school but did not graduate	2	7.1
High school grad or GED	9	32.1
Some college or 2-year degree	6	21.4
Four year college grad or more	11	39.3
Ethnicity		
Hispanic or Latino	0	0.0
Not Hispanic or Latino	28	100.0
Race**		
White	27	100.0
Age		
20-29 years old	3	10.7
30-39 years old	15	53.6
40-49 years old	8	28.6
50 years and up	1	3.6
Did not respond	1	3.6

* For this question, parents responded with the age of each of their children so the total N = 33

** N = 27

B.4. *LEAP2* Curriculum Materials*

*This is a sample of one lesson from the curriculum.

Facilitator's Guide

Literacy, Eating, and Activity for Primary



Facilitator's Guide

Suggested book: *The ABC's of Fruits and Vegetables and Beyond*

By: *Steve Charney and David Goldbeck*

Illustrated by: *Marie Burgaleta Larson*

Youth Health

Length of Session - 30 minutes

Summary of Book

The first half of the book is rhymes about fruits and vegetables for every letter of the alphabet. Excellent photographs of food are included throughout the book. The second half of the book is an excellent resource guide with additional activities relating to geography, math, science, and more, such as recipes for each letter of the alphabet and other books.

Concepts Introduced in Book

Variety of fruits and vegetable in many colors from around the world

Objectives

- ◆ Eat a variety of food.
- ◆ Be physically active each day.

Suggestions for Facilitator

- Read *ABC's of Fruits and Vegetables and Beyond*.
- Incorporate some of the discussion questions.
- Prepare a recipe for sampling.
- Be active by dancing the Mango Tango or Russian Radish Hop.
- Distribute newsletters to send home to parent.

Discussion Questions

- What other fruits or vegetables can you think of whose name begins with the letter A?
- What color is a carrot? Can you name another fruit or vegetable that is orange? What do you like on your pizza?
- Can you think of another fruit that will give you a sour face? (Name citrus fruits and explain that they are high in vitamin C, which is an acid.)
- Do you know the name of the county where the Mayans lived?
- When is a food a fruit? When is a food a vegetable? (Refer to the end of Part I of *ABC's of Fruits and Vegetables and Beyond*.)

Materials and Equipment Needed

- Fresh fruits and vegetables that the children may not be familiar with or recognize
- Cutting board
- Knife
- Napkins
- 2 large bowls
- Spoons
- Recipe ingredients
- Music CD

Reinforcement activities

World of Flavors

◆ As the story is read, use a world map to locate states, countries, and continents mentioned. The story includes: Ohio, Idaho, Kuwait, Mexico, Russia, the Middle East, North Africa, Southern California, Arizona, India, Asia, Australia, Europe, South America, Spain, Central America, New Zealand, China, Haiti, Jamaica, and South Africa.

◆ There is a world of flavors at the grocery store. Cut up a fruit or vegetable that may be new to the students such as jicama, papaya, dates, or mangos. Allow the students to taste a “hello bite.”

Veggie Bean Wrap

2 green or red bell peppers, seeded and diced
1 onion, diced
1 (15-ounce) can black beans, rinsed and drained
2 mangos, peeled and chopped
juice of a lime
2 tablespoons fresh cilantro, chopped
1 avocado, peeled and diced
10 (6-inch) whole-wheat tortillas, fat free

1. In bowl A, place the bell peppers, onions, and beans.
2. In bowl B, place mango, lime juice, cilantro, and avocado.
3. Fill tortilla with a tablespoon of each mixture (bean and mango). Fold ends of tortillas and roll.

Serving Size: 1 wrap Yield: 10

Mango Tango

◆ Turn on fruit and vegetable music (See Music with a Message.) or Spanish music. Have students hold one arm at shoulder level, bent at the elbow while the other arm is pointing in the direction that they will be walking.

◆ Take three steps to the right, then jump in place. Exchange the arm position. Take three steps to the left, jump in place. Take three steps forward, jump in place. Exchange arm position, then take three steps back, jump in place. Repeat.

Russian Radish Hop

Turn on fruit or vegetable music (See Music with a Message.) or other lively music. Have students cross their arms in front of their chests. When the music begins, kick right foot in front of you with the heel touching the ground. Continue the hop/kicking, alternating feet. Hop and turn to the right. Repeat the dance until you have rotated 180 degrees.

Music with a Message

Dole 5-A-Day website has free music with a positive nutrition message available to download at <http://www.dolesuperkids.com/html/kids/Games%20&%20More.html>

Fruit and Vegetable Scavenger Hunt

The website, Fruits and Veggies-More Matters, has downloadable color sheets and scavenger hunt cards available at:

http://www.fruitsandveggiesmorematters.org/?page_id=80

Other Reinforcement Activities

Part II of *ABC's of Fruits and Vegetables* and *Beyond* offers additional learning activities and recipes for each letter of the alphabet.

Adapted from: United States Department of Agriculture, Food Stamp Nutrition Connection, Recipe Finder, January 2008.

<http://recipefinder.nal.usda.gov/>

Paige Blackburn, Graphic Artist
Jeffery Hines, Graphic Artist
Pam Sigler
Extension Specialist
for Curriculum and Instruction

May 2008

www.ca.uky.edu/HEEL

UK UNIVERSITY OF KENTUCKY
Health Education through Extension Leadership

The development of the HEEL program was made possible by Senator Mitch McConnell with funds earmarked for the University of Kentucky, College of Agriculture, Lexington, KY and budgeted through the CSREES/USDA Federal Administration.

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Take-Home Newsletter

Literacy, Eating, and Activity for Primary



Youth Health

“More Matters”

Children and adults need a variety of food, including fruits and vegetables. The more colorful the fruits and vegetables, usually, the more vitamins and minerals are contained. Eating more fruits and vegetables is what matters.

Are you getting bored with the same fruits and vegetables?

Fruits and vegetables are found canned, frozen, dried, fresh or in 100 percent juice. There are over 200 different tastes for your family to experience and many different textures. No matter what form you purchase, offering fruits and vegetables at each meal and as snacks will make a difference for your child.

Is your child a picky eater?

Children are more likely to try a new food if they select or prepare the food. Each trip to the store, let your child select a fruit or vegetable for the family to try. The food may begin with the letter of the alphabet that the child is studying in school or a color of the rainbow. There is a world of fruits and vegetables in grocery stores. Check the label on the fruit or vegetable that identifies origin. Locate the origin of the item on a map.

If you are not sure how to prepare a fruit or vegetable, contact your county Extension office or visit fruits and veggies – more matters at <http://www.fruitsandveggiesmorematters.org/>

LEAP over
 to your local library for...
*The ABC's of Fruit and
 Vegetables and Beyond*
 by Steve Charney and
 David Goldbeck



Fruit Salad with Jicama

Yield: 7 Serving Size: ½ cup

- 1 small jicama
- 2 cups watermelon cut into pieces
- 1 mango, peeled and sliced
- 1 small papaya, peeled and sliced
- 1 orange, peeled and sectioned
- 2 kiwis, peeled and sliced
- 1 teaspoon lime juice
- 1/4 teaspoon salt
- 1/4 teaspoon chili powder

1. Wash, peel, and cut the jicama into thin slices.
2. Wash, peel, and cut the rest of the fruit into slices or medium-sized pieces.
3. On a large plate, arrange the fruit. Sprinkle the lime or orange juice over the fruit.
4. In a small bowl, mix the salt and chili powder. Sprinkle over the fruit and serve.
5. Refrigerate leftovers within 2 hours.

Nutrition Facts Per Serving:
80 calories, 0 fat, 20 g carbohydrates, 1 g protein, Vit A 15%, Vit C 110% ,Calcium 2%, Iron 4%

Source:
USDA Recipe Finder. Retrieved on
1/08 from <http://recipefinder.nal.usda.gov/index.php?mode=large>

Pam Sigler
Extension Specialist
for Curriculum and Instruction
Paige Blackburn, Graphic Artist
Jeffery Hines, Graphic Artist
May 2008

Fruit and Vegetable Calendar



Fruits & Vegetables:

Fruits and veggies
are good for you.

Eat fruits and veggies
each day.

Try one new
fruit or veggie
each week.

1/2 cup is a serving.

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, religion, political beliefs, or disability.

To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington D.C. 20250-9410 or call (800) 795-3272 (voice) or (202) 720-6382 (TTY).

USDA is an equal opportunity provider and employer.

The Food Stamp Program provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact the Office of the Ombudsman at 1-800-372-2973 or 1-800-627-4702 (TTY).

Sunday

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Appendix C
Parent Survey Instruments

List of Contents

C.1: Baseline Survey, Intervention and Control Groups

C.2: Follow-Up Survey, Intervention Group

C.3: Follow-Up Survey, Control Group

C.1: Baseline Survey, Intervention and Control 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

What Does Your Child Eat?



¿Qué come su niño?

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 *What Does Your Child Eat?* study, 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 control 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 your child eats. This study is being sponsored by the U.S. Department of Agriculture’s Food and Nutrition Service and conducted by RTI International, a nonprofit research organization. The survey will take about 15 minutes to fill out. You will receive \$10 for filling out this survey and \$15 for filling out a second survey that we will mail to you in about 5 months.

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 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. Raisins	Yes	No
e. Berries	Yes	No
f. Celery	Yes	No
g. Carrots	Yes	No
h. Broccoli	Yes	No
i. Zucchini	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 Your Child Eats

For the next questions, think about what your child ate during the past week, or the past 7 days. Do NOT include school, before/after school care, or day care.

2. How many days during the past week did your child 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

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

1. None
2. ½ cup
3. 1 cup
4. 1 ½ cups
5. 2 cups
6. 2 ½ cups
7. 3 cups or more



None



1 cup



2 cups



3 cups

4. How many days during the past week did your child 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

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

1. None
2. ½ cup
3. 1 cup
4. 1 ½ cups
5. 2 cups
6. 2 ½ cups
7. 3 cups or more



None



1 cup



2 cups



3 cups

6. During the past week, did your child eat any meals or snacks that were provided by his/her school, before school care program, after school care program, or day care? (*Circle all that apply.*)

1. No, did not eat breakfast, lunch, or snacks provided by school, before or after school care program, or day care
2. Yes, breakfast
3. Yes, lunch
4. Yes, snacks

7. Is your child willing to try a new kind of fruit? Do NOT include fruit juice. (*Circle one.*)
1. No
 2. Maybe
 3. Yes
8. How many days during the past week did you give your child fruit for a snack? 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
9. How many days during the past week did you give your child fruit at dinner? 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
10. Is your child willing to try a new kind of vegetable? (*Circle one.*)
1. No
 2. Maybe
 3. Yes
11. How many days during the past week did you give your child a vegetable for a snack? 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

12. How many days during the past week did you give your child a vegetable at dinner? 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

Questions on Shopping and Eating Habits

13. 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 can afford fruits or vegetables in the store where I shop for most of my food.	Strongly agree	Agree	Disagree	Strongly disagree
e. I can encourage my child to try new fruits or vegetables.	Strongly agree	Agree	Disagree	Strongly disagree

14. During the past month, how often did your child ask you to buy a certain type of fruit? (*Circle one.*)

1. Never
2. Seldom
3. Sometimes
4. Often
5. Always

15. During the past month, how often did your child ask you to buy a certain type of vegetable? (*Circle one.*)

1. Never
2. Seldom
3. Sometimes
4. Often
5. Always

16. How many days during the past week did your child help you make or cook a meal? For example, did your child wash fruits or vegetables? (*Circle one.*)

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

17. How many days during the past week did you and your child sit down to eat dinner as a family? (*Circle one.*)

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

18. How many days during the past week did your child eat dinner 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

19. How many days during the past week did your child help select the food your family eats at home? (*Circle one.*)

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

20. How many days during the past week did your child ask to have fruits or vegetables to eat? (*Circle one.*)

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

Questions about You and Your Household

21. Does anyone in your household currently get Food Stamps or Supplemental Nutrition Assistance Program (SNAP) benefits? (*Circle one.*)

1. No
2. Yes

22. Does anyone in your household currently get Women, Infants, and Children (WIC) program benefits? (*Circle one.*)

1. No
2. Yes

23. How many people under 18 years of age live in your household? (*Circle one.*)

- | | | | |
|----------|---------|----------|-----------------|
| 1. One | 4. Four | 7. Seven | 10. Ten or more |
| 2. Two | 5. Five | 8. Eight | |
| 3. Three | 6. Six | 9. Nine | |

24. Including yourself, how many people 18 years of age or older live in your household? (*Circle one.*)

- | | | | |
|----------|---------|----------|-----------------|
| 1. One | 4. Four | 7. Seven | 10. Ten or more |
| 2. Two | 5. Five | 8. Eight | |
| 3. Three | 6. Six | 9. Nine | |

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

- | | |
|-------------|-------------|
| 1. 18 to 24 | 5. 55 to 64 |
| 2. 25 to 34 | 6. 65 to 74 |
| 3. 35 to 44 | 7. Over 74 |
| 4. 45 to 54 | |

26. What is your gender? (*Circle one.*)

1. Male
2. Female

Please answer the next two questions about your ethnicity and race.

27. Are you Hispanic or Latino? (*Circle one.*)

1. Hispanic or Latino
2. Not Hispanic or Latino

28. What is your race? (Circle one or more.)

1. American Indian or Alaska Native
2. Asian
3. Black or African American
4. Native Hawaiian or other Pacific Islander
5. White

29. In what month was the child who is participating in the "What Does Your Child Eat" study born? (*Circle one.*)

- | | |
|-------------|--------------|
| 1. January | 7. July |
| 2. February | 8. August |
| 3. March | 9. September |
| 4. April | 10. October |
| 5. May | 11. November |
| 6. June | 12. December |

30. In what year was the child who is participating in the "What Does Your Child Eat" study born? (*Circle one.*)

- | | | | |
|---------|---------|---------|---------|
| 1. 2000 | 3. 2002 | 5. 2004 | 7. 2006 |
| 2. 2001 | 4. 2003 | 6. 2005 | 8. 2007 |

***Thank you for completing our survey.
Please return the survey 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.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

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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.)

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d. Raisins	Yes	No
e. Berries	Yes	No
f. Celery	Yes	No
g. Carrots	Yes	No
h. Broccoli	Yes	No
i. Zucchini	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 Your Child Eats

For the next questions, think about what your child ate during the past week, or the past 7 days. Do NOT include school, before/after school care, or day care.

2. How many days during the past week did your child 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

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

1. None
2. ½ cup
3. 1 cup
4. 1 ½ cups
5. 2 cups
6. 2 ½ cups
7. 3 cups or more



None



1 cup



2 cups



3 cups

4. How many days during the past week did your child 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

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

1. None
2. ½ cup
3. 1 cup
4. 1 ½ cups
5. 2 cups
6. 2 ½ cups
7. 3 cups or more



None



1 cup



2 cups



3 cups

6. During the past week, did your child eat any meals or snacks that were provided by his/her school, before school care program, after school care program, or day care? (*Circle all that apply.*)

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 3. Yes
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Questions on Shopping and Eating Habits

13. 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 can afford fruits or vegetables in the store where I shop for most of my food.	Strongly agree	Agree	Disagree	Strongly disagree
e. I can encourage my child to try new fruits or vegetables.	Strongly agree	Agree	Disagree	Strongly disagree

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4. Often
5. Always

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4. Often
5. Always

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3. 3 to 4 days
4. 5 to 6 days
5. Every day

17. How many days during the past week did you and your child sit down to eat dinner as a family? (*Circle one.*)

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3. 3 to 4 days
4. 5 to 6 days
5. Every day

18. How many days during the past week did your child eat dinner 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

19. How many days during the past week did your child help select the food your family eats at home? (*Circle one.*)

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

20. How many days during the past week did your child ask to have fruits or vegetables to eat? (*Circle one.*)

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

Questions on Nutrition Education Materials Your Child Got at School

21. Did the child participating in the "What Does Your Child Eat Study" change schools during the school year? (*Circle one.*)

1. No [**Go to Question 23**]
2. Yes

22. What is the name of your child's new school and the county in which it is located?

School name: _____

County: _____

23. Your child's teacher sent home newsletters with tips on healthy eating and recipes. How many newsletters did you or someone else in your household read? (*Circle one.*)

1. Did not get newsletters [**Go to Question 28**]
2. None
3. 1 to 2
4. 3 to 4
5. 5 to 6
6. 7 to 8

24. How many of the recipes in the newsletters did you or someone else in your household use to make a snack or meal for your child? (*Circle one.*)

1. None
2. 1 to 2
3. 3 to 4
4. 5 to 6
5. 7 to 8

25. How easy was it to understand the newsletters? (*Circle one.*)

1. Not at all easy
2. Not very easy
3. Somewhat easy
4. Easy
5. Very easy

26. How strongly do you agree or disagree with this statement? "I used the information from the newsletter(s) to help my child eat healthier foods." (*Circle one.*)

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

27. Please share any comments about the newsletters.

28. Did your child tell you that his/her class read any of these books at school? (*Circle Yes or No for each book.*)

a. "ABC's of Fruits and Vegetables and Beyond"	Yes	No
b. "Blueberries for Sal"	Yes	No
c. "Sesame Street: Happy Healthy Monsters"	Yes	No
d. "Bread and Jam for Frances"	Yes	No
e. "Tops and Bottoms"	Yes	No

29. Did your child tell you that he/she had a food tasting at school? (*Circle one.*)

1. No
2. Yes

***Thank you for completing our survey.
Please return the survey 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, Control 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

What Does Your Child Eat?



¿Qué come su niño?

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 *What Does Your Child Eat?* study, 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 control 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 your child eats. 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 and Nutrition Service and conducted by RTI International, a nonprofit 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 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. Raisins	Yes	No
e. Berries	Yes	No
f. Celery	Yes	No
g. Carrots	Yes	No
h. Broccoli	Yes	No
i. Zucchini	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 Your Child Eats

For the next questions, think about what your child ate during the past week, or the past 7 days. Do NOT include school, before/after school care, or day care.

2. How many days during the past week did your child 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

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

1. None
2. ½ cup
3. 1 cup
4. 1 ½ cups
5. 2 cups
6. 2 ½ cups
7. 3 cups or more



None



1 cup



2 cups



3 cups

4. How many days during the past week did your child 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

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

1. None
2. ½ cup
3. 1 cup
4. 1 ½ cups
5. 2 cups
6. 2 ½ cups
7. 3 cups or more



None



1 cup



2 cups



3 cups

6. During the past week, did your child eat any meals or snacks that were provided by his/her school, before school care program, after school care program, or day care? (*Circle all that apply.*)

1. No, did not eat breakfast, lunch, or snacks provided by school, before or after school care program, or day care
2. Yes, breakfast
3. Yes, lunch
4. Yes, snacks

7. Is your child willing to try a new kind of fruit? Do NOT include fruit juice. (*Circle one.*)
1. No
 2. Maybe
 3. Yes
8. How many days during the past week did you give your child fruit for a snack? 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
9. How many days during the past week did you give your child fruit at dinner? 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
10. Is your child willing to try a new kind of vegetable? (*Circle one.*)
1. No
 2. Maybe
 3. Yes
11. How many days during the past week did you give your child a vegetable for a snack? 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

12. How many days during the past week did you give your child a vegetable at dinner? 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

Questions on Shopping and Eating Habits

13. 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 can afford fruits or vegetables in the store where I shop for most of my food.	Strongly agree	Agree	Disagree	Strongly disagree
e. I can encourage my child to try new fruits or vegetables.	Strongly agree	Agree	Disagree	Strongly disagree

14. During the past month, how often did your child ask you to buy a certain type of fruit? (*Circle one.*)

1. Never
2. Seldom
3. Sometimes
4. Often
5. Always

15. During the past month, how often did your child ask you to buy a certain type of vegetable? (*Circle one.*)

1. Never
2. Seldom
3. Sometimes
4. Often
5. Always

16. How many days during the past week did your child help you make or cook a meal? For example, did your child wash fruits or vegetables? (*Circle one.*)

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

17. How many days during the past week did you and your child sit down to eat dinner as a family? (*Circle one.*)

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

18. How many days during the past week did your child eat dinner 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

19. How many days during the past week did your child help select the food your family eats at home? (*Circle one.*)

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

20. How many days during the past week did your child ask to have fruits or vegetables to eat? (*Circle one.*)

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

21. Did the child participating in the "What Does Your Child Eat Study" change schools during the school year? (*Circle one.*)

- 1. No **[End of Survey]**
- 2. Yes

22. What is the name of your child's new school and the county in which it is located?

School name: _____

County: _____

***Thank you for completing our survey.
Please return the survey 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
Parent Survey Supplemental Materials

List of Contents

- D.1: Initial Letter
- D.2: Information Sheet
- D.3: Contact Card
- D.4: Brochure

D.1: Initial Letter

September 2011

Dear Parent or Caregiver,

We are writing to ask you to take part in a study about what children eat. This study is sponsored by the U.S. Department of Agriculture's Food & Nutrition Service and will be done by RTI International, a non-profit research organization.

If you decide to take part in this study, you will be asked to fill out two surveys about your child's eating habits.

- 1) We will mail the first survey to you after you return the enclosed Contact Card with the requested information.
- 2) We will mail the second survey to you about 5 months later.

Each survey will take about 15 minutes to complete. **As a thank you, you will receive in the mail \$10 cash for completing the first survey and \$15 cash for completing the second survey.**

We hope you will agree to take part in this important study. Your survey answers will help improve nutrition education programs for children in your community.

If you want to take part in the *What Does Your Child Eat?* study, please complete and return the Contact Card to your child's teacher in the envelope provided. We can then mail the surveys to you. **The adult in the household who knows the most about what your child eats should complete the Contact Card.**

If you do not want to take part in the study, please check the "No" box and return the Contact Card in the enclosed envelope to your child's teacher. Every child who returns the envelope will receive a surprise gift.

The enclosed brochure has more information on the study. If you have any questions about the study, please call Brian Head at RTI toll-free at 1-866-800-9176 or e-mail to USDA@sna.rti.org.

Sincerely,



Brian F. Head

RTI International



Laura Stephenson, Ph.D.

Family & Consumer Sciences Extension

University of Kentucky

D.2: 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 what children eat, as part of a study to improve child nutrition education programs. You are one of about 800 parents and caregivers 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 fill out two surveys that ask about your child's eating habits. In order for us to send the surveys, we need the contact information for the adult in the household who knows the most about your child's eating habits.

Study Duration

We will mail the first survey to you after you return the completed Contact Card. We will mail the second survey to you about 5 months later. Each survey will take you about 15 minutes to fill out.

Possible Risks or Discomforts

There are minimal psychological, social, or legal risks to taking part in this study. There is also a minimal risk of loss of privacy. Please be assured that all of your answers to the survey will be kept private 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 taking part in this study. Your survey answers will help us improve child nutrition education programs in your community and across the country.

Payment for Participation

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

Privacy

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 International 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 first survey to you once we receive the Contact Card. We will mail the second survey to you about 5 months later. We may also call you and ask you to take part in a group discussion for an 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 take part 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 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.3: Contact Card

CONTACT CARD

Case ID: [FILL]

This card should be filled out by the adult in your household who knows the most about your child’s eating habits.

I have read and understand the risks and benefits of taking part in the “What Does Your Child Eat?” study and agree to take part in this study. YES NO

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

Mr. Mrs. Ms. Your First Name: _____ Your Last Name: _____

Child’s First Name: _____ Child’s Last Name: _____

Child’s Gender: Male Female School Name: _____

Child’s Grade: 1st 2nd 3rd Teacher Name: _____

Mailing Address: _____ Apt. Number: _____

City: _____ State: _____ Zip Code: _____

Primary Phone Number: (_____) _____ Home Cell Work

Alternate Phone Number: (_____) _____ Home Cell Work

Please return this card even if you checked that you do not want to take part in this study. Seal it in the envelope provided and have your child return it to the teacher to receive a small gift. Thank you.

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]

This card should be filled out by the adult in your household who knows the most about your child’s eating habits.

I have read and understand the risks and benefits of taking part in the “What Does Your Child Eat?” study and agree to take part in this study. YES NO

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

Mr. Mrs. Ms. Your First Name: _____ Your Last Name: _____

Child’s First Name: _____ Child’s Last Name: _____

Child’s Gender: Male Female School Name: _____

Child’s Grade: 1st 2nd 3rd Teacher Name: _____

Mailing Address: _____ Apt. Number: _____

City: _____ State: _____ Zip Code: _____

Primary Phone Number: (_____) _____ Home Cell Work

Alternate Phone Number: (_____) _____ Home Cell Work

Please return this card even if you checked that you do not want to take part in this study. Seal it in the envelope provided and have your child return it to the teacher to receive a small gift. Thank you.

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.

D.4: 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 understand more about what children eat and help improve nutrition education programs for children in your community.

What is involved and how long will it take?

To participate, the adult in your household who knows the most about your child's eating habits should complete and return the Contact Card to your child's teacher in the envelope provided. You will receive the first survey in the mail in 7 to 10 days. The survey takes about 15 minutes to fill out. In about 5 months, we will contact you one more time by mail to ask you to complete a second survey. This will also take about 15 minutes. 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 be mailed \$10 cash after filling out the first survey. You will receive an additional \$15 cash for filling out the second survey sent to you about 5 months later.

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.



RTI International is a trade name of
Research Triangle Institute

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 on whether to participate will not affect any social service(s) you may be getting.

Why was I selected?

Specific elementary schools were selected to take part in the study. Parents and caregivers of children in the selected classrooms are being asked to participate.

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.

What Does Your Child Eat?



Questions & Answers about the *What Does Your Child Eat* Study

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 Outcome Measures for the Evaluation of the LEAP2 Program

Measure	Overall (SE)	Intervention Group (SE)	Control Group (SE)	Difference	t-statistic	p-value
Primary outcomes (at-home consumption) ^a						
Cups of fruits and vegetables	2.30 (0.07)	2.28 (0.09)	2.32 (0.10)	-0.04	-0.51	0.7943
Cups of fruits	1.15 (0.03)	1.15 (0.05)	1.16 (0.05)	-0.01	-0.26	0.9223
Cups of vegetables	1.14 (0.04)	1.13 (0.05)	1.16 (0.05)	-0.05	-0.68	0.6777
Child's other dietary behaviors						
Ate variety of fruits ^b	3.17 (0.07)	3.15 (0.10)	3.20 (0.11)	-0.05	-0.71	0.7381
Ate variety of vegetables ^b	3.56 (0.06)	3.57 (0.09)	3.55 (0.09)	0.02	0.02	0.8753
Willingness to try new fruits ^c	57.14 (1.57)	57.29 (2.26)	58.08 (2.40)	-1.79	-0.14	0.5956
Willingness to try new vegetables ^c	37.58 (1.96)	37.39 (2.80)	37.75 (2.95)	-0.36	-0.01	0.9314
Asked parent to buy certain fruit ^d	4.22 (0.05)	4.16 (0.07)	4.30 (0.07)	-0.15	-1.70	0.1687
Asked parent to buy certain vegetable ^d	2.74 (0.09)	2.69 (0.12)	2.81 (0.13)	-0.12	-0.63	0.5147
Helped parent make or cook meal ^b	1.55 (0.08)	1.53 (0.12)	1.57 (0.12)	-0.04	-0.33	0.8193
Helped select family food ^b	2.97 (0.12)	2.90 (0.16)	3.04 (0.17)	-0.14	-0.28	0.5646
Asked to have fruits or vegetables ^b	3.11 (0.10)	3.12 (0.14)	3.11 (0.14)	0.01	0.14	0.9546
Parent behavior and household variables						
Availability of fruits and vegetables ^e	4.88 (0.08)	4.71 (0.09)	5.06 (0.10)	-0.35*	-3.01	0.0248
Parent offered fruit for a snack ^b	3.08 (0.09)	3.07 (0.14)	3.09 (0.14)	-0.02	-0.29	0.9330
Parent offered fruit at dinner ^b	1.26 (0.06)	1.29 (0.09)	1.24 (0.09)	0.05	0.12	0.7006
Parent offered vegetable for a snack ^b	1.46 (0.07)	1.42 (0.10)	1.50 (0.10)	-0.09	-0.43	0.5510
Parent offered vegetable at dinner ^b	4.49 (0.06)	4.49 (0.09)	4.44 (0.10)	0.05	0.21	0.7358
Parent can encourage child to try new fruits or vegetables ^f	33.99 (1.56)	32.34 (2.13)	35.85 (2.25)	-3.51	-0.82	0.2763
Number of respondents	849	450	399			
Number of schools	16	8	8			

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

^a Continuous measure based on parental reports of at-home consumption: 0–6 for fruits and vegetables, 0–3 for fruits, and 0–3 for vegetables.

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

^c Dichotomous variable indicates the proportion responding yes.

^d Response categories converted to continuous variable, with 0 = never and 4 = always.

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

^f Dichotomous variable indicates the proportion responding strongly agree.

Note: Standard errors (SEs) and *t*-statistic used to test the null hypothesis of no difference between intervention and control groups were derived from model-based comparisons adjusted for clustering of students within schools.

Source: Parent Baseline Survey, data collected September–October 2011; respondents are parents/guardians of children participating in the evaluation study

Table E-2. Unadjusted Baseline Means of Participants Providing Follow-Up Data for the Evaluation of the LEAP2 Program

Measure	Overall (SE)	Intervention Group (SE)	Control Group (SE)	Difference	t-statistic	p-value
Primary outcomes (at-home consumption) ^a						
Cups of fruits and vegetables	2.25 (0.06)	2.24 (0.09)	2.26 (0.09)	-0.01	-0.10	0.9210
Cups of fruits	1.12 (0.03)	1.12 (0.05)	1.12 (0.05)	0.00	0.07	0.9457
Cups of vegetables	1.13 (0.04)	1.12 (0.05)	1.14 (0.05)	-0.02	-0.23	0.8191
Child's other dietary behaviors						
Ate variety of fruits ^b	3.12 (0.08)	3.06 (0.11)	3.19 (0.11)	-0.12	-0.79	0.4447
Ate variety of vegetables ^b	3.55 (0.07)	3.54 (0.11)	3.56 (0.11)	-0.03	-0.17	0.8656
Willingness to try new fruits ^c	56.99 (1.63)	57.53 (2.36)	56.4 (2.47)	1.12	0.33	0.7471
Willingness to try new vegetables ^c	37.36 (1.77)	37.15 (2.54)	37.54 (2.66)	-0.39	-0.11	0.9164
Asked parent to buy certain fruit ^d	4.20 (0.06)	4.05 (0.07)	4.33 (0.06)	-0.28**	-3.06	0.0085
Asked parent to buy certain vegetable ^d	2.76 (0.09)	2.66 (0.12)	2.86 (0.13)	-0.21	-1.17	0.2618
Helped parent make or cook meal ^b	1.50 (0.08)	1.49 (0.11)	1.51 (0.12)	-0.02	-0.10	0.9254
Helped select family food ^b	2.88 (0.12)	2.80 (0.17)	2.96 (0.17)	-0.17	-0.69	0.4987
Asked to have fruits or vegetables ^b	3.10 (0.10)	3.07 (0.14)	3.14 (0.15)	-0.06	-0.32	0.7564
Parent behavior and household variables						
Availability of fruits and vegetables ^e	4.86 (0.08)	4.70 (0.09)	5.04 (0.10)	-0.34*	-2.47	0.0269
Parent offered fruit for a snack ^b	3.03 (0.09)	3.02 (0.13)	3.05 (0.14)	-0.03	-0.13	0.8956
Parent offered fruit at dinner ^b	1.26 (0.06)	1.27 (0.09)	1.26 (0.09)	0.01	0.09	0.9326
Parent offered vegetable for a snack ^b	1.44 (0.07)	1.40 (0.10)	1.49 (0.10)	-0.09	-0.63	0.5397
Parent offered vegetable at dinner ^b	4.47 (0.08)	4.46 (0.11)	4.48 (0.12)	-0.01	-0.09	0.9334
Parent can encourage child to try new fruits or vegetables ^f	33.93 (1.80)	31.74 (2.39)	36.43 (2.51)	-4.69	-1.36	0.1967
Number of respondents	721	378	343			
Number of schools	16	8	8			

* 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 Continuous measure based on parental reports of at-home consumption: 0–6 for fruits and vegetables, 0–3 for fruits, and 0–3 for vegetables.

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

^c Dichotomous variable indicates the proportion responding yes.

^d Response categories converted to continuous variable, with 0 = never and 4 = always.

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

^f Dichotomous variable indicates the proportion responding strongly agree.

Note: Standard errors (SEs) and *t*-statistic used to test the null hypothesis of no difference between intervention and control groups were derived from model-based comparisons adjusted for clustering of students within schools.

Source: Parent Baseline Survey, data collected September–October 2011; respondents are parents/guardians of children participating in the evaluation study

Table E-3. Unadjusted Post-test Means for the Evaluation of the LEAP2 Program

Measure	Overall (SE)	Intervention Group (SE)	Control Group (SE)	Difference	t-statistic	p-value
Primary outcomes (at-home consumption) ^a						
Cups of fruits and vegetables	2.30 (0.05)	2.33 (0.07)	2.28 (0.07)	0.05	0.53	0.6069
Cups of fruits	1.19 (0.03)	1.20 (0.04)	1.17 (0.05)	0.03	0.44	0.6649
Cups of vegetables	1.12 (0.02)	1.14 (0.03)	1.10 (0.04)	0.03	0.71	0.4919
Child's other dietary behaviors						
Ate variety of fruits ^b	3.17 (0.08)	3.18 (0.11)	3.16 (0.12)	0.03	0.16	0.8758
Ate variety of vegetables ^b	3.53 (0.09)	3.54 (0.13)	3.52 (0.13)	0.02	0.13	0.8999
Willingness to try new fruits ^c	56.97 (1.69)	58.94 (2.22)	54.62 (2.35)	4.32	1.34	0.2027
Willingness to try new vegetables ^c	37.48 (1.44)	38.06 (2.03)	36.91 (2.13)	1.15	0.39	0.7023
Asked parent to buy certain fruit ^d	4.15 (0.05)	4.10 (0.07)	4.21 (0.07)	-0.11	-1.14	0.2726
Asked parent to buy certain vegetable ^d	2.72 (0.08)	2.62 (0.11)	2.82 (0.12)	-0.20	-1.23	0.2379
Helped parent make or cook meal ^b	1.74 (0.06)	1.75 (0.08)	1.73 (0.09)	0.03	0.21	0.8353
Helped select family food ^b	2.87 (0.11)	2.88 (0.16)	2.85 (0.17)	0.03	0.12	0.9028
Asked to have fruits or vegetables ^b	3.15 (0.08)	3.15 (0.11)	3.14 (0.11)	0.00	0.03	0.9754
Parent behavior and household variables						
Availability of fruits and vegetables ^e	5.05 (0.05)	4.98 (0.07)	5.13 (0.07)	-0.15	-1.59	0.1336
Parent offered fruit for a snack ^b	3.03 (0.06)	3.01 (0.09)	3.05 (0.10)	-0.04	-0.27	0.7884
Parent offered fruit at dinner ^b	1.57 (0.09)	1.59 (0.13)	1.55 (0.13)	0.04	0.22	0.8278
Parent offered vegetable for a snack ^b	1.55 (0.07)	1.52 (0.10)	1.59 (0.10)	-0.07	-0.49	0.6310
Parent offered vegetable at dinner ^b	4.48 (0.09)	4.50 (0.13)	4.45 (0.14)	0.04	0.22	0.8262
Parent can encourage child to try new fruits or vegetables ^f	34.46 (2.31)	31.83 (3.11)	37.31 (3.25)	-5.49	-1.22	0.2430
Number of respondents	721	378	343			
Number of schools	16	8	8			

* 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 Continuous measure based on parental reports of at-home consumption: 0–6 for fruits and vegetables, 0–3 for fruits, and 0–3 for vegetables.

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

^c Dichotomous variable indicates the proportion responding yes.

^d Response categories converted to continuous variable, with 0 = never and 4 = always.

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

^f Dichotomous variable indicates the proportion responding strongly agree.

Note: Standard errors (SEs) and *t*-statistic used to test the null hypothesis of no difference between intervention and control groups were derived from model-based comparisons adjusted for clustering of students within schools.

Source: Parent Follow-Up Survey, data collected February–March 2012; respondents are parents/guardians of children participating in the evaluation study

Table E-4. Attrition Analysis for the Evaluation of the LEAP2 Program

Characteristic	Estimated Odds Ratio ^a	95% Wald Confidence Limits		p-value
		Lower	Upper	
Child demographics				
Sex				
Male	0.91	0.63	1.31	0.6084
Female (reference group)	1.00	—	—	—
Age	1.03	0.85	1.23	0.7864
Parent ^b /household demographics				
Respondent age				
18 to 34 (reference group)	1.00	—	—	—
35 to 44	1.57*	1.04	2.38	0.0338
45 or older	2.08*	1.11	3.92	0.0227
Respondent sex				
Male	0.89	0.44	1.83	0.7570
Female (reference group)	1.00	—	—	—
Respondent race and ethnicity				
Other races and ethnicities (reference group)	1.00	—	—	—
White, non-Hispanic	2.49**	1.28	4.81	0.0069
Size of household	0.96	0.84	1.10	0.5606

* 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 Estimate (with 95% confidence limits) indicates the odds ratio of completers to noncompleters.

^b Represents the parent/guardian who completed the survey.

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

Notes: Generalized linear mixed model (SAS PROC GLIMMIX) used to evaluate program attrition while accounting for the clustering of students within schools. Dichotomous participation indicator (based on availability of post-intervention data) was regressed on child and parent demographic characteristics and household descriptors.

Source: Parent Baseline Survey, data collected September–October 2011; respondents are parents/guardians of children participating in the evaluation study

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 LEAP2 Program Evaluation Lead [pre-implementation]

SNAP-Ed Wave II: Discussion Guide for LEAP2 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: 06/30/14

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 the LEAP2 Program 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. 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 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 LEAP2 Program Evaluation Lead [post-implementation]

SNAP-Ed Wave II: Discussion Guide for LEAP2 Evaluation Manager
[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: 06/30/14

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.

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 LEAP2 Program 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. 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 non-personnel 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.]
9. [If needed] What subgroup analyses were conducted for primary outcomes?

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.

10. 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.]
11. What do you think worked very well in the implementation of this evaluation? What factors contributed to what worked well?
12. What do you think did not work well, and what factors contributed to this?
13. 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?

Dissemination Plans

14. How do you plan to use and/or disseminate your evaluation results?

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 LEAP2 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.

Quantitative Data Elements for Process Evaluation

School/Classroom Data

1. How many schools actually received the intervention and when (time period of intervention)?
2. How many classrooms within each school actually received the intervention and when (time period), and the age range/grade of the students in each classroom that received the intervention?
3. How many lessons did the nutrition educators actually provide in each classroom?
4. How many students were in attendance for each lesson?
5. How many classes did each child receive (dosage)?
6. Please list the nutrition education handouts that were sent home with students in the intervention groups, and the numbers of each handout.
7. Please list the date and content of training sessions provided to nutrition educators, and the 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 Literacy, Eating and Activity for Primary Youth Health (LEAP2) 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 LEAP2 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 LEAP2 Program that Contributed to a Tailored Evaluation Research Design

Characteristic	Implications for research design
1 Use of University of Kentucky Cooperative Extension Service (UKCES) Family and Consumer Science (FCS) agents as liaisons between demonstration project, direct educators and schools.	County extension agents served as the bridge between the demonstration project staff in Lexington, the Nutrition Education Program (NEP) Assistants that served as direct educators, whom they supervise, and the schools in the county. Because of the integral role they played in the intervention, county extension agents were included as key informants in the process evaluation data collection effort.
2 Classroom teachers played an active role in implementing a component of the program.	First through third grade teachers in 42 classrooms participated in the LEAP2 demonstration project. The classroom teachers received training related to their responsibilities in the program – namely overseeing the fruit and vegetable recall calendar used to document each child’s self-reported fruit and vegetable consumption. Because of their direct and specific involvement in the program, the teachers were included as key respondents to gauge their buy-in and involvement in the program and explore any facilitators or barriers they may have encountered.

Characteristic	Implications for research design
3 The use of school-based family resource center (FRC) directors as primary school contacts.	Each school in Kentucky has one or more resource center directors who serve as a bridge between the school and community. For some schools involved in the demonstration project, mainly those in Perry County, this person was responsible for coordinating teachers' schedules and/or training the teachers on the use of the fruit and vegetable recall calendar. Direct educators and county extension agents were asked about facilitators and challenges when working through these FRC directors.

To address each of the research questions it was necessary to gather both objective and subjective information. 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; online questionnaires for classroom teachers; direct nutrition education observation; and focus groups with caregivers of children who received the intervention.

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 LEAP2 demonstration project. More detail on the specific secondary and primary sources of information for the process evaluation is provided below.

Exhibit G-2.— Crosswalk of Process Evaluation Research Questions and Indicators to LEAP2 Data Sources

Research Questions and Indicators	Secondary Data Sources	Primary Data Sources					
		Program Managers and Evaluators	Direct Educators and their Supervisors	School Principals	Classroom Teachers	Parents and Caregivers	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 parents)		✓	✓	✓			
Quality control and monitoring procedures		✓	✓				
How many people were reached and how much exposure did participants have to the intervention?							
Number of participating schools and classrooms	✓						
Number and demographics of participating children	✓						
Number of lessons attended by children	✓						
Number of parents and caregivers exposed to newsletters	✓						✓

Exhibit G-2.— Crosswalk of Process Evaluation Research Questions and Indicators to LEAP2 Data Sources (continued)

Research Questions and Indicators	Secondary Data Sources	Primary Data Sources					
		Program Managers and Evaluators	Direct Educators and their Supervisors	School Principals	Classroom Teachers	Parents and Caregivers	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				✓	✓	
Parent perception of the intervention goals					✓	
Parent satisfaction with the program					✓	
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 LEAP2 Demonstration Project

Document Category	Specific Documents Reviewed
Planning and Reporting Documents	<ul style="list-style-type: none">• Demonstration project application• FY 2012 SNAP-Ed Plan
Implementation Documents	<ul style="list-style-type: none">• The LEAP2 curriculum (12 lessons: 8 used for the intervention classrooms, 4 used in the control classrooms)• The LEAP2 caregiver newsletters (12)• Fruit and vegetable recall calendar and lesson stickers• Implementation schedules
Administrative Data on Program Reach and Dosage	<ul style="list-style-type: none">• UKCES outcomes and process evaluation report which included reach data for each lesson• Activity logs completed by direct educators documenting lesson duration and other implementation details• Database of fruit and vegetable calendars with lessons attended by each child
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 UKCES 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

UKCES’ original application to FNS for this study provided detailed background and objective information related to how UKCES planned to develop, implement, and evaluate the LEAP2 demonstration project. UKCES’ 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 LEAP2 curriculum, caregiver newsletters, and implementation schedules contributed substantial objective information on the program’s educational messages, lesson objectives, and indirect education for caregivers.

iii. Administrative data on program reach and dosage

The LEAP2 program staff tabulated program reach data from online reports completed by the NEP Assistants after each class. The NEP assistants completed an online form after each lesson, capturing both quantitative data, such as the number of students in the classroom and the length of minutes for each lesson and qualitative data about the implementation such as any deviations from the lesson plan. To indicate which lessons each child received, colored stickers that included the name of the particular lesson being taught that week were to be placed on the fruit and vegetable calendars of the children that were in attendance during the lesson. Program administrators reported that this system worked well for the first 4-

5 weeks of the intervention. Problems encountered in the remaining weeks were attributed to the winter holidays.

iv. Program costs

UKCES provided data on resources and costs associated with implementing and evaluating the LEAP2 program. Although Altarum provided UKCES 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 program administrators, direct educators and county extension agents, intervention site key contacts (principals and teachers), and caregivers of children in the intervention classrooms—as well as through direct nutrition education observation. The information gathered from key informants was descriptive and primarily qualitative in nature. Key informant interviews were conducted with UKCES staff involved in the planning, design, and implementation of the LEAP2 program as well as principals and teachers from four of the eight intervention schools. Interviews with county extension agents, and NEP assistants who served as the direct educators, were conducted approximately one month prior to the start of the intervention (October 2011) and immediately following completion of the intervention (February 2011). UKCES administrators and evaluation staff were interviewed approximately one month prior to the start of the intervention (October 2011) and following the intervention and evaluation (July 2012). School principals and teachers were interviewed immediately following completion of the intervention (February 2011).

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.— LEAP2 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 Administrator	Interview	5	4
County Extension Agent	Interview	3	3
District Director	Interview	1	1
NEP Assistant	Interview	5	6
Program Evaluators	Interview	2	3
Intervention School Staff			
School Principals	Interview	n/a	4
Classroom teachers	Interview		12
	Online survey		39
Program Participants			
Primary caregivers of children who participated in LEAP2 Program nutrition education	Focus Group	n/a	4 groups (28 adults)
	Survey (process questions included in parent follow-up survey)	475	395

Note: n/a= not applicable

i. Program staff

In selecting program administration staff members for interviews, the evaluation team worked directly with the Assistant Director for Family and Consumer Science Field Programs, who is responsible for the day to day operation of the Family and Consumer Science program and was the primary contact for the demonstration project. Key members of the LEAP2 administration team were interviewed to gain a basic understanding of their respective roles and responsibilities. Those interviewed included the Director of the School of Human Environmental Sciences, the director of the Nutrition Education Program and two extension specialists providing oversight for the LEAP2 program, one of whom was an author of both LEAP programs and is primarily responsible for the training and curriculum development for the LEAP2 program at the state level. These individuals were involved in the initial design and implementation of the LEAP2 program and oversee its administration, implementation, and direct educator training.

ii. Direct educators and their supervisors

Collecting information from each of the NEP assistants who taught the lessons at the intervention sites was important to document variations in their background and training, in program implementation, and to ascertain their differing views on the facilitators and challenges to program implementation. Three NEP assistants were involved in the implementation phase in Perry County and two NEP assistants were involved in Laurel County. One NEP assistant resigned during the implementation process to take a position as an extension agent in another county but did consent to be interviewed at the close of the intervention. The county extension agents that supervise the NEP assistants were extensively involved in the LEAP2 planning, implementation, and reporting process and were important key informants. In addition, the District Director for both Perry and Laurel counties offered insight into the supervision and oversight of the county extension offices as well as the extension council system in Kentucky.

iii. Program Evaluators

The data collection plan included pre and post interviews with faculty members involved in UKCES's self evaluation process. These included a faculty member who consulted on the program implementation and evaluation planning as well as the faculty member responsible for the school lunch photographic assessment component of UKCES' self evaluation. After the intervention, the evaluation team also interviewed the faculty member responsible for analyzing and reporting on the data collected as part of the self evaluation. These interviews were important to better understand the LEAP2 self-evaluation process and findings.

iv. School principals

Key informant interviews were conducted with a subset of school principals to capture commitment to the LEAP2 program as well as any barriers or challenges to the implementation of the program. These in-depth interviews capture the perspective of the school administrator with respect to the priority of nutrition education for students in their school, any logistical concerns from an administrative view, and any issues related to the implementation.

v. Classroom teachers

Information was collected from classroom teachers via an online survey or key informant interview. Key informant interviews, completed with a subset of twelve teachers, and the online survey were important to ascertain teachers' opinions about the facilitators and challenges to the implementation as well as the reaction and engagement level of the children during the lesson. Because the teachers also facilitated the daily fruit and vegetable recall calendars, the survey and interviews were able to uncover their views about the usefulness and fidelity of this part of the intervention. Teachers also discussed how they integrated the messages from the LEAP2 program into the rest of their curriculum.

vi. Parents and caregivers whose children participated in LEAP2 lessons

Since they would be knowledgeable about their child’s nutrition-related behaviors and because they were indirect recipients of the LEAP2 education efforts, caregivers were important respondents for the process evaluation. Caregivers were an important source of information related to accessibility of the nutrition education materials to caregivers, participant satisfaction, relevance of the messages and materials, and recommendations for improvement. As shown in exhibit G-4 above, 28 adults participated in the four focus groups and 395 parents and caregivers 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).

vii. Direct observation of nutrition education

Another primary data collection source was direct observation of a convenience sample of intervention lessons in four schools. As noted above, the focus of these observations was on the education environment (e.g., classroom setting, student engagement, classroom teachers’ engagement) and factors related to program fidelity (e.g., did the nutrition 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 were tailored to each of the demonstration projects. While such customization was important to capture the unique aspects of each demonstration program, the same core set of questions was asked of each group. 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 Instruments Used to Collect Process Data on the LEAP2 Program.](#)

- Data abstraction tools
- Program cost form
- In-depth, open-ended key informant interview guides
- Online survey for classroom teachers
- Caregiver structured group interview guide
- Nutrition education observation protocol

Data collection commenced in October 2011. Detailed descriptions of the instruments developed and implemented as part of the process evaluation of the LEAP2 program, 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 parent follow-up survey instrument is included in appendix C.

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, yet 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, social marketing delivery methods, social marketing key messages); and operational aspects of the program’s implementation.

ii. Program cost form

The LEAP2 administrative team compiled the resource and cost information for the program implementation statewide. UKCES was provided a standardized program cost information form that was also consistent with FNS SNAP-Ed reporting requirements. Specifically, data requested included: 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, computers), 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.

A pre- and post-intervention interview was conducted with program staff for the process evaluation in order to determine program fidelity, training, and implementation in the school environment. An interview guide was developed for each of these key informants to capture rich information on the planning and design of the demonstration project, the training that had taken place, and their views on the facilitators and challenges of implementation based on their experience with the program.

Interviews with the NEP assistants were conducted before and after program implementation. For these key informants, two discussion guides were developed—one for use prior to implementation of the LEAP2 lessons 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 their preparation for the implementation. 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.

ii. Online surveys for classroom teachers

A post online survey was developed for teachers in the intervention classrooms that were not involved in an in-depth interview. The survey was designed to elicit important information about teacher perceptions about the LEAP2 program and any suggestions for improvement as well as the integration of the LEAP2 lessons into their classroom. The post-intervention survey was designed to capture rich information about implementation of the LEAP2 lessons in their classroom. The survey was developed with to be brief enough to limit burden on respondents and 39 teachers responded to the online survey.

iii. Key informant interviews with classroom teachers

After the interventions were completed at each site, in-depth interviews were completed with twelve teachers at four intervention schools. The interview guide was similar in design to the online survey to capture teachers' views on what worked well and what could be improved in the program, the LEAP2 take-home materials, and their facilitation of the daily fruit and vegetable recall calendar. Teachers were also asked how they were able to incorporate the LEAP2 messages into their curriculum.

iv. Parent and caregiver focus group discussion guide

The focus group discussion guide was designed to elicit experiences and perspectives from parents or caregivers whose children participated in the LEAP2 intervention. These individuals also were recipients of indirect education through LEAP2 newsletters taken home to caregivers after each lesson. 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 or their child's nutrition-related behaviors, factors affecting fruit and vegetable availability at home, and recommendations for improving the program.

v. 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, data collection team members participated in a comprehensive 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 the LEAP2 program comprised three evaluators, one of whom, a senior staff member, took a lead role on all recruitment and data collection activities. One evaluator conducted all interviews and focus groups with the staff members and parents. 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 UKCES program staff approximately four months prior to the start of the intervention. This packet, which was sent electronically, included:

- 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.

UKCES 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

After the recruitment package was finalized, the draft letter described above was sent to the principal of each school participating in the project. Once delivery of these communications was confirmed, the following steps completed the 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 principal at each of the eight intervention schools. 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.
- **Follow-up telephone call.** Once the above correspondence was sent, all principals were contacted to formally recruit them into the study and answer any questions they had. The four schools that would receive an onsite visit were contacted to 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 parent and caregiver focus groups

A total of four caregiver focus groups were conducted after the completion of the intervention in February 2012. Approximately three to four weeks prior to the focus group date, a recruitment letter and flier was mailed to a contact designated at each of the four schools to distribute to parents or caregivers of the nutrition education recipients who had attended the LEAP2 lessons.

To meet an ideal group interview size of 6 to 8 participants, 10 to 12 parents or caregivers 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:

- Focus groups were scheduled in the evening so that a majority of the parents would be able to attend. Child care was offered for parents not able to arrange care for their children.
- A \$50 incentive was offered to every parent for participation.
- Dinner was provided before each focus group.

One or two days before each focus group was held, reminder phone calls were made to participating caregivers. A focus group at one location was canceled due to snow and could not be rescheduled. Additional parents were recruited at another school, where two focus groups, each with 7 caregivers, were conducted. The \$50 incentive was 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. Classroom observations

Observations of the LEAP2 lessons took place in December 2011 at four intervention schools, two in Perry County and two in Laurel County. The evaluation team member completed the observation form during each lesson, administered the few questions on the form to the direct educator at the end of each lesson, 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 UKCES program staff, direct educators, county extension agents, classroom teachers, and principals 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 parents or caregivers of the children participating in the LEAP2 lessons 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 LEAP2 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 LEAP2 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 LEAP2 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 children's dietary intake of 0.30 standard deviation units, it was hypothesized that children participating in the LEAP2 program would increase their average daily at-home consumption of fruits and vegetables by approximately 0.30 cups per day compared with children not participating in the program.

▲ Secondary Outcomes

It was hypothesized that children and parents of children participating in the program would increase other nutrition behaviors that may lead to children's increased fruit and vegetable consumption in the home compared with those not participating in the program. Exhibit H-1 lists the secondary outcome measures for the impact evaluation of the LEAP2 program. The secondary outcome measures describe mediators and short-term outcomes that may influence at-home consumption of fruits and vegetables. The secondary outcome measures are grouped into two categories: (1) child's other dietary behaviors and (2) parent's behavior and household variables.

2. Research Design and Sample Selection

The study population for the LEAP2 program included parents or caregivers of first-, second-, and third-grade students attending schools in Laurel and Perry Counties, KY. For the independent impact evaluation of the LEAP2 program, the independent contractor employed a fully randomized experimental research design with data collected at pre- and post-intervention. To control for potential differences between the two counties, schools were matched within the county and assigned to study condition.

The evaluation of LEAP2 included eight matched pairs of schools. Allocation to the intervention and control groups followed a random process. Table H-1 presents the target assignment of schools. School pairs were generated based on school size (number of anticipated first through third-grade students), and percentage of students receiving free and reduced-price meals (FARM) . School sizes varied from 107 to 343 students. Assuming an 80 percent attrition rate, an average of 40 completed surveys per school was anticipated for the follow-up survey.

Exhibit H-1.— Secondary Outcome Measures for the LEAP2 Impact Evaluation

Secondary outcomes: child’s other dietary behaviors at home	
Number of days child ate more than one type of fruit during past week	
Number of days child ate more than one type of vegetable during past week	
Willingness to try new kind of fruit	
Willingness to try new kind of vegetable	
Frequency that child asked parent to buy certain type of fruit during past month ^a	
Frequency that child asked parent to buy certain type of vegetable during past month ^a	
Number of days child asked to have fruits or vegetables to eat during past week	
Number of days child helped select food for family during past week	
Number of days child helped make or cook a meal during past week	
Secondary outcomes: parent’s behavior and household variables	
Availability of fruits and vegetables at home during past week ^b	
Number of days parent gave fruit as a snack during past week	
Number of days parent gave fruit at dinner during past week	
Number of days parent gave vegetables as a snack during past week	
Number of days parent gave vegetables at dinner during past week	
Parent can encourage child to try new fruits or vegetables ^c	

^a Response categories were converted to a dichotomous variable, with 0 = never and 4 = always.

^b 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, raisins, berries, celery, carrots, broccoli, and zucchini.

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

Table H-1.— Assignment of Schools for the LEAP2 Program Impact Evaluation

School	Intervention		Control		School
	Anticipated No. of Students in 2011 ^a	FARM (%)	FARM (%)	Anticipated No. of Students in 2011 ^a	
Laurel County					
East Bernstadt	206	63	63	139	Johnson
Camp Ground	192	70	67	220	Colony
Sublimity	170	53	50	229	Bush
Keavy	151	73	80	172	Hazel Green
Wayne-Pine Grove	291	54	68	343	London
Perry County					
RW Combs	122	84	81	107	Willard
Chavies	114	68	76	110	AB Combs
Dennis Wooten	221	64	56	235	Walkertown

^a Number of students enrolled in first through third grades for school year 2011–2012 based on reported 2010 enrollment for students in grades K–2.

Notes: FARM = free and reduced-price meals.

▲ 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 change in consumption of servings of fruits and vegetables by children participating in LEAP2 as reported by their parents or caregivers. 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 children's dietary intake of 0.30 standard deviation units and was carried out to identify the minimum number of parents from each school that would be needed to obtain sufficient power. Few studies in the published literature provide data on parent-reported values of children's fruit and vegetable consumption.

Estimates were used from a trial in Chicago that included means and standard deviations for parent-reported measures of their children's fruit and vegetable consumption. The study included six lower socioeconomic status communities and collected data from 516 parents on their young children's dietary intake. In this study population, mean fruit and vegetable consumption was 3.83 servings per day, with a standard deviation of 2.04 servings (Evans, Necheles, Longjohn, & Christoffle, 2007). Next, an appropriate expectation for the magnitude of the program impact, often referred to as the effect size or the minimum detectable effect, was determined. This number describes the anticipated change in observed outcomes among participants as a result of participating in the intervention. The aim of the current survey was to identify a change of 0.30 standard deviation units or greater. Based on the findings from the Chicago study, the realized net change is expected to be 0.30 cups of fruit and vegetables from baseline values between the two groups. This expectation is consistent with findings reported in a recent meta-analysis by Knai, Pomerleau, Lock, and McKee (2006) who found that across a range of dietary interventions, children's fruit and vegetable consumption increased by 0.30 to 0.99 servings (i.e., 0.15 to 0.50 cups) per day.

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., school) over and above the variation attributable to the individual, and the form of the statistical model. At present, published ICC estimates on parents' reports of children's dietary intake are not available. However, a study of middle school youth reported an ICC of 0.034 for self-reported fruit and vegetable consumption (Murray, Phillips, Birnbaum, & Lytle, 2001). Using this study as a starting point and recognizing the differences between the participants in Murray et al. (2001) and our study, this study used an ICC 0.05 for the power calculation.

The final assumption involves the form of the statistical model. The 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 through examination of 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 40 participants per school with eight schools in each condition. Table H-2 provides details of the sample size estimate for the LEAP2 evaluation and assumptions regarding response rate and retention.

Table H-2.— Sample Size for the LEAP2 Program Impact Evaluation

Group	Number of Schools	Number of Children ^a	Number of Completed Surveys	
			Baseline Survey (Number of Parents and Caregivers) ^b	Follow-Up Survey (Number of Parents and Caregivers) ^c
Intervention	8	770	400	320
Control	8	770	400	320

^a Assumes an average of 96 first through third-grade students per school.

^b Assumes that 65 percent will consent to providing contact information and an 80 percent response rate for the baseline survey.

^c Assumes an 80 percent response and retention rate between the baseline and follow-up surveys.

3. Survey Instrument Development and Testing

Drafts of the survey instruments were developed for the baseline (pre-intervention) and follow-up (post-intervention) surveys, and interviews were conducted with parents and caregivers to test and refine the instruments. The impact instruments for the two demonstration projects with children as the target audience (LEAP2 and BASICS) were very similar because the primary outcome measures and some of the secondary outcome measures were the same. The survey instrument development and testing procedures are described below.

a. Outcome measures and instrument development

To develop the impact evaluation instrument, UKCES' application and the LEAP2 curriculum were reviewed, and discussions were held with UKCES project staff to identify the primary and secondary outcome measures for the intervention. The instruments compiled as part of the literature review conducted for the SNAP I study (Altarum Institute and RTI International, 2009) 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 LEAP2 program collected information on the following:

- food availability
- intake and variety of fruits and vegetables
- willingness to try new fruits and vegetables, snacking on fruits and vegetables, and offering of fruits and vegetables at mealtime
- parents' attitudes toward the availability, selection, and affordability of fresh fruits and vegetables

- assessment of child “pester power” (Nicholls & Cullen, 2004)
- dosage and satisfaction with the intervention
- WIC benefits
- 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, child’s dietary behavior, 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 modified to ask the respondent (parent or caregiver) to report on his or her child’s at-home consumption of fruits and vegetables. Respondents were instructed not to include meals eaten at school or day care, but rather to report only on observed consumption behavior.

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 fifth- and seventh-grade reading level.

b. Instrument testing

To pretest the draft impact instrument, in-person interviews were conducted in August 2010 with parents and caregivers of children enrolled in first, second, or third grade during the 2010/2011 school year. The independent contractor worked with an associate of the North Carolina Expanded Food and Nutrition Education Program (EFNEP) to recruit SNAP-Ed recipients or eligibles to participate in the interviews. Because some recruited individuals did not come to the office to complete their scheduled interview, an ad was posted on Craigslist to recruit additional individuals to pretest the instruments. Individuals had to meet the following criteria to be eligible for participation: (1) were 18 years of age or older; (2) had a child living in the household who would be enrolled in first, second, or third grade in the 2010/2011 school year; (3) had a child receiving free- or reduced-price lunch at school; and (4) had an annual household income of less than \$30,000. Nine individuals were interviewed to evaluate the draft instrument for the baseline survey for UKCES and INN. The interviews were conducted at the Wake County Center in Raleigh, North Carolina, and at RTI offices.

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 a few words were underlined or bolded for emphasis.

Exhibit H-2.— Summary of Instruments Used to Develop Impact Instrument for the LEAP2 Program Impact 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 by child on a typical day ^a Child ate variety of fruits each day ^a Child ate variety of vegetables each day ^a	Food Stamp Program Fruit and Vegetable Checklist (Townsend et al., 2003) University of California Cooperative Extension Food Behavior Checklist (Townsend et al., 2008); includes graphics for cups of fruit and vegetables	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
Willingness of child to try new fruits Willingness of child to try new vegetables Parent offered fruit at dinner Parent offered vegetables at dinner	Willingness to try new fruits and vegetables (Jamelske, Bica, McCarty, & Meinen, 2008)	4th, 7th, and 9th graders	Self-administered	Not reported	Not reported	Compared with controls, intervention participants reported an increased willingness to try new fruits and vegetables at school ($p < 0.01$)
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 ($p < 0.05$)

^a The questions were modified to ask the respondent (parent or caregiver) to report on his or her child's consumption of fruits and vegetables.

**Exhibit H-2.— Summary of Instruments Used to Develop Impact Instrument for the BASICS Program Impact Evaluation
(continued)**

Outcome Measures	Instrument	Study Population(s)	Mode(s) of Data Collection	Reliability	Validity	Sensitivity to Change
Child asked parent to buy certain fruit	Questionnaire items were developed and tested by RTI	—	—	—	—	—
Child asked parent to buy certain vegetable	Questionnaire items were developed and tested by RTI	—	—	—	—	—
Child helped parent make or cook meal	Questionnaire items were developed and tested by RTI	—	—	—	—	—
Child helped select family food	Questionnaire items were developed and tested by RTI	—	—	—	—	—
Child asked to have fruits or vegetables	Questionnaire items were developed and tested by RTI	—	—	—	—	—
Parent offered fruit as snack	Questionnaire items were developed and tested by RTI	—	—	—	—	—
Parent offered vegetable as snack	Questionnaire items were developed and tested by RTI	—	—	—	—	—
Parent can encourage child to try new fruits or vegetables	Questionnaire items were developed and tested by RTI	—	—	—	—	—

^a The questions were modified to ask the respondent (parent or caregiver) to report on his or her child's consumption of fruits and vegetables.

Three versions of the instrument were developed:

- Baseline survey—The same instrument was used for the intervention and control 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 LEAP2 intervention materials.
- Follow-up survey for the control group—This instrument collected information on the primary and secondary outcomes.

Each survey took about 15 minutes to complete. The baseline survey was administered by mail (survey booklet). For the follow-up survey, 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

This section describes the training of data collectors, the survey administration procedures, and the response to the survey.

a. Data collector training

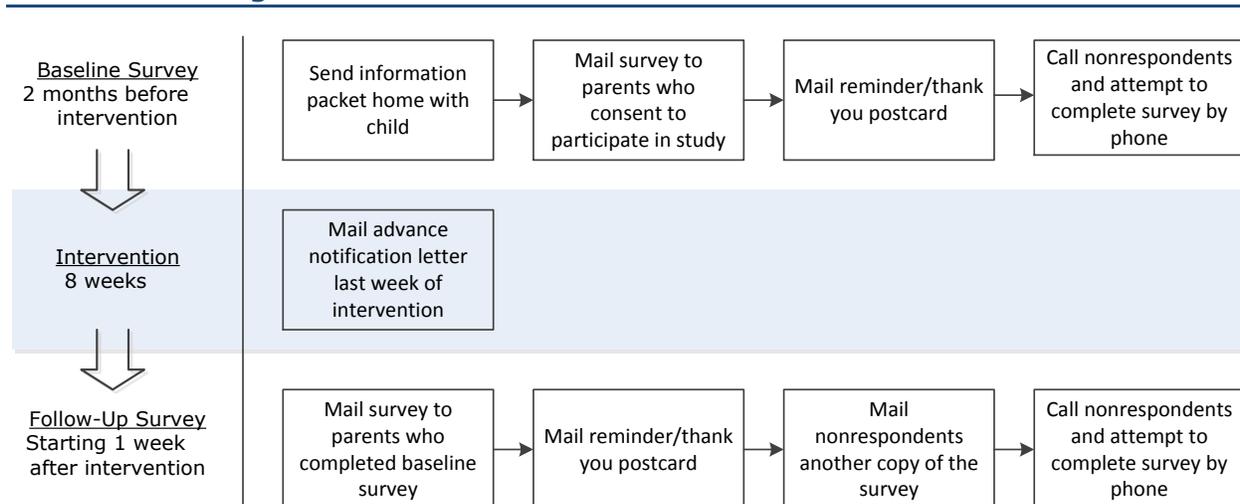
Telephone interviewers were trained to work on the data collection for the three SNAP II demonstration projects. Each training class included a detailed training manual. The training manual provided background materials, including a study overview and glossary of terms; answers to frequently asked questions; description of likely data collection challenges and recommendations for avoiding or resolving them; confidentiality and data security procedures; and review of the instrument and case management system.

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 instrument and control 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

A multimodal survey approach was used to maximize the survey response rate. Figure H-1 illustrates the data collection procedures for the baseline and follow-up surveys. The baseline data collection was conducted during September and October 2011. The independent contractor worked with UKCES to coordinate study recruitment for the baseline survey at the intervention and control schools. UKCES made the initial contact with the intervention and control schools to encourage their cooperation in the study. Working with the schools in the study, the study team sent home packets with information on the study with students. Each packet included a consent and contact information form. The field representatives collected these forms from teachers so that study participants could be contacted by mail or telephone.

Figure H-1.— Data Collection Procedures for the Impact Evaluation of the LEAP2 Program



Administration of the baseline survey started 2 months before the start of the intervention. The survey was mailed to parents and caregivers who consented to participate in the study. As noted above, consent was obtained separately and before the baseline survey. Respondents received \$10 cash for completing the baseline survey. Appendix D provides copies of the survey materials for the baseline survey.

The data collection for the follow-up survey was conducted during February and March 2012. During the last week of the intervention, an 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. Approximately 10 days later a second mail survey packet was sent. Telephone contact of nonrespondents began 2 weeks after the second packet mailing; at least 10 call attempts were made to each working phone number at various times of day and days of the week. Respondents received \$15 cash for completing the follow-up survey.

c. Survey response

Table H-3 provides the number of completed surveys for the intervention and control groups at baseline and follow-up. At baseline, 475 participants in the intervention group and 432 participants in the control group completed the survey. The response rate for the baseline survey (among those agreeing to participate) was 78 percent for the intervention group and 77 percent for the control group.

At follow-up, 395 participants in the intervention group and 373 participants in the control group completed the survey, thus meeting the target of 320 participants per group at follow-up. The response rate for the follow-up survey was 83 percent for the intervention group and 86 percent for the control group.

Table H-3.— Number of Completed Surveys and Response Rates for the Baseline and Follow-Up Surveys

Intervention	897	67.9	475	78.0	395	83.2
East Bernstadt	113	80.5	44	80.2	39	88.6
Camp Ground	109	54.1	47	74.6	40	85.1
Sublimity	101	61.4	58	82.3	50	86.2
Keavy	105	70.5	66	85.1	57	86.4
Wyan-Pine Grove	134	70.1	65	72.3	54	83.1
RW Combs	115	78.3	46	76.7	38	82.6
Chavies	100	73.0	55	71.2	48	87.3
Dennis Wooten	120	55.0	44	83.3	39	88.6
Control	909	61.9	432	76.7	373	86.3
Johnson	113	55.8	47	84.1	40	85.1
Colony	138	67.4	63	75.3	49	77.8
Bush	126	75.4	76	81.1	70	92.1
Hazel Green	112	72.3	63	81.5	53	84.1
London	105	66.7	40	65.7	34	85.0
Willard	89	59.6	38	79.2	34	89.5
AB Combs	117	24.8	21	75.9	16	76.2
Walkertown	109	72.5	51	70.9	47	92.2
Total	1,806	64.9	907	77.4	768	84.7

^a The eligible population is based on class enrollment data available at the start of the intervention. The eligible population may differ from the reach data reported in chapter II, which are equal to the actual number of unduplicated children who attended at least one LEAP2 class at their school.

^b Consent rate = $\frac{\text{number of parents who returned the contact card and agreed to participate in the study}}{\text{eligible population}}$.

^c Response rate for the baseline survey = $\frac{\text{number of completed baseline surveys}}{\text{number of parents who returned the contact card and agreed to participate in the study}}$.

^d Response rate for the follow-up survey = $\frac{\text{number of completed follow-up surveys}}{\text{number of completed baseline surveys}}$.

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 control and assurance procedures were implemented as described below.

a. Data entry

Data entry consisted of entering data from the contact cards and mail surveys as well as entering data through CATI for respondents contacted by phone to complete 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 surveys conducted by telephone, telephone interviewers entered the survey responses using CATI; thus, data entry was not required.

b. Data editing

To prepare the analysis data files, the following edits were made to the survey data:

- Responses to categorical questions were verified to ensure that they corresponded to a valid response.
- To eliminate responses from parents with more than one child in the study, contact card information was used to determine duplicate households. When necessary, one response from each household was randomly selected for inclusion in the analysis.
- 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 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 an intervention group that participated in the LEAP2 program with changes among a control group that did not participate in the program. Parents and caregivers reported on their child’s consumption and other dietary behaviors at baseline and follow-up. The measures and variables used in the statistical analyses and the modeling specifications are described below.

a. Description of measures and variables used in statistical analyses

The contact card collected information on the child’s gender and grade of school, and the baseline survey collected demographic information on the parent or caregiver respondent and their household.

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 outcomes, the child secondary outcomes, and the parent secondary outcomes. Exhibits H-4 through H-6 identify the variables for the impact analysis and provide information on procedures used to derive new variables.

b. Model selection

The independent evaluation of the LEAP2 program was based on a fully randomized experimental research design that included 16 schools in Laurel and Perry Counties, KY that were matched based on school size and percentage of students receiving FARM. Schools were randomly assigned to either the intervention (n = 8) or control (n = 8) group.

c. Repeated-measures cohort models for program outcomes

LEAP2 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 LEAP2 included repeated measures on individual respondents (e.g., observation nested within respondent), with respondents who are nested within schools and schools that are nested in a study condition (i.e., intervention or control). When data are nested, responses within the same cluster tend to be correlated. If the correlated nature of the data is ignored in the selection and specification of the analytical 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 LEAP2 outcomes. These models account for correlated responses by allowing for the inclusion of multiple sources of random variation.

Additional detail 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 is provided below. 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 include parents’ reports on children’s fruit and vegetable consumption in the home 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 with a binomial distribution and a logit link function were employed.

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.

Exhibit H-3.— Description of Demographics Variables Used in the Analysis

Variable	Question(s) ^a	Analysis Variable Derivation
Child sex	Contact card	Female children were included as the reference group for the analysis.
Child age	Question 29, "In what month was the child who is participating in the "What Does Your Child Eat" study born?" Question 30, "In what year was the child who is participating in the "What Does Your Child Eat" study born?"	Child's age was determined using the date of birth information provided during the baseline survey (month and year of birth) and the date the baseline survey was conducted.
Respondent age	Question 25, "What is your age?"	Age categories were combined to create a three-level categorical variable: "18 to 34" (reference group for the analysis), "35 to 44," and "45 or older."
Respondent sex	Question 26, "What is your gender?"	Female respondents were included as the reference group for the analysis.
Size of household	Question 23, "How many people under 18 years of age live in your household?" Question 24, "Including yourself, how many people 18 years or older live in your household?"	Responses to the two questions were summed to calculate the total number of individuals in the household, provided the respondent provided information for both questions.
Respondent race or ethnicity	Question 27, "Are you Hispanic or Latino?" Question 28, "What is your race?" Multiple responses were allowed for the race question.	Binary variables created with White, non-Hispanic respondents were included as the reference group for the analysis.

Exhibit H-4.— Description of Primary Outcome Variables

Variable	Question(s)	Analysis Variable Derivation
Cups of fruits	Question 3, "During the past week, how many cups of fruit did your child eat each day? Do not include fruit juice." ^a	Continuous variable in half-cup increments.
Cups of vegetables	Question 5, "During the past week, how many cups of vegetables did your child eat each day?" ^a	Continuous variable in half-cup increments.
Cups of fruits and vegetables	Questions 3 and 5 (above)	Summed responses to questions 3 and 5 to create continuous variable in half-cup increments.

^a Response options were in half-cup increments ranging from 0 to 3 cups. Mail questionnaires provided visuals for cups of fruit and cups of vegetables.

Exhibit H-5.— Description of Child Secondary Outcome Variables

Variable	Question(s)	Analysis Variable Derivation
Ate variety of fruits	Question 2, "How many days during the past week did your child eat more than one kind of fruit each day? Do not include fruit juice." ^a	Created continuous variable ranging from 0 to 7 using the midpoint for the 2-day responses (e.g., "1 to 2 days" was assigned a value of 1.5).
Ate variety of vegetables	Question 4, "How many days during the past week did your child eat more than one kind of vegetable each day? Do not 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.
Willingness to try new fruits	Question 7, "Is your child willing to try a new kind of fruit?"	Created binary variable with "Yes" responses assigned a value of "1" and "No" or "Maybe" responses assigned a value of "0."
Willingness to try new vegetables	Question 10, "Is your child willing to try a new kind of vegetable?"	Created binary variable with "Yes" responses assigned a value of "1" and "No" or "Maybe" responses assigned a value of "0."
Asked parent to buy certain fruit	Question 14, " <u>During the past month</u> , how often did your child ask you to buy a certain type of fruit?" ^b	Created continuous variable ranging from 0 ("never") to 4 ("always").
Asked parent to buy certain vegetable	Question 15, " <u>During the past month</u> , how often did your child ask you to buy a certain type of vegetable?" ^b	Created continuous variable ranging from 0 ("never") to 4 ("always").
Helped parent make or cook meal	Question 16, "How many days <u>during the past week</u> did your child help you make or cook a meal? For example, did your child wash fruits or vegetables." ^a	Created continuous variable ranging from 0 to 7 using the midpoint for the 2-day responses.
Helped select family food	Question 19, "How many days during the past week did your child help select the food your family eats at home?" ^a	Created continuous variable ranging from 0 to 7 using the midpoint for the 2-day responses.
Asked to have fruits or vegetables	Question 20, "How many days during the past week did your child ask to have fruits or vegetables to eat?" ^a	Created continuous variable ranging from 0 to 7 using the midpoint for the 2-day responses.

^a Response options were "None," "1 to 2 days," "3 to 4 days," "5 to 6 days," and "Every day."

^b Response options were "Never," "Seldom," "Sometimes," "Often," and "Always."

Exhibit H-6.— Description of Parent Secondary Outcome Variables

Variable	Question(s)	Analysis Variable Derivation
Availability of fruits and vegetables	Question 1, "Were any of the following foods available in your home during the past week? bananas, apples, grapes, raisins, berries, celery, carrots, broccoli, and zucchini. Include fresh, frozen, canned, and dried foods."	Created continuous variable ranging from 0 to 9 based on the number of "Yes" responses for availability of nine fruits and vegetables
Parent offered fruit as snack	Question 8, "How many days during the past week did you give your child fruit as a snack?" ^a	Created continuous variable ranging from 0 to 7 using the midpoint for the 2-day responses.
Parent offered fruit at dinner	Question 9, "How many days during the past week did you give your child fruit at dinner?" ^a	Created continuous variable ranging from 0 to 7 using the midpoint for the 2-day responses.
Parent offered vegetable as snack	Question 11, "How many days during the past week did you give your child a vegetable as a snack?" ^a	Created continuous variable ranging from 0 to 7 using the midpoint for the 2-day responses.
Parent offered vegetable at dinner	Question 12, "How many days during the past week did you give your child a vegetable at dinner?" ^a	Created continuous variable ranging from 0 to 7 using the midpoint for the 2-day responses.
Parent can encourage child to try new fruits or vegetables	Question 13, "How strongly do you agree or disagree with each of these statements?" ^b	Created binary variable with "Strongly agree" responses assigned a value of "1" and "Agree," "Disagree," and "Strongly disagree" responses assigned a value of "0."

^aResponse options were "None," "1 to 2 days," "3 to 4 days," "5 to 6 days," and "Every day."

^bResponse options were "Strongly agree," "Agree," "Disagree," and "Strongly disagree."

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

$$Y_{i;j,k} | \mu_{i;j,k} \sim N \mu_{i;j,k}, \sigma^2 . \quad (1)$$

This indicates that, given the predicted value $\mu_{i;j,k}$, the outcome $Y_{i;j,k}$ 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 $\mu_{i;j,k}$ and a constant variance, σ^2 . The expectations of these values are expressed as

$$E[Y_{i;j,k} | \mu_{i;j,k}] = \mu_{i;j,k} \text{ and } \text{Var } Y_{i;j,k} / \mu_{i;j,k} = \sigma^2 \quad (2)$$

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

$$\eta_{i;j,k} = \mu_{i;j,k} , \quad (3)$$

which indicates that the modeled outcome $\eta_{i;j,k}$ is equal to the expected value of $Y_{i;j,k}$.

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

$$Y_{i;j,k} | \varphi_{i;j,k} \sim B s_{i;j,k}, \varphi_{i;j,k} , \quad (4)$$

where $Y_{i;j,k}$ is the number of “successes” in each of $s_{i;j,k}$ trials, and $\varphi_{i;j,k}$ represents the probability of success on each trial. In the evaluation of LEAP2, $s_{i;j,k} = 1$ and the binary variable follows a Bernoulli distribution where $Y_{i;j,k}$ takes on the value 1 (success) with probability $\varphi_{i;j,k}$, and the expected value and variance of $Y_{i;j,k}$ can be expressed as

$$E[Y_{i;j,k} | \varphi_{i;j,k}] = \varphi_{i;j,k} \text{ and } \text{Var } Y_{i;j,k} | \varphi_{i;j,k} = \varphi_{i;j,k} (1 - \varphi_{i;j,k}) . \quad (5)$$

The canonical link when the level-one sampling distribution is binomial is the logit link, which can be expressed as follows:

$$\eta_{i;j,k} = \log \left(\frac{\varphi_{i;j,k}}{1 - \varphi_{i;j,k}} \right) \quad (6)$$

and indicates that the modeled outcome $\eta_{i;j,k}$ 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,

$$\eta_{i:j:k} = \sum x_{i:j:k} \beta_{i:j:k} + \sum z_{0:j:k} u_{0:j:k} . \quad (8)$$

Here, $\eta_{i:j:k}$ is the expected value of the outcome; $\sum x_{i:j:k} \beta_{i:j:k}$ 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, $\eta_{i:j:k}$ represents the identity link, and from equation (3) it follows that

$$E[Y_{i:j:k}] = \eta_{i:j:k} . \quad (9)$$

When the outcome of interest is represented by a binomial variable, $E[Y_{i:j:k}]$ is the predicted probability $\varphi_{i:j:k}$ which can be derived from equation (6) by taking $\exp \eta_{i:j:k}$ as follows:

$$E[Y_{i:j:k}] = \frac{1}{1 + \exp \eta_{i:j:k}} . \quad (10)$$

For continuous outcomes, general linear mixed models were employed where the expectation for $Y_{i:j:k}$ in equation (9) is the appropriate form. However, when response options are binary, generalized linear models were employed where the expectation for $Y_{i:j:k}$ in equation (10) is the appropriate form.

(a) Generalized Hierarchical Linear Model (HLM) Presentation

The structural model used to assess the effects of LEAP2 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 school-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, $\eta_{i:j:k}$ represents the response of the i^{th} parent or caregiver measured on occasion t , whose child attends 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 $\eta_{i:j:k}$ 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 ($e_{ii:j:k}$) in the Gaussian model but is a function of the expected probability in the Bernoulli model:¹

$$\eta_{ii:j:k} = \beta_{0i:j:k} + \beta_{1i:j:k} \text{ TIME} + e_{ii:j:k}. \quad (11)$$

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} school of the k^{th} condition, as a function of the intercept value of all respondents associated with school 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 (R_SEX, R_AGE, R_RACE), the index child (CH_SEX, CH_AGE), and the family household (HH); the coefficients associated with these covariates are not of direct interest.

$$\beta_{0i:j:k} = \gamma_{00:j:k} + \gamma_{01:j:k} \text{ CH_SEX} + \gamma_{02:j:k} \text{ CH_AGE} + \gamma_{03:j:k} \text{ R_SEX} + \gamma_{04:j:k} \text{ R_AGE} + \gamma_{05:j:k} \text{ R_RACE} + \gamma_{06:j:k} \text{ HH} + u_{0i:j:k} \quad (12)$$

$$\beta_{1i:j:k} = \gamma_{10:j:k} + u_{1i:j:k} \quad (13)$$

The second student-level model, equation (13), describes $\beta_{1i:j:k}$, the change or growth over time of the i^{th} respondent in the j^{th} school of the k^{th} condition as a function of the mean slope associated with school j ($\gamma_{10:i:k}$) and a random effect ($u_{1i:j:k}$) that allows for individual variation from the school-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.

School-level models (level three). At the school level, the intercepts from the individual-level models are expanded. The first school-level model, equation (14), describes $\gamma_{00:j:k}$, the initial status of the j^{th} school of the k^{th} condition as a function of the mean intercept value across all schools ($\lambda_{00:0:k}$) and random effect ($u_{00:j:k}$) that allows for school-to-school variation from the overall intercept value. This model includes an indicator variable (COND) identifying Schools as a member of either the intervention or control condition; its coefficient ($\lambda_{00:1:k}$) accounts for any difference in initial status between schools 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 school-level model, equation (15), describes $\gamma_{10:j:k}$, the change over time of the j^{th} school of the k^{th} condition as a function of the mean slope across all Schools $\lambda_{10:0:k}$ and a random effect that ($u_{10:j:k}$) allows for school-to-school variation from the condition-specific mean slope. This model also includes an indicator variable (COND) identifying schools as a member of either the intervention or control condition; its coefficient ($\lambda_{10:1:k}$) accounts for any difference in mean slope between schools in the two conditions.

(b) Generalized Mixed Model Presentation

¹ For the Bernoulli model, $\varepsilon_{i:kp}$ is $\varphi_{ii:j:k} \cdot 1 - \varphi_{ii:j:k}$.

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 school-level effects, while those associated with gammas (γ) represent individual-level effects.

$$\begin{aligned} \eta_{ti:j:k} = & \lambda_{00:0:k} + \lambda_{00:1:k} \text{COND} + \lambda_{10:0:k} \text{TIME} + \lambda_{10:1:k} \text{COND} * \text{TIME} + \gamma_{01:j:k} \text{CH_SEX} \\ & + \gamma_{02:j:k} \text{CH_AGE} + \gamma_{03:j:k} \text{R_SEX} + \gamma_{04:j:k} \text{R_AGE} + \gamma_{05:j:k} \text{R_RACE} + \gamma_{06:j:k} \text{HH} \\ & + \mathbf{u}_{00:j:k} + \mathbf{u}_{01:j:k} + \mathbf{u}_{10:j:k} \text{TIME} + \left[\mathbf{u}_{11:j:k} \text{TIME} + \mathbf{e}_{ti:j:k} \right] \end{aligned} \quad (16)$$

In equation (16), $\mathbf{u}_{11:j:k} \text{TIME}$ 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,

$\mathbf{u}_{01:j:k} + \mathbf{u}_{00:j:k} + \mathbf{u}_{10:j:k} \text{TIME} + \mathbf{e}_{ti:j:k}$ represents the total variation in the outcome, $Y_{ti:j:k}$.

d. Analytic approaches for mixed-model regression

To account properly for the multiple sources of random variation that result from randomizing schools to conditions with measurements taken on the child and parent nested within those schools, 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 schools (not the child/parent) 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 UKCES' self-evaluation of the LEAP2 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 UKCES' 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 UKCES' 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 UKCES). 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 UKCES' evaluation are described below, including the evaluation review form, evaluation cost form, abstraction of UKCES' evaluation report, and the interview guides for interviews with key informants.

a. Evaluation review form

To assess the quality of UKCES' 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 UKCES to evaluate the LEAP2 program, UKCES 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 LEAP2 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, thus minimizing reporting burden. Specifically, data was requested on:

Exhibit I-1.—Criteria for Assessing the Quality of UKCES’ 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

- 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 UKCES 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 UKCES evaluation-related costs.

c. Abstraction of demonstration project’s evaluation report

UKCES 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 the assessment of UKCES’ evaluation.

d. Pre-evaluation and post-evaluation interview guides for key informant interviews

Primary data related to UKCES’ evaluation of the LEAP2 program was elicited from four key stakeholders—the program manager and three University of Kentucky faculty members involved in the

evaluation design, implementation and analysis — 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 on this phase of the project. Several questions related to anticipated challenges were also administered at this time. Post-intervention interviews with evaluation team members 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 LEAP2 program manager to document lessons learned with regard to the evaluation from a programmatic perspective as well as plans for future evaluations of the LEAP2 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. Each guide was developed to be as concise as possible. Anticipated response time ranged from 30 to 60 minutes, based on the timing of the data collection and respondent type.

3. Analysis Approach

The assessment of the evaluation conducted by UKCES included a descriptive assessment of the management and costs of the evaluation; a descriptive assessment of the quality of their evaluation; a comparison of UKCES' 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 UKCES' management of their evaluation, including roles and responsibilities, training, and aspects of quality control, the independent contractor gathered and compared descriptive information provided by UKCES 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 UKCES 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 UKCES' self evaluation

To assess the quality of UKCES' 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 reached. In addition to reporting the score for each evaluation component, a descriptive assessment of the strengths and weaknesses of UKCES' evaluation was prepared.

c. Comparison of UKCES' study design and results with the FNS independent evaluation

The independent contractor described the study design employed by UKCES 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 UKCES' evaluation

was based on the abstraction of UKCES' application and evaluation report and the interview with the evaluation manager and other program staff members.

The results of UKCES' 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 UKCES' self-evaluation was based on the abstraction of UKCES' 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 LEAP2 program. The assessment of lessons learned also described approaches for improving evaluations based on the weaknesses identified in the assessment of the quality of UKCES' self-evaluation.

Appendix J

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