OHIO SNAP-ED
PROGRAM EVALUATION INSTRUCTION MANUAL

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THE OHIO STATE UNIVERSITY

**FAMILY AND CONSUMER SCIENCES
COLLEGE OF EDUCATION AND HUMAN ECOLOGY
COLLEGE OF FOOD, AGRICULTURAL, AND
ENVIRONMENTAL SCIENCES**

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Evaluating Ohio SNAP-Ed Programming

When you think of "evaluation," what comes to mind? Consider this definition of evaluation:
> *The process of determining the value or worth of a project*

Notice the word "value" is embedded in the definition of the term. In Ohio, SNAP-Ed programs are designed based on theory and evidence; we evaluate our programs because we are held accountable for the programs we conduct. Thus, evaluation can serve to provide the information necessary to assess how our program is performing.

What are some of the different types of evaluation?

- **Formative Evaluation** is done with a small group of people to "test run" various aspects of instructional materials; it is conducted to provide program staff evaluative information useful in improving the program.

- **Process Evaluation** involves tracking of the actual implementation of the program (e.g. number of participants, amount of time for program delivery, which lesson topic was presented).

- **Outcome Evaluation** addresses the question of whether or not groups' changes occur in conjunction with the intervention. However, it does not provide definitive evidence that the observed outcomes are due to the intervention.

- **Impact Evaluation** is the only type of evaluation that allows one to conclude whether or not the observed outcome is a result of the intervention. Here, research methods are incorporated that eliminate alternative explanations.

   Examples: Did the program reach the right audience? Was the program of worth or value to the participants? Did the program achieve the stated behavioral goals and objectives?

In SNAP-Ed, the two types of evaluation we conduct are <u>process evaluation</u> and <u>outcome evaluation</u>. Process evaluation is captured with the information reported using the Program Log. This information is used to show that we are meeting the requirements of SNAP-Ed in Ohio, such as reaching the appropriate audiences, delivering programs at eligible sites, and teaching approved topics.

We are able to report program outcomes (outcome evaluation) through the data we collect from our program participants. This is the information that is recorded from the demographics and behavior questionnaires. These instruments allow us to capture data that show the positive effects that our programs are having on participants' behaviors.

Both types of evaluation – process and outcome – are used to provide quantitative results about SNAP-Ed programming in Ohio. Together with the qualitative data reported in Success Stories and under Environmental Change, counties can write powerful impact statements that showcase the benefits of SNAP-Ed programming.

There are two main types of programs that are delivered by Program Assistants (and Program Coordinators) in Ohio SNAP-Ed: Direct Education Programs and Indirect Education Programs. Direct education programs involve the teaching of audiences of two or more participants, for a minimum time (30 minutes for youth programs, 45 minutes for adult programs), be centered on one of the Ohio SNAP-Ed teaching messages, and which include an evaluation component. Direct education programs can be single lessons (where you see one audience one time in a given fiscal year), or program series (where

you see one audience at least 2 or more times in a given fiscal year). Programs that do not meet these criteria are reported as Indirect Education Programs.

Ohio SNAP-Ed collects and reports data for three main audience categories: Adults (comprised of Families with Children, Families without Children, and Elderly), Teens (grades 9-12), and Youth (pre-k and K-8). Youth participating in the Summer Food Service Program (SFSP) are included under K-8, as the majority of SFSP participants fall within this age group. There is also a fourth category for Adult & Youth combined programs, which include programs geared toward parents and children, like a parent-and-child nutrition class. Adult & Youth combined programs have both adult and youth participants participating in the same program at the same time.

Ohio SNAP-Ed also offers Cooking Matters programs for Adults, Parents, and Teens. Cooking Matters program information is covered in separate documents from Share Our Strength and are available on the Ohio SNAP-Ed website.

Depending on which audience you target with your programming, there are different tools used to collect the process and outcomes evaluation data. The matrix below gives guidance on which forms to use for each of the audiences, as well as the appropriate curriculum/resources.

	Adult Programs	Teen Programs, Grades 9-12	Youth Programs, Pre-K/Head Start	Youth Programs, Grades K-8	Adult & Youth Combined Programs
SNAP-Ed Programming: Forms to use to collect program information					
Curriculum	SNAP-Ed NOURISH	SNAP-Ed NOURISH	Eat, Play, Grow (or Color Me Healthy)	Balance My Day (grades K-2, 3-5); SNAP-Ed Middle School Curriculum (grades 6-8)	Balance My Day
Programming Information	SNAP-Ed Program Log	SNAP-Ed Program Log	SNAP-Ed Program Log	SNAP-Ed Program Log	SNAP-Ed Program Log
Demographics	Adult Demographic Form	Youth & Teen Demographic Form	Youth & Teen Demographic Form	Youth & Teen Demographic Form	Adults - Adult Demographic Form; Youth - Youth & Teen Demographic Form
Behavior Data (Outcomes)	Adult Behavior Survey	Teen Behavior Survey	N/A	Youth Behavior Survey (Level 1 or 2); only for Grades 3-5 or 6-8	Adults - Adult Behavior Survey; Youth - Youth Behavior Survey (Level 1 or Level 2)

All SNAP-Ed program evaluation data, regardless of audience, will be entered into the Qualtrics web-based Data Reporting System (DRS). This online database can be accessed anywhere there is an ability to connect to the Internet. Part 2 of this manual gives specific information about using the DRS for entering SNAP-Ed program evaluation data.

Part 1:

Collecting SNAP-Ed
Program Evaluation Data

Adult Programs
Families with Children, Families without Children, & Seniors

For Adult programs, a program series should include at least one lesson from one of the six identified topic areas of the SNAP-Ed NOURISH curriculum: MyPlate; Vegetables & Fruits; Dairy; Whole Grains; Protein Foods; and Food Shopping. Once the six topic areas have all been addressed in the program series, additional lessons from any of the topic areas can be included in the series (for longer program series). The targeted messages measured on the behavior change surveys are covered when all six topic areas are included in a program series, which ensures that the data measured were addressed in the series.

Collecting Program Data – Forms and Paperwork

Process Evaluation: the Program Log

Notes about filling out the Program Log
When entering information on the Program log, please keep the following pointers in mind:

1. To report Direct Education Programs (single lessons or series), fill out Parts 1, 2, and 4 of the Program Log. Skip Part 3.

2. To report Indirect Education Programs (those not meeting the definition of a direct education program as defined in Chapter 1), fill out Parts 1, 3, and 4 of the Program Log. Skip Part 2. *Please note that indirect programming should be done on a LIMITED basis.* You do not need to report partner agency or delivery site information for indirect programs.

3. In order to avoid reporting duplicate information for program participants, you may only assign "credit" to one type of programming – direct or indirect. **One program cannot be counted as both direct and also indirect.**

   a. Example 1: If you deliver a direct education program with 20 adult participants and you also pass out calendars to each participant at the end of the program, then this should ONLY be counted as a direct education program with 20 direct contacts. DO NOT ALSO COUNT THE PROGRAM PARTICIPANTS AS HAVING RECEIVED CALENDARS, since it was part of the direct education program.

   b. Example 2: If you deliver a direct education program to 25 youth at an elementary school and send each participant home with a parent newsletter, this would be counted as two programs: a direct education program for youth, plus an indirect education program for the parents (adults). This would be reported as two separate programs and would require that two different Program Logs be filled out.

4. When reporting partner agency names and codes, please use the **exact name and code** that is listed in the SNAP-Ed Partner Agencies and Delivery Sites Excel file. If your partner agency is not on the list for your county, you must email the State Office with the following information:

a. The agency's name
b. A brief description of the type of function the agency serves
c. The State Office will assign a name and code for this partner agency. It will be added to the Partner Agency tab of the SNAP-Ed Partner Agencies and Delivery Sites Excel file. This file gets updated several times each week.

5. Delivery site names and codes are assigned to reflect the setting within the delivery site. One delivery site can actually have multiple settings. USDA-FNS defines the following settings that must be uniquely described:
   a. Congregate Meal Sites (CMS)
   b. Summer Meal Sites (SFSP)
   c. Before- and after school programs
   d. Head Start Sites
   e. Preschool programs
   f. Food Pantry Sites

When reporting delivery site names and codes, please use the **exact name and code** that is listed in the SNAP-Ed Partner Agencies and Delivery Sites Excel file. These names and codes have been assigned to reflect the setting, if applicable. If a delivery site is not on the list for your county, you must email the State Office with the following information:
   a. The delivery site name
   b. Any specific setting that must be reflected (see list above)
   c. The State Office will assign a name and code for this partner agency. It will be added to the Delivery Sites tab of the SNAP-Ed Partner Agencies and Delivery Sites Excel file. This file gets updated several times each week.

6. For indirect programs, remember to count **each person as one indirect contact**, regardless of how many materials are given to each person. Example: If you set up a booth at a community fair and interface with 100 participants, giving them informal verbal nutrition information while also passing out fact sheets and posters, then this should ONLY be counted as one indirect program – community event in which participated – with 100 indirect contacts. DO NOT ALSO ENTER COUNTS OF INDIRECT PARTICIPANTS UNDER FACT SHEETS, since it was all part of the same indirect program.

7. **All appropriate fields pertaining to your program need to be filled out on the Program Log.** There is no "missing data" for Program Log information.

8. Each program you do needs to have its own Program Log filled out and reported. If your programs are part of a series, then you will fill out a Program Log for each program that is part of that series.

9. Each Program Assistant or Coordinator gets one "oops" program per fiscal year. An "oops" program is one that you forgot to enter during the time period in which the program should have been reported. Beyond this, any forgotten programs cannot be recorded in the DRS. Please contact the State Office if you need to report a forgotten program.

10. Special circumstances:

   a. **CANCELLED PROGRAMS**: A cancelled direct education program can be reported ONLY if it meets one of the two following criteria: the program is cancelled by the <u>agency</u> **within 3 business days of the date of the scheduled program**, or the program is cancelled due to <u>lack of participants</u> attending (i.e. "no-shows"). Rescheduling a cancelled program is at the discretion of the agency or as the program assistant's schedule permits. It is not a requirement that cancelled programs be rescheduled. *Cancelled indirect programs are not reported.*

   If your program is being reported as cancelled, complete Parts I and II of the Program Log exactly as you would had the program had taken place. The only differences are that you will enter **"0"** for the **number of direct contacts** (#12) and **"0"** for **actual length of program** (#13).

   Programs cancelled by Ohio SNAP-Ed – for any reason – are not reported.

   You will not have any demographic data or behavior data to report in a cancelled program. Thus, the only form that needs to be completed is the Program Log. See specific information on data entry of cancelled programs in Part 2 of this manual.

   b. **CO-FACILITATING PROGRAMS**: if you co-teach a program with another SNAP-Ed individual, only ONE PERSON should report that program. Under "teacher's initials," you will put both sets of initials, separated by a "/". Example: cac/acz. Be sure to enter your initials as you do when you teach alone. For example, if you go by 'plw,' and you co-teach with 'rpt,' then you will enter 'plw/rpt' in this field.

   c. **COVERING PROGRAMMING IN OTHER COUNTIES**: if you are home-based in one county but teach programming in a neighboring county that you are not based in, when you report that program, you will report the county in which you delivered the program. Example: if you are based in Meigs County but deliver programs in Gallia County, when you report the programs delivered in Gallia, for #5 on the Program Log, you will put "Gallia." You will then put your initials.

   d. **COMBINING 2 AUDIENCES INTO 1 PROGRAM:** sometimes a partner agency will request that you teach two separate audiences at the same time, when normally they would be taught at 2 different times. When this happens, this is the protocol:

   i. Report the actual date, start time, and number of direct contacts of the combined program. (This will be different than the "usual" start time and number of direct contacts when the two programs are taught separately.)
   ii. For the Audience Description, assign a name that captures BOTH audiences. For example, if Mrs. Brown's 2nd grade class is combined with Mr. Smith's 2nd grade class for the 3rd session of a 5-lesson series, you would put "Mrs. Brown's 2nd grade and Mr. Smith's 2nd grade combined" as the audience description.

When you go back the next time to teach, and the programs are back to being separate, you will report them as session 4 of 5, with their "usual" start and end times and Audience Descriptions.

Program Log – Part 1
Whether your program is direct or indirect, you will need to complete Part 1 of the Program Log. Provide the following information for Part 1:

1. <u>Number of Volunteers</u> – write in the number of people who assisted with program set-up and who are not paid with Ohio SNAP-Ed dollars.
   a. Note: When you deliver programs in schools or in other classroom settings, the teacher should be counted as a volunteer.

2. <u>Scheduled Start Time</u> – write in the time that actual teaching is ==scheduled== to begin. **Do not use punctuation (colons)**. When inputting the information in to the DRS, you will need to put either 3 numerals (such as 200, 430, 545, etc.) or 4 numerals (e.g. 1030, 1215, etc.). Do not input '2' for 2:00. Instead, input "200." Do not use military time.

   a. Example: if your program was scheduled to start at 1:00, put "100" as your start time, even if you actually started 5 minutes late.

   b. NOTE: Indirect programs do not require a start time, but you can input this information if you wish to do so.

3. <u>Scheduled End Time</u> – write in the time that actual teaching is ==scheduled== to end.

4. <u>Date of Program</u> – write in the date that the program was delivered. Use MM/DD/YYYY format.

5. <u>County/Unit</u> – write in your county's name.

6. <u>Facilitator's Initials</u> – write in the initials of the SNAP-Ed employee who delivered the program. Use only **lower-case letters**, and use the **same set of initials for all of your program entries.**

   a. Note: If you are co-facilitating with another person, enter both sets of initials, separated by a slash. Only ONE PERSON should enter the program's information into the reporting system.

   b. Example: If you and another PA co-teach a program, only one of you will enter the data into the DRS. Enter the initials as 'abc/xyz,' with your initials first, followed by the / key, and then the other person's initials.

7. <u>Data Source for Determining Participants' SNAP Eligibility</u> – a description of the target audience; population characteristics and demographic data that may help you plan and deliver SNAP-Ed effectively; includes areas and neighborhoods where SNAP eligibles reside, SNAP participation rates, income-relevant census tract information, location of public housing, etc. Your county's Plan of Work should list the data source for

participants' eligibility for each of your programs. (You may also refer to the SNAP-Ed Plan Guidance for more information about this topic.) Place a check-mark in the box that corresponds to the category that best describes the data source for determining participants' SNAP eligibility.

8. <u>Audience Information</u> – the specific category that best describes the majority of the audience being reached by the program. Your county's Plan of Work should list the audience information for each of your programs. (You may also refer to the SNAP-Ed Plan Guidance for specific information relating to the types of audience categories.) Place a check-mark in the box that corresponds to the category that best describes the audience information.

Although there is no set "rule" for which audience information category "goes" with the data source for determining eligibility, here are a few generalities to keep in mind:
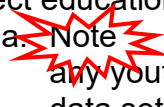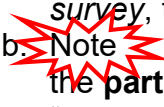
If your Data Source for Eligibility (#7) is:	Your **LIKELY** Audience Information (#8) will be:
Option 1: SNAP/TANF participation	Option 1: Persons currently participating in/applying for SNAP and/or who reside in a SNAP household
Option 2: Agency income verification	Option 2: Income-based: persons eligible for other federal assistance programs/gross incomes <=130% poverty level (this is because these federal assistance programs require verification of income eligibility by the agency providing the assistance)
Option 3: Census-tracked data/geographic location	Option 3: Location-based: persons at SNAP/TANF job program sites, public housing, emergency food assistance sites, etc. Option 4: persons at venues where it can be documented that the venue serves generally low-income persons where >=50% of them have gross incomes <=185% poverty level. *Note: Option 3 is preferable to use over Option 4 as it yields more specific information about the audience. Use Option 3 if you are holding a program at one of the sites listed in the example. Use Option 4 if you are holding your program at a public place such as a park or a library in a low-income ZIP code/census track.*
Option 4: Schools – Free/Reduced Lunch eligibility data	Option 2: Income-based: persons eligible for other federal assistance programs/gross incomes <=130% poverty level (this is because these participation in the free/reduced lunch program requires verification of income eligibility)

Note that the information above is intended to be a GUIDE and is not absolute. Each program situation needs to be considered independently.

9. Target Audience – this describes the target audience your program is primarily addressing. Your county's Plan of Work should list the audience information for each of your programs. Place a check-mark in the box that corresponds to the category that best describes your program's target audience. (Refer to your County's Plan of Work if you need more information about each program's target audience.)

10. Type of Program – the type of program you delivered: direct, indirect, or Cooking Matters.
    a. Note: direct education programs must meet certain minimum requirements: 1) scheduled for two or more participants, 2) be at least 45 minutes in length for Adult Audiences or at least 30 minutes for Youth Audiences, 3) be centered on one of the Ohio SNAP-Ed teaching messages, and 4) contain an evaluation component.

Program Log – Part 2
Part 2 of the Program Log addresses direct education programs only. Provide the following information for Part 2 if your program was a direct education program:

11. Direct education format – place a check-mark in the box that corresponds to the type of program that was delivered: single lesson or series.
    a. Note: If the program is part of a series, then write in the session number of the day's program as well as the total number of sessions planned for the series.
    b. Example: If the program is the 3rd session out of a total of 5 sessions in the series, you would write in "3" for session number and "5" for total number of sessions.
    c. Note: In order for a set of classes to be considered a series, **at least 50% of the audience must be made up of the same individuals across all of the sessions comprising the series.**

12. Number of Direct Contacts – write in the total number of participants who attended the direct education program.
    a. Note: For programs where you collect participant data (all adult programs, and any youth program that requires a behavior survey), your number of participant data sets should either **match** the number of direct contacts reported on the Program Log, or be less (in situations where not all participants fill out a survey). If additional participants arrive halfway through your program *and they fill out a survey*, they should be included in the number of direct contacts count you report.
    b. Note: If your program was cancelled due to **participant no-shows**, or because the **partner/ collaborating agency cancelled the program**, you should write in "0 contacts" for the number of direct contacts.

13. Actual Length of Program – write in the amount of time that was actually spent delivering the program to participants; report as number of minutes.

a. Example: If your program was supposed to start at 1:00 and end at 1:45, but it started 5 minutes late, while still ending on time, you would write in "40 minutes" for the actual length of time for the session.

b. Note: Remember that in order to be counted as a direct education program, your program should last a minimum of 45 minutes for Adult Audiences (and also include an evaluation component). For youth and teen programs, the minimum length of time is 30 minutes.

c. Note: If your program was cancelled due to **participant no-shows**, or because the **partner/ collaborating agency cancelled the program**, you would write in "0 minutes" for the actual length of time for the session.

14. Food Demos/Tastings – check "yes" if your direct education program included a food demonstration or tasting; check "no" if it did not.

15. Audience Description – assign a description to your program's audience – the participants who will take part in your program or program series. **Each separate audience of participants should be assigned a unique description.** To identify your audience, assign the group a name that distinguishes the audience from other audiences you hold programs for.

a. Example: if you are teaching programs to four different third grade classrooms at a particular elementary school, you might designate each audience by their classroom teacher's name, such as, "Mrs. Jones' third grade class," "Mr. Roberts' third grade class," etc. Likewise, you might call them "third grade class 1 – ABC Elementary School," "third grade class 2, ABC Elementary School," etc.

b. Note: ==**Use the exact same name each time you report an audience.**== (It may be helpful to refer back to a previous program log to remember what you named the audience.)

16. Cooking Matters Topics – place a check-mark next to the lesson number of the Cooking Matters program. (Leave this field blank if your program was not part of Cooking Matters.)

17. SNAP-Ed Direct Education Topics – Task 1 Program Topic – place a check-mark next to the topic of the first task of your program. Choose only 1 topic for Task 1. They are divided out by audience type. (**If you are teaching an Adult & Youth combined program, choose the appropriate YOUTH topic** – this is because the curriculum used with Adult & Youth combined programs is *Balance My Day.*)

a. Note: Adult and Teen programs will typically include 2 tasks per program. Remember that in order to satisfy the requirements of a program series, all six topic areas must be taught during the program series.

18. SNAP-Ed Direct Education Topics – Task 2 Program Topic – place a check-mark next to the topic of the second task of your program. Choose only 1 topic for Task 2. They are divided out by audience type.

   a. Note: Adult and Teen programs will typically include 2 tasks per program. Remember that in order to satisfy the requirements of a program series, all six topic areas must be taught during the program series.

   b. Note: If you are teaching a youth program and do not have a second topic, choose the "Does Not Apply (No Task 2)" option.

19. Celebrate Your Plate – check whether or not you used any *Celebrate Your Plate* social marketing materials as part of your direct education program. (This includes any participant incentives you may have distributed.)
   a. Please refer to Appendix A of this document for the protocol for reporting CYP as part of direct education. There are also examples listed for your reference.

20. Partner Agency (Sponsor) – write the specific name of the agency with which you are collaborating to deliver your program (or that is sponsoring your program). Use the names specified on the SNAP-Ed Partner Agencies and Delivery Sites Excel file, partner agencies tab, exactly as it appears in that file.

21. Partner Agency Category Code – choose the category code that best capture the **type of partner agency** that you named in #19. Use the code designated on the Partner Agencies tab of the SNAP-Ed Partner Agencies and Delivery Sites Excel file.

22. Delivery Site (Location) – write the specific name of the BUILDING or FACILITY where the program took place. **It is the physical location (PLACE) where you have your program.** (It may or may not be the same as the partner agency.) Use the name specified on the SNAP-Ed Partner Agencies and Delivery Sites Excel file, delivery sites tab, exactly as it appears in that file. ==Use the exact same name each time you report a specific delivery site.==

   a. Note: Some delivery sites may serve more than one purpose. For example, if an elementary school houses both regular K-5 classrooms, as well as the county's Head Start classrooms, that delivery site will be listed twice on the SNAP-Ed Partner Agencies and Delivery Sites Excel file – once as a head start delivery site, and once as an elementary school. When you work in the Head Start classrooms, you'll use the elementary school's name that has "Head Start" included in the name. When you work in the K-5 classrooms, you'll use the elementary school's name that reflects the school. See pages 6-7 for clarification of the different settings that must be specified in the delivery site name and code.

23. Delivery Site Category Code – select the category code that best describes the type of program delivery site that you named for your program. ==Use the same delivery site category code each time you report this delivery site.== The delivery site category code MUST match the name of the **delivery site** (location where your program was held) and must reflect a specific setting if applicable.

a. Note: Some delivery sites may have more than one delivery site code. For example, if an elementary school houses both regular K-5 classrooms, as well as the county's Head Start classrooms, that delivery site will be listed twice on the SNAP-Ed Partner Agencies and Delivery Sites Excel file – once as a head start delivery site, and once as an elementary school. Be sure to use the delivery site code that corresponds to the type of setting you are teaching in (K-5 classroom vs. Head Start classroom). See pages 6-7for clarification of the different settings that must be specified in the delivery site name and code.

Program Log – Part 3
Part 3 of the Program Log addresses indirect education programs. There are 3 primary areas of information to report: (1) the materials you used as part of your indirect program; (2) the number of people (indirect contacts) you reached through your indirect program; and (3) the data source for how you arrived at the number of indirect contacts you are reporting.

Provide the following information for Part 3 if your program was an indirect education program:

24. Types of Materials Used – place a check-mark in all the boxes that correspond to the types of educational materials that were distributed for the indirect program. If more than one type of material was distributed, you may make multiple selections.

25. Estimated Number of Indirect Contacts – write in the **number of people** you reached through your indirect program. **The number that you report here reflects the number of people contacted via the indirect program.**

NOTE: When inputting your indirect contacts in the DRS, you must use **ONLY WHOLE NUMBERS. Do not use any punctuation (commas, decimals) and do not use any text. Input only numbers.** (If you include text and/or punctuation, your data will be excluded from the analysis because the analysis requires numbers only.)

a. Example 1: If you drop off 60 fact sheets to WIC, assuming 1 fact sheet per person you reach through this indirect program, you would check off "hard copy printed materials" in Question 24 and record "60" Question 25; this is how you would fill out the Program Log:

(24) Types of Materials Used (Check all the types of materials that you used in the indirect program.)
- ☐ Newspaper articles
- ☐ Billboards or bus/van wraps
- ☐ Calendars
- ☐ Electronic materials (email, emailed newsletters, texts)
- ☑ Hard copy printed materials (fact sheets, flyers, pamphlets, activity books, banners, postcards, recipe cards, printed newsletters)
- ☐ Nutrition education reinforcement items (pens, pencils, wallet cards, magnets, door hangers, cups/bottles)
- ☐ Retail signage (window clings, displays at retail sites)
  - ➔ Includes Celebrate Your Plate posters
- ☐ Radio advertisements or shows
- ☐ Social media (Facebook, Twitter, Pinterest, blogs)
- ☐ TV advertisements or shows

(24) Types of Materials Used (continued)
- ☐ Videos (CD's or DVD's, online video sites like YouTube)
- ☐ Websites (e.g. Celebrate Your Plate website)

(25) Estimated Number of Indirect Contacts
(How many people were part of the indirect program)   **60**

(26) Data Source for Audience Size Estimates (✓one)
- ☑ 1. Visual counts or estimates of participants (For calendars, elec. materials, printed mats, or educ items)
- ☐ 2. Commercial market data on audience size (For radio, TV, social media, websites, videos, or news articles)
- ☐ 3. Other – describe below (for retail signage or billboards **only**)

b. Example 2: If you set up a booth at a fair and you interface with 250 people, giving them items such as fact sheets, recipes, calendars, and messaged vegetable brushes, you would check "hard copy printed materials," "calendars," and "nutrition education reinforcement items" in Question 24, and record "250" for Question 25. This is how you would fill out the Program Log:

(24) Types of Materials Used (Check all the types of materials that you used in the indirect program.)
- ☐ Newspaper articles
- ☐ Billboards or bus/van wraps
- ☑ Calendars
- ☐ Electronic materials (email, emailed newsletters, texts)
- ☑ Hard copy printed materials (fact sheets, flyers, pamphlets, activity books, banners, postcards, recipe cards, printed newsletters)
- ☑ Nutrition education reinforcement items (pens, pencils, wallet cards, magnets, door hangers, cups/bottles)
- ☐ Retail signage (window clings, displays at retail sites)
    ➔ Includes Celebrate Your Plate posters
- ☐ Radio advertisements or shows
- ☐ Social media (Facebook, Twitter, Pinterest, blogs)
- ☐ TV advertisements or shows

(24) Types of Materials Used (continued)
- ☐ Videos (CD's or DVD's, online video sites like YouTube)
- ☐ Websites (e.g. Celebrate Your Plate website)

(25) Estimated Number of Indirect Contacts
(How many people were part of the indirect program)   **250**

(26) Data Source for Audience Size Estimates (✓one)
- ☑ 1. Visual counts or estimates of participants (For calendars, elec. materials, printed mats, or educ items)
- ☐ 2. Commercial market data on audience size (For radio, TV, social media, websites, videos, or news articles)
- ☐ 3. Other – describe below (for retail signage or billboards **only**)

_____
_____
_____

c. Example 3: If you hung a Celebrate Your Plate poster in the window of a corner store for three months, you would mark "retail signage" in Question 24, and record the estimated number of participants who would be expected to see the poster over the three-month period in Question 25. This estimate must come from the corner store manager, who can estimate the number of customers each day who will see the poster. If the store manager tells you there are about 100 customers per day, and the poster is hung up for 90 days (3 months), you will report 9,000 in Question 25. This is how you would fill out the Program Log:

(24) Types of Materials Used (Check all the types of materials that you used in the indirect program.)
- ☐ Newspaper articles
- ☐ Billboards or bus/van wraps
- ☐ Calendars
- ☐ Electronic materials (email, emailed newsletters, texts)
- ☐ Hard copy printed materials (fact sheets, flyers, pamphlets, activity books, banners, postcards, recipe cards, printed newsletters)
- ☐ Nutrition education reinforcement items (pens, pencils, wallet cards, magnets, door hangers, cups/bottles)
- ☑ Retail signage (window clings, displays at retail sites)
    ➔ Includes Celebrate Your Plate posters
- ☐ Radio advertisements or shows
- ☐ Social media (Facebook, Twitter, Pinterest, blogs)
- ☐ TV advertisements or shows

(24) Types of Materials Used (continued)
- ☐ Videos (CD's or DVD's, online video sites like YouTube)
- ☐ Websites (e.g. Celebrate Your Plate website)

(25) Estimated Number of Indirect Contacts
(How many people were part of the indirect program)   **9000**

(26) Data Source for Audience Size Estimates (✓one)
- ☐ 1. Visual counts or estimates of participants (For calendars, elec. materials, printed mats, or educ items)
- ☐ 2. Commercial market data on audience size (For radio, TV, social media, websites, videos, or news articles)
- ☑ 3. Other – describe below (for retail signage or billboards **only**) The corner store manager estimates 100 customers per day and the poster will be hung for 90 days.

26. Data Source for Audience Size Estimates – place a check in the box of the data source you used to arrive at the counts of indirect participants you are reporting.

The table on the next page shows you which data source to choose, depending on which type/s of materials you used in your indirect education program.

Data Source (#26)	Types of Materials Used (#24)
1. Visual Counts or Estimates – use with reporting any of these materials ⟶	• Calendars • Electronic materials • Hard copy print materials • Nutrition education reinforcement items
2. Commercial Market Data on Audience Size – use with reporting any of these ⟶	• Radio ads/shows • TV ads/shows • Newspaper articles • Videos (including online video sites) • Websites
3. Other Data Source – use with reporting either of these ⟶	• Retail signage • Billboards or bus wraps

27. <u>Celebrate Your Plate</u> – check whether or not you used any *Celebrate Your Plate* social marketing materials as part of your indirect education program. (This includes any recipes, website references, social media posts, retail signage, or other CYP resources.)
   a. Please refer to Appendix A of this document for the protocol for reporting CYP as part of indirect education. There are also examples listed for your reference.

Program Log – Part 4

Part 4 of the Program Log should be filled out for each program you do. While this information does not get reported, we need to have this information available in the event of an audit, or if we need to reference the program at a later date.

Provide the following information for Part 4:

1. Name of the contact person for record-keeping.

2. The name of the curriculum used for the program.

3. Location of where program sign-in sheets are maintained – place a check-mark in the box that corresponds to the location where the program sign-in sheets are kept (in the OSU Extension office or at the program site).

Outcomes Evaluation: the Adult Behavior Survey

When to Use This Form

The Adult Behavior Survey includes 15 behavior questions related to the key teaching messages, a section for participants to write in a goal, 4 self-efficacy questions, and 7 demographics questions. The behavior survey is administered at two time points.
   • The PRE-TEST is completed by participants on the FIRST session of the series, BEFORE any nutrition education takes place.
   • The POST-TEST is completed by participants on the LAST day of the series, AFTER the nutrition education has been given

A note about adult programs:
Remember that each adult audience should only fill out one Adult Behavior Survey pre-test and one post-test per fiscal year. Because of how adult programs are structured, there is only 1 Adult Behavior Survey, which is administered one time at the pre-test time interval (on the very first lesson of a program series, before any nutrition education has occurred), and one time at the post-test interval (at the end of the very last lesson of a program series, when you have completed the day's lesson).

Program series with adult audiences are defined by the number of times you will teach programs to a unique or specific audience (group of participants). A group of participants is considered a specific audience if **at least 50% of the participants are present across the entire program series**.

As an example, if you have a program series scheduled twice a month for the entire fiscal year at a specific site, and the group of adult participants coming to these programs is the same group (at least 50% of them are the same ones coming), your program series would be one series consisting of 24 programs. You would administer the Adult Behavior Survey on Day 1 (e.g., Oct. 5th if that is your first day) for pre-test data collection, and again on the last day (e.g., Sept. 19th, if that is your last day) for post-test data collection.

Audience 1: Adults at Weston House public housing

Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
5	2	7	4	1	7	4	2	6	5	8	6
19	16	21	18	15	21	18	16	20	18	22	19

Conversely, if you are partnering with the Dept. of Job and Family Services to deliver programs twice per month for the entire fiscal year, but the AUDIENCE (group of participants) changes every three months, you will have FOUR program series with 6 programs each. Pre-test and post-test administration would fall on the days highlighted in the calendar below:

Audiences:
Audience 1 – Adults at DJFS, Group 1 (Oct-Dec)
Audience 2 – Adults at DJFS, Group 2 (Jan-Mar)
Audience 3 – Adults at DJFS, Group 3 (Apr-Jun)
Audience 4 – Adults at DFJS, Group 4 (Jul-Sep)

Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
5	2	7	4	1	7	4	2	6	5	8	6
19	16	21	18	15	21	18	16	20	18	22	19

Important Note about Scheduling Program Series
USDA Food and Nutrition Service (FNS) has stated that it is "important to try to schedule classes so that there are no crossover years." This means that program series should not be scheduled to start at the end of one fiscal year and continue into a new fiscal year. For audiences where behavior data are collected, as is the case with adult programs, a best practice is to wait until the new fiscal year begins to start those series. To maximize programming opportunities in August and September, it is recommended to focus on scheduling programs

with youth in Pre-K or grades K-2, or smaller series with adults. Keep in mind that if you do smaller series with adults late in the fiscal year, **you should wait 2-3 months into the new fiscal year to schedule programs with those audiences**. This is in order to protect the fidelity of the baseline (pre-test) data due to the very recent learning occurring (in August/September) that would necessarily and directly contaminate the baseline responses collected in October on that audience. (Keep in mind that scheduling single lessons – which is discouraged anyway – during August/September with audiences you will do a longer series with starting in October *will still lead to contaminated baseline data*, as these participants will have nutrition knowledge and learning taking place which will bias the participants' pre-test responses.)

> Example: Seniors at Heritage Lakes Senior Apartments
> The partner agency wants you to do 8 sessions of direct education with senior residents at Heritage Lakes Senior Apartments, starting in September. To accommodate the FNS rule about programs not crossing fiscal years, you will need to schedule a 4-session series with the seniors to START AND END in September. Then, you would wait to work with them again, in another 4-session series, until November or December, which allows several months between the two program series.

Collecting Data Using the Adult Behavior Survey
The Adult Behavior Survey is divided into four sections:

4. The first section contains the 15 key behavior indicators. These behavior indicators are measured on a frequency scale of "never" to "always".

5. The second section includes a box where participants can set a goal to improve their health and wellness as a result of the program.

6. The third section contains 4 questions related to self-efficacy (how confident participants feel they can do certain behaviors). These items are measured on a frequency scale of "not at all confident" to "very confident".

7. The fourth section contains the same demographics information that is found on the Adult Demographics Form. Thus, on the first and last days of a program series, the only form that Adult participants are expected to fill out is the Adult Behavior Survey.

Be sure to read the Ohio SNAP-Ed Data Protocol for Adult Programs each time you collect data from participants. This protocol spells out the precise steps to collecting data and ensures that the data are collected in the same way in every county where Ohio SNAP-Ed is delivered.

The Ohio SNAP-Ed Data Protocol for Adult Programs can be found on the SNAP-Ed website and is also included below.

> **Target Audience/s:**
> Families with Children, Families without Children, Elderly

Completing Program Log Data for Adult Programs:
Fill out an Ohio SNAP-Ed Program Log. Complete all sections of Parts 1, 2, and 4. One Program Log is needed for each program you deliver.

Forms Needed for Collecting Adult Demographic & Behavior Data:
1. Series Programs:
    a. First day (before any nutrition education) – Adult Behavior Survey (includes the Adult Demographic Form)
    b. "Middle days" (those that are not the first or last day in the series) – Adult Demographic Form
    c. Last day (at the end of the program) – Adult Behavior Survey (includes the Adult Demographic Form)
2. Single Lesson Programs:
    a. The only participant form needed is the Adult Demographic Form

Protocol for Collecting Adult Demographic & Behavior Data:
Follow the directions below **exactly** as they are written to ensure that data collected is reliable and standardized across all counties that collect Ohio SNAP-Ed program evaluation data.

Step 1: **Read <u>aloud</u> the following statement exactly as it is written to the participants:**
"*Today's program is brought to you by Ohio State University Extension's SNAP-ED program. The program sponsor agency, USDA Food and Nutrition Service, wants me to record some information from today's program: the number of people who came, their demographics, and what each person learned and certain behaviors they plan to make. The survey that I am giving you will let me collect that information. I am asking you to voluntarily complete the survey. There is no penalty for not completing the survey. The survey does not ask your name or other personal identifier. That means that none of you could be identified with a specific response to a question. It will take about 10 minutes to complete the survey.* "

Step 2: Pass out a copy of either the Adult Behavior Survey (includes demographics) or the Adult Demographic Form to each participant.

Step 3: **Read <u>aloud</u> the directions at the top of the form or survey.** Ask participants if they have any questions.

Step 4: **Read <u>aloud</u> EACH QUESTION on the form or survey, one at a time.** Allow sufficient for participants to answer each statement before continuing on to the next statement. Ensure that participants understand what each item is asking.

Step 5: **Collect the forms from the participants.** Place the completed surveys into an envelope or folder.

Reporting Data from Adult Programs:
For each program, enter the program's data into the SNAP-Ed DRS. Data must be entered into the DRS by the fifth business day of the following month. The general order for program paperwork is as follows:
1. Program Log
2. Participant Data
    a. Participant 1's Adult Behavior Survey data, followed by his/her Demographic Form data. Repeat for participants 2 – *n* (*n* = the total number of participants for which you have data).

b. Enter the data from each participant's surveys <u>exactly as the information appears on the form.</u> Do not make any edits or changes to the information that the participant provides.

Completed Adult Behavior Surveys should be stored with the Program Log from the day's program and filed in the County Extension office for five (5) years in the event of an audit. (Remember to store the completed Sign-In sheets from Adult Programs in a locked location, as these sign-in sheets contain confidential information.)

Outcomes Evaluation: the Adult Demographic Form

When to Use This Form
There are two situations in which you collect data using the Adult Demographic Form: (1) at the conclusion of each SINGLE LESSON, and (2) at the end of each session in a SERIES that is **not the first day or the last day** of the series. (For the first and last das in a series, participants complete the Adult Behavior Survey, which contains a section for reporting demographic information.)

Collecting Data Using the Adult Demographic Form
By asking adult participants to complete an Adult Demographic Form at the end of a direct education program (either at the end of a single lesson, or at the end of each session in a series that is NOT the first or last session), we are able to document demographic information on our program audience that is required by the project funder (USDA). This information is necessary to ensure we are reaching our targeted audience and meeting the requirements of the grant.

The items contained on the Adult Demographic Form include the following:
1. Gender
2. Age category
3. Race
4. Ethnicity
5. Number of people in the household
6. Celebrate Your Plate logo recognition
7. Food Assistance Programs used
8. Open-ended question about planned changes

Completed Adult Demographic Forms should be stored with the Program Log from the day's program and filed in the County Extension office for five (5) years in the event of an audit. (Remember to store the completed Sign-In sheets from Adult Programs in a locked location, as these sign-in sheets contain confidential information.)

Teen Programs
Grades 9-12 (also includes Pregnant/Parenting Teens)

For Teen programs, a program series should include at least one task from one of the six identified topic areas in the SNAP-Ed NOURISH curriculum: MyPlate; Vegetables & Fruits; Dairy; Whole Grains; Protein Foods; and Food Shopping. Once the six topic areas have been addressed by at least one task in the series of programs, additional tasks from any of the topic areas can be included in the series. The targeted messages measured on the behavior change instruments are covered when all six topic areas are included in a program series, which ensures that the data measured were addressed in the series.

Collecting Program Data – Forms and Paperwork

Process Evaluation: the Program Log

Program Log – Parts I and II
The process for filling out Parts I and II of the Program Log is the same as for Adult Programs. Refer to pages 8-13 of this manual for detailed information about how to fill out these sections of the Program Log.

Program Log – Part III
Part III of the Program Log addresses indirect education programs. Refer to pages 13-16 of this manual for detailed information about how to fill out this section of the Program Log.

Program Log – Part IV
The process for filling out Part IV of the Program Log is the same as for Adult Programs. Refer to page 16 of this manual for detailed information about how to fill out this section of the Program Log. Remember that this information is for record-keeping only and does not get reported.

CANCELLED PROGRAMS: the process for reporting a cancelled Teen Program is the same as for Adult Programs. Refer to page 7 of this manual for detailed information on how to report cancelled programs.

Outcomes Evaluation: the Teen Behavior Survey

When to Use This Form
The Teen Behavior Survey is administered at two time points. The PRE-TEST is completed by participants on the FIRST session of the series, BEFORE any nutrition education takes place. The POST-TEST is completed by participants on the LAST day of the series, AFTER the nutrition education has been given. It includes 15 key indicators and a section for participants to write in a goal.

A note about teen programs:
Remember that each teen audience should only fill out one Teen Behavior Survey pre-test and one post-test per fiscal year. Because of how teen programs are structured, there is only 1 Teen Behavior Survey, which is administered one time at the pre-test time interval, and one time at the post-test interval.

Program series with teen audiences are defined by the number of times you will teach programs to a unique or specific audience (group of participants). **A group of participants is considered a specific audience if at least 50% of the participants are present across the entire program series.**

__Important Note about Scheduling Program Series__
USDA Food and Nutrition Service (FNS) has stated that it is "important to try to schedule classes so that there are no crossover years." This means that program series should not be scheduled to start at the end of one fiscal year and continue into a new fiscal year. For audiences where behavior data are collected, as is the case with teen programs, a best practice is to wait until the new fiscal year begins to start those series. To maximize programming opportunities in August and September, it is recommended to focus on scheduling programs with youth in Pre-K or grades K-2, or smaller series with adults. Keep in mind that if you do smaller series with adults late in the fiscal year, **you should wait 2-3 months into the new fiscal year to schedule programs with those audiences.** This is in order to protect the fidelity of the baseline (pre-test) data due to the very recent learning occurring (in August/September) that would necessarily and directly contaminate the baseline responses collected in October on that audience. (Keep in mind that scheduling single lessons – which is discouraged anyway – during August/September with audiences you will do a longer series with starting in October *will still lead to contaminated baseline data*, as these participants will have nutrition knowledge and learning taking place which will bias the participants' pre-test responses.)

> Example: Tenth Graders at Woodward High School
> The principal wants you to do 6 sessions of direct education with tenth graders at Woodward High School as part of their health curriculum. To accommodate the FNS rule about programs not crossing fiscal years, the first recommendation is to work with the principal (who serves as the partner agency contact) to begin the series in October.
>
> Another alternative would be to start and end the series before September 30 (the end of the current fiscal year). If you would continue to see the same groups of teen participants at the start of the new fiscal year, you would need to wait 2-3 months before beginning a new series. However, if the term ends and the *audience* changes (i.e. it's a new class of tenth grade students), you are permitted to begin a new series in October, since it would be a new group of students different from the ones coming to the August-September program series.

__Collecting Data Using the Teen Behavior Survey__
The Teen Behavior Survey is divided into two sections:

1. The first section contains the 15 key behavior indicators. These behavior indicators are measured on a frequency scale of "never" to "always".

2. The second section includes a box where participants can set a goal to improve their health and wellness as a result of the program.

Be sure to read the Ohio SNAP-Ed Data Protocol for Teen Programs each time you collect data from participants. The protocol is shown below.

Target Audience/s:
Teens (Grades 9-12)

Completing Program Log Data for Teen Programs:
Fill out an Ohio SNAP-Ed Program Log. Complete all sections of Parts 1, 2, and 4. One Program Log is needed for each program you deliver.

Forms Needed for Collecting Teen Demographic & Behavior Data:
1. Series Programs:
    a. First day (before any nutrition education) – Teen Behavior Survey, Youth & Teen Demographic Form
    b. "Middle days" (those that are not the first or last day in the series) – Youth & Teen Demographic Form
    c. Last day (at the end of the program) – Teen Behavior Survey, Youth & Teen Demographic Form
2. Single Lesson Programs:
    a. The only form needed is the Youth & Teen Demographic Form

Protocol for Collecting Teen Behavior Data:
Follow the directions below **exactly** as they are written to ensure that data collected is reliable and standardized across all counties that collect Ohio SNAP-Ed program evaluation data.

Step 1: **Read <u>aloud</u> the following statement exactly as it is written to the participants:**
"*Today's program is brought to you by Ohio State University Extension's SNAP-ED program. The program sponsor agency, USDA Food and Nutrition Service, wants me to record some information from today's program: the number of people who came, their demographics, and what each person learned and certain behaviors they plan to make. The survey that I am giving you will let me collect that information. I am asking you to voluntarily complete the survey. There is no penalty for not completing the survey. The survey does not ask your name or other personal identifier. That means that none of you could be identified with a specific response to a question. It will take about 10 minutes to complete the survey. "*

Step 2: Pass out a copy of the Teen Behavior Survey to each participant.

Step 3: **Read <u>aloud</u> the directions at the top of the form or survey.** Ask participants if they have any questions.

Step 4:   **Read <u>aloud</u> EACH QUESTION on the form or survey, one at a time.** Allow sufficient for participants to answer each statement before continuing on to the next statement. Ensure that participants understand what each item is asking.

Step 5: **Collect the forms from the participants.** Place the surveys into an envelope or folder.

Protocol for Collecting Teen Demographic Data:
Fill out a Youth & Teen Demographic Form. Obtain the percentages for parts 3 and 4 from the ODE schools data Excel file (located on the SNAP-Ed website). For sites that are not schools, contact the partner agency who you are collaborating with to deliver the program to obtain the correct demographics, or refer to your county's Plan of Work/MOU. One Youth & Teen Demographic Form is needed for each program you deliver. It is completed by the Program Assistant.

Reporting Data from Teen Programs:
For each program, enter the program's data into the SNAP-Ed DRS. Data must be entered into the DRS by the fifth business day of the following month. The general order for program paperwork is as follows:
1. Program Log
2. Teen Behavior Data
    a. Enter the data from each participant's surveys <u>exactly as the information appears on the form.</u> Do not make any edits or changes to the information that the participant provides.
3. Youth & Teen Demographic Form

Outcomes Evaluation: the Youth & Teen Demographic Form

When to Use This Form
Teen participants do not self-report demographic information. Demographic information from Teen Programs is reported at the group level (as opposed to the individual) and is obtained from the ODE Schools Data file on the Ohio SNAP-Ed website.

If your site or partner agency is not from a school, then refer to your MOU with the agency or to your county's current Plan of Work to obtain the demographics. The Youth & Teen Demographic Form is filled out by the Program Assistant **each time** a Teen Program is offered.

Collecting Data Using the Youth & Teen Demographics Form
The items contained on the Youth & Teen Demographic Form include the following:
1. Grade level
2. Percentage of eligible free/reduced lunch students
3. Gender
4. Race
5. Ethnicity

Information about the percentage of eligible free/reduced lunch students and percentages for participants' gender, race, and ethnicity can be obtained from the "ODE schools data 2017.xls" file on the SNAP-Ed website or by contacting the partner agency (such as when you are reporting demographics from a Head Start audience).

Completed Youth & Teen Demographics Forms should be stored with the Program Log from the day's program and filed in the County Extension office for five (5) years in the event of an audit.

Youth Programs
Grades Pre-school (or Head Start), K-8, or Summer Food Service Program

The curriculum intended to be used with youth programming varies by age group:

- The curriculum for pre-school or Head Start youth is either the *Eat, Play Grow* curriculum or *Color Me Healthy* curriculum.

- The curriculum for elementary school (lower or upper) is *Balance My Day.* There is a version for grades K-2 and one for grades 3-5.

- The curriculum for middle school (grades 6-8) is the SNAP-Ed Middle School Curriculum.

- For Summer Food Service Program (SFSP) audiences, use the curriculum that corresponds to the age group of the *majority* of the participants (K-2, 3-5, 6-8, or pre-school/Head Start).

The targeted messages measured on the behavior change instruments are covered in detail in these curricula, which ensures that the data measured were covered in the program series.

Collecting Program Data – Forms and Paperwork

Process Evaluation: the Program Log

Program Log – Parts I and II
The process for filling out Parts I and II of the Program Log is the same as for Adult Programs. Refer to pages 8-13 of this manual for detailed information about how to fill out these sections of the Program Log.

Program Log – Part III
Part III of the Program Log addresses indirect education programs. Refer to pages 13-16 of this manual for detailed information about how to fill out this section of the Program Log.

Program Log – Part IV
The process for filling out Part IV of the Program Log is the same as for Adult Programs. Refer to page 16 of this manual for detailed information about how to fill out this section of the Program Log. Remember that this information is for record-keeping only and does not get reported.

CANCELLED PROGRAMS: the process for reporting a cancelled Youth Program is the same as for Adult Programs. Refer to page 7 of this manual for detailed information on how to report cancelled programs.

Outcomes Evaluation: the Youth Behavior Survey

When to Use These Forms
Youth participants in grades 3-8 are asked to complete the Youth Behavior Survey at two time points: at the beginning of the very first program, before any nutrition education has taken place (pre-test), and again at the conclusion of each SERIES – on the **last session of the series** (post-test). ==There are two levels of the Youth Behavior Survey: Level 1 (intended for youth in grades 3-5) and Level 2 (intended for youth in grades 6-8).== *The Youth Behavior Survey is not intended for use with Youth participants in pre-K or K-2.* For these audiences, you will only report information from the Program Log and the Youth & Teen Demographic Form.

A special note about Summer Food Service Programs: due to the unstructured nature of summer youth programs, collecting behavior data from participants who attend these programs can become problematic. Therefore, **Ohio SNAP-Ed does not require the collection of behavior data from any youth participants, regardless of age, who attend Summer Food Service Programming offered by Ohio SNAP-Ed**. For Summer Food Service Programs, you will only need to complete a Program Log and Youth & Teen Demographics Form.

In the event you have an audience comprised of mixed age ranges (such as in an after-school program), including children younger than grade 2 and children in grades 3 or higher, the general consensus is that you will administer the Youth Behavior Survey to all of the children as long as at least 50% of the children are in grade 3 or higher. You will only need to report behavior data from participants who indicate their age is at least 8 or older on the behavior survey.

Important Note about Scheduling Program Series
USDA Food and Nutrition Service (FNS) has stated that it is "==important to try to schedule classes so that there are no crossover years==." This means that program series should not be scheduled to start at the end of one fiscal year and continue into a new fiscal year. For audiences where behavior data are collected, as is the case with youth programs involving youth in grades 3-8, a best practice is to wait until the new fiscal year begins to start those series. To maximize programming opportunities in August and September, it is recommended to focus on scheduling programs with youth in Pre-K or grades K-2, or smaller series with adults.

For younger youth (Pre-K and grades K-2), where no behavior data are collected, It is acceptable to schedule a "mini-series" that starts in August or September AND ends by Sept. 30. Then, beginning in October, a new series with the same group would commence.

> Example: Miss Andrea's Head Start AM class
> If you have arranged with the partner agency for Head Start to teach 14 times to Miss Andrea's Head Start AM class, beginning in August and going through mid-November, here is how you would handle the reporting in this situation. With this group, instead of having one long, 14-session series that begins at the tail end of one fiscal year and ends into the new fiscal year, you can schedule it to be one 6-session series in August-Sept., and one 8-session series in Oct.-Nov.

If you do smaller series with older youth (grades 3-8) late in the fiscal year, <u>you should wait 2-3 months into the new fiscal year to schedule programs with those audiences</u>. This is in order to protect the fidelity of the baseline (pre-test) data due to the very recent learning occurring (in August/September) that would necessarily and directly contaminate the baseline responses collected in October on that audience. (Keep in mind that scheduling single lessons – which is discouraged anyway – during August/September with audiences you will do a longer series with starting in October *will still lead to contaminated baseline data*, as these participants will have nutrition knowledge and learning taking place which will bias the participants' pre-test responses.)

<u>Example: Fourth Graders at Eastern Elementary School</u>
The principal wants you to do 7 sessions of direct education with fourth graders at Eastern Elementary School. To accommodate the FNS rule about programs not crossing fiscal years, the first recommendation is to work with the principal (who serves as the partner agency contact) to begin the series in October.

Another alternative would be to start and end the series before September 30 (the end of the current fiscal year). Since you would continue to see the same groups of fourth grade participants at the start of the new fiscal year (October), you would need to wait 2-3 months before beginning a new series.

Collecting Data Using the Youth Behavior Survey
The Youth Behavior Survey contains a set of seven indicators, in addition to a question about gender and a question about age. These are behavior indicators and are measured on a 5-point Likert scale ranging from "Every day" to "Never." The scale has been validated by low-income youth ages 9-11. The pre-test version of this instrument is passed out at the very beginning of the first program meeting, before any nutrition education takes place. The post-test version of this instrument is passed out at the end of the last day of the program series.

A note about youth programs:
Remember that each youth audience should only fill out one Youth Behavior Survey pre-test and one post-test per fiscal year. Because of how youth programs are structured, there is only 1 Youth Behavior Survey, which is administered one time at the pre-test time interval, and one time at the post-test interval.

Program series with youth audiences are defined by the number of times you will teach programs to a unique or specific audience (group of participants). **A group of participants is considered a specific audience if at least 50% of the participants are present across the entire program series.**

Be sure to read the Ohio SNAP-Ed Data Protocol for Youth Programs each time you collect data from Youth participants. This protocol spells out the precise steps to collecting data and ensures that the data are collected in the same way in every county where Ohio SNAP-Ed is delivered.
A copy of the youth program protocol is shown below:

Target Audience/s:
Pre-Schools/Head Start programs; Grades K-8 school and after-school programs; Summer Food Service programs

Completing Program Log Data for Youth Programs:
Fill out an Ohio SNAP-Ed Program Log. Complete all sections of Parts 1, 2, and 4. One Program Log is needed for each program you deliver.

Forms Needed for Collecting Youth Demographic & Behavior Data:
1. Series Programs:
   a. First day (before any nutrition education) – Youth Behavior Survey (Level 1 or Level 2), Youth & Teen Demographic Form
   b. "Middle days" (those that are not the first or last day in the series) – Youth & Teen Demographic Form
   c. Last day (at the end of the program) – Youth Behavior Survey (Level 1 or Level 2), Youth & Teen Demographic Form
2. Single Lesson Programs:
   a. The only form needed is the Youth & Teen Demographic Form

Protocol for Collecting Youth Behavior Data:
Follow the directions below **exactly** as they are written to ensure that data collected is reliable and standardized across all counties that collect Ohio SNAP-Ed program evaluation data.

Step 1: **Read** **aloud** **the following statement exactly as it is written to the participants:**
"*Today's program is brought to you by Ohio State University Extension's SNAP-ED program. I have been asked to get some information from you today. The piece of paper that I am giving you is a survey that I will use to collect the information. I am asking you to fill out the survey if you want to. You don't need to write your name on the survey. You won't get in trouble if you don't want to. It is not a test so please be honest with your answers. It will take about 10 minutes to fill out the survey.*"

Step 2: Pass out a copy of the Youth Behavior Survey to each participant. Only youth in grades 3-5 or in grades 6-8 should complete a behavior survey. Use Level 1 for grades 3-5 and Level 2 for grades 6-8.

Step 3: **Read** **aloud** **the directions at the top of the form or survey.** Ask participants if they have any questions.

Step 4: **Read** **aloud** **EACH QUESTION on the form or survey, one at a time.** Allow sufficient for participants to answer each statement before continuing on to the next statement. Ensure that participants understand what each item is asking.

Step 5: **Collect the forms from the participants.** Place the surveys into an envelope or folder.

Protocol for Collecting Youth Demographic Data:
Fill out a Youth & Teen Demographic Form. Obtain the percentages for parts 3 and 4 from the ODE schools data Excel file (located on the SNAP-Ed website). For sites that are not schools, contact the partner agency who you are collaborating with to deliver the program to obtain the correct demographics, or refer to your county's Plan of Work/MOU. One Youth & Teen Demographic Form is needed for each program you deliver. It is completed by the Program Assistant.

Reporting Data from Youth Programs:
For each program, enter the program's data into the SNAP-Ed DRS. Data must be entered into the DRS by the fifth business day of the following month. The general order for program paperwork is as follows:

1. Program Log
2. Youth Behavior Data
   a. Only youth in grades 3-5 or 6-8 will have behavior data to report.
   b. We do not collect ANY behavior data for ANY Summer Food Service Programming, regardless of the age/s of the participants. (This applies to SFSP programs delivered during June through August.)
   c. Enter the data from each participant's surveys exactly as the information appears on the form. Do not make any edits or changes to the information that the participant provides.
3. Youth & Teen Demographic Form

Outcomes Evaluation: the Youth & Teen Demographic Form

When to Use This Form
Youth participants do not self-report demographic information. Demographic information from Youth Programs is reported at the group level (as opposed to the individual) and is obtained from the ODE Schools Data file on the Ohio SNAP-Ed website. If your site or partner agency is not from a school, then refer to your MOU with the agency or to your county's current Plan of Work to obtain the demographics. The Youth & Teen Demographic Form is filled out by the Program Assistant **each time** a Youth Program is offered.

Collecting Data Using the Youth & Teen Demographics Form
The items contained on the Youth & Teen Demographic Form include the following:

1. Grade level
2. Percentage of eligible free/reduced lunch students
3. Gender
4. Race
5. Ethnicity

Information about the percentage of eligible free/reduced lunch students and percentages for participants' gender, race, and ethnicity can be obtained from the "ODE schools data 2017.xls" file on the SNAP-Ed website or by contacting the partner agency (such as when you are reporting demographics from a Head Start audience).

Completed Youth & Teen Demographics Forms should be stored with the Program Log from the day's program and filed in the County Extension office for five (5) years in the event of an audit.

Adult & Youth Combined Programs

These programs target parents and their children in an interactive program that addresses the needs of both audiences in one program. For Adult & Youth Combined programs, use the curriculum that corresponds with the youth participants in the program. For instance, where the youth participants are ages Pre-Kindergarten through 5th Grade, the recommended curriculum is the *Balance My Day* youth curriculum. For middle school youth, use the SNAP-Ed Middle School curriculum. For youth who are teens, use the NOURISH curriculum.

To assess the adult participants, use the Adult Behavior Survey and/or Adult Demographic Form. To assess the youth participants, use either the Teen Behavior Survey or the Youth Behavior Survey – Level 1 or Level 2 (for children in Grades 3-8) and the Youth & Teen Demographic Form. If the youth participants in an Adult & Youth Combined Program are Pre-K through Grade 2, no Youth Behavior Surveys are needed; you will only complete a Youth & Teen Demographic Form for those youth participants.

Collecting Program Data – Forms and Paperwork

Process Evaluation: the Program Log

Program Log – Parts I and II
The process for filling out Parts I and II of the Program Log is the same as for Adult Programs. Refer to pages 8-13 of this manual for detailed information about how to fill out these sections of the Program Log.

Program Log – Part III
Part III of the Program Log addresses indirect education programs. Refer to pages 13-16 of this manual for detailed information about how to fill out this section of the Program Log.

Program Log – Part IV
The process for filling out Part IV of the Program Log is the same as for Adult Programs. Refer to page 16 of this manual for detailed information about how to fill out this section of the Program Log. Remember that this information is for record-keeping only and does not get reported.

CANCELLED PROGRAMS: the process for reporting a cancelled Adult & Youth Combined Program is the same as for Adult Programs. Refer to page 7 of this manual for detailed information on how to report cancelled programs.

Outcomes Evaluation: the Behavior Surveys (Adults and Youth)

When to Use These Forms
The adult participants will complete an Adult Behavior Survey at the beginning of the first lesson, before any nutrition education takes place (this is the pre-test). Youth participants who are in Grades 3-8 will complete a Youth Behavior Survey; likewise, teen participants who are in

Grades 9-12 will complete a Teen Behavior Survey. This is done after the adults have finished their surveys, also before any nutrition education takes place. These surveys are administered again at the end of the last lesson, with adults completing the Adult Behavior Survey and the youth completing the Youth Behavior Survey (or teens completing the Teen Behavior Survey). Be sure to follow the Data Protocol for Adult & Youth Combined Programs, which is outlined on the next page.

Important Note about Scheduling Program Series
USDA Food and Nutrition Service (FNS) has stated that it is "important to try to schedule classes so that there are no crossover years." This means that program series should not be scheduled to start at the end of one fiscal year and continue into a new fiscal year. For audiences where behavior data are collected, as is the case with Adult & Youth Combined programs, a best practice is to wait until the new fiscal year begins to start those series. To maximize programming opportunities in August and September, it is recommended to focus on scheduling programs with youth in Pre-K or grades K-2, or smaller series with adults. Keep in mind that if you do smaller series with adults late in the fiscal year, **you should wait 2-3 months into the new fiscal year to schedule programs with those audiences.** This is in order to protect the fidelity of the baseline (pre-test) data due to the very recent learning occurring (in August/September) that would necessarily and directly contaminate the baseline responses collected in October on that audience. (Keep in mind that scheduling single lessons – which is discouraged anyway – during August/September with audiences you will do a longer series with starting in October *will still lead to contaminated baseline data*, as these participants will have nutrition knowledge and learning taking place which will bias the participants' pre-test responses.)

> Example: Parents and their children at Front Street Head Start
> The partner agency wants you to do 8 sessions of direct education with parents and their children at Front Street Head Start, starting in September. To accommodate the FNS rule about programs not crossing fiscal years, you will need to schedule a 4-session series with the participants to START AND END in September. Then, you would wait to work with them again, in another 4-session series, until November or December, which allows several months between the two program series.

Collecting Data Using the Behavior Survey Forms (Adult and Youth)
Behavior data from the adult and youth (or teen) participants in a combined program are collected using the respective behavior survey forms. Be sure to follow the Data Protocol for Adult & Youth Combined Programs, which is outlined below.

> **Target Audience/s:**
> Adult & Youth Combined (youth of any age)
>
> **Completing Program Log Data for Adult Programs:**
> Fill out an Ohio SNAP-Ed Program Log. Complete all sections of Parts 1, 2, and 4. One Program Log is needed for each program you deliver.
>
> **Forms Needed for Collecting Adult Demographic & Behavior Data:**
> 1. Series Programs:

a. First day (before any nutrition education) – Adult Behavior Survey (includes the Adult Demographic Form)
b. "Middle days" (those that are not the first or last day in the series) – Adult Demographic Form
c. Last day (at the end of the program) – Adult Behavior Survey (includes the Adult Demographic Form)
2. Single Lesson Programs:
a. The only participant form needed is the Adult Demographic Form

<u>Forms Needed for Collecting Youth (or Teen) Demographic & Behavior Data:</u>
1. Series Programs:
a. First day (before any nutrition education) – Youth Behavior Survey (Level 1 or Level 2), or Teen Behavior Survey (if the child participants are in Grades 9-12); Youth & Teen Demographic Form
b. "Middle days" (those that are not the first or last day in the series) – Youth & Teen Demographic Form
c. Last day (at the end of the program) – Youth Behavior Survey (Level 1 or Level 2), or Teen Behavior Survey (if the child participants are in Grades 9-12); Youth & Teen Demographic Form
2. Single Lesson Programs:
a. The only form needed is the Youth & Teen Demographic Form

<u>Protocol for Collecting Adult Demographic & Behavior Data:</u>
Begin by collecting information from the adult participants first. Collect their behavior data, followed by their demographic data. Follow the directions below **exactly** as they are written to ensure that data collected is reliable and standardized across all counties that collect Ohio SNAP-Ed program evaluation data.

Step 1: **Read <u>aloud</u> the following statement exactly as it is written to the participants:** "***Today's program is brought to you by Ohio State University Extension's SNAP-ED program. The program sponsor agency, USDA Food and Nutrition Service, wants me to record some information from today's program: the number of people who came, their demographics, and what each person learned and certain behaviors they plan to make. The survey that I am giving you will let me collect that information. I am asking you to voluntarily complete the survey. There is no penalty for not completing the survey. The survey does not ask your name or other personal identifier. That means that none of you could be identified with a specific response to a question. It will take about 10 minutes to complete the survey. ***"

Step 2: Begin with the adult participants. Pass out a copy of either the Adult Behavior Survey (includes demographics) or the Adult Demographic Form to each participant.

Step 3: **Read <u>aloud</u> the directions at the top of the form or survey.** Ask participants if they have any questions.

Step 4:   **Read <u>aloud</u> EACH QUESTION on the form or survey, one at a time.** Allow sufficient for participants to answer each statement before continuing on to the next statement. Ensure that participants understand what each item is asking.

Step 5: **Collect the forms from the participants.** Place the surveys into an envelope or folder.

Protocol for Collecting Youth (or Teen) Behavior Data:
After you collect the Adult participant data, move to collect the Youth (or Teen) participant data. Follow the directions below **exactly** as they are written to ensure that data collected is reliable and standardized across all counties that collect Ohio SNAP-Ed program evaluation data.

Step 1: **Read aloud the following statement exactly as it is written to the participants:**
> "_Today's program is brought to you by Ohio State University Extension's SNAP-ED program. I have been asked to get some information from you today. The piece of paper that I am giving you is a survey that I will use to collect the information. I am asking you to fill out the survey if you want to. You don't need to write your name on the survey. You won't get in trouble if you don't want to. It is not a test so please be honest with your answers. It will take about 10 minutes to fill out the survey._"

Step 2: Pass out a copy of the Youth Behavior Survey (or the Teen Behavior Survey) to each participant. If working with youth, only those in grades 3-5 or in grades 6-8 should complete a behavior survey. Use Level 1 with grades 3-5 and Level 2 with grades 6-8.

Step 3: **Read aloud the directions at the top of the form or survey.** Ask participants if they have any questions.

Step 4: **Read aloud EACH QUESTION on the form or survey, one at a time.** Allow sufficient for participants to answer each statement before continuing on to the next statement. Ensure that participants understand what each item is asking.

Step 5: **Collect the forms from the participants.** Place the surveys into an envelope or folder.

Protocol for Collecting Youth (or Teen) Demographic Data:
Fill out a Youth & Teen Demographic Form. Obtain the percentages for parts 3 and 4 from the ODE schools data Excel file (located on the SNAP-Ed website). For sites that are not schools, contact the partner agency who you are collaborating with to deliver the program to obtain the correct demographics, or refer to your county's Plan of Work/MOU. One Youth & Teen Demographic Form is needed for each program you deliver. It is completed by the Program Assistant.

Reporting Data from Adult & Youth Combined Programs:
For each program, enter the program's data into the SNAP-Ed DRS. Data must be entered into the DRS by the fifth business day of the following month. Note: Enter the data from each participant's surveys exactly as the information appears on the form. Do not make any edits or changes to the information that the participant provides.

The general order for program paperwork is as follows:
1. Program Log
2. Adult Participant Data
   a. Participant 1's Adult Behavior Survey data, followed by his/her Demographic Form data
   b. Repeat for participants 2 – *n* (*n* = the total number of participants for which you have data)
3. Youth Behavior Data (or Teen Behavior Data)
   a. If the children participants are youth, only those in grades 3-5 or 6-8 will have behavior data to report.
   b. Teens in Grades 9-12 will have behavior data to report.
4. Youth & Teen Demographic Form

Outcomes Evaluation: the Demographic Forms

When to Use These Forms
Adult participants self-report their demographic information. They do this as part of the Adult Behavior Survey OR on the Adult Demographic Form. The Adult Demographic Form is intended for single-lesson programs or for programs that are part of a series that occur between the first and last sessions of the series. If your Adult & Youth Combined Program has 16 participants, 6 of which are adults and 10 of which are youth, you will administer the Adult Demographic Form to the six adult participants. (If it is the first day or the last day of the program series, the six adult participants will provide demographic data on the back of the Adult Behavior Survey.)

Youth and teen participants do not self-report demographic information. Demographic information for the youth and teen participants is reported on the Youth & Teen Demographic Form and is filled out by the Program Assistant. The Program Assistant fills out the demographic information for the number of youth participants in the combined program. Thus, if there are 16 participants, 6 of which are adults and 10 of which are youth (or teens), the Youth & Teen Demographic Form will reflect the 10 youth (or teen) participants.

Collecting Data Using the Demographics Forms
The items contained on the Adult Demographic Form are detailed on pages 19-20 of this manual; the items contained on the Youth & Teen Demographic Form are found on pages 23-24.

The completed forms from the Adult & Youth Combined programs should be stored with the Program Log from the day's program and filed in the County Extension office for five (5) years in the event of an audit. (Remember to store the completed Sign-In sheets from Adult Programs in a locked location, as these sign-in sheets contain confidential information.)

Part 2:

Reporting SNAP-Ed
Program Evaluation Data

Reporting SNAP-Ed Program Evaluation Data using the SNAP-Ed DRS

All program evaluation data from the SNAP-Ed Program Log, demographic forms, and behavior surveys are reported using the web-based SNAP-Ed Data Reporting System (DRS). The SNAP-Ed DRS can be accessed anywhere there is an Internet connection; you may use a computer, tablet, or smartphone to access the database. The SNAP-Ed DRS is a Qualtrics-based web survey system that is maintained by OSU.

There are a few very important considerations to keep in mind about the SNAP-Ed DRS. These include due dates, navigation within the system, data formatting and editing capabilities, DRS flow, and special circumstances. Each of these is described in detail below.

NOTE: In order to use the DRS, you must view the set of nine video recordings for how to enter data into the SNAP-Ed DRS. Links for these videos are found on the "Reporting" page of the SNAP-Ed website. This is part of the onboarding process for any new personnel who will be entering SNAP-Ed data into the DRS and must be completed prior to using the DRS.

The link for the SNAP-Ed DRS is found on the "Reporting" page of the SNAP-Ed website. Here are the steps you need to follow for access:

1. Log on to the FCS website. Scroll down to the bottom of the web page and find the gray box.

2. Click on "Log in" in the gray box.

3. Log in using your OSU credentials (your OSU name.# and associated password). Select the "FCS Professionals" tab from the menu bar, which should appear if you are able to successfully log in.

4. On the FCS Professionals web page, choose "SNAP-Ed" from the menu list. Then click on "Reporting." This will take you to the Reporting web page.

5. On the Reporting web page, click on the link for SNAP-Ed DRS. This will take you to the DRS, where you can begin entering data from your program.

Due Dates

All SNAP-Ed program evaluation data for the month must be entered into the SNAP-Ed DRS by the **<mark>5th business day</mark>** of the following month, for months October through August of any fiscal year.

> ****The exception to this is the month of September, due to the myriad reports that must be turned around in October. _Thus, September program evaluation data MUST be entered into the DRS by October 5, at 5 PM._**

1. Example: January 2019's data must be entered into the SNAP-Ed DRS by or before February 7, 2019, because this is the fifth business day of the month of February.

2. Example: September 2019's data must be entered into the SNAP-Ed DRS by or before October 5, 2019, regardless of whether this is actually the fifth business day of October.

If you know you will be late in entering data, you will need to contact your Regional Program Specialist and notify him/her of the situation. This is because we have a responsibility to our program funders to report accurate and complete programming data by the deadlines they have identified.

Navigation in the SNAP-Ed DRS

There are navigation buttons at the bottom of the web page that you can use to go back and forth to navigate from within the SNAP-Ed DRS. It is important to use ONLY the red "back" and "next" buttons that are at the bottom of the page. **DO NOT USE THE BROWSER NAVIGATION ARROWS/TABS.** Doing so will cause you to lose any data you are in the process of entering. (For entering Cooking Matters data, the navigation buttons have arrows instead of words.)

The SNAP-Ed DRS is organized by section. The general flow is Program Log, Part 1, Program Log, Part 2 (if you are doing an indirect program, the DRS will skip Part 2 and take you to Part 3), Participant Behavior Data (if applicable), and Participant Demographics.

> ==**Important Note: navigation within the SNAP-Ed DRS is limited by section.**== You will have several opportunities throughout the data entry process to review your work and make changes as necessary. These appear as screens that say "Please Review Your Responses." It is extremely important that you take the time to review the information you entered at these screens, because once you move on to the next section, you cannot go back to a previous section to make edits.
>
> 1. Example: you can navigate forward and backward between the web pages while entering data from Program Log Part 1, but once you have moved on to Program Log Part 2, you cannot go back to the Program Log Part 1 section to make changes.
>
> 2. Note: at least 9 fields from the Program Log, Parts 1 and 2, carry forward to the Participant data section. Thus, any errors with information entered into the Program Log fields affect other sections of the database.

Using Correct Data Formatting & Editing Capabilities
It is very important to use proper data formatting when entering data into the DRS. This is because Qualtrics does not have the capacity to allow any edits to data stored within the online DRS once submitted – by either the user (you) or the administrators (State office). Thus, in order to make any edits to the database, we must first export the data into an Excel file, and then make the changes. We only pull down data one time per month so that we have one copy of the database for any given month. This is when and where all edits occur. As editing is a manual process that can be very time-consuming, ==**it is important to *check your work* as you move through the SNAP-Ed DRS to minimize the number and frequency of errors with your data entry.**==

For each program you enter into the SNAP-Ed DRS, the DRS will automatically email you a summary of the Program Log information. **KEEP THESE EMAILS.** These serve as "receipts" for your program are used to track down any program that needs to be corrected. You may delete these emails after 3 months. If you realize there has been an error with a program entry, please make sure to notify the State office of the error that needs corrected. The protocol for doing this is as follows:

1. Forward the Program Log auto-summary email for the program needing the correction to the State Office.

2. Explain the nature of the correction that needs to be made in clear, concise wording.

3. Make sure to specify if any participant data are affected by the error needing corrected.

When you enter data into the SNAP-Ed DRS, please pay attention to the following crucial pointers about the formatting for specific fields, which can reduce the number and frequency the errors.

1. Qualtrics is a Javascript-based survey system that is affected by characters. Alpha-numeric characters (the letters A through Z and numbers 0-9) are commonly accepted, as are the following characters: hyphen (-), underscore (_), and forward slash (/). Do NOT use any other type of special character for any of the fields, whether you are entering text information (e.g. Audience Description) or numbers (e.g. demographic percentages from the Youth & Teen Demographics Form). *Doing so will cause disruptions in the Qualtrics DRS and your program will not be retained in the database.*

   Special characters include (but are not limited to) the following:
   @ ! # $ % & * ? : " " ( )

2. In the Start & End times section, you must enter the numbers as either 3-digit or 4-digit number sequences. Do not use colons. If your program starts at 10:00 AM and goes until 11:00 AM, you will enter the start time as "1000" and the end time as "1100," not as "10" and "11." *The analysis syntax requires a 3-digit or 4-digit number in these fields to run properly.* Also, do not use military time. 1:00 should be entered as "100" and not "1300."

3. For facilitator's initials, use **all lower-case letters.** Use the same initials for all of your programs that you teach. Thus, if you elect to use three initials to identify yourself, always use those same three initials. (If you co-teach a program, only ONE Program Assistant should enter the program into the Qualtrics DRS.) Include both sets of initials separated with a slash. Enter in this format: **cac/acz**. Also, be sure to use the same initials format for co-taught programs as you do for individually-taught programs. If you identify yourself as "abc" and you co-teach with another Program Assistant, the person entering the program's data will put "abc/def," not "ac/df."

   a. The reason initials are so important is because we identify each Program Assistant and Program Coordinator by his or her initials. To be sure that the

programs you teach are properly allocated to you, you must use the same initials for all of your programs, or we cannot necessarily identify you in the system.
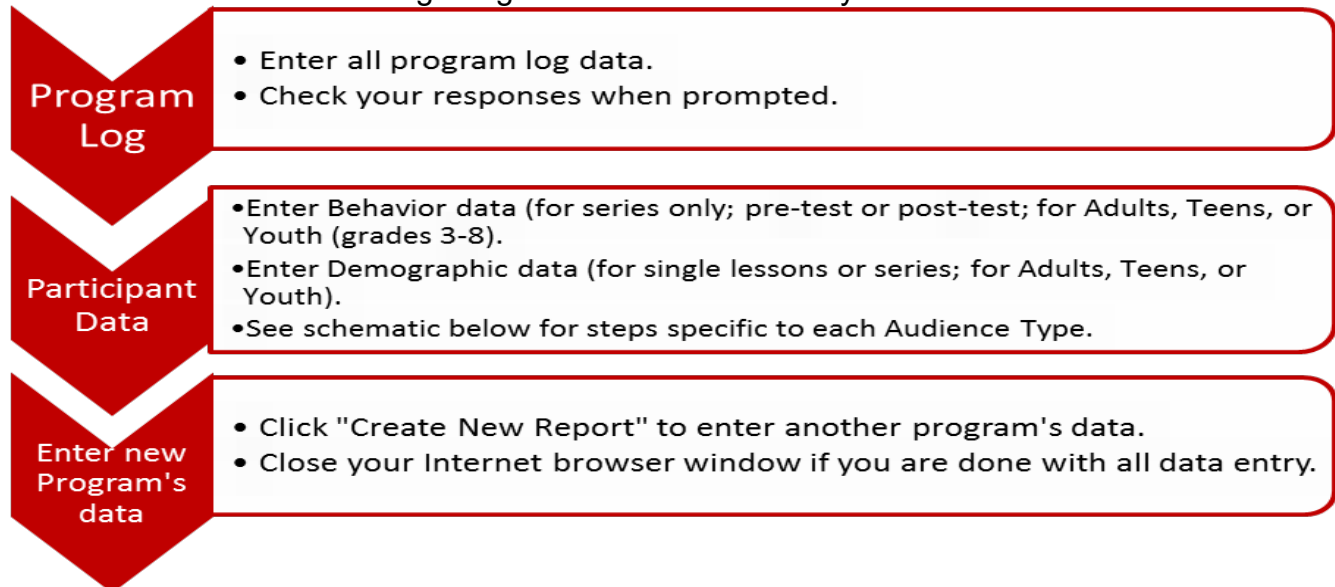
General Flow for Entering Data

Entering program data is done according to a specific process. The general "flow" of data entry is as follows: Program Log → Behavior Data → Demographic Data. (If you only have demographic data, such as with a single lesson or for a lesson that is part of a series that is not the first or last day, the general flow is: Program Log → Demographic Data.)

For instance, if you had a program on Monday, October 5th at 10:00 AM, you would enter the data from the Program Log, behavior surveys (if you have them), and demographics forms at one time.   During a log-in session in the SNAP-Ed DRS, you are able to enter data from multiple programs, one report at a time. You follow the same process: Program Log, Behavior Data (if applicable), and then Demographic Data for each program report.

==Important:== Enter all of the data associated with a program (referred to as a "report" in the Qualtrics DRS) in one session/time/sitting. This includes the Program Log; any behavior data; and the demographic data. *If you close out of the Qualtrics DRS midway through entering a program's information, you will have to start all over again when you pick back up.* Thus, allow enough time to enter the program's full data set before you begin data entry.

Below is a schematic showing the general flow of data entry for ONE PROGRAM'S DATA:

Program Log
- Enter all program log data.
- Check your responses when prompted.

Participant Data
- Enter Behavior data (for series only; pre-test or post-test; for Adults, Teens, or Youth (grades 3-8).
- Enter Demographic data (for single lessons or series; for Adults, Teens, or Youth).
- See schematic below for steps specific to each Audience Type.

Enter new Program's data
- Click "Create New Report" to enter another program's data.
- Close your Internet browser window if you are done with all data entry.

The next schematic illustrates the process of entry of participant data (behavior data, demographics) by audience type (Adults, Teens, Youth in grades 3-8, and Youth pre-K or grades K-2):

Adults	Teens	Youth (Gr 3-8)	Youth (Pre-K, K-2)
1. Enter Behavior data from Adult Participant 1 (series only).	1. Enter Behavior data from Teen Participant 1 (series only).	1. Enter Behavior data from Youth Participant 1 (series only).	1. Enter Demo-graphic data from Y&T Demographic Form.
2. Enter Demo-graphic data from Adult Participant 1.	2. Repeat step 1 until all teen behavior data are entered.	2. Repeat step 1 until all youth behavior data are entered.	2. Enter another Program's data OR close out of DRS.
3. Repeat steps 1 & 2 until all adult data are entered.	3. Enter Demo-graphic data from Y&T Demographic Form.	3. Enter Demog-raphic data from Y&T Demographic Form.	
4. Enter another Program's data OR close out of DRS.	4. Enter another Program's data OR close out of DRS.	4. Enter another Program's data OR close out of DRS.	

Entering Youth & Teen Demographics - for Programs with Demographic Data Only
When you have demographics-only data from Youth and Teen programs, you will select the option for "Demographics Only" when you are prompted to indicate the type of participant data you have.

Ohio SNAP-ED Data Reporting System

FOR THE PA: Please indicate the type of participant data for this session:

PRE-TEST

Demographics ONLY

POST-TEST

BACK   NEXT

You will be re-routed to the next section of the SNAP-Ed DRS, where you will see the Program Log carryover information, followed by a field to enter a participant number.

PROGRAM INFO **(DO NOT EDIT)**

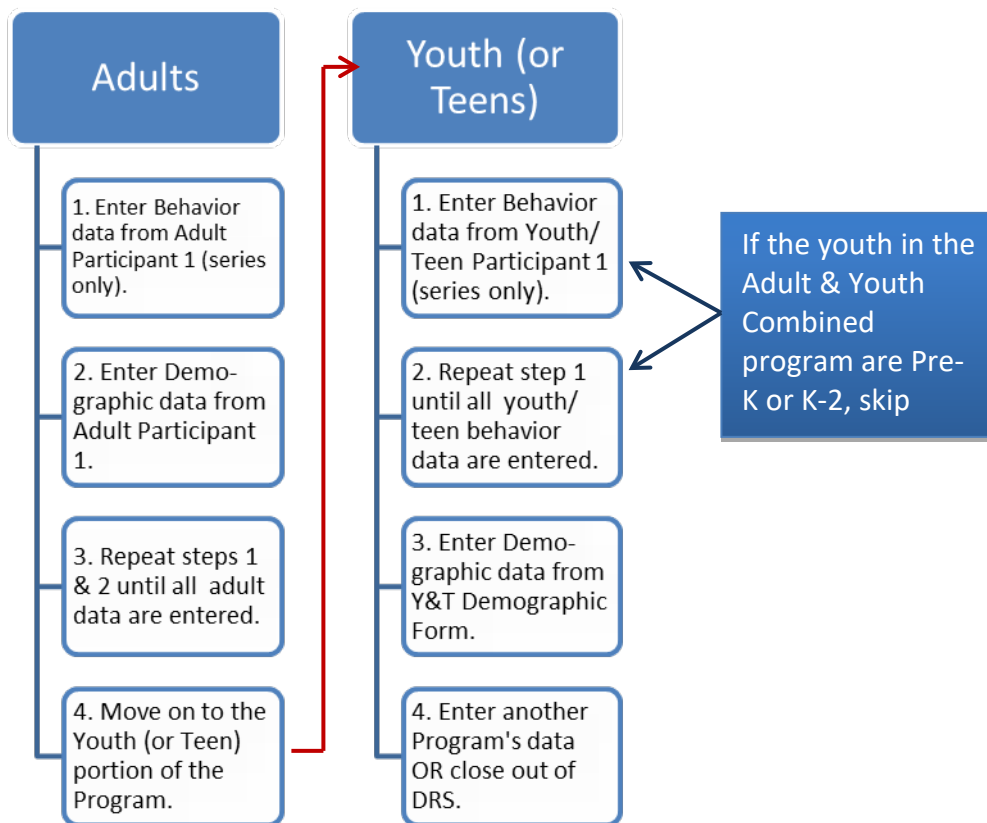|	
PROGRAM DATE	07-04-2016
COUNT/UNIT	Coshocton
TEACHER'S INITIALS	cac
TARGET AUDIENCE	4-Teens (Grades 9-
# OF DIRECT CONTACTS	10
AUDIENCE DESCRIPTION	Teens health class
DELIVERY SITE	20-Schools - K-12 (
DIRECT EDUCATION FORMAT	2-Series
SESSION # (SERIES ONLY)	3
TOTAL SESSIONS (SERIES ONLY)	6
Adult and Youth Combined (Youth)	
Series Session	Demographics ONL
START TIME	100

Participant Number (PQ1NUM)

You MUST enter a "1" in the Participant Number (PQ1NUM) field. Afterward, you will be directed to the screen that allows you to enter the demographic information from your Youth or Teen program. (This is because the field requires a value in order for you to proceed to the next screen.)

The schematic on the next page shows the process for entry of participant data specifically for Adults & Youth Combined programs. Note that the general flow is to enter all ADULT participant information first (behavior, followed by demographics); then enter all Youth (or Teen) participant information (behavior, then demographics). For the adults, you will enter each individual participant's behavior and demographics; for the youth (or teens), you will enter each individual participant's behavior, followed by the GROUP demographics.

> Example: you teach a class that is the first session in a series to 5 adults and their fourth-grade children (5 come to the class). For data entry in the Qualtrics DRS, you will enter the data from the forms in this order:
> 1. Program Log
> 2. Adult Behavior Survey data (5 surveys)
> 3. Adult Demographics (5 forms)
> 4. Youth Behavior Survey data (5 surveys)
> 5. Youth Demographics (1 form)

Adults

1. Enter Behavior data from Adult Participant 1 (series only).

2. Enter Demographic data from Adult Participant 1.

3. Repeat steps 1 & 2 until all adult data are entered.

4. Move on to the Youth (or Teen) portion of the Program.

Youth (or Teens)

1. Enter Behavior data from Youth/ Teen Participant 1 (series only).

2. Repeat step 1 until all youth/ teen behavior data are entered.

3. Enter Demographic data from Y&T Demographic Form.

4. Enter another Program's data OR close out of DRS.

If the youth in the Adult & Youth Combined program are Pre-K or K-2, skip

After entering each participant's behavior data (adults, teens, or youth) or demographics data (adults only), you will be directed to a screen that contains this question:

Do you have another data set for **THIS TYPE OF FORM** to enter?

Yes - I want to enter **ANOTHER FORM of THIS TYPE**: adult behavior survey, adult demographic form, or teen or youth behavior survey.

No - I am **all done** entering data for **THIS TYPE** of form. I would like to enter data from **ANOTHER TYPE** of form **OR move on to the next section** of the database.

NEXT

Answer "Yes – I want to enter another form of this type" if you have another form like the one you just entered. For example, if you just entered a Youth Behavior Survey and you have more Youth Behavior Surveys to enter, you'll choose the first option.

On the other hand, **after you have entered all of one type of form and are ready to move on to enter a different type of form, you'll answer "No – I am all done entering data for this type of form,"** which is the second option. In our example above, if you entered all of the Youth Behavior Surveys from your program and are ready to enter the data from the Youth & Teen Demographics form, you'll select the second option for "No – I am all done entering data for this type of form." This will then route you to the section of the Qualtrics DRS where you can enter that data.

==Important:== if you answer "yes" to the question but you do NOT have more of that type of form, the solution is to enter a set of dummy data for the participant. Entering dummy data entails selecting "no response given" to all of the survey (and/or demographic) questions. After you enter one set of dummy data, be sure to answer "no" to signify that you are indeed done with that type of form.

HOWEVER, if you answer "no" to the question but you DO have more of that type of form, you will have to start all over with the Program Log. Thus, organizing your paperwork before entering data for a program will help to minimize any mistakes in the SNAP-Ed DRS.

Special Circumstances

Cancelled Programs

To enter information from a cancelled direct education program in the SNAP-Ed DRS, you need only input the information from the Program Log. You should enter ALL of the Program Log fields as you would do if you had actually delivered the program. The only difference is:
1. For number of direct contacts, enter "0".
2. For number of minutes (actual length of program), enter "0."

The SNAP-Ed DRS will automatically route you to the screen where you can either enter another program's data ("create a new report") or close out of the SNAP-Ed DRS.

Youth in Summer Food Service/Summer Programs

You are not required to collect behavior data from eligible youth (grades 3-8) for any program that is delivered as part of the Summer Food Service Program (SFSP) OR that takes place over the summer in an "uncontrolled" setting. The only information you will have for these types of youth programs are Program Log data and Youth & Teen Demographics data.

To enter information from a direct education youth summer program in the SNAP-Ed DRS, you will follow this process:
1. Enter the Program Log information. **Be sure to put "SFSP" in the Audience Description field IF your summer youth program is part of the USDA Summer Food Service Program. (This is important for tracking purposes to report back to our program funders.)
2. At the screen where you are asked, "For the PA: Please indicate the type of participant data for this session," choose the option for Demographics ONLY. You will do this

regardless of which session number the program is in your series. This is because we do not collect behavior data for SFSP programs.

Ohio SNAP-ED Data Reporting System

FOR THE PA: Please indicate the type of participant data for this session:

PRE-TEST

Demographics ONLY

POST-TEST

BACK   NEXT

3. At the next screen, you will need to enter "1" for the participant number. You will then be directed to the screen where you can begin entering the demographic information.
4. After you enter the Youth & Teen Demographics, you will either enter another program's data ("create a new report") or close out of the Qualtrics DRS.

Combined-Audience Programs

See pages 9-10 in this manual for the protocol to use when reporting a combined-audience program.

Appendix A:

Reporting Celebrate Your Plate as part of
Direct Education and Indirect Interventions

Reporting Celebrate Your Plate Use with **Direct Education**

A new initiative for FY20 is incorporating the Celebrate Your Plate social marketing campaign (website, educational incentives, other developed materials) in at LEAST one class of EVERY direct education series that is taught. Doing so allows Ohio SNAP-Ed to reiterate the messages from the campaign in a more direct way.

To report that you used CYP as part of direct education programming, you must have directly incorporated CYP elements into the direct education program, such as by doing a food demonstration using a CYP recipe, or giving out a CYP newsletter _that you discuss_ within the "Add" portion of your program. Using CYP in other, less intentional ways, such as distributing the Chop Chop magazine or the newsletter **without discussing CYP as part of the lesson** you are delivering would not be reported as using CYP as part of your direct education. (Instead, those are examples of using CYP as part of indirect programming, which is described in the next section.) This distinction is important because we can't report the same program as being both direct and indirect.

The list below describes the three main ways that CYP should be integrated into your DE program. While this is not a comprehensive list, these applications are the simplest ways to integrate CYP into a direct education program. Note that in all of these instances, there is active discussion and attention being brought to the CYP resources and materials.

1. Using CYP as part of a **cooking demonstration** by featuring – and discussing – recipes from the CYP website (an active discussion would need to take place to be considered as part of direct education).
2. Using CYP content as a **resource** for information on fruits and vegetables, cost-savings, or other topic areas through:
   a. Using a laptop and projector to **show the website** during your program or encouraging participants to pull up the website on a mobile device (the website would need to be pulled up and discussed in the context of the lesson being delivered to be counted as direct education). Topics/areas of the website that would be appropriate include:
      i. Recipes
      ii. Around Town section
      iii. Cooking/gardening/shopping tips
      iv. Youth materials/resources
   b. Discussing **content of the e-newsletter** during class and encouraging participants to sign up for e-newsletter (the e-newsletter content would need to be discussed as part of the lesson being delivered in order to count as direct education).
3. Utilizing CYP **educational incentives** as part of your program series (lesson information would need to be reinforced with the incentive items in order to constitute being part of direct education – not just passing the incentives out at the end of a program series).

If you have questions about other applications that are not included in this list, please email Beth Hustead @hustead.7@osu.edu for reporting guidance.

Other "best practices" for reiterating the CYP message during direct education – but that don't exclusively represent a reporting instance of integrating CYP as part of direct education – include:

- Wearing a CYP apron and/or using a CYP tablecloth for your recipe demonstration
- Hanging or displaying a CYP poster during the time in which you are delivering your program
- Using CYP plates and napkins during food demonstrations or tastings
- Handing out CYP printables (flyers, photography, infographics, hard-copy newsletters, and/or the farmers' market toolkit) to participants *without discussion of these resources*

When you integrate CYP into your direct education program, you will report this in Part 2 of the Program Log, in question #19. To report it, you must have utilized CYP in one of the ways described above. Simply wearing a CYP apron, or putting up a CYP poster in your space, does not constitute "integrating CYP into direct education."

Reporting Celebrate Your Plate Use as **Indirect Education**

When you hang a CYP poster or hand out newsletters, Chop Chop magazines, or other hard-copy CYP materials that are independent of a direct education program, you can report these under Indirect Education. CYP as part of indirect education programs is reported under Part 3 of the Program Log.

For question #24, select the type of CYP material(s) that was/were used in your indirect program.

For question #25, indicate the estimated number of people reached by that indirect program.

For question #26, check which data source you used to arrive at the estimated number of indirect contacts reported in question #25. The data source varies by situation.

In the majority of indirect programs (including those using CYP materials), someone **counts** the number of indirect participants. For example, if you, or a partner agency person, knows how many Chop Chop magazines you are distributing, the data source would be "1 – visual counts or estimates of participants" (because someone is counting them) for question #26.

For CYP posters that are hung in public spaces (such as in a convenience store or at the library), you must reach out to the agency supervisor and have a conversation about how many participants are estimated to be in contact with that poster. This estimate must come from the agency supervisor, who can estimate the number of individuals each day who will see the poster over the period of time in which the poster will be displayed. For example, if the library director tells you there are about 100 clients per day who visit the library, and the poster is hung up for 60 days (2 months), you will report 6,000 in question #25. Your data source in question #26 would be "3 – Other" and you will summarize how you arrived at the figure you are reporting.