



United States Department of Agriculture

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

*Iowa Nutrition Network's Building and  
Strengthening Iowa Community Support  
(BASICS) for Nutrition and Physical Activity  
Program*

*Volume II: Appendices*

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

*Iowa Nutrition Network's Building and Strengthening Iowa Community  
Support (BASICS) for Nutrition and Physical Activity Program  
Volume II: Appendix*

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# *Appendix A*

## *Process Evaluation Data Collection Instruments*

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**A.1. Building and Strengthening Iowa Community Support Nutrition and Physical Activity Program Data Abstraction Form**



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

***[PRE-IMPLEMENTATION]***

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

**1-1. Target audience(s)**

**1-2. Reach or intended size of intervention**

**1-3. Description of nutrition education intervention**

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

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

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

a. Direct education

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

b. Indirect education

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

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

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

d. Other

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

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

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

**1-6. Theoretical underpinnings for nutrition education**

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

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

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

## **TOPIC AREA 2: Operational Steps Involved in Intervention Implementation**

### **2-1. Management and oversight structure**

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

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

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

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

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

### **2-4. Plans for training of nutrition education providers (e.g., frequency and duration of training, training agenda and method)**

### **2-5. Recruitment of intervention sites/participants**

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

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

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**A.2. Discussion Guide for Building and Strengthening Iowa  
Community Support Nutrition and Physical Activity Program  
Implementing Agency Principal Investigator [pre-  
implementation]**

**SNAP-Ed Wave II: Discussion Guide for Implementing Agency Program Administrator**  
**[PRE-IMPLEMENTATION]**

**State:** \_\_\_\_\_

**Respondent/Title/Organization:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Fax:** \_\_\_\_\_

**E-mail:** \_\_\_\_\_

**Interviewer:** \_\_\_\_\_

**Date of Interview:** \_\_\_\_\_

**Time of Interview:** \_\_\_\_\_

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

**Expiration Date: 06/30/2014**

The public reporting burden for this collection of information is estimated to average 40 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. **An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.** Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the following address: U.S. Department of Agriculture, Food and Nutrition Services, Office of Research and Analysis, Room 1014, Alexandria, VA 22302, ATTN: PRA (0584-0554). Do not return the completed form to this address.

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

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

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

Before I begin, do you have any questions?

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

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

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

15. How will the demonstration project be tracking the number of children/adults enrolled in each class at each intervention site?
16. Will the demonstration project be tracking dosage at the individual level (e.g., which lessons participants take part in)? How will this be tracked?

#### Social Marketing

17. Can you please describe your role in the program and evaluation design of the social marketing campaign?
18. Could you describe the steps you have taken to design the social marketing campaign?  
PROBE: With whom did you work to design the campaign? What media are used in the social marketing campaign, and how are they used? How are the media used (e.g., what specific messages are used with which media)?
19. Describe the process of selecting the retail grocery stores for the social marketing campaign.
20. Describe the social marketing activities that you have planned for the grocery stores.  
PROBE: How often will these activities take place? Who will implement these activities? How will these staff interact with the grocery stores? What role will the produce manager have in the social marketing activities?
21. What challenges, if any, have you faced during the design and planning phases of the social marketing campaign?
22. What factors do you feel have contributed most to a successful design and planning phase (e.g., building on the previous *Pick a better snack* social marketing plans/designs, good communication between contributors, knowledgeable staff, establishment of strong partnerships)?
23. What lessons have you learned during this key phase of program development?
  - (c) What would you do differently? Why?
  - (d) What would you do the same? Why?
24. Now that you are ready to transition from the planning and design phase of the social marketing campaign to the implementation phase, what challenges, if any, are you anticipating? Why?  
PROBES: Identify the challenges. How do you think you will address these challenges?

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

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

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

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



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**A.3. Discussion Guide for Building and Strengthening Iowa  
Community Support Nutrition and Physical Activity Program  
Implementing Agency Principal Investigator [post-  
implementation]**

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

**State:** \_\_\_\_\_

**Respondent/Title/Organization:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Fax:** \_\_\_\_\_

**E-mail:** \_\_\_\_\_

**Interviewer:** \_\_\_\_\_

**Date of Interview:** \_\_\_\_\_

**Time of Interview:** \_\_\_\_\_

<b>Office of Management and Budget (OMB) No. 0584-0554</b>	<b>Expiration Date: 06/30/2014</b>
<p>The public reporting burden for this collection of information is estimated to average 40 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. <b>An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.</b> Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the following address: U.S. Department of Agriculture, Food and Nutrition Services, Office of Research and Analysis, Room 1014, Alexandria, VA 22302, ATTN: PRA (0584-0554). Do not return the completed form to this address.</p>	

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

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

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

Before I begin, do you have any questions?

### Formative Research and Program Design

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

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

### Operational Steps Involved in Program Implementation

8. Did you find the level of staff, in terms of both qualifications and the total number of staff (and types of staff), adequate for optimally delivering your nutrition education intervention?
9. What changes, if any, were made to planned key staff involvement, and why?
10. Were any quality control and monitoring processes employed to maximize the fidelity/quality of the intervention delivery?
11. How effective were staff in delivering the intended nutrition education messages?
  - (a) Why do you think these staff were effective/ineffective?
  - (b) What could they have done differently to improve their effectiveness?
12. Please describe the nutrition education training provided for the implementation of this intervention and how it was different from what you had planned.
13. Do you think the nutrition educator training was sufficient?
  - (a) What worked well?
  - (b) What could have been improved?
14. Were planned recruitment (of older adult participants/parents) efforts modified during implementation? If so, how were recruitment efforts modified and for what reasons?
15. What recruitment methods did you find to be most effective/least effective?
16. In your opinion, how well was the direct program able to track participation in the direct education?
17. Did previously identified partners remain engaged throughout the intervention?
18. Were these partnerships successful?
  - [IF YES]
    - (a) How were they successful?
    - (b) What would you say contributed to their success?
  - [IF NO]
    - (a) Why not?

### Social Marketing Campaign [INN ONLY]

19. Was the social marketing campaign modified at any point during the intervention?

PROBE: Modification could include methods used to implement the social marketing campaign, nutrition messages used in the campaign, retail stores identified for the implementation of the campaign, types and frequency of food demonstrations conducted in the retail stores, and more.

PROBE: If the campaign was modified from the original plan, why was the modification necessary?  
[Describe any barriers to implementation of the original plan.]

### Resources Devoted to Intervention

20. What were the actual time commitments for key staff (full-time employees) if different than planned? Why did they differ?

21. How closely did the actual program cost components reflect the budgeted costs? If there was a difference between budgeted and actual, what factors might have contributed to this?

22. Were the necessary type and quantity of materials, technology, etc. available to carry out the implementation as planned? If not, what else was needed?

### Lessons Learned for Improvement and Replicability

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

23. Overall, what factors were key to the success of this nutrition education program?

24. What factors hindered or limited the success of this nutrition education program?

25. Looking back over the past [NUMBER OF MONTHS] months, what lessons have you learned? What would be most valuable for another State or implementing agency to know if they were considering using this model?

26. In your opinion, are there any aspects of this Supplemental Nutrition Assistance Program-Education program that would make it difficult to implement on a larger scale?

27. How did the FNS requirements for this demonstration project influence the design of your intervention project in ways that you had not anticipated when you applied to become a demonstration project?

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

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

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**A.4. Discussion Guide for Building and Strengthening Iowa  
Community Support Nutrition and Physical Activity Program  
Implementing Agency Social Marketing Manager [pre-  
implementation]**

**SNAP-Ed Wave II: Discussion Guide for Implementing Agency Social Marketing Manager**  
**[PRE-IMPLEMENTATION]**

**State:** \_\_\_\_\_

**Respondent/Title/Organization:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Fax:** \_\_\_\_\_

**E-mail:** \_\_\_\_\_

**Interviewer:** \_\_\_\_\_

**Date of Interview:** \_\_\_\_\_

**Time of Interview:** \_\_\_\_\_

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

**Expiration Date: 06/30/14**

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

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

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

Before I begin, do you have any questions?

1. Can you please describe your role as the social marketing manager?
2. Do you also play a role in the budget management for this project? If not, who is responsible for the social marketing campaign budget?
3. Can you please describe your role in the program design/evaluation of the social marketing campaign?
4. PROBE: Since the *Pick a better snack* campaign has been in existence for many years, could you describe the evolution of the campaign?
5. What formative research has been conducted on the campaign?
6. What are the theoretical underpinnings of the social marketing campaign?
7. Could you describe the steps you have taken to design this social marketing campaign for this study?
8. Were the new components of this campaign added to the existing campaign components, or did you start from scratch, design a new campaign and add some of the existing components?
9. With whom did you work to design the campaign, and could you describe their role?
10. What process was used to select this marketing company?
11. Would it have been possible for the INN to develop this campaign on your own without a marketing contractor?
12. What media are used in the social marketing campaign, and how are they used?
13. What are the core social marketing messages?
14. Can you provide us with a diagram or illustration of the planned social marketing channels, anticipated reach, anticipated numbers of materials you plan to distribute, and media messages aired by type (e.g., radio, TV)—in other words, a visual of your social marketing plan?
15. Describe the process of selecting the retail grocery stores for the social marketing campaign. [Review the GIS maps Christine Hradek developed for the INN project.]
16. Describe the social marketing activities that you have planned for the grocery stores.
17. How often will these activities take place?
18. Who will implement these activities?
19. How will these staff interact with the grocery stores?
20. What role will the produce manager have in the social marketing activities?
21. What role will the dairy manager have in the social marketing activities?
22. What challenges, if any, have you faced during the design and planning phases of this social marketing campaign?
23. What factors do you feel have contributed most to a successful design and planning phase (e.g., using education materials that were already developed, good communication between contributors, knowledgeable staff, establishment of strong partnerships)?
24. What lessons have you learned during this key phase of program development?
25. What would you do differently? Why?
26. What would you do the same? Why?

*Now I would like to shift our focus to the upcoming implementation of the social marketing campaign.*

27. Now that you are ready to transition from the planning and design phase of your project to the implementation phase, what challenges, if any, are you anticipating?

28. Why?
29. How do you think you will address these challenges?
30. Do you have any sense of the buy-in and/or enthusiasm about the social marketing campaign from retail stores and media?
31. How do you feel the buy-in (or lack of buy-in) will have on changing the behavior of the students and their parents?
32. What, if any, other social marketing nutrition education messages are children and their families exposed to at this time in Iowa (that you are aware of)?
33. Please describe any training the dietetic program students received or will receive to prepare them for demonstrations in retail outlets (e.g., frequency and duration of training, training agenda and objectives).
  - (a) Who will do the direct training?
  - (b) When will these trainings be provided?
  - (c) What topics will be covered in the training
  - (d) What is the training outline/agenda?
  - (e) What format will the training be conducted
  - (f) Qualifications of trainer(s):
    - Level of education
    - Specialized education
    - Years of experience in nutrition or health education
    - Experience working with this target population
34. What specific guidance and materials are planned for the students to use at the demonstration booths?
35. Do the students have flexibility in how they deliver the program, or are they directed to follow a prescribed script?
36. How will the demonstration be assessed, e.g. will there be quality control measures implemented for the demonstrations?
37. What lessons have you learned during this key phase of the social marketing campaign program development?
38. What would you do differently? Why?
39. What would you do the same? Why?
40. Now I'd like to focus on partnerships you have developed to assist with the implementation of your project.
41. Who are your partners in the social marketing campaign?
42. How do these partnerships enhance your intervention?
43. Have there been any challenges in developing these partnerships?
44. Would you recommend these partners to other States who might replicate your social marketing model?
45. That ends my formal interview questions. Do you have any comments or recommendations that you would like to add?
46. Thank you very much for your time and input on this very important project. As I mentioned, we will follow up and talk with you after the intervention and evaluation period are over.



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**A.5. Discussion Guide for Building and Strengthening Iowa  
Community Support Nutrition and Physical Activity Program  
Implementing Agency Social Marketing Manager [post-  
implementation]**

**SNAP-Ed Wave II: Discussion Guide for BASICS Social Marketing Manager**  
**[POST-IMPLEMENTATION]**

**State:** Iowa

**Respondent/Title/Organization:**

**Address:**

**Phone:**

**Fax:**

**E-mail:**

**Interviewer:**

**Date of Interview:**

**Time of Interview:**

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

**Expiration Date: 06/30/14**

The public reporting burden for this collection of information is estimated to average 40 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. **An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.** Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the following address: U.S. Department of Agriculture, Food and Nutrition Services, Office of Research and Analysis, Room 1014, Alexandria, VA 22302, ATTN: PRA (0584-0554). Do not return the completed form to this address.

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

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

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

Before I begin, do you have any questions?

### Formative Research and Program Design

*I'd like to briefly discuss how, if at all, the implementation of the social marketing campaign differed from what was originally planned. There are several aspects of implementation that I would like to cover.*

1. Was the social marketing campaign modified at any point during the intervention?

PROBE: Modification could include methods used to implement the social marketing campaign design, nutrition messages used in the campaign, retail stores identified for the implementation of the campaign, content and frequency of food demonstrations conducted in the retail stores, and more.

PROBE: If the campaign was modified from the original plan, why was the modification necessary?  
[Describe any barriers to implementation of the original plan.]

2. Did the target audience differ from what was originally planned? If so, how and why did they differ? [For example, did the racial/ethnic mix change?]
3. Were the methods of delivery (e.g., posters, materials, TV, radio) modified during implementation for any reason? If so, how and why were they changed?
4. Did the dose of the social marketing campaign vary from what was originally planned (e.g., the number of posters distributed, number of other materials distributed, length of messages in media, number of times the messages ran, number of outlets that aired the messages)? If so, how and why did this vary from what was planned?
5. Were the social marketing materials (e.g., banners, posters) placed as planned and stay up for the period intended? If not, what happened and how was this resolved?
6. If you were able to implement the social marketing campaign as originally planned, do you feel that you reached the intended number of individuals and families in the target audience? Were there any factors that affected your ability to achieve the full, intended reach?
7. Were the social marketing materials modified at any point during implementation? If so, how were the materials modified, and why?
8. To what extent were the original implementation timelines met? What are the reasons for and implications of any departures from the original timelines?

### Operational Steps Involved in Program Implementation

9. Did you find the marketing contractor qualifications and skills adequate for development of the campaign?
10. Did you find the media outlets cooperative in airing the messages for the social marketing campaign? Did you get free air time? If so, can you document it?
11. Did you find the student demonstrator qualifications and skills adequate for delivering the social marketing messages?
12. What changes, if any, were made to your planned work with the marketing consultant, and why?
13. Were any quality control and monitoring processes employed to maximize the fidelity/quality of the delivery?
14. How effective the media outlets and demonstrations in delivering the intended nutrition messages?
  - (a) Why do you think they were effective/ineffective?
  - (b) What could they have done differently to improve their effectiveness?
15. Please describe the nutrition education training provided for the implementation of this social marketing campaign and how it was different from what you had planned.

16. Do you think the training for student demonstrators was sufficient?
17. What worked well?
18. What could have been improved?
19. Probe: Could you provide us with the training materials, scripts, guidance, and other aids used by the students?
20. In your opinion, how well was the social marketing campaign able to track reach [documentation from media outlets; numbers of people who stopped by the demonstration booth at the supermarket; increase in sales of fruits, vegetables, and low-fat milk at retail stores]?
21. Did previously identified partners remain engaged throughout the intervention?
22. Were these partnerships successful?
  - [IF YES]
    - (a) How were they successful?
    - (b) What would you say contributed to their success?
  - [IF NO]
    - (a) Why not?

#### Resources Devoted to Intervention

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

#### Lessons Learned for Improvement and Replicability

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

26. Overall, what factors were key to the success of this social marketing campaign?
27. What factors hindered or limited the success of this social marketing campaign?
28. Looking back over the past 7 months, what lessons have you learned? What would be most valuable for another State or implementing agency to know if they were considering using this model?
29. In your opinion, are there any aspects of this program that would make it difficult to implement on a larger scale?
30. How did the FNS requirements for this demonstration project influence the design of your intervention project in ways that you had not anticipated when you applied to become a demonstration project?

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

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

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**A.6. Discussion Guide for Building and Strengthening Iowa  
Community Support Nutrition and Physical Activity Program  
Project Director [pre-implementation]**

**SNAP-Ed Wave II: Discussion Guide for BASICS Project Directors**  
**[PRE-IMPLEMENTATION]**

**State:** \_\_\_\_\_

**Respondent/Title/Organization:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Fax:** \_\_\_\_\_

**E-mail:** \_\_\_\_\_

**Interviewer:** \_\_\_\_\_

**Date of Interview:** \_\_\_\_\_

**Time of Interview:** \_\_\_\_\_

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

**Expiration Date: 06/30/2014**

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

Thank you for taking the time for this interview. The U.S. Department of Agriculture's Food and Nutrition Service (FNS) has contracted with Altarum Institute to conduct a study of the Iowa Nutrition Network (INN) Building and Strengthening Iowa Community Support for Nutrition and Physical Activity (BASICS) program that is offering information to children and their families about healthy foods to eat and the importance of being active. Altarum is a health and nutrition policy research and consulting Institute and our work focuses on helping to improve the health and nutrition status of children, families, and adults. The purpose of the study is to evaluate several SNAP-Ed models around the country and to provide recommendations for how these interventions could be improved to better serve the children and families in your community. We also will evaluate how the intervention might be replicated in other communities.

We will be using first names only today. Everything that you say will be kept private. After we conduct several of these interviews, we will write a report for the FNS. Your name will not appear anywhere in the report. Nothing that is said today will be attached to your name at any point. Nothing that you say will affect your job or be shared with your employers.

Today we will specifically be discussing your background and other qualifications as an educator for this education program, the planning process that has already begun with the intervention sites, and your expectations for the reach and design of the program. Once you have completed teaching the eight BASICS lessons (and the classroom teacher has taught her four lessons), we will follow up with you for one more interview to find out how things may

have changed from what you planned to do and to obtain your experiences and views on what worked well or not and why, and what you might change to improve the program.

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

#### Director's Job Title, Qualifications, and Capabilities

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

1. What is your job title for the INN BASICS program?
2. Do you also provide project direction for any other programs?  
[IF YES]
  - (a) Please tell me a little bit about your other related work.
  - (b) How long have you been a project director?
3. What percent time are you working as a project director for the BASICS program? (are you full-time or part-time)
4. Could you describe your role as project director?
5. What are some of the challenges that you or others like you might face in being a good project director for the BASICS program?

#### Training Provided by the Demonstration Project

6. Did the Iowa Nutrition Network provide training for you to oversee the implementation of this curriculum? If so, please describe the training you received (who provided, number of hours, where the training was held, what materials were used).
7. Do you think that the training provided you with the skills and materials to effectively provide oversight for this project? Please describe why you think this.
8. What recommendations, if any, do you have for how the training could be improved?

#### Recruitment and Implementation Plans

*Next I would like to discuss the recruit of schools for the BASICS program and how many school and classes your educator will work with.*

9. Do you know which schools your nutrition educator will be teaching the BASICS classes?  
[IF NO, SKIP TO QUESTION 19]  
[IF YES]
  - (a) Could you please confirm the schools?
  - (b) When does your nutrition educator plan to start the lessons at the schools with which you will work?
10. Do you know how these schools were recruited?
  - (a) How were the schools recruited?
  - (b) Who did the site recruiting, and how did they reach out to enroll the sites?
  - (c) Are these schools that the BASICS curriculum has been taught at in the past?
  - (d) Do you think this was an effective way to select the sites? Why or why not?
  - (e) Were there any challenges in recruiting the targeted schools?
11. Has your nutrition educator visited or otherwise been in contact with the schools yet to talk about your plans for the BASICS lessons?
12. Do you know how the classrooms were recruited?
13. Do you know the teachers in the recruited schools who will be teaching four of the BASICS lessons?

- (a) What are their roles?
  - (b) Do you have any sense of their buy-in and/or enthusiasm about the intervention and what impact this might have on participation?
  - (c) Did you participate in the training INN provided to the teachers who will be teaching the four BASICS lessons?
14. What physical resources will your nutrition educator need at the sites to implement the intervention (e.g., space, audiovisual equipment, and computers)?

#### Scheduling

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

15. How many classrooms or groups of children will your nutrition educator teach at each of these schools?
- (a) Will there be any joint classes combining classrooms or teach each classroom of children separately? How often (days per week/month) will your nutrition educator be going out to the schools to teach these students? How long will each class or activity be? What time of day will they be providing the education?
  - (b) How many children do you expect will be involved in each class?
  - (c) Will you be assisting your nutrition educator during any of the lessons?
  - (d) Do you have a written schedule yet of the dates and times for all the classes? If so, could you provide a copy of this schedule to us?
  - (e) How can we best stay in touch with you to confirm the schedule for teaching at the selected schools (e.g., phone, e-mail)?
16. Is there anything unique about the schools where your nutrition educator will be teaching the BASICS program or the population of children at these schools that you think will require your nutrition educator to tailor the program to better meet the needs of children and their parents these schools? If so, how will the program be tailored to address these needs?

#### Perceived Facilitators and Challenges to Intervention Success

17. Based on what you know about the curriculum, materials, and other aspects of the BASICS program, what components of this curriculum do you think will be most effective with the students your nutrition educator will be teaching?
18. Do you feel that it will be effective to have the classroom teachers teach four of the lessons, instead of having your nutrition educator teach all 12?
19. Before we close, I would like to ask you whether you foresee any challenges in the implementation of this curriculum as planned. If so, might those be potential challenges, and how might they be overcome?

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

*Thank you very much for your time and input on this important project. My colleagues and I at Altarum will get back in touch with you to schedule a follow-up interview after you finish teaching the BASICS program. I look forward to talking with you then.*



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**A.7. Discussion Guide for Building and Strengthening Iowa  
Community Support Nutrition and Physical Activity Program  
Project Director [post-implementation]**

**SNAP-Ed Wave II: Discussion Guide for BASICS Project Directors**  
**[POST-IMPLEMENTATION]**

**State:** \_\_\_\_\_

**Respondent/Title/Organization:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Fax:** \_\_\_\_\_

**E-mail:** \_\_\_\_\_

**Interviewer:** \_\_\_\_\_

**Date of Interview:** \_\_\_\_\_

**Time of Interview:** \_\_\_\_\_

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

**Expiration Date: 06/30/14**

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

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

Today we will discuss how the BASICS program was implemented and what might have changed from the original plan.

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

### Training Provided by the Demonstration Project (INN)

*We are interested in how the BASICS training prepared your nutrition educator and the classroom teacher to teach the curriculum in the classroom. This first set of questions focuses on this topic area.*

1. Now that your nutrition educator has taught the BASICS curriculum, do you feel the training provided by the INN provided her with the skills to effectively implement this curriculum? If so, please describe how the training helped her implement the BASICS curriculum. [If not, why not?] What recommendations, if any, do you have for how the training could be improved for your nutrition educator and for the classroom teachers?
2. In teaching the BASICS curriculum, was your nutrition educator able to follow the curriculum as it was designed, or did she supplement the materials given to her at the training?
3. Did the classroom teachers follow the curriculum as designed, or did they supplement the materials given to them at training?
4. Were there take-home materials for the students to complete with their parents? If so, do you know if parents completed them (how do you know if parents completed them)?
5. What are your feelings (and the feelings of your nutrition educator) about the ease of teaching the BASICS curriculum? E.g., was it easy to teach with clear instructions and had a focused approach?

### Recruitment and Implementation

*Next I would like to discuss planned recruitment of sites and participants for the intervention, versus what actually happened.*

6. Looking back at the recruitment of the schools for the BASICS intervention, do you feel that you might have done anything different in your (your nutrition educator's) recruitment methods?
7. In thinking about the implementation of the BASICS curriculum, how effective do you feel the model of having the nutrition educator teach eight lessons and the classroom teacher teach four lessons was? Were there any challenges in this delivery model?
8. Were the classroom teachers engaged and enthusiastic about teaching the BASICS curriculum?
9. Were the classroom teachers in the room when your nutrition educator taught her eight lessons? (Was this tracked? If so, do you have a record of this?)
10. If a teacher was not engaged and enthusiastic, what impact do you think it had on the intervention?
11. What physical resources did you end up needing at the sites to implement the intervention (e.g., space, audiovisual equipment, computers)? Was this as planned?
12. Were there any other nutrition education activities going on at the school while the BASICS curriculum was implemented? If so, what were they? [Could you describe these programs?]
13. Do you think these other nutrition education activities enhanced or took away from the BASICS curriculum?

### Scheduling and Unique Features

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

14. How many classrooms did you teach in at each of these sites?
  - (a) Can you give me a written schedule of the dates and times for all the classes you taught?
  - (b) Did your nutrition educator have any joint classes combining classrooms or teach each classroom of children separately? How often (days per week/month) did you go out to the sites teach these groups? Were you able to track how long each class was?
  - (c) Were you able to track the number of children in each class?

15. Looking back, was there anything unique about the schools where your nutrition educator taught the BASICS curriculum or the population of children at these sites that required you to tailor the curriculum in any way?
16. Did your nutrition educator miss any of the scheduled BASICS classes due to sickness, snow or some other reason?
17. Was she able to teach all of the lessons in all of the classrooms in her schools?

#### Perceived Facilitators and Challenges to Intervention Success

18. Now that your nutrition educator has taught the curriculum, used the materials, and performed other aspects of the BASICS program, what components of this curriculum do you think were most effective with students in the classroom?
19. What were some of the barriers to achieving the goals of the curriculum?
20. What do you think were some of the barriers for the classroom teachers to achieving the goals of the curriculum?  
[If barriers were stated, how did you overcome them?]

#### General Impressions

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

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

*Thank you very much for your time and input on this important project. My colleagues and I at Altarum appreciate your taking the time to be interviewed for this project.*

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**A.8. Discussion Guide for Building and Strengthening Iowa  
Community Support Nutrition and Physical Activity Program  
Direct Nutrition Educators [pre-implementation]**

**SNAP-Ed Wave II: Discussion Guide for Onsite Nutrition Educators**  
**[PRE-IMPLEMENTATION]**

**State:** \_\_\_\_\_

**Respondent/Title/Organization:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Fax:** \_\_\_\_\_

**E-mail:** \_\_\_\_\_

**Interviewer:** \_\_\_\_\_

**Date of Interview:** \_\_\_\_\_

**Time of Interview:** \_\_\_\_\_

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

**Expiration Date: 06/30/2014**

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Thank you for taking the time for this interview. The U.S. Department of Agriculture's Food and Nutrition Service (FNS) has contracted with Altarum Institute to conduct a study of the Iowa Nutrition Network (INN) Building and Strengthening Iowa Community Support for Nutrition and Physical Activity (BASICS) program that is offering information to children and their families about healthy foods to eat and the importance of being active. Altarum is a health and nutrition policy research and consulting Institute and our work focuses on helping to improve the health and nutrition status of children, families, and adults. The purpose of the study is to evaluate several SNAP-Ed models around the country and to provide recommendations for how these interventions could be improved to better serve the children and families in your community. We also will be evaluating how the intervention might be replicated in other communities.

We will be using first names only today. Everything that you say will be kept private. After we conduct several of these interviews, we will write a report for the FNS. Your name will not appear anywhere in the report. Nothing that is said today will be attached to your name at any point. Nothing that you say will affect your job or be shared with your employers.

Today we will specifically discuss your background and other qualifications as an educator for this education program, the planning process that has already begun with the intervention sites, and your expectations for the reach and design of the program. Once you have completed teaching the eight BASICS lessons (and the classroom teacher has taught her four lessons), we will follow up with you for one more interview to find out how things may

have changed from what you planned to do and to obtain your experiences and views on what worked well or not and why, and what you might change to improve the program.

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

#### Educator's Job Title, Qualifications, and Capabilities

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

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

#### Training Provided by the Demonstration Project

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

#### Recruitment and Implementation Plans

*Next I would like to discuss the recruit of schools for the BASICS program and how many schools, classes and students you plan to be working with.*

12. Do you know yet which sites you will be teaching the BASICS classes?  
[IF NO, SKIP TO QUESTION 19]  
[IF YES]
  - (a) Please name schools.
  - (b) When do you plan to start the lessons at the schools with which you will work?

13. Do you know how these schools were recruited?
  - (a) Who did the site recruiting, and how did they reach out to enroll the sites?
  - (b) Do you think this was an effective way to select the sites? Why or why not?
14. Have you visited or otherwise been in contact with the schools yet to talk about your plans for the BASICS lessons?
15. Do you know how the classrooms were recruited?
16. Do you know the teachers in the recruited schools who will be teaching four of the BASICS lessons?
  - (a) What are their roles?
  - (b) Do you have any sense of their buy-in and/or enthusiasm about the intervention and what impact this might have on participation?
17. What physical resources will you need at the sites to implement the intervention (e.g., space, audiovisual equipment, and computers)?

### Scheduling

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

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

### Quality Control

21. How did you control for the quality of your nutrition educator in teaching the BASICS curriculum?
22. How did you control for fidelity when your nutrition educator was teaching the BASICS curriculum?
23. Did INN control for quality and fidelity?

### Perceived Facilitators and Challenges to Intervention Success

24. Based on what you know about the curriculum, materials, and other aspects of the BASICS program, what components of this curriculum do you think will be most effective with the students you will be reaching?
25. Before we close, I would like to ask you whether you foresee any challenges in teaching this curriculum as planned. If so, might be those potential challenges and how might they be overcome?

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

*Thank you very much for your time and input on this important project. My colleagues and I at Altarum will get back in touch with you to schedule a follow-up interview after you finish teaching the BASICS program. I look forward to talking with you then.*



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**A.9. Discussion Guide for Building and Strengthening Iowa  
Community Support Nutrition and Physical Activity Program  
direct nutrition educators [post-implementation]**

**SNAP-Ed Wave II: Discussion Guide for Onsite Nutrition Educators**  
**[POST-IMPLEMENTATION]**

**State:** \_\_\_\_\_

**Respondent/Title/Organization:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Fax:** \_\_\_\_\_

**E-mail:** \_\_\_\_\_

**Interviewer:** \_\_\_\_\_

**Date of Interview:** \_\_\_\_\_

**Time of Interview:** \_\_\_\_\_

<b>Office of Management and Budget (OMB) No. 0584-0554</b>	<b>Expiration Date: 06/30/14</b>
<p>The public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. <b>An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.</b> Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the following address: U.S. Department of Agriculture, Food and Nutrition Services, Office of Research and Analysis, Room 1014, Alexandria, VA 22302, ATTN: PRA (0584-0554). Do not return the completed form to this address.</p>	

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

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

Today we will discuss how the BASICS program was implemented and what might have changed from the original plan.

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

### Training Provided by the Demonstration Project

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

1. Now that you have taught the BASICS curriculum, do you feel the training provided by the INN provided you with the skills to effectively implement this curriculum? If so, please describe how the training helped you with implementing the BASICS curriculum. [If not, why not?] What recommendations, if any, do you have for how the training could be improved for yourself and for the classroom teachers?
2. In teaching the BASICS curriculum, were you able to follow the curriculum as it was designed, or did you supplement the materials given to you at the training?
3. Did the classroom teachers follow the curriculum as designed, or did they supplement the materials given to them at training?
4. Were there take-home materials for the students to complete with their parents? If so, do you know if they were completed?
5. What are your feelings about the ease of teaching the BASICS curriculum? E.g., was it easy to teach with clear instructions and had a focused approach?

### Recruitment and Implementation

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

6. Who did the site recruiting, and how did they reach out to enroll the schools?
7. Do you think this was an effective way to select the sites? Why or why not?
8. Were these schools that you had ever taught in before?
9. Looking back at the implementation of the BASICS curriculum, how effective do you feel the model of nutrition educator teaching 8 lessons, and the classroom teacher teaching 4 lessons was? Were there any challenges in this curriculum model?
10. Were the classroom teachers engaged and enthusiastic about teaching the BASICS curriculum?
11. If a teacher was not engaged and enthusiastic, what impact do you think it had on the intervention?
12. What physical resources did you end up needing at the sites to implement the intervention (e.g., space, audiovisual equipment, computers)? Was this as planned?
13. Were there any other nutrition education activities going on at the school while you were implementing the BASICS curriculum? If so, what were they?

### Scheduling and Unique Features

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

14. How many classrooms did you teach in at each of these sites?
  - (a) Did you have any joint classes combining classrooms or teach each classroom of children separately? How often (days per week/month) did you go out to the sites teach these groups? Were you able to track how long each class was?
  - (b) Were you able to track the number of children in each class?
  - (c) Can you give me a written schedule of the dates and times for all the classes you taught?
15. Was there anything unique about the sites where you taught the BASICS curriculum or the population of children at these sites that required you to tailor the curriculum in any way?
16. Did you miss any of the scheduled BASICS classes due to sickness, snow or some other reason?

### Perceived Facilitators and Challenges to Intervention Success

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

### General Impressions

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

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

*Thank you very much for your time and input on this important project. My colleagues and I at Altarum appreciate your taking the time to be interviewed for this project.*

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**A.10. Discussion Guide for Retail Store Managers or Registered Dieticians [post-implementation]**

**SNAP-Ed Wave II Discussion Guide for INN Retail Stores: Produce Managers (Dairy Managers if Appropriate)**  
**[POST-IMPLEMENTATION]**

**State:** \_\_\_\_\_

**Respondent/Title/Organization:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Fax:** \_\_\_\_\_

**E-mail:** \_\_\_\_\_

**Interviewer:** \_\_\_\_\_

**Date of Interview:** \_\_\_\_\_

**Time of Interview:** \_\_\_\_\_

<b>Office of Management and Budget (OMB) No. 0584-0554</b>	<b>Expiration Date: 06/30/14</b>
<p>The public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. <b>An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.</b> Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the following address: U.S. Department of Agriculture, Food and Nutrition Services, Office of Research and Analysis, Room 1014, Alexandria, VA 22302, ATTN: PRA (058-0554). Do not return the completed form to this address.</p>	

Thank you for taking the time to participate in this interview. The U.S. Department of Agriculture’s Food and Nutrition Service has contracted with Altarum Institute to conduct a study of the Iowa Nutrition Network (INN) Building and Strengthening Iowa Community Support for Nutrition and Physical Activity (BASICS) program that is offering information to children and their families about healthy foods to eat and the importance of being active. The BASICS program includes two social marketing initiatives conducted in grocery stores called, *Pick a better snack* and *1% or Less, Yes!* Altarum is a health and nutrition policy research and consulting institute and our work focuses on helping to improve the health and nutrition status of children, families, and adults.

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

Any answers you provide for this study will be kept private and your name will not be identified with any answers you provide. The estimated amount of time required to complete this interview is 15 minutes. I want to thank you for taking the time today to speak with me.

**Note to interviewer:** Before interviewing the produce manager, contact the store manager to obtain permission and set up an interview time when the store staff is not busy. It is recommended that the Store Manager

participate in the interview in addition to the Produce Manager (if the *1% or Less, Yes!* campaign has been conducted in the store, include the dairy manager as well).

Before I begin, do you have any questions?

Let's begin with some general information about your store and customers:

1. How long have you been the produce manager (dairy manager) of this store?  
PROBE: Were you the produce manager (dairy manager) during the time of the *Pick a better snack* campaign taking place November through May of this year? [If the *1% or Less, Yes!* campaign was held at the store, ask the same question.]
2. How would you describe your store in terms of size? Small, medium or large?
3. Would you be able to roughly break down your customers' race and ethnicity in percentages? (Designate a percentage for each racial/ethnic category below.)
  - (a) American Indian or Alaska Native
  - (b) Asian
  - (c) Black or African American
  - (d) Hispanic or Latino
  - (e) Native Hawaiian or other Pacific Islander
  - (f) White
4. Approximately what percentage of your customers uses Food Assistance EBT (Iowa EBT) at your store?

Next, I'd like to ask you some questions about the *Pick a better snack [1% or Less, Yes!]* campaign:

5. Does your store participate in the *Pick a better snack [1% or Less, Yes!]* campaign?  
PROBES:
  - (a) How did you find out about the *Pick a better snack [1% or Less, Yes!]* campaign?
  - (b) Why is your store involved in the *Pick a better snack [1% or Less, Yes!]* campaign?
  - (c) Have you seen any of the *Pick a better snack [1% or Less, Yes!]* campaign materials used in the social marketing campaign?PROBES:
  - (a) Bingo cards
  - (b) Recipes
  - (c) Posters
  - (d) ShelfTalker
6. If you have seen the above materials, what did you think about them? (Probes: Effective? Ineffective?)
  - (a) Has your store held fruit and vegetable [milk] snack demonstrations as part of the *Pick a better snack [1% or Less, Yes!]* campaign?
  - (b) How many demonstrations has your store held [per month and which months]?
  - (c) Approximately how many people "attend" each demonstration?
7. What would you say are the most useful aspects of the *Pick a better snack [1% or Less, Yes!]* campaign and demonstrations overall for the age groups of children and parents it is targeting?
8. Did your store conduct demonstrations for the *Pick a better snack* campaign? If so, do you think the demonstrations effectively complement the social marketing campaign materials?
9. Did you provide additional support to the demonstrations at your store by providing food for the demonstrations?

10. What challenges or issues were faced in implementing the *Pick a better snack [1% or Less, Yes!]* campaign and demonstrations in your store?  
How did you address these?
11. Did you need to communicate with the INN/Iowa Department of Health staff to address any of these issues? If so, what did you need to communicate to them about and how were those issues addressed?
12. What could be done to make the *Pick a better snack [1% or Less, Yes!]* campaign more appealing to retail stores like yours?
13. Have you made any changes to your inventory or made any other changes to your store since starting with the *Pick a better snack [1% or Less, Yes!]* campaign? If so, what types of changes have you made?  
[Probe: the campaign started November 2011]

*And finally, I have a few follow-up questions about the Pick a better snack [1% or Less, Yes!] campaign:*

14. Have you increased or decreased the amount of fruits and vegetables [1% or less milk products] you carry?
15. Have you seen a change (avoid leading question) in sales of sampled products on the days when the *Pick a better snack [1% or Less, Yes!]* demonstrations took place?
16. How much of a role do you think that you should play in increasing the availability of healthy foods in your community? Why?
17. Do you have any suggestions for ways the *Pick a better snack [1% or Less, Yes!]* campaign could be improved?
18. Would you be interested in continuing the *Pick a better snack [1% or Less, Yes!]* campaign in your retail store (without the presence of INN)? Note: the materials are free of cost to consumers online.
19. How feasible would it be to incorporate the activities in your retail store on an ongoing basis?
20. Would you want additional help from the INN/Iowa Department of Health if it were available?
21. Finally, would you want the *Pick a better snack [1% or Less, Yes!]* campaign in your retail store next year? Why or why not?

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

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



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**A.11. Discussion Guide for Demonstrators at Retail Outlets (Dietetic Students) [post-implementation]**

**Discussion Guide for Demonstrators at Retail Outlets**  
**[POST-IMPLEMENTATION]**

**Date of Discussion:** \_\_\_\_\_

**Location:** \_\_\_\_\_

**Study ID #:** \_\_\_\_\_

**Facilitator:** \_\_\_\_\_

**Note Taker:** \_\_\_\_\_

**Number of Participants:** \_\_\_\_\_

**Start Time:** \_\_\_\_\_

**End Time:** \_\_\_\_\_

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

**Expiration Date: 06/30/2014**

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Hello, my name is \_\_\_\_\_, and I work for Altarum Institute. Thank you for taking the time for this group discussion. The U.S. Department of Agriculture's Food and Nutrition Service (FNS) has contracted with Altarum Institute to conduct a study of the Iowa Nutrition Network (INN) Building and Strengthening Iowa Community Support for Nutrition and Physical Activity (BASICS) program that is offering information to children and their families about healthy foods to eat and the importance of being active. Altarum is a health and nutrition policy research consulting institute, and our work focuses on helping improve the health and nutrition status of children, families, and adults.

This study will provide information on how the program in which your children participated works from the perspective of the people who planned the program, the teachers, you, and your child. The purpose of today's group is to hear from you about your own and your child's experiences and satisfaction with this program that recently took place at your child's day care/school. We also will use what you tell us today provide recommendations for how BASICS program can be improved to better serve the children and families in your community and those in other communities like yours.

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

Before we begin, I would like to review a few details about our discussion:

- First, your participation in today's discussion is voluntary. You are free to leave at any time.
- There are no right or wrong answers. Remember that we do not work for the schools or with the educators, so please feel free to say whatever you think.
- Also, it is okay to have ideas or opinions that are different from each other. We want to hear everyone's point of view.
- We are tape-recording this session so that we do not miss anything important. It will be helpful to have only one person talking at a time. If two people talk at once, we cannot understand what anyone is saying. We may remind you of this during the group discussion.
- Finally, we just want to emphasize what we said earlier: Everything that you say is private. What you say today will not be attached to your name at any point.

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

Let's get started! I'm looking forward to hearing more about your experiences with the BASICS marketing campaign.

Do you have any questions before we start?

#### Description of Role: Retail Outlet Demonstrators

*We would like to know more about your role as a retail outlet demonstrator.*

1. First, could you describe your background and experience related to conducting nutrition demonstrations?
2. Please describe your role as an in-store demonstrator for the INN. [What does this role entail?]

#### Training of Retail Outlet Demonstrators

*We would like to learn more about the training you received to be a retail outlet demonstrator.*

3. Could you describe the training you received from the INN?
4. Do you feel the training prepared you for your job as an in-store demonstrator?
  - (a) If not, why not?

#### Demonstrations for Shoppers

*We are interested in knowing more about the actual demonstrations you conducted at retail outlets.*

5. How many demonstrations (in what stores) did you conduct?
6. How long did you spend at the store each time you conducted demonstrations?
7. What date did you start the in-store demonstrations, and what date did you stop the demonstrations?
8. Approximately how many shoppers (on average) did you talk with each time you conducted an in-store demonstration?

#### Perception of Shoppers Related to the Demonstrations

*We are interested in knowing more about the perceptions of shoppers who engaged in the demonstrations at retail outlets.*

9. Could you determine the interest of store shoppers in your nutrition messaging?
10. Did shoppers routinely stop, talk with you and taste one of the food items at your display?

11. Did shoppers display an interest in making changes in their eating habits based on the information that you provided at your demonstration booth?

#### Feedback from Shoppers Related to the Demonstrations

*We would like to know more about feedback you received from shoppers at your in-store demonstrations.*

12. What feedback did shoppers give you about the nutrition messages you were providing at your booth?
13. Did any shoppers describe challenges they might have to incorporating fruits, vegetables (and/or) low-fat milk into their diets?
  - (a) If there were challenges, what challenges did they cite?

#### Effectiveness of Demonstrations in Retail Outlets

*We are interested in knowing more about how effective you think the in-store demonstrations were.*

14. Do you think the in-store demonstrations were effective in promoting behavior change?
15. If yes, how do you think the demonstrations achieve this? [What was the main factor that might have promoted behavior change?]
16. If not, why do you think the demonstrations were not effective?

#### Other Comments or Final Thoughts

*We would like to know what final thoughts you have about the in-store demonstrations.*

*Thank you for taking the time to be interviewed. We appreciate your feedback for this component of the project.*

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**A.12. Discussion Guide for Building and Strengthening Iowa  
Community Support Nutrition and Physical Activity Program  
Classroom Teachers [post-implementation]**

**Questionnaire for BASICS Nutrition and Physical Activity Program Classroom Teachers**  
**[POST-IMPLEMENTATION]**

**State:** \_\_\_\_\_

**Interviewer:** \_\_\_\_\_

**Respondent:** \_\_\_\_\_

**Date of Interview:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**School Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Fax:** \_\_\_\_\_

**E-mail:** \_\_\_\_\_

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

**Expiration Date: 06/30/2014**

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Thank you for taking the time for this interview. The U.S. Department of Agriculture's Food and Nutrition Service (FNS) has contracted with Altarum Institute to conduct a study of the Iowa Nutrition Network (INN) Building and Strengthening Iowa Community Support for Nutrition and Physical Activity (BASICS) program that is offering information to children and their families about healthy foods to eat and the importance of being active. Altarum Institute is a health and nutrition policy research and consulting institute, and our work focuses on helping to improve the health and nutrition status of children, families, and adults. This study will include not only outcome evaluation information but also process information on how it is being implemented and how you are evaluating the intervention. All of this will be useful to both FNS and to other Supplemental Nutrition Assistance Program-Education (SNAP-Ed)-implementing agencies that are planning to evaluate their own SNAP-Ed interventions.

We will be using first names only today. Everything that you say will be kept private. After we conduct several of these interviews, we will write a report for the FNS. Your name will not appear anywhere in the report. Nothing that is said today will be attached to your name at any point. Nothing that you say will affect your job or be shared with your employers.

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

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

### Perceptions and Preferences about Fruits, Vegetables and Low-Fat Milk

*First I'd like to ask you some general questions about fruits, vegetables and low-fat milk products.*

1. On a scale of 0–5, where 0 is Not Important and 5 is Extremely Important, how important do you think eating more fruits, vegetables and consuming more low-fat milk products are for you?
2. On a scale of 0–5, where 0 is Not Important and 5 is Extremely Important, how important do you think eating more fruits, vegetables is for your students and their families?
3. On a scale of 0–5, where 0 is Not Important and 5 is Extremely Important, how important do you think consuming more milk products is for your students and their families?
4. As a result of teaching this program, are there any new fruits, vegetables, and/or low-fat milk products that you now consume?

### BASICS for Nutrition and Physical Activity Curriculum and Training

*This next set of questions focuses on the BASICS curriculum and your training to teach the curriculum. I'd like to hear your feedback about both the curriculum and training.*

5. Do you feel that the training you received for BASICS provided you with enough knowledge and skills to effectively teach your lessons?
6. If you didn't feel that the training was adequate, how would you have improved it?
7. Now that you have taught this curriculum, would you make any changes to the materials?
8. How many of the BASICS lessons taught by the nutritionist were you able to observe in the classroom?
9. Outside of the four lessons you taught, did you incorporate any nutrition messages, sample activities, or tools from BASICS in the classroom?
10. How did you incorporate these messages and materials into your classroom activities?
11. How often would you estimate you used the new information you received from the BASICS in your classroom?
  - A couple of times
  - Once every week
  - A few times a week
  - More than a few times a week
  - (a) What aspects of the BASICS content or design of the messages, sample activities or tools made it easier for you to incorporate these into your classroom activities (e.g., ease of use in the classroom setting, cultural sensitivity, age appropriateness of the materials for the target audience)?
  - (b) What aspects prevented you from using these tools in your classroom (e.g., lack of time, lack of money for supplies, lack of confidence)?
12. What do you think are the strengths of the curriculum now that you have seen it taught, and taught four lessons yourself? [open-ended]
13. What do you think are the weaknesses of the curriculum now that you have seen it taught, and taught four lessons yourself? [open-ended]

### Exposure and Feedback on Parent/Family Messages and Events

*The parent/family messages and events were an integral part of this intervention. I'd like to hear your feedback on these supplemental components of the program.*

14. How effective do you think these materials were in the promotion of fruits, vegetables and low-fat milk with parents?
15. How many of the BASICS parent/family activities that were held at your school were you able to attend?
16. How effective do you think these events were in the promotion of fruits, vegetables and low-fat milk with parents?
17. If not effective, what changes or improvements would you suggest to make them more effective?
18. Were you aware of the social marketing campaign that was a supplemental component of the BASICS curriculum?
19. If you saw or heard any of the social marketing campaign ads or store demonstrations, what did you see, and do you think that it was an effective complement to the curriculum?

### Working with Outside Nutrition Educator

*Next, we'd like to have your feedback about working with the outside nutrition educator and the shared responsibility of this intervention.*

20. How effective do you think the outside nutrition educator was in teaching eight lessons of the curriculum?
21. Having co-taught the curriculum together, how do you feel about sharing the responsibility of teaching the curriculum with an outside nutrition educator?

### Overall Opinion

*Finally, we would like your general opinion about this intervention.*

22. Overall, what is your feeling about BASICS curriculum, as you finish this intervention?
23. What changes or improvements would you suggest to better reach parents with the BASICS program messages?
24. Do you have any recommendations or suggestions for ways the BASICS curriculum can be improved overall?
25. That ends my formal interview questions. Do you have any comments or recommendations that you would like to add?

***Thank you very much for your time and input on this very important project. We will be sending you a \$10 check for completing this survey. Please place your mailing address below, and return this survey to the following:***

Valerie Long  
Deputy Director-Center for Food Assistance and Nutrition  
Altarum Institute  
[valerie.long@altarum.org](mailto:valerie.long@altarum.org)



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**A.13. Discussion Guide for Building and Strengthening Iowa  
Community Support Nutrition and Physical Activity Program  
school principals [post-implementation]**

**Discussion Guide for BASICS School Principals**  
**[POST-IMPLEMENTATION]**

**State:** \_\_\_\_\_

**Respondent /Title/Organization:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Fax:** \_\_\_\_\_

**E-mail:** \_\_\_\_\_

**Interviewer:** \_\_\_\_\_

**Date of Interview:** \_\_\_\_\_

**Time of Interview:** \_\_\_\_\_

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

**Expiration Date: 06/30/2014**

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Thank you for taking the time to participate in this interview. The U.S. Department of Agriculture's Food and Nutrition Service has contracted with Altarum Institute to conduct a study of Iowa Nutrition Network (INN) Building and Strengthening Iowa Community Support for Nutrition and Physical Activity (BASICS) program that is offering information to children and their families about healthy foods to eat and the importance of being active. Altarum is a health and nutrition policy research and consulting Institute, and our work focuses on helping to improve the health and nutrition status of children, families, and adults.

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

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

Before I begin, do you have any questions?

1. Tell me about your involvement in overseeing the implementation of INN BASICS program.  
REQUIRED PROBES:
  - (a) Have you observed any of the classes for the children?
  - (b) Have you been able to read any of the BASICS program materials that were sent home with children to their parents?
2. Now that the intervention is over, tell me your views about the nutrition educator who taught eight of the BASICS lessons? Do you feel they were effective? Was the BASICS program fun and interesting to the students?
  - (a) What are your views about the classroom teacher who taught four of the lessons? Do you think this was a good collaboration—having an outside educator and classroom teacher teaming up to teach this 12-lesson curriculum?
3. What would you say are the most useful aspects of the INN BASICS program overall for the targeted age groups?
4. How did you promote the program and recruit teachers to participate in the INN BASICS program at your school?
  - (a) Can you describe what you did to recruit teachers?
  - (b) What could be changed or improved to promote interest and participation in the program?
5. Were other teachers in the school interested in participating in the INN BASICS program once they saw the program in action?
6. In general how effective do you feel the nutrition educator/classroom teacher model [nutrition educator teaching eight lessons and classroom teacher teaching four lessons] was?
  - (a) Did your classroom teachers feel they had time to teach their lessons?
  - (b) Was the nutrition educator/classroom teacher team a collaborative one?
  - (c) Does this method provide for “buy-in” by the classroom teacher?
  - (d) Do the lessons fit into the curriculum standards of your school?
7. How effective do you think the various strategies that were used by the INN BASICS program to encourage parent involvement (e.g., take-home materials, activities targeted to parents and caregivers)? If you are not familiar with the strategies used, please feel free to skip this question.
  - (a) What worked well? Why?
  - (b) What could be changed or improved to increase parent or other caregiver engagement in the program’s nutrition education components?
8. What challenges or issues did you face in implementing this program at your school/site? How did you address these? Did you need to communicate with the INN BASICS/IDPH program staff to address any of these issues? If so what did you need to communicate to them about and how were those issues addressed?
9. What could be done to make the INN BASICS program more appealing to schools like yours?
10. Do you have any other suggestions for ways that this educational program could be improved?
11. The INN BASICS program aside, do you have any suggestions for other ways that schools like yours can encourage children to eat more fruits and vegetables at home and encourage their parents to serve more fruits and vegetables at home?
12. Do you think the classroom teachers involved with the INN BASICS program would
  - (a) Be interested and able to continue some of the lessons and activities with the students in the classroom?
  - (b) Need assistance?
  - (c) Need outside resources?

13. From a program administrator perspective- how did it work for the classroom teachers to lead four lessons of the BASICS programs themselves? Did the teachers have to be “covered” for other duties they are responsible for in the school to be able to be trained and teach the BASICS lessons?
14. My final and very straightforward question for you today is, would you want the INN BASICS program to come to your school next year? Why or why not?

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

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

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**A.14. Focus Group Guide for parents of students participating in the  
*Building and Strengthening Iowa Community Support Nutrition  
and Physical Activity Program* [post implementation]**

**Group Discussion Guide for Parents/Caregivers**  
**[POST-IMPLEMENTATION]**

**Date of Discussion:** \_\_\_\_\_

**Location:** \_\_\_\_\_

**Study ID #:** \_\_\_\_\_

**Facilitator:** \_\_\_\_\_

**Note Taker:** \_\_\_\_\_

**Number of  
Participants:** \_\_\_\_\_

**Start Time:** \_\_\_\_\_

**End Time:** \_\_\_\_\_

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

**Expiration Date: 06/30/2014**

The public reporting burden for this collection of information is estimated to average 2 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. **An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.** Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the following address: U.S. Department of Agriculture, Food and Nutrition Services, Office of Research and Analysis, Room 1014, Alexandria, VA 22302, ATTN: PRA (0584-0554). Do not return the completed form to this address.

Welcome! My name is \_\_\_\_\_. I am here with my co-worker \_\_\_\_ from Altarum Institute. Thank you for taking the time for this group discussion. The U.S. Department of Agriculture's Food and Nutrition Service (FNS) has contracted with Altarum Institute to conduct a study of the Building and Strengthening Iowa Community Support for Nutrition and Physical Activity (BASICS) program that is offering information to children and their families about healthy foods to eat and the importance of being active. Altarum is a health and nutrition policy research consulting institute, and our work focuses on helping improve the health and nutrition status of children, families, and adults.

This study will provide information on how the program in which your children participated works from the perspective of the people who planned the program, the teachers, you, and your child. The purpose of today's group is to hear from you about your own and your child's experiences and satisfaction with this program that recently took place at your child's day care/school. We also will use what you tell us today provide recommendations for how BASICS program can be improved to better serve the children and families in your community and those in other communities like yours.

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

Before we begin, I would like to review a few details about our discussion:

- First, your participation in today's discussion is voluntary. You are free to leave at any time.
- There are no right or wrong answers. Remember that we do not work for the schools or with the educators, so please feel free to say whatever you think.
- Also, it is okay to have ideas or opinions that are different from each other. We want to hear everyone's point of view.
- We are tape-recording this session so that we do not miss anything important. It will be helpful to have only one person talking at a time. If two people talk at once, we cannot understand what anyone is saying. We may remind you of this during the group discussion.
- We would like everyone to participate. But you each don't have to answer every question. You don't have to raise your hand either. If, however, some of you are shy or we really want to know what you think about a particular question, we may ask you what you think.
- We have a lot to talk about today, so don't be surprised if at some point we interrupt the discussion and move to another topic. But do not let us cut you off. If there is something important you want to say, let us know and you can add your thoughts before we change subjects.
- Finally, we just want to emphasize what we said earlier: We will be using first names only. Everything that you say is private. What you say today will not be attached to your name at any point. Nothing that you say will affect the child care that you receive at this site or any other services that you receive from this or any other program.

The group will last no more than 2 hours and will end no later than 7:30 p.m. We will not be taking a formal break, but if you need to leave for a restroom break, the bathrooms are [give directions to bathroom]. And feel free to get snacks.

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

Let's get started! I'm looking forward to hearing more about BASICS program.

Do you have any questions before we begin?

#### Introductions/Icebreaker

*Let's go around the room for this one: Please introduce yourself, tell us how long your child has been going to his or her school, and name one fun activity you like doing with your child. [MODERATOR NOTE: It is helpful to go in order of seating to allow the transcriptionist to label responses by person. Also, for note taking, you can then label Person 1, Person 2, Person 3, etc. when writing comments.]*

#### Exposure and Accessibility of SNAP-Ed Intervention for Parents/Caregivers

*Please raise your hand if you know that your child has been participating in a program at this school where they learn about healthy foods and being active. [Ask the following questions to those who raise their hands.]*

1. What did your children tell you about what they did in these classes or sessions?  
PROBES: Food they tried? Activities they did? Games they played? Lessons they learned?
2. Did you see any take home materials on food and physical activity recently provided for you by the BASICS program? [The moderator should prompt a response by showing some sample take-home materials used in the intervention.]
3. What did you think about these take-home materials? Were they helpful to you and your child to assist in learning more about nutrition and physical activity?  
PROBES: What did you like about the materials? What were the least helpful aspects of these take-home materials? What didn't you like about the materials?

4. Did you hear about the Family Night Out event offered at your child's school? If yes, how did you hear about them?
5. Raise your hand if you went to the Family Night Out event at your child's school.
  - (a) If you raised your hand, what made you decide to go?
  - (b) If you didn't raise your hand, what were the reasons that you didn't go (e.g., barriers related to timing and location, other barriers related to accessibility, level or interest or perceived need)?
6. Please think for a moment about what could be done to encourage more parents like you to participate in these Family Night Out events. [Ask participants to give you their thoughts.]
7. If you went to the Family Night Out event did you go to the nutrition and physical activity stations?
  - (a) What did you learn from the nutrition and physical activity stations at the Family Night Out event?
  - (b) Do you think it was a good way to learn?
8. If you went to the Family Night Out event did you receive any handouts?
  - (a) Which handouts were most helpful and why?
  - (b) Which handouts were not helpful and why?

#### Satisfaction/Likes and Dislikes With Intervention

9. Tell me about the parts of the BASICS program overall—including the classes for your children, the take home materials, and Family Night Out event you may have participated in—that you liked the best and why you liked these parts.
10. What parts of the BASSICS program did you like least and why?
11. What parts of the BASICS program do you think your child liked the best and why?
12. What parts of the BASICS program did your child like the least and why?

#### Perceptions of Goals and Relevancy of Intervention

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

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

#### Intervention Impacts

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

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

#### Awareness of Social Marketing Campaign



*We are interested in knowing more about whether you picked up any additional information about nutrition for you and your family outside of school [and the Family Night Out event].*

20. Do you remember seeing any information about fruits, vegetables, or low-fat milk in your community [grocery stores, billboards, buses, etc.]?
  - (a) PROBE: What do you recall seeing? Where did you see it? If you saw something about fruits, vegetables, or low-fat milk, what did you think of it?
  - (b) Did you do anything as a result of seeing this information?

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

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

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

#### Recommendations

24. Would you recommend this program to friends? Why or why not?
25. If you could change anything about the classes or take-home materials or other aspects of the BASICS program, what would it be?
26. Is there anything we haven't asked that you would like to tell us about your experience with and opinions of the BASICS program?
27. Before we close, I would like you to help us by giving us your ideas for other ways that schools could encourage children to eat more fruits and vegetables and encourage their parents to serve fruits and vegetables more often.

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

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

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**A.15. Building and Strengthening Iowa Community Support Nutrition  
and Physical Activity Program Lesson Observation Form**

## SNAP-Ed Wave II Nutrition Education INN BASICS Observation Form

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

Name of observer:

Date of class observed:

Name of intervention:

Name of instructor:

Name and type of site:

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

Name of lesson to be taught:

Lesson topic(s):

Intended lesson objective(s):

Target audience(s):

Children

Yes  No

Grade/age range of children in class:

Parents/guardians

Yes  No

Older adults

Yes  No

### **B. PART B: CLASS OBSERVATION**

#### **1. Length of Class**

Class start time:

Class end time:

#### **2. Reach**

Number of participants:

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

#### **3. Description of the Setting**

- Physical location

In a traditional classroom

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

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

In an outdoor area

- Adequacy of space

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

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

Space is insufficient for the number of participants and activities planned

- Any other facilitators or barriers related to classroom setting:

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

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

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

#### 4. Teaching Methods

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

#### 5. Participant Engagement in the Lesson

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

### C. PART C. LESSON TAUGHT AS PLANNED IN THE PROJECT

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

Observer comments/notes:

### D. PART D. ENVIRONMENTAL REINFORCEMENTS/INFLUENCES

#### 1. Classroom Teacher Involvement [for UKCES and INN only]

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

- N/A—absent from the classroom during the lesson
- Silent observer who did not participate or support the educator during the lesson

- Assistant to the nutrition educator in handing out materials
- Assistant to the nutrition educator in activities beyond handing out materials
- Other roles, if any, that the teacher played in supporting the intervention messages:

**2. Senior Center Director Involvement [for MSUE only]**

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

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

**3. Availability of Fruits and Vegetables at the Intervention Site**

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

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

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

Description of nutrition messaging at intervention site:

**E. PART E. LESSONS LEARNED FOR IMPROVEMENT AND REPLICABILITY**

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

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

Additional observer comments/notes:

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**A.16. Web Questionnaire for Building and Strengthening Iowa  
Community Support Nutrition and Physical Activity Program  
classroom teachers [pre-implementation]**

Language:



# Pre-Implementation Questionnaire

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

**Expiration Date: 06/30/2014**

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If you have any questions, please feel free to contact Valerie Long at: 207-319-6997.

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OMB No. 0584-0554





# Pre-Implementation Questionnaire

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The U.S. Department of Agriculture's Food and Nutrition Service (FNS) wants to know about your experience with the Building and Strengthening Iowa Community Support (BASICS) program. They have contracted with Altarum Institute to study how this program is being implemented at local schools. Please fill out the form below to provide your feedback and help improve this program for children and families in your community and those in other communities like yours.

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

**\*County**

- Waterloo
- Council Bluffs
- Des Moines

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OMB No. 0584-0554



# Pre-Implementation Questionnaire

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**\*School:**

- Edison Elementary
- Irving Elementary
- Lowell Elementary
- Highland Elementary School

**\*School:**

- Bloomer Elementary
- Longfellow Elementary
- Carter Lake Elementary School
- Roosevelt Elementary School
- Edison Elementary
- Rue Elementary School
- Franklin Elementary

**\*School:**

- Cattell Elementary
- Stuebaker Elementary
- Wright Elementary School
- Findley Elementary School
- Morris Elementary
- Windsor Elementary School
- Carver Elementary
- Jackson Elementary School
- Brubaker Elementary
- Park Ave Elementary School
- Lovejoy Elementary

**\*Your current job title:**

**\*How long have you been in this position?**

- < 1 year
- 1-3 years
- 4-6 years
- 7-9 years
- 10+ years

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OMB No. 0584-0554



# Pre-Implementation Questionnaire

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## Fruits, Vegetables and Low-Fat Milk Products

\*1. On a scale of 0-5, where 0 is Not Important and 5 is Extremely Important, how important . . .

	Not Important					Extremely Important
	0	1	2	3	4	5
. . . do you think eating more fruits, vegetables and consuming more low-fat milk products are for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
. . . do you think eating more fruits and vegetables is for your students and their families?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
. . . do you think consuming more milk products is for your students and their families?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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OMB No. 0584-0554



# Pre-Implementation Questionnaire

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## Fruits, Vegetables and Low-Fat Milk Products

### 4. What fruit(s), vegetables(s), and/or milk products do you not like/consume?

Fruits	<input type="text"/>
Vegetables	<input type="text"/>
Low-Fat Milk products	<input type="text"/>

---

OMB No. 0584-0554



# Pre-Implementation Questionnaire

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## BASICS for Nutrition and Physical Activity Curriculum and Training

**\*5. How familiar are you with the BASICS for Nutrition and Physical Activity curriculum?**

- Not familiar
- Fairly familiar
- Familiar
- Very familiar

**\*6. Describe the training you have had to teach the BASICS for Nutrition and Physical Activity curriculum.**

- No training
- 1-2 hours
- 2-4 hours
- 5-7 hour
- More:

**\*7. Have you been able to review the BASICS for Nutrition and Physical Activity curriculum and take-home materials?**

- Not looked over or read at all
- Glanced at materials
- Reviewed all of the materials
- Read through materials carefully
- More:

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OMB No. 0584-0554



# Pre-Implementation Questionnaire

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## BASICS for Nutrition and Physical Activity Curriculum and Training

**\*8. What is your impression of the BASICS for Nutrition and Physical Activity curriculum?**

- Excellent curriculum
- Looks to be an effective curriculum
- Has parts that look to be effective
- Not impressed
- Don't know

**\*9. At this point, prior to teaching the curriculum, would you make any changes to the curriculum?**

- Yes
- No

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OMB No. 0584-0554



# Pre-Implementation Questionnaire

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## **BASICS for Nutrition and Physical Activity Curriculum and Training**

**9a. What changes would you make to the curriculum?**

**\*10. Do you feel prepared to teach the BASICS for Nutrition and Physical Activity curriculum?**

- Yes
- Somewhat
- No
- Don't know

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OMB No. 0584-0554



# Pre-Implementation Questionnaire

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## Parent/Family Messages and Events

**\*11. Have you seen the BASICS for Nutrition and Physical Activity newsletters and family activity cards for parents?**

- Yes
- No
- Don't know

**\*12. How effective do you think these materials will be in the promotion of fruits, vegetables and milk with parents?**

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

**\*13. Are you aware of the family events that will be part of BASICS for Nutrition and Physical Activity program?**

- Yes
- No
- Don't know

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OMB No. 0584-0554





# Pre-Implementation Questionnaire

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## Parent/Family Messages and Events

**\*14. How effective do you think these events will be in the promotion of fruits, vegetables and milk with parents?**

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

**\*15. Are you aware of the social marketing campaign that will be a supplemental component of the BASICS for Nutrition and Physical Activity curriculum?**

- Yes
- No
- Don't know

**\*16. If you are aware of the social marketing campaign, do you think it will be an effective complement to the curriculum?**

- Yes
- Somewhat
- No
- Don't know

---

OMB No. 0584-0554



# Pre-Implementation Questionnaire

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## Working with BASICS Nutrition Educator

**\*17. Have you ever worked with the BASICS nutrition educator before?**

- Yes
- No
- Don't know

**\*18. If you have worked with the BASICS nutrition educator in the past, how effective do you think they were?**

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

**\*19. If you have not worked with the outside nutrition educator in the past, how do you feel about sharing the responsibility of teaching the BASICS for Nutrition and Physical Activity curriculum with them?**

- Looking forward to it
- Fine with it
- Somewhat apprehensive
- Not looking forward to it
- Don't know

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# Pre-Implementation Questionnaire

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## Overall Opinion

20. Overall, what is your feeling about BASICS for Nutrition and Physical Activity curriculum, as you start this intervention?

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# Pre-Implementation Questionnaire

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

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OMB No. 0584-0554

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**A.17. Web Questionnaire for Building and Strengthening Iowa  
Community Support Nutrition and Physical Activity Program  
Classroom Teachers [post-implementation]**

Language:



# Post-Implementation Questionnaire

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

**Expiration Date: 06/30/2014**

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OMB No. 0584-0554



# Post-Implementation Questionnaire

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## Fruits, Vegetables and Low-Fat Milk Products

\*1. On a scale of 0-5, where 0 is Not Important and 5 is Extremely Important, how important . . .

	Not Important					Extremely Important
	0	1	2	3	4	5
. . . do you think eating more fruits, vegetables and consuming more low-fat milk products are for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
. . . do you think eating more fruits and vegetables is for your students and their families?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
. . . do you think consuming more milk products is for your students and their families?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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OMB No. 0584-0554





# Post-Implementation Questionnaire

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## Fruits, Vegetables and Low-Fat Milk Products

**4. As a result of teaching this program, are there any new fruits, vegetables, and/or low-fat milk products that you now consume?**

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OMB No. 0584-0554



# Post-Implementation Questionnaire

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## **BASICS for Nutrition and Physical Activity Curriculum and Training**

**\*5. Do you feel that the training you received for the BASICS for Nutrition and Physical Activity program provided you with enough knowledge and skills to effectively teach your lessons?**

- Yes
  - No
  - Don't know
- 

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# Post-Implementation Questionnaire

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## **BASICS for Nutrition and Physical Activity Curriculum and Training**

5a. If you didn't feel that the training was adequate, how would you have improved it?

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# Post-Implementation Questionnaire

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## BASICS for Nutrition and Physical Activity Curriculum and Training

\*6. Now that you have taught this curriculum, would you make any changes to the curriculum?

\*7. How many of the BASICS lessons taught by the nutritionist were you able to observe in the classroom?

- all
- 7
- 6
- 5
- 4
- 3
- 2
- 1
- none

\*8. Outside of the four lessons you taught, did you incorporate any nutrition messages, sample activities, or tools from BASICS program in the classroom?

- Yes
- No
- Some

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OMB No. 0584-0554



# Post-Implementation Questionnaire

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## **BASICS for Nutrition and Physical Activity Curriculum and Training**

**\*8a. How did you incorporate these messages and materials into your classroom activities?**

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OMB No. 0584-0554



# Post-Implementation Questionnaire

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## BASICS for Nutrition and Physical Activity Curriculum and Training

**\*9. How often would you estimate you used the new information you received from the BASICS program in your classroom?**

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

**\*9a. What aspects of the BASICS content or design of the messages, sample activities or tools made it easier for you to incorporate these into your classroom activities (e.g., ease of use in the classroom setting, cultural sensitivity, age appropriateness of the materials for the target audience)?**

**\*9b. What aspects prevented you from using these tools in your classroom (e.g., lack of time, lack of money for supplies, lack of confidence)?**

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OMB No. 0584-0554



# Post-Implementation Questionnaire

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## **BASICS for Nutrition and Physical Activity Curriculum and Training**

**\*10. What do you think are the strengths of the curriculum now that you have seen it taught, and taught four lessons yourself?**

**\*11. What do you think are the weaknesses of the curriculum now that you have seen it taught, and taught four lessons yourself?**

---

OMB No. 0584-0554



# Post-Implementation Questionnaire

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## Parent/Family Messages and Events

**\*12. How effective do you think these materials were in the promotion of fruits, vegetables and milk with parents?**

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

**\*13. How many of the BASICS parent/family activities that were held at your school were you able to attend?**

- 0
- 1
- 2
- 3
- 4

**\*14. How effective do you think these events were in the promotion of fruits, vegetables and milk with parents?**

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

---

OMB No. 0584-0554





# Post-Implementation Questionnaire

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## Parent/Family Messages and Events

**\*15. If not effective, what changes or improvements would you suggest to make them more effective?**

---

OMB No. 0584-0554



# Post-Implementation Questionnaire

---

## Parent/Family Messages and Events

**\*16. Were you aware of the social marketing campaign that was a supplemental component of the BASICS for Nutrition and Physical Activity curriculum?**

- Yes
- No
- Don't know

**\*17. If you saw or heard any of the social marketing campaign ads or store demonstrations, what did you see do you think it was an effective complement to the curriculum?**

- Yes
- Somewhat
- No
- Don't know
- Did not see the social marketing campaign

---

OMB No. 0584-0554



# Post-Implementation Questionnaire

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## Working with BASICS Nutrition Educator

**\*18. How effective do you think the outside nutrition educator was in teaching eight lessons of the curriculum?**

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

**\*19. After having co-taught the curriculum together, how do you feel about sharing the responsibility of teaching the curriculum with an outside nutrition educator?**

- It was great
- It was fine
- Neutral
- Didn't like it
- Don't know

---

OMB No. 0584-0554



# Post-Implementation Questionnaire

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## Overall Opinion

**\*20. Overall, what is your feeling about BASICS for Nutrition and Physical Activity curriculum, as you finish this intervention?**

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OMB No. 0584-0554



# Post-Implementation Questionnaire

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## Overall Opinion

**\*21. What changes or improvements would you suggest to better reach parents with the BASICS for Nutrition and Physical Activity program messages?**

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OMB No. 0584-0554



# Post-Implementation Questionnaire

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## Overall Opinion

**\*22. Do you have any recommendations or suggestions for ways the BASICS for Nutrition and Physical Activity curriculum can be improved overall?**

---

OMB No. 0584-0554



# Post-Implementation Questionnaire

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

**Name:**

**Address:**

**City:**

**State:**

**Zip Code:**

---

OMB No. 0584-0554



# Post-Implementation Questionnaire

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

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OMB No. 0584-0554



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**A.18. Building and Strengthening Iowa Community Support Nutrition and Physical Activity Program Classroom Teacher Monthly Supplemental Activity Log Forms**

[Exit this survey](#)

## Waterloo Teacher Time Lesson 1

### 1. Classroom:

### 2. The classroom teacher completed the following activities: (If the classroom teacher did not complete all the activities, please provide the reason in the comments section)

Jammin' Minute

Read pages 5-14 and 20-26 from the Monster Health Book

Placed items from the school lunch menu into the food groups from MyPlate paying special attention to those foods that represent multiple food groups.

Jammin' Minute

Read the Grapes of Math book

Quantitative reasoning problems using fruit/veggie wheels

Comments

### 3. How much time did the classroom teacher spend on nutrition education?

Please keep your teacher reporting forms. Do not throw them away. IDPH will collect the forms.  
Thank you

[Done](#)

Powered by **SurveyMonkey**  
Check out our [sample surveys](#) and create your own now!



---

**A.19. Building and Strengthening Iowa Community Support Nutrition and Physical Activity Program Nutrition Educator Monthly Supplemental Activity Log Forms**

[Exit this survey](#)

## Waterloo Educator November Lesson 1

**1. Which classroom were you in?**

**2. Number of students in class ON THE DAY you taught the lesson:**

**3. How much time was spent in the classroom on nutrition education? (actual teaching time by the nutrition educator)**

**4. Of the total amount of education time reported in question 3, how much time was spent on the tasting experience?**

**5. Please check all the lesson activities you completed.**

**If you did not check one of the activities, please provide the reason why in the comments section.**

Jammin' Minute

Introduction to MyPlate

Tasted jicama

Students completed cryptogram

Thumb's up exercise- students who taste receive "I tried it" sticker

Take home materials(bingo cards, pencils, magnets, and newsletters)

Reason unable to complete lesson plan:

**6. Please let us know if you have comments about any of the lessons for this month.**

Done

Powered by **SurveyMonkey**  
Check out our [sample surveys](#) and create your own now!

*Appendix B*  
*Process Evaluation Data and Supplemental*  
*Information*

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- B.3. BASICS Curriculum Materials \*
- B.4. Detailed Description of Social Marketing Campaign
- B.5. Pick a Better Snack Social Marketing Campaign Materials \*
- B.6. Their Bodies Change Social Marketing Campaign Materials \*

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

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

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

**SECTION 1. Planning and design**

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

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

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

Title of position	Brief description of responsibilities	FTEs	Average salary for this position
IDPH Research Project Coordinator	Co-Principal Investigator	373 hours of 2080 0.18 FTE	\$80,495
IDPH Social Marketing Coordinator	Development and implementation of social marketing campaign	228 hours of 2080 0.11 FTE	\$80,495
IDPH Administrative Assistant	Survey distribution, data cleaning, file management	33 hours of 2080 0.0158 FTE	\$61,590
IDPH Fiscal Manager	Manage fiscal contracts and budgets	26 hours of 2080 0.0125 FTE	\$77,125

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

Title of position	Brief description of responsibilities	FTEs	Average salary for this position
Des Moines Nutrition Educator	Nutrition Education at school	47 hours of 2080 0.0225 FTE	\$64,377
Council Bluffs Nutrition Educator 1	Nutrition Education at school	34 hours of 2080 0.0163 FTE	\$45,809
Council Bluffs Nutrition Educator 2	Nutrition Education at school	4 hours of 2080 0.0019 FTE	\$24,960
Waterloo Nutrition Educator	Nutrition Education at school	48.5 hours of 2080 0.0233 FTE	\$48,480

(c) IT/technical staff, if applicable

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

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(d) Other

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

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

Expenses	(a) Non-Federal Funds	(b) Federal non-SNAP-Ed Funds 1112	(c) Federal SNAP-Ed Funds 1108	(d) Total Federal Funds (b+c)	(e) Total Funds (a+b+c)
1. Salary/benefits	\$0.00	\$0.00	\$28,399.23	\$28,399.23	\$28,399.23
2. Contracts/grants agreements	\$0.00	\$16,647.71	\$73,514.11	\$90,161.82	\$90,161.82
3. Noncapital equipment/supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Materials	\$0.00	\$1,650	\$14,650.00	\$16,300.00	\$16,300.00
5. Travel	\$0.00	\$2,216.77	\$0.00	\$2,216.77	\$2,216.77
6. Administrative	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Building/space	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Equipment and other capital expenditures	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>10. TOTAL Direct Costs</b>	<b>\$0.00</b>	<b>\$20,514.48</b>	<b>\$116,563.34</b>	<b>\$137,077.82</b>	<b>\$137,077.82</b>
11. Indirect costs	\$0.00	\$0.00	\$7,440.60	\$7,440.60	\$7,440.60
<b>12. TOTAL Costs</b>	<b>\$0.00</b>	<b>\$20,514.48</b>	<b>\$124,003.93</b>	<b>\$144,518.41</b>	<b>\$144,518.41</b>

**SECTION 2. Implementation**

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

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

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

<b>Title of position</b>	<b>Brief description of responsibilities</b>	<b>FTEs</b>	<b>Average salary for this position</b>
IDPH Research project coordinator at IDPH	Co-P.I. with Dr. Shelley	147 hours of 2080 0.07 FTE	\$80,495
IDPH Social marketing coordinator	development and implementation of social marketing strategies	321 hours of 2080 0.154 FTE	\$80,495
IDPH Administrative assistant	survey distribution, data cleaning, file management	84 hours of 2080 0.040FTE	\$61,590
IDPH Fiscal manager	manage fiscal contracts and budgets	26 hours of 2080 0.0101 FTE	\$77,125

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

<b>Title of position</b>	<b>Brief description of responsibilities</b>	<b>FTEs</b>	<b>Average salary for this position</b>
Des Moines nutrition educator	Nutrition Education at school	129 hours of 2080 .0620 FTE	\$64,377
Council Bluffs nutrition educator 1	Nutrition Education at school	82 hours of 2080 .0394 FTE	\$45,809
Council Bluffs nutrition educator 2	Nutrition Education at school	32.5 hours of 2080 .0156 FTE	\$24,960
Waterloo nutrition educator	Nutrition Education at school	106 hours of 2080 .0509 FTE	\$48,480

(c) IT/technical staff, if applicable

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

(d) Other

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

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

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

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

Expenses	(a) Non-Federal Funds	(b) Federal non-SNAP-Ed Funds 1112	(c) Federal SNAP-Ed Funds 1108	(d) Total Federal Funds (b+c)	(e) Total Funds (a+b+c)
13. Salary/benefits	\$0	\$0	\$21,795.78	\$21,796	\$21,795.78
14. Contracts/grants agreements	\$43,319	\$61,905	\$67,037	\$128,942	\$172,261
15. Noncapital equipment/supplies	\$0	\$0	\$0	\$0	\$0
16. Materials	\$0	\$0	\$0	\$0	\$0
17. Travel	\$0	\$0	\$0	\$0	\$0
18. Administrative	\$0	\$0	\$0	\$0	\$0
19. Building/space	\$0	\$0	\$0	\$0	\$0
20. Maintenance	\$0	\$0	\$0	\$0	\$0
21. Equipment and other capital expenditures	\$0	\$0	\$0	\$0	\$0

<b>22. TOTAL Direct Costs</b>	<b>\$43,319.05</b>	<b>\$61,904.79</b>	<b>\$88,832.65</b>	<b>\$150,737</b>	<b>\$194,056</b>
23. Indirect costs	\$0.00	\$0.00	\$5,710.49	\$5,710	\$5,710
<b>24. TOTAL Costs</b>	<b>\$86,638.10</b>	<b>\$61,904.79</b>	<b>\$94,543.14</b>	<b>\$156,448</b>	<b>\$243,086</b>

**SECTION 3. Evaluation**

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

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

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

<b>Title of position</b>	<b>Brief description of responsibilities</b>	<b>FTEs</b>	<b>Average salary for this position</b>
IDPH Research project coordinator at IDPH	Co-P.I. with Dr. Shelley	84.5 hours of 2080 0.0406 FTE	\$80,495
IDPH Social marketing coordinator	development and implementation of social marketing strategies	48 hours of 2080 0.0230FTE	\$80,495
IDPH Administrative assistant	survey distribution, data cleaning, file management	55 hours of 2080 0.0264 FTE	\$61,590
IDPH Fiscal manager	manage fiscal contracts and budgets	6 hours of 2080 0.0028 FTE	\$77,125

(b) At the evaluator level, if applicable

<b>Title of position</b>	<b>Brief description of responsibilities</b>	<b>FTEs</b>	<b>Average salary for this position</b>
Des Moines nutrition educator	Nutrition Education at school	33 hours of 2080 0.0158 FTE	\$64,377
Council Bluffs nutrition educator 1	Nutrition Education at school	20 hours of 2080 0.0096 FTE	\$45,809
Council Bluffs nutrition educator 2	Nutrition Education at school	20 hours of 2080 0.0096 FTE	\$24,960
Waterloo nutrition educator	Nutrition Education at school	49 hours of 2080 0.0235 FTE	\$48,480

(c) IT/technical staff, if applicable

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

(d) Other

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

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

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

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

Expenses	(a) Non-Federal Funds	(b) Federal non-SNAP-Ed Funds 1112	(c) Federal SNAP-Ed Funds 1108	(d) Total Federal Funds (b+c)	(e) Total Funds (a+b+c)
25. Salary/benefits	\$0	\$0	\$8,050	\$8,050	\$8,050
26. Contracts/grants agreements	\$0	\$59,180	\$16,783	\$75,963	\$75,963
27. Noncapital equipment/supplies	\$0	\$0	\$0	\$0	\$0
28. Materials	\$0	\$0	\$0	\$0	\$0
29. Travel	\$0	\$0	\$0	\$0	\$0
30. Administrative	\$0	\$0	\$0	\$0	\$0
31. Building/space	\$0	\$0	\$0	\$0	\$0
32. Maintenance	\$0	\$0	\$0	\$0	\$0
33. Equipment and other capital expenditures	\$0			\$0	\$0
<b>34. TOTAL Direct Costs</b>	<b>\$0.00</b>	<b>\$59,180.00</b>	<b>\$24,833.27</b>	<b>\$84,013.27</b>	<b>\$84,013.27</b>



35. Indirect costs	\$0.00	\$0.00	\$2,109.05	\$2,109.05	\$2,109.05
<b>36. TOTAL Costs</b>	<b>\$0.00</b>	<b>\$59,180.00</b>	<b>\$26,942.32</b>	<b>\$86,122.32</b>	<b>\$86,122.32</b>

**SECTION 4. Total Expenditures**

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

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

Expenses	(a) Non-Federal Funds	(b) Federal non-SNAP-Ed Funds 1112	(c) Federal SNAP-Ed Funds 1108	(d) Total Federal Funds (b+c)	(e) Total Funds (a+b+c)
37. Salary/benefits	\$0.00	\$0.00	\$58,244.83	\$58,244.83	\$58,244.83
38. Contracts/grants agreements	\$43,319.05	\$137,732.50	\$157,334.43	\$295,066.93	\$338,385.98
39. Noncapital equipment/supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
40. Materials	\$0.00	\$1,650.00	\$14,650.00	\$16,300.00	\$16,300.00
41. Travel	\$0.00	\$2,216.77	\$0.00	\$2,216.77	\$2,216.77
42. Administrative	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
43. Building/space	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
44. Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
45. Equipment and other capital expenditures	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>46. TOTAL Direct Costs</b>	<b>\$43,319.05</b>	<b>\$141,599.27</b>	<b>\$230,229.25</b>	<b>\$371,828.52</b>	<b>\$415,147.57</b>
47. Indirect costs	\$0.00	\$0.00	\$15,260.14	\$15,260.14	\$15,260.14
<b>48. TOTAL Costs</b>	<b>\$86,638.10</b>	<b>\$141,599.27</b>	<b>\$245,489.39</b>	<b>\$387,088.66</b>	<b>\$473,726.76</b>

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## **B.2. BASICS Evaluation Parent Follow-up Survey Descriptive Tables for Process Questions**

**Parent Survey Table Shells:**

**Building and Strengthening Iowa Community  
Support (BASICS) Program Evaluation  
Iowa Nutrition Network**

---

**Table 1. Parent Participation in BASICS Program “Family Night Out” Event**

Question	Overall		BASICS		BASICS+SM	
	n	%	n	%	n	%
Attended the “Family Night Out” event <sup>a</sup>						
Yes	144	28.3	47	18.6	97	37.9
No	365	71.7	206	81.4	159	62.1
Number of respondents	509	100.0	253	100.0	256	100.0
Number of non-responses	4		2		2	

<sup>a</sup> Participating schools had a “Family Night Out” event with parents and children together, which focused on healthy eating and exercise.

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

**Table 2. Reasons for Nonparticipation in the BASICS Program “Family Night Out” Event**

Question	Overall		BASICS		BASICS+SM	
	n	%	n	%	n	%
Reasons for not attending the “Family Night Out” event <sup>a</sup>						
The event was not offered at my child’s school	36	9.9	23	11.2	13	8.2
Did not know about the event	132	36.2	82	39.8	50	31.4
The event was offered at times that did not work	178	48.8	95	46.1	83	52.2
Did not think the event would be useful	8	2.2	5	2.4	3	1.9
Do not like to go to events like this	5	1.4	2	1.0	3	1.9
Was sick/had to care for sick relative	6	1.6	2	1.0	4	2.5
Had to work	11	3.0	5	2.4	6	3.8
Could not find transportation	2	0.6	2	1.0	0	0.0
Other reason	8	2.2	6	2.9	2	1.3
Number of respondents	365		206		159	

<sup>a</sup> Respondents could select multiple responses.

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

**Table 3. Use of BASICS Program Take-Home Materials**

Question	Overall		BASICS		BASICS+SM	
	n	%	n	%	n	%
Completed "BE A MILK SUPERSTAR!!" sheet with child <sup>a</sup>						
Yes	159	32.1	79	31.9	80	32.3
No	84	16.9	46	18.6	38	15.3
Did not receive sheet	253	51.0	123	49.6	130	52.4
Number of respondents	496	100.0	248	100.0	248	100.0
Number of non-responses	17		7		10	
Number of bingo cards played or used to get child to eat fruits and vegetables <sup>b</sup> (mean = 4.4 <sup>c</sup> )						
None	29	5.8	11	4.4	18	7.1
1 to 2	66	13.1	35	13.9	31	12.3
3 to 4	112	22.3	50	19.9	62	24.6
5 to 6	86	17.1	55	21.9	31	12.3
7 to 8	102	20.3	54	21.5	48	19.1
Did not receive bingo cards	108	21.5	46	18.3	62	24.6
Number of respondents	503	100.0	251	100.0	252	100.0
Number of non-responses	10		4		6	
Number of bingo cards used to make recipes (mean = 1.2 <sup>c</sup> )						
None	205	52.2	101	49.3	104	55.3
1 to 2	121	30.8	62	30.2	59	31.4
3 to 4	49	12.5	33	16.1	16	8.5
5 to 6	11	2.8	5	2.4	6	3.2
7 to 8	7	1.8	4	2.0	3	1.6
Number of respondents	393	100.0	205	100.0	188	100.0
Number of non-responses	2		0		2	

(continued)

**Table 3. Use of BASICS Program Take-Home Materials (continued)**

Question	Overall		BASICS		BASICS+SM	
	n	%	n	%	n	%
Read family newsletters <sup>d</sup>						
Yes, all or most of them	164	32.5	88	34.9	76	30.0
Yes, some of them	233	46.1	118	46.8	115	45.5
No	35	6.9	13	5.2	22	8.7
Did not receive family newsletters	73	14.5	33	13.1	40	15.8
Number of respondents	505	100	252	100	253	100.0
Number of non-responses	8		3		5	

<sup>a</sup> The "BE A MILK SUPERSTAR!!" sheet was sent home with participating students. Parents were encouraged to use the sheet with their child to track each time a family member had milk.

<sup>b</sup> Bingo cards were sent home with participating students. Children were encouraged to eat the fruits or vegetables pictured and to do the activities pictured to try to get bingo. The back of the bingo cards included recipes and other information on healthy eating and exercise.

<sup>c</sup> Means were calculated for respondents who received the bingo cards.

<sup>d</sup> Family newsletters with tips on healthy eating were sent home with participating students. The newsletters contained tips on healthy eating.

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

**Table 4. Parent Satisfaction with BASICS Program Materials and “Family Night Out” Events**

Question	Overall		BASICS		BASICS+SM	
	n	%	n	%	n	%
Parents’ level of understanding of the family newsletter and other materials on healthy eating <sup>a</sup>						
Very easy	161	40.7	83	40.3	78	41.1
Easy	193	48.7	101	49.0	92	48.4
Somewhat easy	35	8.8	20	9.7	15	7.9
Not very easy	6	1.5	2	1.0	4	2.1
Not at all easy	1	0.3	0	0.0	1	0.5
Number of respondents	396	100	206	100	190	100
Number of non-responses	36		13		23	
Parents’ level of agreement with the statement: “I used the information from the family newsletters and other materials on healthy eating to help my child eat healthier foods.” <sup>a</sup>						
Strongly agree	57	14.4	33	16.0	24	12.7
Agree	257	65.1	132	64.1	125	66.1
Disagree	74	18.7	39	18.9	35	18.5
Strongly disagree	7	1.8	2	1.0	5	2.7
Number of respondents	395	100	206	100	189	100
Number of non-responses	37		13		24	
Parents’ level of agreement with the statement: “I used the information I learned from the Family Night Out event to help my child eat healthier foods” <sup>b</sup>						
Strongly agree	37	25.9	8	17.4	29	29.9
Agree	89	62.2	34	73.9	55	56.7
Disagree	13	9.1	3	6.5	10	10.3
Strongly disagree	4	2.8	1	2.2	3	3.1
Number of respondents	143	100	46	100	97	100
Number of non-responses	1		1		0	

<sup>a</sup> Family newsletters with tips on healthy eating were sent home with participating students. Responses are for parents who received the newsletters.



<sup>b</sup> Participating schools had a “Family Night Out” event with parents and children together, which focused on healthy eating and exercise. Responses are for parents who attended the event.

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

**Table 5. Parents' Awareness of Campaigns**

Campaign	Overall		BASICS		BASICS+SM	
	n	%	n	%	n	%
"Pick a Better Snack"	414	82.8	199	79.6	215	86.0
"Their bodies change, so should their milk"	124	24.8	50	20.0	74	29.6
"Be Strong"	207	42.5	121	49.4	86	35.5
"Mr. Juicebar" <sup>a</sup>	50	10.0	23	9.2	27	10.8
Number of respondents	500		250		250	
Number of non-responses	13		5		8	

<sup>a</sup> Not a real program; included as a distractor.

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

**Table 6. Ways Participants Saw, Read, or Heard about “Pick A Better Snack” Campaign**

Method <sup>a</sup>	Overall		BASICS		BASICS+SM	
	n	%	n	%	n	%
Radio	6	1.5	1	0.5	5	2.3
TV	22	5.3	9	4.5	13	6.1
Billboards, signs on buses, or at bus stops	98	23.7	49	24.6	49	22.8
Signs at gas stations	69	16.7	17	8.5	52	24.2
Poster, brochure, or other materials at grocery store	9	2.2	5	2.5	4	1.9
Poster, brochure, or other materials at child’s school	82	19.8	36	18.1	46	21.4
Poster, brochure, or other materials at food assistance programs, such as food pantries, WIC clinics, or DHS	303	73.2	148	74.4	155	72.1
Heard about the campaign from children	84	20.3	39	19.6	45	20.9
Don’t remember	12	2.9	2	1.0	10	4.7
Other	3	0.7	2	1.0	1	0.5
Number of respondents	414		199		215	

<sup>a</sup> Responses are for respondents aware of the program. Respondents could select multiple responses.

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

**Table 7. Ways Participants Saw, Read, or Heard about “Their bodies change, so should their milk” Campaign**

Method <sup>a</sup>	Overall		BASICS		BASICS+SM	
	n	%	n	%	n	%
Radio	5	4.0	1	2.0	4	5.4
TV	14	11.3	1	2.0	13	17.6
Billboards, signs on buses, or at bus stops	33	26.6	13	26.0	20	27.0
Signs at gas stations	30	24.2	4	8.0	26	35.1
Poster, brochure, or other materials at grocery store	3	2.4	1	2.0	2	2.7
Poster, brochure, or other materials at child’s school	22	17.7	9	18.0	13	17.6
Poster, brochure, or other materials at food assistance programs, such as food pantries, WIC clinics, DHS	56	45.2	29	58.0	27	36.5
Doctor’s office	27	21.8	15	30.0	12	16.2
Don’t remember	3	2.4	2	4.0	1	1.4
Other	2	1.6	1	2.0	1	1.4
Number of respondents	124		50		74	

<sup>a</sup> Responses are for respondents aware of the program. Respondents could select multiple responses.

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

**Table 8. Ways Participants Saw, Read or Heard about “Be Strong” Campaign**

Method <sup>a</sup>	Overall		BASICS		BASICS+SM	
	n	%	n	%	n	%
Radio	9	4.3	3	2.5	6	7.0
TV	17	8.2	8	6.6	9	10.5
Billboards, signs on buses, or at bus stops	59	28.5	35	28.9	24	27.9
Signs at gas stations	28	13.5	12	9.9	16	18.6
Poster, brochure, or other materials at grocery store	5	2.4	4	3.3	1	1.2
Poster, brochure, or other materials at child’s school	37	17.9	24	19.8	13	15.1
Poster, brochure, or other materials at food assistance programs, such as food pantries, WIC clinics, DHS	123	59.4	82	67.8	41	47.7
Don’t remember	50	24.2	24	19.8	26	30.2
Other	3	1.4	1	0.8	2	2.3
Number of respondents	207		121		86	
Number of non-responses	4		2		2	

<sup>a</sup> Responses are for respondents aware of the programs. Respondents could select multiple responses.

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

**Table 9. Baseline Demographic Characteristics for Parent Respondents and their Children who Participated in the BASICS Evaluation**

<b>Characteristic</b>	<b>Overall (SE)</b>	<b>BASICS (SE)</b>	<b>BASICS+SM (SE)</b>	<b>Comparison Group (SE)</b>	<b>Difference BASICS+SM vs. BASICS</b>	<b>Difference BASICS+SM vs. Comparison</b>
Child demographics						
Sex, % male	49.30 (1.31)	51.07 (2.51)	50.88 (2.48)	46.42 (2.43)	-0.18	4.46
Age	8.57 (0.01)	8.55 (0.02)	8.55 (0.02)	8.6 (0.02)	0.00	-0.04
Parent <sup>a</sup> /household demographics						
Respondent age, %						
18 to 34	58.61 (1.76)	60.83 (2.44)	57.79 (3.41)	57.48 (3.37)	-2.70	0.32
35 to 44	33.53 (1.62)	31.90 (2.08)	32.20 (3.19)	36.36 (3.15)	-0.48	-4.16
45 or older	7.82 (0.84)	7.22 (1.39)	10.27 (1.27)	5.95 (1.24)	2.99	4.33*
Respondent sex, % male	7.05 (0.74)	9.26 (1.15)	5.45 (1.06)	6.65 (1.04)	-3.81*	-1.20
Respondent is Hispanic or Latino, %	14.62 (1.40)	16.88 (2.59)	16.40 (2.36)	10.65 (2.34)	-0.49	5.75
Respondent race, %						
American Indian or Alaska Native	0.92 (0.27)	0.96 (0.52)	1.26 (0.48)	0.59 (0.45)	0.30	0.67
Asian	2.39 (0.72)	0.36 (1.30)	5.48 (1.32)	1.40 (1.28)	5.13*	4.08*
Black or African American	15.03 (2.18)	8.36 (3.09)	13.33 (3.34)	22.93 (3.27)	5.00	-9.60
Native Hawaiian or other Pacific Islander	0.61 (0.24)	1.58 (0.45)	0.32 (0.23)	0.00 (0.22)	-1.29	0.32
White	76.80 (2.62)	86.48 (4.00)	74.94 (3.96)	69.43 (3.88)	-11.53	5.51
More than one race <sup>b</sup>	4.09 (0.73)	1.97 (1.18)	4.74 (1.39)	5.44 (1.34)	2.75	-0.70
Size of household	4.93 (0.07)	5.04 (0.09)	4.84 (0.13)	4.92 (0.13)	-0.21	-0.07
Single-adult household, %	23.85 (1.23)	20.34 (2.04)	27.00 (2.12)	23.96 (2.09)	6.66*	3.04
Language spoken by family at home, %						
Speak English all of the time	85.07 (2.31)	82.49 (4.09)	77.83 (3.57)	94.76 (3.55)	-4.68	-16.92**
Speak English some of the time and speak another language some of the time	12.62 (1.94)	13.54 (3.39)	19.45 (2.88)	4.98 (2.85)	5.90	14.47**
Speak another language all of the time	2.41 (0.56)	4.11 (1.03)	2.86 (0.93)	0.27 (0.92)	-1.16	2.6
Member of household currently receives SNAP benefits, %	51.83 (2.34)	47.30 (3.24)	49.84 (4.10)	58.07 (4.06)	2.40	-8.23
Member of household currently receives WIC benefits, %	18.57 (1.24)	19.01 (2.06)	15.45 (1.98)	21.08 (1.96)	-3.58	-5.63

(continued)

**Table 9. Baseline Demographic Characteristics for Parent Respondents and their Children who Participated in the BASICS Evaluation (continued)**

<b>Characteristic</b>	<b>Overall (SE)</b>	<b>BASICS (SE)</b>	<b>BASICS+SM (SE)</b>	<b>Comparison Group (SE)</b>	<b>Difference BASICS+SM vs. BASICS</b>	<b>Difference BASICS+SM vs. Comparison</b>
School-provided food, %						
Received breakfast and lunch	42.18 (2.38)	39.54 (4.00)	40.33 (4.16)	46.59 (4.12)	0.77	-6.26
Received lunch only <sup>c</sup>	35.96 (2.53)	39.63 (4.21)	35.96 (4.41)	32.35 (4.37)	-3.58	3.61
Received breakfast and/or snacks only	5.86 (0.75)	4.85 (1.45)	7.71 (1.18)	4.92 (1.16)	3.02	2.79
Received no food from school	15.65 (1.32)	15.78 (2.46)	15.44 (2.43)	15.8 (2.40)	-0.34	-0.36
Perceived nutrition environment <sup>d</sup>	12.86 (0.08)	12.82 (0.14)	12.82 (0.14)	12.95 (0.14)	0.00	-0.13
Number of respondents, %	1,037	342	343	352		
Number of schools	33	11	11	11		

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

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

<sup>a</sup> Represents the parent/guardian who completed the survey.

<sup>b</sup> Includes respondents who selected more than one race category.

<sup>c</sup> Some in this category also reported receiving school-provided snacks.

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

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

Source: Parent Baseline Survey, data collected September–October 2011

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### **B.3. *BASICS* Curriculum Materials \***

\*This is a sample. Additional materials can be found on the Iowa Nutrition Network Website  
<http://www.idph.state.ia.us/INN/PickABetterSnack.aspx>



**Nutrition Educator Lesson**



# VARY YOUR **VEGGIES**



**Begin each nutrition education lesson with a short physical activity break from the card set provided by IDPH. Have fun and get active with your students!**

## Objectives

Learn the health value of broccoli.

Examine how the nutrients of broccoli are released in the body during the process of digestion.

## Supplies Needed

December

Pick a **better snack**™ & **Act** bingo card

“Veggie and Fruit Maze”  
handout

## Tasting Opportunities

Featured vegetable:  
Broccoli

## Background

Broccoli has been grown for over 2,000 years. Romans prized broccoli and by the 16<sup>th</sup> century it was eaten by families in France and Italy. Thomas Jefferson noted the planting of broccoli in his family garden in the late 1700’s but it didn’t become widely known until the turn of the 20<sup>th</sup> century.

Over ninety percent of the broccoli crop is grown in California. Two brothers, Stefano and Andrea D’Arrigo from Messina, Italy, arrived in the U.S. in the early 1900’s. In 1922, they started their own produce company in San Jose, California. They were the first commercial growers in the West to successfully raise and ship box loads of broccoli. Their broccoli was developed from seeds sent from Italy by their father. They created a distinctive brand name for their broccoli – “Andy Boy” – and put a photo of Stefano’s two-year-old son, Andrew, on the label. Theirs was the first fresh produce company in the U.S. to use a brand name on their advertising. (*Harvest of the Month, February 2006*)

Over 30,000 plants can grow in only one acre of land! WOW! A field may be harvested two to three times to remove all the broccoli. Ideally, broccoli should be harvested during the cooler months in order to ensure the longest storage time. It should be cut with 8 to 10 inches of stem left intact and the heads should be cooled immediately to prevent opening and discoloration. Broccoli may be packed in the field or transported to a processing facility where it is cut and packaged.

Broccoli is called the crown jewel of nutrition because it is so rich in vitamins and minerals. It has calcium and vitamins C and A. Half of a pound of broccoli has more vitamin C than two and a half pounds of oranges or 204 apples.

The word broccoli comes from the Italian “brocco” meaning arm branch. Broccoli is a member of the Cruciferae family which means it’s related to cabbage, cauliflower, and Brussels sprouts. There are two types of broccoli:

sprouting/Italian broccoli (*Brassica Oleracea Italica*) the most common, and heading broccoli (*Brassica Oleracea*) which looks like cauliflower. The broccoli we eat is the flower of the broccoli plant. Other vegetables that are flowers include cauliflower and artichokes.

### Web Site Resources

[www.idph.state.ia.us/pickabettersnack](http://www.idph.state.ia.us/pickabettersnack)  
[www.fruitsandveggiesmorematters.org](http://www.fruitsandveggiesmorematters.org)  
[www.choosemyplate.gov](http://www.choosemyplate.gov)

### Do the Activity:

Review digestion of food:

When we eat such things as bread, meat, and vegetables, they are not in a form that the body can use as nourishment. Our food and drink must be changed into smaller molecules of nutrients before they can be absorbed into the blood and carried to cells throughout the body. Digestion is the process by which food and drink are broken down into their smallest parts so that the body can use them to build and nourish cells and to provide energy.

Hold up a stalk of broccoli. Discuss what happens to broccoli when we eat it. This is called digestion. (*Review only what is appropriate for the age of your students.*)

1. Digestion begins in the mouth where the broccoli is chewed and swallowed.
2. Once the broccoli is in the stomach, it mixes with other foods and liquids that you ate with the broccoli. Digestive juices are released and mixed with the food. Your stomach is a very strong muscle!
3. The stomach slowly releases the food mixture into the intestines (like a long, soft tube) where the food is further broken down so our bodies can absorb the nutritious parts of the food such as protein, carbohydrates (starch and sugars), fats, vitamins and minerals.
4. The water, sugar, vitamins C and A, and calcium from the broccoli are absorbed in the small intestine.
5. These nutrients pass through the intestine into the blood and are carried off in the bloodstream to other parts of the body for storage or further chemical change.
6. The leftover fiber from the broccoli would go into the large intestine or colon where it would remain, usually for a day or two, until feces are expelled by a bowel movement.

Instruct student to complete the “Veggie and Fruit Maze” worksheet. Tell them that the digestion process is much like a maze that that food goes through.

**Talk It Over:**  
**2<sup>nd</sup> Grade**

How does your stomach feel when you eat lots of food at one time? Does that feeling stay with you or go away?

**3<sup>rd</sup> Grade**

There is a saying, “You are what you eat.” Does this have new meaning to you now that we have reviewed digestion? What did you learn about digestion that was new? There are many ways to eat broccoli. Broccoli is great to eat raw as a snack or in a salad or cooked as a side dish or in a casserole. Broccoli can be boiled, steamed, stir-fried, or pureed and added to soups.

**Apply:**

Pick a **better** snack™ reminds you that it is easy to eat vegetables as snacks.



**Tasting  
Opportunity**

Have the students wash their hands. Cut broccoli into bite-sized florets. Give each student a small amount of a low-fat Ranch Dressing. Taste broccoli without dipping into the dressing first, then taste with dressing. Students can then put an “X” through the bingo square of broccoli if they tasted it.

What would you do (with adult help) to broccoli to get it ready to eat as a snack?

Broccoli – **Wash. Eat. (How easy is that?)**

Broccoli – **Wash. Dip. Eat. (How easy is that?)**

Take the bingo card home and have your family try out the fun ideas on the back. How will you get a bingo this month?

**Extend the Activity**



**Art, Music  
& PE**

Invent a winter scene- in forest, in storm, etc. Use real broccoli piece glued to the paper to represent trees and bushes.

Modify the lyrics of Kermit the Frog's song "It's Good to be Green." Include all the good qualities of broccoli.

Write a Haiku (a three line poem consisting of 5-7-5 syllables) about broccoli:

Broccoli has C  
Italians brought it to us  
Grow healthy with it.



**Language Arts  
& Reading**

Research information on broccoli, write a one paragraph article and illustrate. Share with class.



**Math**

Fact: Over 90% of broccoli is grown in California. Discuss percentages. Cut apart graph paper into 10 x 10 squares. Place 90 of the squares into one pile and 2 in another.



**Science &  
Health**

What makes broccoli green? What are some things you can eat with broccoli? How many have you tried? Bring in recipes from home and see how many different ones you can collect. Share with parents.

Ask "Where does broccoli grow?" *Mainly California, but is now grown in nearly every other state, including Iowa.* Have someone who grows broccoli come in to describe how broccoli is planted, harvested, etc. Contact Master Gardeners through Extension or there are many "truck" gardens around the area.



**Social Studies**

Using scale of miles, use a map to calculate the distance from the capitol of California (Sacramento) to the capitol of Iowa (Des Moines).



# Veggie and Fruit Maze

**START  
HERE**



**FINISH**

**Parents:** MyPlate suggests that children 4 to 8 years old eat 1 to 1½ cups of fruit every day. Go easy on 100% fruit juice; choose whole fruit for more fiber and nutrients. Go to [www.choosemyplate.gov](http://www.choosemyplate.gov) for more details.

## Classroom Teacher Supplemental Lesson

## Nutrition Education Lesson

### Third Grade (TL-3-1)

Nutrition constructs	This lesson is designed to increase students' knowledge of the health benefits of fruits and vegetables.		
Iowa Core	21 <sup>st</sup> Century Skills (K-2 Financial Literacy) – Understand financial instruments – Distinguish different types of money and the values of each type of money. This lesson also reinforces Iowa Core 2.MD.8 – Solve word problems involving dollar bills, quarters, dimes, nickels and pennies, using \$ and cent symbols appropriately.		
Supplies needed	Physical Activity Card Set (provided) <u>Optional:</u> grocery store circulars/ads	Time required	20-30 minutes
Before the lesson	Write vitamin C, vitamin A, potassium and fiber on the board or a word wall and review the health benefits of each.		
Lesson	<ol style="list-style-type: none"> <li>1. Begin this lesson by doing a few minutes of physical activity with your students. Choose an activity from the physical activity card set provided. Take the opportunity to remind your students how important it is to be active throughout the day to keep our bodies and minds strong.</li> <li>2. Write the 5 nutrients below on the board. Tell students that today they're going to learn about some things we can eat that are good for our bodies.             <ol style="list-style-type: none"> <li>a. <b>Vitamin C</b> helps our immune system. Does anyone know what the immune system does? It keeps us from getting sick and helps us heal when we get a cut or scratch. It is important to keep your immune system strong. Think of it like a suit of armor! Oranges, peppers, cantaloupe and kiwi have a lot of vitamin C.</li> <li>b. <b>Vitamin A</b> helps our eyes. Like special, super power glasses, vitamin A protects our eyes and helps us see. Hold your hands up to your eyes and show me your super power glasses. Sweet potatoes, spinach and carrots have a lot of vitamin A.</li> <li>c. <b>Potassium</b> is important for our hearts. Our hearts pump blood all around our bodies so it is important to keep them strong. Everyone put your hand on your heart and feel it pumping. Bananas and potatoes have a lot of potassium.</li> <li>d. <b>Fiber</b> keeps us full and helps us digest our food well. Berries, kiwi, crunchy vegetables and beans have a lot of fiber.</li> </ol> </li> <li>3. Describe Anita. Anita is a very smart third grader. She knows that eating healthy will keep her body strong and help her grow. Anita likes to play soccer and she eats fruits and vegetables because they are good for her body. Tell students their job is to help Anita choose some healthy after-school snacks that contain vitamin C, vitamin A, potassium and fiber.             <ol style="list-style-type: none"> <li>a. Let's start with vitamin C. Anita loves sweet bell peppers and they have a lot of vitamin C. The red pepper at the grocery store costs 75 cents. Anita has 5 nickels and 5 dimes; does she have enough money to buy the pepper?</li> <li>b. Anita needs vitamin A to keep her eyes sharp, she would like to buy a bag of carrots that costs \$1.50. Anita has one dollar bill, six nickels and three dimes. Does she have enough money?</li> <li>c. Potassium will keep Anita's heart strong while she runs around playing soccer. Bananas have a lot of potassium and a bunch costs 60 cents. Anita has 5 dimes and 4 nickels. Does she have enough money to buy the bananas?</li> <li>d. Fiber will keep Anita full during practice. Kiwi has a lot of fiber and each one costs about \$0.50. Anita has one dollar bill, 4 dimes and 3 nickels. Does she have enough money for 4 kiwi fruits? <i>How much more money does she need?</i></li> </ol> </li> <li>4. As an optional extension activity, bring in grocery store ads and encourage students to identify fruits and veggies in those ads. Are any of those good sources of vitamin C, vitamin A, potassium or fiber?</li> </ol>		



## BINGO Card

# DECEMBER

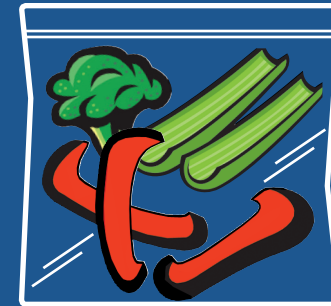
Pick a **better snack**™ & **Act**



 dance	 banana	 build	 Canned Peaches	 broccoli
 balance	 jump	 walk	 grapefruit	 play
 star fruit	 play	family ate a meal together		 skate
 tangerine	 hit ball	 broccoli	 sweet potato	 grapefruit
 shoot hoops	 Frozen Vegetables	 kiwi	 stretch	 tangerine

## Family Goal Setting

Wash and cut veggies every weekend this month and put them in plastic bags for a quick after-school snack. Add something new from time to time like pieces of red bell pepper for a colorful crunch!



Iowa's Food Assistance Program provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet.

Go to [www.yesfood.iowa.gov](http://www.yesfood.iowa.gov) for more information.

[www.idph.state.ia.us/pickabetersnack](http://www.idph.state.ia.us/pickabetersnack)



Pick a **better snack**™ & **Act** allows you to enjoy a variety of fruits, vegetables and physical activities. Complete the card by putting an "X" through the squares of fruits, vegetables and physical activities you have tried. A "bingo" is complete when you make a line of X's diagonally, horizontally, or vertically.

Funded by USDA, an equal opportunity provider and employer, in collaboration with the Iowa Departments of Public Health and Human Services. Iowa Food Assistance can help you buy healthy food. Visit [www.yesfood.iowa.gov](http://www.yesfood.iowa.gov) for more information.

# EAT SMART. PLAY HARD.™

## PICK A BETTER SNACK.

### Broccoli (Wash. Bite. How easy is that?)

• **Buying:** Broccoli is delicious fresh or frozen. Choose fresh broccoli with tight, dark green florets. Stay clear of broccoli with yellow florets. You can save money by buying whole heads of broccoli and cutting them up yourself. Rinse the broccoli under cold water and dry thoroughly. Cut the broccoli into bite-size florets including about 1 inch of stem on each piece. Frozen broccoli tastes great too. Add frozen broccoli to spaghetti sauce or casseroles. It's an easy way to boost the nutritional value of your family's favorite dishes.

• **Storing:** Refrigerate broccoli in a plastic bag or container and use within 3-5 days.

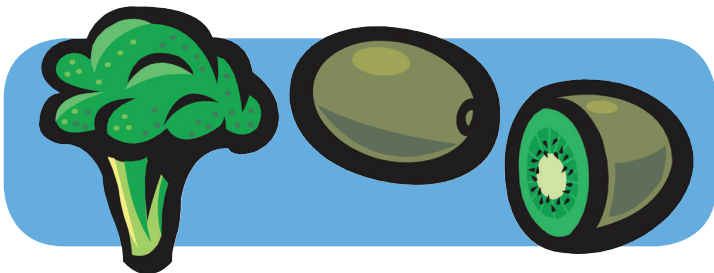
• **Enjoying:** Make your own dip for broccoli! Buy a small (6 oz) non-fat plain yogurt in the dairy section of your grocery store. Stir in ½ cup of your favorite salsa.

### Kiwi (Scoop. Eat. How easy is that?)

• **Buying:** Choose slightly firm kiwi with a rough, fuzzy skin. The softness should be similar to a ripe peach.

• **Storing:** Store kiwis that aren't soft yet on the counter until they ripen. You'll know they're ripe because they become soft. Store ripe kiwis in plastic bags in the refrigerator for 2 to 4 weeks.

• **Enjoying:** The easiest way to enjoy kiwi is to cut the kiwi in half. Use a spoon to scoop out the fresh green fruit. How easy is that!



[www.idph.state.ia.us/pickabetersnack](http://www.idph.state.ia.us/pickabetersnack)

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### Resource:

Is your food budget tight? Find out if you qualify for WIC (Women, Infants and Children) program at [www.idph.state.ia.us/wic/families.aspx](http://www.idph.state.ia.us/wic/families.aspx)



## LET'S MOVE!

### Move Indoors

It's officially winter! Check out these ideas for fun ways to get you and your family moving indoors:

- Check out a dance or exercise DVD from your library. Learn hip-hop, belly dancing, kung fu or kick-boxing.
- Play indoor games as a family, such as hide and seek or tag.
- Head to the nearest mall and walk inside. Most malls open doors early just for mall walkers.
- Check out your local high school, YMCA, parks and recreation department or community center to find indoor physical activity classes. Many organizations offer free or low-cost options during evenings and weekends.
- Set a timer and pick up the house in 10 minutes! Get everyone involved. See if you can beat the clock to clean a room in your house.



NAME \_\_\_\_\_

has played Pick a **better snack**™ & **Act** bingo this month.

SIGNATURE \_\_\_\_\_

[www.fns.usda.gov/eatsmartplayhardkids](http://www.fns.usda.gov/eatsmartplayhardkids)

**Eat Smart. Play Hard.** is the United States Department of Agriculture (USDA), Food and Nutrition Service's (FNS) Campaign to promote healthy eating and encourage physical activity in children and families. **Power Panther**™ is the messenger for this campaign.

## Family Newsletter



# DECEMBER



Pick a better snack & Act with your family.

## GROW HAPPY KIDS

Arguing with children is not a favorite among any parents I know. Arguments about food and TV time can become tiresome and disrupt the time you have to enjoy with your kids. You can encourage healthy habits without feeling like the bad guy. It is just as important to encourage and reward good choices as it is to discourage bad ones. When children make a healthy choice, make sure they know you are proud of them. A few words of encouragement from you can go a long way.

Adapted from Massachusetts WIC Program, Touching Hearts, Touching Minds.



## ACTIVE TOGETHER

Parents have a remarkable influence on the adults their children become. Studies show that kids who are surrounded by people who are physically active are more likely to be active themselves. Even if your family doesn't have time for organized activities each day, you can still model an active lifestyle. Here are some ideas:

- Park at the back of the parking lot.
- Take the stairs at the mall.
- Take a walk after dinner.
- Turn off the TV after one or two shows.
- Make activity part of family celebrations.

## RECIPE TO THE RESCUE

Here is another no-recipe meal for a busy week night. Just keep these ingredients on hand and you always know you have what you need to make a healthy meal.

### Healthy Pasta in a Hurry

- Whole wheat pasta
- Purchased tomato sauce
- Frozen veggies

Heat the sauce in the microwave or on the stove while the pasta boils. Three minutes before the pasta is done, drop in some frozen broccoli, peas, spinach or peppers. You will have a tasty, healthy meal in about 15 minutes.

## SPEND SMART. EAT SMART.

Are you a savvy shopper? Test your shopping skills in the supermarket game!

Shopping with an eye on budget and health takes skills. Check out this supermarket game on the Spend Smart Eat Smart website and put your skills to the test. Throughout the game you'll get tips to help you become a savvy shopper.

<http://www.extension.iastate.edu/foodsavings/shop/shoppingskills/>



Visit our website at [www.idph.state.ia.us/pickabettersnack](http://www.idph.state.ia.us/pickabettersnack)  
Funded by USDA's SNAP-Ed Program, an equal opportunity provider and employer, in collaboration with the Iowa Dept. of Public Health. Iowa's Food Assistance Program provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. Go to [www.yesfood.iowa.gov](http://www.yesfood.iowa.gov) for more information.

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## **B.4. Detailed Description of Social Marketing Campaign**

**Iowa Nutrition Network  
Wave 2 Demonstration Project  
Social Marketing Details**

Youth-Specific Goals

1. Children will choose to eat fruits and vegetables for snacks.
2. Children will choose to consume milk and milk products at meals and snacks, choosing low-fat or fat-free most often.

Parent-Specific Goals

1. Model positive fruit and vegetable behaviors.
2. Offer fruits and vegetables to their child at meals and snacks.
3. Model positive milk behaviors.
4. Purchase and offer fat-free or low-fat milk and milk products for their family.

Channel or Venue Description	Placement	Reach	Key Messages	Materials Used	Relevant Project Goals
<p><b>Point-of Purchase Intervention</b></p> <ul style="list-style-type: none"> <li>• 6 SNAP-Ed qualified retail grocery stores</li> <li>• 2 demonstrations per month for seven months coordinated to classroom tastings</li> <li>• Signage in milk and produce departments for 7 months with refreshed signage available in March 2012</li> </ul>	<ul style="list-style-type: none"> <li>• November 2011 through May 15, 2012</li> <li>• Demonstrations 2 times per month during the first week of each month (one week day, one weekend)</li> <li>• Stores selected based on high-volume SNAP redemption and proximity to Wave 2 school sites.</li> </ul>	<ul style="list-style-type: none"> <li>• 10,764 individuals received a food tasting.</li> <li>• Average of 1,537 people per month for 7 months</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pick a better snack™ &amp; Act.</b> How easy is that?</li> <li>• PABS sub-messages such as Wash. Bite., Peel. Eat., Dip. Eat. How easy is that?</li> <li>• <i>Their bodies change. So should their milk.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Pull-up banners featuring imagery from PABS and Bodies Change.</li> <li>• Recipe cards</li> <li>• Tip sheets (many from USDA 10 Tips series)</li> <li>• Preparation directions for select produce items</li> <li>• Nutrition facts label comparisons for different types of milk</li> </ul>	<p>Youth-Specific Goals</p> <ul style="list-style-type: none"> <li>• Children will choose fruits and vegetables for snacks.</li> <li>• Children will choose milk and milk products at meals and snacks, choosing low-fat or fat-free most often.</li> </ul> <p>Parent-Specific Goals</p> <ul style="list-style-type: none"> <li>• Model positive fruit and vegetable behaviors.</li> <li>• Offer fruits and vegetables to their child at meals and snacks.</li> <li>• Model positive milk behaviors.</li> <li>• Purchase and offer fat-free or low-fat milk and milk products for their family.</li> </ul>

Channel or Venue Description	Placement	Reach	Key Messages	Materials Used	Relevant Project Goals
<p><b>Billboards</b></p> <ul style="list-style-type: none"> <li>• 14 billboards featuring campaign messages and imagery</li> <li>• All boards in SNAP-Ed qualified, low-income census tracts</li> </ul>	<ul style="list-style-type: none"> <li>• Each billboard’s placement period was approximately 4 weeks.</li> <li>• Boards are placed in waves beginning March 1 and boards were placed through April, at minimum, added value may continue beyond May 1st.</li> <li>• Creative change halfway through placement – each board will start with <b>Pick a better snack™ &amp; Act</b> or <i>Bodies Change</i> and around April 1st the content will switch to the other campaign.</li> <li>• Boards selected based on proximity to Wave 2 schools, major thoroughfares and presence in low-income census tracts per SNAP-Ed Guidance.</li> </ul>	<ul style="list-style-type: none"> <li>• 279,744 impressions among women age 18-34.</li> <li>• 5,589,428 impressions among adults over the age of 18</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pick a better snack™ &amp; Act.</b> How easy is that?</li> <li>• PABS sub-messages such as Wash. Bite., Peel. Eat. Dip. Eat. How easy is that?</li> <li>• <i>Their bodies change. So should their milk.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Billboards featuring messages from PABS and Bodies Change.</li> </ul>	<p>Youth-Specific Goals</p> <ul style="list-style-type: none"> <li>• Children will choose fruits and vegetables for snacks.</li> </ul> <p>Parent-Specific Goals</p> <ul style="list-style-type: none"> <li>• Offer fruits and vegetables to their child at meals and snacks.</li> <li>• Purchase and offer fat-free or low-fat milk and milk products for their family.</li> </ul>



Channel or Venue Description	Placement	Reach	Key Messages	Materials Used	Relevant Project Goals
<p><b>Bus Shelters</b></p> <ul style="list-style-type: none"> <li>• 7 shelters serving passengers on Des Moines Area Rapid Transit bus lines.</li> <li>• All shelters in SNAP-Ed qualified, low-income census tracts</li> </ul>	<ul style="list-style-type: none"> <li>• March through May 1st.</li> <li>• Creative will change halfway through placement – each shelter will start with <b>Pick a better snack™ &amp; Act</b> or <i>Bodies Change</i> and around April 1st the content will switch to the other campaign.</li> <li>• Locations selected based on proximity to Wave 2 schools, major thoroughfares and presence in low-income census tracts per SNAP-Ed Guidance.</li> </ul>	<ul style="list-style-type: none"> <li>• Impressions data not available, but 15,000 people ride Des Moines Area Regional Transit busses per day.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pick a better snack™ &amp; Act.</b> How easy is that?</li> <li>• Their bodies change. So should their milk.</li> <li>• <b>Pick a better snack™ &amp; Act</b> sub-messages such as Wash. Bite., Peel. Eat. Dip. eat. How easy is that?</li> </ul>	<ul style="list-style-type: none"> <li>• Shelter signage featuring messages from <b>Pick a better snack™ &amp; Act</b> and <i>Bodies Change</i> (same content as billboards).</li> </ul>	<ul style="list-style-type: none"> <li>• Parent-Specific Goals</li> <li>• Model positive fruit and vegetable behaviors.</li> <li>• Offer fruits and vegetables to their child at meals and snacks.</li> <li>• Purchase and offer fat-free or low-fat milk and milk products for their family.</li> <li>• *These are not in locations where children are likely to see them.</li> </ul>

Channel or Venue Description	Placement	Reach	Key Messages	Materials Used	Relevant Project Goals
<p><b>Television</b></p> <ul style="list-style-type: none"> <li>• Pick a <b>better snack™ &amp; Act</b> and Bodies Change spots on 5 stations with viewers in our target demographic.</li> <li>• Pick a <b>better snack™ &amp; Act</b> spots are 15 seconds, <i>Bodies Change</i> spots are 30 seconds</li> </ul>	<ul style="list-style-type: none"> <li>• March 5-19</li> <li>• April 2-16</li> <li>• Stations and airtimes selected based on Nielsen ratings and Scarborough data. Chose highly-rated networks for women 18-34 with a household income of less than \$30,000/year.</li> </ul>	<ul style="list-style-type: none"> <li>• PABS - 302,493 impressions among women 18-34. 1,008 paid spots. 849,046 total impressions among individuals age 2 and over.</li> <li>• Milk - 193,696 impressions among women 18-34. 672 paid spots. 584,460 total impressions among individuals age 2 and over.</li> <li>• Up to 100% added value in un-paid spots which are not included in impressions data.</li> </ul>	<ul style="list-style-type: none"> <li>• Pick a <b>better snack™ &amp; Act</b>. How easy is that?</li> <li>• Kids are hungry when they get home from school, leave them a healthy snack.</li> <li>• Their bodies change. So should their milk.</li> <li>• 1% and fat-free milk have the same nutrients with less fat. 1% and fat-free milk are the best choices for kids age two and older.</li> </ul>	<ul style="list-style-type: none"> <li>• Pick a <b>better snack™ &amp; Act</b> ads each featuring a different child and a different fruit or vegetable.</li> <li>• One <i>Bodies Change</i> ad showing a child age through pictures and ending with the campaign message.</li> </ul>	<p>Youth-Specific Goals</p> <ul style="list-style-type: none"> <li>• Children will choose fruits and vegetables for snacks.</li> </ul> <p>Parent-Specific Goals</p> <ul style="list-style-type: none"> <li>• Offer fruits and vegetables to their child at meals and snacks</li> <li>• Purchase and offer fat-free or low-fat milk and milk products for their family.</li> </ul>

Channel or Venue Description	Placement	Reach	Key Messages	Materials Used	Relevant Project Goals
<p><b>Radio</b></p> <ul style="list-style-type: none"> <li>• Pick a <b>better snack™ &amp; Act</b> and Bodies Change spots on three radio stations with listeners in our target demographic.</li> <li>• Spots split evenly between the two campaigns.</li> <li>• 536 across the three stations averaging 36 spots per week per station.</li> </ul>	<ul style="list-style-type: none"> <li>• April 1st through May 7th.</li> <li>• The top 2 rated stations for women 18-34 were purchased. Spots aired during dayparts that low-income mothers are most apt to listen based on Arbitron and Scarborough data. Also purchased time on a station with extensive reach to African American women.</li> </ul>	<ul style="list-style-type: none"> <li>• PABS – 243,476 impressions among women 18-34. 268 paid spots. 1,029, 310 total impressions among persons age 12 and up.</li> <li>• Milk – 243,476 impressions among women 18-34. 268 paid spots. 975,136 total impressions among people age 12 and up.</li> <li>• Up to 100% added value in unpaid spots which are not included in impressions data.</li> </ul>	<ul style="list-style-type: none"> <li>• Wash. Bite. How easy is that?</li> <li>• 1% and fat-free milk have the same nutrients with less fat. 1% and fat-free milk are the best choices for kids age two and older.</li> </ul>	<ul style="list-style-type: none"> <li>• One radio ad for each campaign.</li> </ul>	<p>Youth-Specific Goals</p> <ul style="list-style-type: none"> <li>• Children will choose fruits and vegetables for snacks.</li> </ul> <p>Parent-Specific Goals</p> <ul style="list-style-type: none"> <li>• Offer fruits and vegetables to their child at meals and snacks.</li> <li>• Purchase and offer fat-free or low-fat milk and milk products for their family.</li> </ul>

Channel or Venue Description	Placement	Reach	Key Messages	Materials Used	Relevant Project Goals
<ul style="list-style-type: none"> <li>• Family Nights Out</li> <li>• 11 events, 1 at each school involved in the study.</li> <li>• Purpose is to provide families with hands-on, fun nutrition and physical activity education as well as resources to help them develop healthy habits.</li> <li>• Stations <ul style="list-style-type: none"> <li>○ Pictionary on MyPlate</li> <li>○ Shopping Smart</li> <li>○ Physical Activity</li> <li>○ Blind Milk Taste Test</li> <li>○ Pledge Wall</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 3/6</li> <li>• 3/8</li> <li>• 3/12</li> <li>• 3/13</li> <li>• 3/27</li> <li>• 3/29</li> <li>• 4/3</li> <li>• 4/5</li> <li>• 4/9</li> <li>• 4/10</li> <li>• 4/12</li> </ul>	<ul style="list-style-type: none"> <li>• 595</li> <li>• 382 children, 213 adults</li> </ul>	<ul style="list-style-type: none"> <li>• Pick a <b>better snack™ &amp; Act</b>. How easy is that?</li> <li>• Pick a <b>better snack™ &amp; Act</b> sub-messages such as Wash. Bite., Peel. Eat. Dip. Eat. How easy is that?</li> <li>• Their bodies change. So should their milk.</li> <li>• Adding fruits and veggies to meals can be easy and affordable.</li> </ul>	<ul style="list-style-type: none"> <li>• Pull-up banners and posters featuring imagery from Pick a <b>better snack™ &amp; Act</b> and Bodies Change.</li> <li>• Recipe cards</li> <li>• Tip sheets (many from USDA 10 Tips series)</li> <li>• Preparation directions for select produce items</li> <li>• Nutrition facts label comparisons for different types of milk</li> </ul>	<p>Youth-Specific Goals</p> <ul style="list-style-type: none"> <li>• Children will choose fruits and vegetables for snacks.</li> <li>• Children will choose milk and milk products at meals and snacks, choosing low-fat or fat-free most often.</li> </ul> <p>Parent-Specific Goals</p> <ul style="list-style-type: none"> <li>• Model positive fruit and vegetable behaviors.</li> <li>• Offer fruits and vegetables to their child at meals and snacks.</li> <li>• Model positive milk behaviors.</li> <li>• Purchase and offer fat-free or low-fat milk and milk products for their</li> </ul>
<p><b>Earned Media 1</b></p>	<p>Two-minute, on-air interview and snack preparation on KCCI evening news.</p> <p>*highest rated evening news in Des Moines metro area.</p>	<ul style="list-style-type: none"> <li>• 73,098 persons age 2 and over.</li> </ul>	<ul style="list-style-type: none"> <li>• Pick a <b>better snack™ &amp; Act</b> sub-messages such as Wash. Bite., Peel. Eat. Dip. Eat. How easy is that?</li> <li>• Want your kids to reach for a healthy snack? Make sure fruits and veggies are in reach (introduced concept of a snack bowl).</li> </ul>	<ul style="list-style-type: none"> <li>• Pick a <b>better snack™ &amp; Act</b> logo apron</li> </ul>	<p>Parent-Specific Goals</p> <ul style="list-style-type: none"> <li>• Offer fruits, vegetables and low-fat dairy products to their child at meals and snacks.</li> </ul>

Channel or Venue Description	Placement	Reach	Key Messages	Materials Used	Relevant Project Goals
<b>Earned Media 2</b>	Four-minute on-air interview on STAR 102.5 radio followed by participation in the STAR 102.5 family night out at a local mall.	<ul style="list-style-type: none"> <li>4,000 persons age 12 and up reached during on-air interview (Arbitron data)</li> <li>300 persons reached during family night out event.</li> </ul>	<ul style="list-style-type: none"> <li>Pick a <b>better snack™ &amp; Act</b>. How easy is that?</li> <li>Pick a <b>better snack™ &amp; Act</b> sub-messages such as Wash. Bite., Peel. Eat. Dip. Eat. How easy is that?</li> <li><i>Their bodies change. So should their milk.</i></li> <li>Adding fruits and veggies to meals can be easy and affordable.</li> </ul>	<ul style="list-style-type: none"> <li>Pull-up banners featuring imagery from Pick a <b>better snack™ &amp; Act</b> and Bodies Change.</li> <li>Recipe cards</li> <li>Tip sheets (many from USDA 10 Tips series)</li> <li>Preparation directions for select produce items</li> <li>Nutrition facts label comparisons for different types of milk</li> </ul>	<p>Youth-Specific Goals</p> <ul style="list-style-type: none"> <li>Children will choose fruits and vegetables for snacks.</li> <li>Children will choose milk and milk products at meals and snacks, choosing low-fat or fat-free most often.</li> </ul> <p>Parent-Specific Goals</p> <ul style="list-style-type: none"> <li>Model positive fruit and vegetable behaviors.</li> <li>Offer fruits and vegetables to their child at meals and snacks.</li> <li>Model positive milk behaviors.</li> <li>Purchase and offer fat-free or low-fat milk and milk products for their</li> </ul>

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## **B.5. *Pick a Better Snack* Social Marketing Campaign Materials \***

\*A sample of the materials used. Additional materials can be found on the Iowa Nutrition Network website <http://www.idph.state.ia.us/INN/PickABetterSnack.aspx>

Retail Store Signage



Billboards

CLEAR CHANNEL

**Wash.  
Bite.**

(How easy is that?)

Pick a better snack

Funded by USDA's SNAP, an equal opportunity provider and employer, in collaboration with the Iowa Department of Public Health. Iowa Food Assistance can help you buy healthy food. Visit [www.yesfood.iowa.gov](http://www.yesfood.iowa.gov) for more information.

000562

This billboard features a young boy in a black and blue shirt holding a carrot to his mouth. The background is split into a green left half and a white right half. The text 'Wash. Bite.' is prominently displayed in green and red. Below it, the phrase '(How easy is that?)' is written in green. A graphic shows four food items (orange, broccoli, apple, carrot) on a line, with the word 'snack' crossed out. The bottom left corner of the billboard has the number '000562'.

CLEAR CHANNEL

**Slice.  
Eat.**

(How easy is that?)

Pick a better snack

Funded by USDA's SNAP, an equal opportunity provider and employer, in collaboration with the Iowa Department of Public Health. Iowa Food Assistance can help you buy healthy food. Visit [www.yesfood.iowa.gov](http://www.yesfood.iowa.gov) for more information.

000781

This billboard features a young girl with curly hair in a yellow shirt holding a slice of pizza. The background is split into a blue left half and a white right half. The text 'Slice. Eat.' is prominently displayed in red and blue. Below it, the phrase '(How easy is that?)' is written in red. A graphic shows four food items (orange, broccoli, apple, carrot) on a line, with the word 'snack' crossed out. The bottom right corner of the billboard has the number '000781'.



# Retail Store Demonstration



## Television Advertisement Script: Carrot

TV 15s

*A KID COMES HOME FROM SCHOOL. HE PUTS HIS BAG DOWN AND OPENS THE FRIDGE DOOR. THE CARROT LEANS IN WITH HIM AND BITES A CARROT. THE KID SEES HIM AND CLOSSES THE DOOR. THE CARROT OFFERS THE KID A PLATE OF CARROTS. THE KID TAKES ONE AND BITES IT.*

[VO]           Your kids are hungry when they get home from school. So set out a healthy snack. Because if they see it they'll eat it.

*PABS AND SUPPORTING LOGOS*



## **Radio Advertisement Script**

### ***Wash and Bite***

*SFX OF A HOUSE DOOR CLOSING. THUMP OF A BOOK BAG HITTING THE FLOOR.*

*MOM*                    Hey hun! How was your day at school?

*MATT*                    Fine.

*MOM*                    Did you learn anything new?

*MATT*                    Just wash, bite.

*MOM*                    Oh yeah! What subject is that? And what is wash, bite?

*MATT*                    It's not a subject mom, it's just snacking. Mrs. Rumsfield was teaching us easy ways to snack. All you have to do is, wash and bite.

*MOM*                    Ok, what do you have to wash and bite?

*MATT*                    Well, fruits and vegetables like carrots, apples, grapes or peppers. Which reminds me, do we have any carrots in the fridge? Because I need something tasty.

*SFX OF A FRIDGE DOOR OPENING*

*MOM*                    Take a look, I think we have some in the bottom drawer. Why were they teaching you about wash and bite?

*MATT*                    Well our teachers want us to know how important it is to snack healthy. So they let us try it out for ourselves. We learned that it's as simple as wash and bite.

*SFX OF RUNNING WATER AND THE BITING OF A CARROT.*

*VO*                        Make after school snacking simple, by stocking up on snacks that will keep your kids healthy and happy. This message was brought to you by the USDA and the Wellmark Foundation.

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## **B.6. *Their Bodies Change* Social Marketing Campaign Materials \***

\*A Sample of the materials used. Additional materials can be found on the Iowa Nutrition Network website <http://www.idph.state.ia.us/INN/LowFatMilk.aspx>

Retail Store Signage



Billboards

**CLEAR CHANNEL**

**THEIR BODIES CHANGE.  
SO SHOULD THEIR MILK.**

Fat-free or 1% milk for everybody two and over.

Funded by USDA's SNAP, an equal opportunity provider and employer, in collaboration with the Iowa Department of Public Health, Iowa Food Assistance can help you buy healthy food. Visit [www.yesfood.iowa.gov](http://www.yesfood.iowa.gov) for more information.

000782

**CLEAR CHANNEL**

**THEIR BODIES CHANGE.  
SO SHOULD THEIR MILK.**

Fat-free or 1% milk for everybody two and over.

Funded by USDA's SNAP, an equal opportunity provider and employer, in collaboration with the Iowa Department of Public Health, Iowa Food Assistance can help you buy healthy food. Visit [www.yesfood.iowa.gov](http://www.yesfood.iowa.gov) for more information.

001581

## Television Advertisement Script

“Never Outgrow”

:30 TV

MUSIC: SENTIMENTAL YET UPBEAT -- CAN'T USE THE WORDS OF COURSE, BUT HERE IS THE FEEL: “RETURN TO POOH CORNER, KENNY LOGGINS.” SIMPLE ACOUSTIC WOULD PROBABLY WORK WELL HERE.

WE SEE PHOTOS OF ONE CHILD GROWING UP THROUGH PICTURES (SAMPLE DESCRIPTIONS FOLLOW):

A SERIES OF PHOTOS OF AN ACTIVE INFANT. CRAWLING, TRYING TO STAND UP ON OWN FEET.

A FOUR-YEAR-OLD AT HIS BIRTHDAY PARTY.

A SIX-YEAR-OLD DURING HALLOWEEN.

AN EIGHT-YEAR-OLD PLAYING THE DRUMS.

A TEN-YEAR-OLD MUGGING FOR THE CAMERA WITH HIS/HER BEST FRIEND.

VO: Whole milk gives your baby the nutrition they need to be healthy. As they grow up, their bodies still need the nutrition. Just not the extra fat. So for children age two or older...

BEAUTY SHOT OF MILK BEING POURED INTO A GLASS IN SLO MO.

VO: ... serving them one percent or fat free milk gives them the same calcium. With less fat and calories.

A TWELVE-YEAR-OLD HOLDING THE FIRST PHOTO OF THE INFANT HE ONCE WAS.

VO: It's the milk they'll never outgrow.

SUPER: THEIR BODIES CHANGE SO SHOULD THEIR MILK

## Radio Advertisement Script

“Grow up fast”

:60 Radio

(SEE NOTE ON TV – MAYBE USE THAT MUSIC HERE. OR POSSIBLY NO MUSIC.)

(Kids at various ages asking for something from mother. Their voices change, mature. )

INFANT: Momma, mommmmmm-ma.

ANNCR: Whole milk gives your baby the nutrition they need to be healthy. But as babies grow up...

TWO: Mom, can I go to Billy’s house and play?

ANNCR: ... their bodies change. Sure, they still need the nutrition whole milk gives them. Just not the fat.

FOUR: Mom, can I go to the park? Can I please.

ANNCR: For children over the age of two, serving them one percent or fat free milk provides them with the same calcium. Just with less fat.

SIX: Mom, do I have to go to school?

ANNCR: Switching to one percent or fat free milk could also save your children from 150 unnecessary calories every day.

TEN: Mom, can I do a sleep over at Jakes house?

ANNCR: So at every meal, serve your kids one percent or fat free milk. It’s the milk they’ll never outgrow. No matter how fast they grow up.

TWELVE: Mom, can I borrow the car?

MOM: You’re twelve.

TWELVE: Doesn’t hurt to try.

ANNCR: This message was brought to you by the USDA and the Wellmark Foundation.



*Appendix C*  
*Parent Survey Instruments*

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# List of Contents

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C.1: Baseline Survey, Intervention and Comparison Groups

C.2: Follow-Up Survey, Intervention Group

C.3: Follow-Up Survey, Comparison Group

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

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



OMB No. 0584-0554

Expiration date: 6/30/2014

See OMB statement on inside cover

## What Does Your Child Eat?



¿Qué come su niño?

Thank you for taking part in this important study!

**Please fill out and return the survey to RTI in the enclosed envelope  
within the next week.**

If you have any questions about the *What Does Your Child Eat?* study, please send an e-mail to [USDA@sna.rti.org](mailto:USDA@sna.rti.org) or call toll-free at 1-866-800-9176.

Put label here

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

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

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

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

This survey asks about what your child eats. This study is being sponsored by the U.S. Department of Agriculture’s Food and Nutrition Service and conducted by RTI International, a nonprofit research organization. The survey will take about 15 minutes to fill out. You will receive \$10 for filling out this survey and \$15 for filling out a second survey that we will mail to you in about 9 months.

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

**Questions on Whether Certain Foods Are Available at Home**

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

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

**Questions on the Fruits and Vegetables Your Child Eats**

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

2. How many days during the past week did your child eat more than one kind of fruit each day? Do NOT include fruit juice. (Circle one.)

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

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

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



None



1 cup



2 cups



3 cups

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

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

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

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



None



1 cup



2 cups



3 cups

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

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



7. Is your child willing to try a new kind of fruit? Do NOT include fruit juice. (*Circle one.*)
1. No
  2. Maybe
  3. Yes
8. How many days during the past week did you give your child fruit for a snack? Do NOT include fruit juice. (*Circle one.*)
1. None
  2. 1 to 2 days
  3. 3 to 4 days
  4. 5 to 6 days
  5. Every day
9. How many days during the past week did you give your child fruit at dinner? Do NOT include fruit juice. (*Circle one.*)
1. None
  2. 1 to 2 days
  3. 3 to 4 days
  4. 5 to 6 days
  5. Every day
10. Is your child willing to try a new kind of vegetable? (*Circle one.*)
1. No
  2. Maybe
  3. Yes
11. How many days during the past week did you give your child a vegetable for a snack? Do NOT include white potatoes, French fries, or vegetable juice. (*Circle one.*)
1. None
  2. 1 to 2 days
  3. 3 to 4 days
  4. 5 to 6 days
  5. Every day

12. How many days during the past week did you give your child a vegetable at dinner? Do NOT include white potatoes, French fries, or vegetable juice. (*Circle one.*)

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

### Questions on Milk

13. Did your child drink milk or use milk on his/her cereal at home during the past week? (*Circle one.*)

1. No [**Go to Question 17**]
2. Yes

14. What kind of milk did your child most often drink or use on his/her cereal at home during the past week? (*Circle only one. If your child drinks more than one type of milk, circle the type he/she drinks most often.*)

1. Whole milk
2. 2% milk, also called reduced-fat milk
3. 1% milk, also called low-fat milk
4. Skim milk, also called fat-free milk
5. Other type of milk, such as soy, almond, or rice milk

15. How many days during the past week did you give your child milk to drink at dinner? (*Circle one.*)

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

16. Which one of these statements best describes how you feel about the milk you give your third-grade child? (*Circle one.*)

1. I believe that whole milk is healthier for my child than 1% or skim milk.
2. I believe that 1% or skim milk is healthier for my child than whole milk.
3. I believe that whole milk and 1% or skim milk are equally healthy for my child.

## Questions on Shopping and Eating Habits

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

a. It is easy to buy fresh fruits or vegetables where I live.	Strongly agree	Agree	Disagree	Strongly disagree
b. There is a large selection of fresh fruits or vegetables available where I live.	Strongly agree	Agree	Disagree	Strongly disagree
c. I do not usually buy fresh fruits or vegetables because they spoil quickly.	Strongly agree	Agree	Disagree	Strongly disagree
d. I can afford fruits or vegetables in the store where I shop for most of my food.	Strongly agree	Agree	Disagree	Strongly disagree
e. I can encourage my child to try new fruits or vegetables.	Strongly agree	Agree	Disagree	Strongly disagree
f. I usually drink 1% or skim milk.	Strongly agree	Agree	Disagree	Strongly disagree

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

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

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

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

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

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

21. How many days during the past week did your child eat dinner with the TV on? (*Circle one.*)

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

22. How many days during the past week did you eat fruit for a snack? Do NOT include fruit juice. (*Circle one.*)

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

23. How many days during the past week did you eat vegetables for a snack? Do NOT include white potatoes, French fries, or vegetable juice. (*Circle one.*)

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

### **Questions about You and Your Household**

24. Does anyone in your household currently get Food Stamps or EBT benefits? (*Circle one.*)

1. No
2. Yes

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

1. No
2. Yes

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

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

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

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

28. What is your age? (Circle one.)

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

29. What is your gender? (Circle one.)

1. Male
2. Female

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

30. Are you Hispanic or Latino? (Circle one.)

1. Hispanic or Latino
2. Not Hispanic or Latino

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

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

32. Does your family speak English at home? (Circle one.)

1. We speak English all of the time at home.
2. We speak English some of the time at home and speak another language some of the time.
3. We never speak English at home. We speak another language.

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

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

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

- |         |         |         |
|---------|---------|---------|
| 1. 2000 | 3. 2002 | 5. 2004 |
| 2. 2001 | 4. 2003 |         |

35. Do you have any other children attending the same school as the child who is participating in the "What Does Your Child Eat" study? (*Circle one.*)

1. No
2. Yes

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

***Do NOT return the survey to your child's school.  
Please send the Contact Card to your child's school.***

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

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





OMB No. 0584-0554

Expiration date: 6/30/2014

See OMB statement on inside cover

## What Does Your Child Eat?



¿Qué come su niño?

Thank you for taking part in this important study!

Please fill out and return the survey in the enclosed envelope within the next week. If you have any questions about the *What Does Your Child Eat?* study, please send an e-mail to [USDA@sna.rti.org](mailto:USDA@sna.rti.org) or call toll-free at 1-866-800-9176.

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

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

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

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

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

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

**Questions on Whether Certain Foods Are Available at Home**

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

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

**Questions on the Fruits and Vegetables Your Child Eats**

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

2. How many days during the past week did your child eat more than one kind of fruit each day? Do NOT include fruit juice. (Circle one.)

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

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

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



None



1 cup



2 cups



3 cups

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

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

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

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



None



1 cup



2 cups



3 cups

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

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

7. Is your child willing to try a new kind of fruit? Do NOT include fruit juice. (*Circle one.*)
1. No
  2. Maybe
  3. Yes
8. How many days during the past week did you give your child fruit for a snack? Do NOT include fruit juice. (*Circle one.*)
1. None
  2. 1 to 2 days
  3. 3 to 4 days
  4. 5 to 6 days
  5. Every day
9. How many days during the past week did you give your child fruit at dinner? Do NOT include fruit juice. (*Circle one.*)
1. None
  2. 1 to 2 days
  3. 3 to 4 days
  4. 5 to 6 days
  5. Every day
10. Is your child willing to try a new kind of vegetable? (*Circle one.*)
1. No
  2. Maybe
  3. Yes
11. How many days during the past week did you give your child a vegetable for a snack? Do NOT include white potatoes, French fries, or vegetable juice. (*Circle one.*)
1. None
  2. 1 to 2 days
  3. 3 to 4 days
  4. 5 to 6 days
  5. Every day

12. How many days during the past week did you give your child a vegetable at dinner? Do NOT include white potatoes, French fries, or vegetable juice. (*Circle one.*)

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

### Questions on Milk

13. Did your child drink milk or use milk on his/her cereal at home during the past week? (*Circle one.*)

1. No [**Go to Question 17**]
2. Yes

14. What kind of milk did your child most often drink or use on his/her cereal at home during the past week? (*Circle only one. If your child drinks more than one type of milk, circle the type he/she drinks most often.*)

1. Whole milk
2. 2% milk, also called reduced-fat milk
3. 1% milk, also called low-fat milk
4. Skim milk, also called fat-free milk
5. Other type of milk, such as soy, almond, or rice milk

15. How many days during the past week did you give your child milk to drink at dinner? (*Circle one.*)

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

16. Which one of these statements best describes how you feel about the milk you give your third-grade child? (*Circle one.*)

1. I believe that whole milk is healthier for my child than 1% or skim milk.
2. I believe that 1% or skim milk is healthier for my child than whole milk.
3. I believe that whole milk and 1% or skim milk are equally healthy for my child.

## Questions on Shopping and Eating Habits

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

a. It is easy to buy fresh fruits or vegetables where I live.	Strongly agree	Agree	Disagree	Strongly disagree
b. There is a large selection of fresh fruits or vegetables available where I live.	Strongly agree	Agree	Disagree	Strongly disagree
c. I do not usually buy fresh fruits or vegetables because they spoil quickly.	Strongly agree	Agree	Disagree	Strongly disagree
d. I can afford fruits or vegetables in the store where I shop for most of my food.	Strongly agree	Agree	Disagree	Strongly disagree
e. I can encourage my child to try new fruits or vegetables.	Strongly agree	Agree	Disagree	Strongly disagree
f. I usually drink 1% or skim milk.	Strongly agree	Agree	Disagree	Strongly disagree

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

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

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

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

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

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

21. How many days during the past week did your child eat dinner with the TV on? (*Circle one.*)

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

22. How many days during the past week did you eat fruit for a snack? Do NOT include fruit juice. (*Circle one.*)

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

23. How many days during the past week did you eat vegetables for a snack? Do NOT include white potatoes, French fries, or vegetable juice. (*Circle one.*)

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

**Questions on Nutrition Education Materials Your Child Got at School**

24. Did the child participating in the "What Does Your Child Eat Study" change schools during the school year?

1. No [**Go to Question 26**]
2. Yes

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

School name: \_\_\_\_\_

County: \_\_\_\_\_



26. Your child's teacher sent home a sheet called "BE A MILK SUPERSTAR!!" The sheet asked you and your child to track each time a family member had milk. Did you or someone else in your household do the sheet with your child? (*Circle one.*)

1. Did not get sheet
2. No
3. Yes

27. During the school year, your child's teacher sent home bingo cards once a month with pictures of fruits and vegetables and children being active. How many months did your child eat the fruits or vegetables or do the activities on the card to try to get bingo? (*Circle one.*)

1. Did not get bingo cards [**Go to Question 29**]
2. None
3. 1 to 2
4. 3 to 4
5. 5 to 6
6. 7 to 8

28. The back of the bingo cards included recipes and other information on healthy eating and exercise. How many months did you or someone else in your household make one of the recipes with your child? (*Circle one.*)

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

29. Your child's teacher sent home family newsletters with tips on healthy eating. Did you or someone else in your household read the family newsletters? (*Circle one.*)

1. Did not get family newsletters [**Go to Question 32**]
2. No [**Go to Question 32**]
3. Yes, some of them
4. Yes, all or most of them

30. How easy was it to understand the family newsletters and other materials on healthy eating sent home by your child's teacher? (*Circle one.*)

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

31. How strongly do you agree or disagree with this statement? "I used the information from the family newsletters and other materials on healthy eating to help my child eat healthier foods." (*Circle one.*)

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

32. Your child's school had an event on healthy eating and exercise called Family Night Out. Did you or someone else in your household go to this event? (*Circle one.*)

1. No [**Go to Question 34**]
2. Yes

33. How strongly do you agree or disagree with this statement? "I used the information I learned from the Family Night Out event to help my child eat healthier foods." (*Circle one.*) [**Go to Question 35 after answering this question**]

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

34. Why didn't you go to the Family Night Out event? (*Circle all that apply.*)

1. The event was not offered at my child's school
2. Did not know about the event
3. The event was offered at times that did not work for me
4. Did not think the event would be useful
5. Do not like to go to events like this
6. Other reason (*Describe*): \_\_\_\_\_

\_\_\_\_\_

35. Please share any comments about the Family Night Out event, family newsletters, bingo cards, and other materials on healthy eating.

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36. Have you seen, read, or heard about any of these campaigns on healthy eating? (*Circle Yes or No for each campaign.*)

"Pick a Better Snack"	Yes	No
"Their bodies change, so should their milk"	Yes	No
"Mr. Juicebar"	Yes	No
"Be Strong"	Yes	No

37. Where did you see, read, or hear about "Pick a Better Snack?" (*Circle all that apply.*)

1. Did not see, read, or hear about this campaign
2. Radio
3. TV
4. Billboards, signs on buses, or at bus stops
5. Signs at gas stations
6. Poster, brochure, or other materials that I saw or got at the grocery store
7. Poster, brochure, or other materials that I saw or got at my child's school
8. Poster, brochure, or other materials that I saw or got at food assistance programs, such as food pantries, WIC clinics, or Department of Human Services (DHS)
9. Other (*Describe*): \_\_\_\_\_

---

38. Where did you see, read, or hear about "Their bodies change, so should their milk" (*Circle all that apply.*)

1. Did not see, read, or hear about this campaign
2. Radio
3. TV
4. Billboards, signs on buses, or at bus stops
5. Signs at gas stations
6. Poster, brochure, or other materials that I saw or got at the grocery store
7. Poster, brochure, or other materials that I saw or got at my child's school
8. Poster, brochure, or other materials that I saw or got at food assistance programs, such as food pantries, WIC clinics, or Department of Human Services (DHS)
9. Other (*Describe*): \_\_\_\_\_

---

39. Where did you see, read, or hear about "Be Strong?" (Circle all that apply.)

1. Did not see, read, or hear about this campaign
  2. Radio
  3. TV
  4. Billboards, signs on buses, or at bus stops
  5. Signs at gas stations
  6. Poster, brochure, or other materials that I saw or got at the grocery store
  7. Poster, brochure, or other materials that I saw or got at my child's school
  8. Poster, brochure, or other materials that I saw or got at food assistance programs, such as food pantries, WIC clinics, or Department of Human Services (DHS)
  9. Other (Describe): \_\_\_\_\_
- 

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

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

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



OMB No. 0584-0554

Expiration date: 6/30/2014

See OMB statement on inside cover

## What Does Your Child Eat?



¿Qué come su niño?

Thank you for taking part in this important study!

Please fill out and return the survey in the enclosed envelope within the next week. If you have any questions about the *What Does Your Child Eat?* study, please send an e-mail to [USDA@sna.rti.org](mailto:USDA@sna.rti.org) or call toll-free at 1-866-800-9176.

Put label here

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

**Questions on Whether Certain Foods Are Available at Home**

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

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

**Questions on the Fruits and Vegetables Your Child Eats**

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

2. How many days during the past week did your child eat more than one kind of fruit each day? Do NOT include fruit juice. (Circle one.)

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

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

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



None



1 cup



2 cups



3 cups

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

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

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

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



None



1 cup



2 cups



3 cups

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

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

7. Is your child willing to try a new kind of fruit? Do NOT include fruit juice. (*Circle one.*)
1. No
  2. Maybe
  3. Yes
8. How many days during the past week did you give your child fruit for a snack? Do NOT include fruit juice. (*Circle one.*)
1. None
  2. 1 to 2 days
  3. 3 to 4 days
  4. 5 to 6 days
  5. Every day
9. How many days during the past week did you give your child fruit at dinner? Do NOT include fruit juice. (*Circle one.*)
1. None
  2. 1 to 2 days
  3. 3 to 4 days
  4. 5 to 6 days
  5. Every day
10. Is your child willing to try a new kind of vegetable? (*Circle one.*)
1. No
  2. Maybe
  3. Yes
11. How many days during the past week did you give your child a vegetable for a snack? Do NOT include white potatoes, French fries, or vegetable juice. (*Circle one.*)
1. None
  2. 1 to 2 days
  3. 3 to 4 days
  4. 5 to 6 days
  5. Every day

12. How many days during the past week did you give your child a vegetable at dinner? Do NOT include white potatoes, French fries, or vegetable juice. (*Circle one.*)

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

### Questions on Milk

13. Did your child drink milk or use milk on his/her cereal at home during the past week? (*Circle one.*)

1. No [**Go to Question 17**]
2. Yes

14. What kind of milk did your child most often drink or use on his/her cereal at home during the past week? (*Circle only one. If your child drinks more than one type of milk, circle the type he/she drinks most often.*)

1. Whole milk
2. 2% milk, also called reduced-fat milk
3. 1% milk, also called low-fat milk
4. Skim milk, also called fat-free milk
5. Other type of milk, such as soy, almond, or rice milk

15. How many days during the past week did you give your child milk to drink at dinner? (*Circle one.*)

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

16. Which one of these statements best describes how you feel about the milk you give your third-grade child? (*Circle one.*)

1. I believe that whole milk is healthier for my child than 1% or skim milk.
2. I believe that 1% or skim milk is healthier for my child than whole milk.
3. I believe that whole milk and 1% or skim milk are equally healthy for my child.

## Questions on Shopping and Eating Habits

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

a. It is easy to buy fresh fruits or vegetables where I live.	Strongly agree	Agree	Disagree	Strongly disagree
b. There is a large selection of fresh fruits or vegetables available where I live.	Strongly agree	Agree	Disagree	Strongly disagree
c. I do not usually buy fresh fruits or vegetables because they spoil quickly.	Strongly agree	Agree	Disagree	Strongly disagree
d. I can afford fruits or vegetables in the store where I shop for most of my food.	Strongly agree	Agree	Disagree	Strongly disagree
e. I can encourage my child to try new fruits or vegetables.	Strongly agree	Agree	Disagree	Strongly disagree
f. I usually drink 1% or skim milk.	Strongly agree	Agree	Disagree	Strongly disagree

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

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

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

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

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

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

21. How many days during the past week did your child eat dinner with the TV on? (*Circle one.*)

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

22. How many days during the past week did you eat fruit for a snack? Do NOT include fruit juice. (*Circle one.*)

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

23. How many days during the past week did you eat vegetables for a snack? Do NOT include white potatoes, French fries, or vegetable juice. (*Circle one.*)

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

24. Did the child participating in the "What Does Your Child Eat Study" change schools during the school year?

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

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

School name: \_\_\_\_\_

County: \_\_\_\_\_

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

*Appendix D*  
*Parent Survey Supplemental Materials*

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- D.2: Information Sheet, Intervention Group
- D.3: Information Sheet, Comparison Group
- D.4: Contact Card
- D.5: Brochure

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## D.1: Initial Letter



September 2011

Dear Parent or Caregiver,

I am writing to ask you to take part in a research study about what children eat. This study is being sponsored by the U.S. Department of Agriculture's Food & Nutrition Service. The study is being conducted by RTI International, a non-profit research organization, and the Iowa Department of Public Health.

If you decide to take part in this study, both you and your third-grade child will be asked to fill out two surveys about what your child eats. The first survey is enclosed. Please fill out this survey and mail to RTI in the large envelope. No postage is necessary. We will mail the second survey to you next May. Each survey will take about 15 minutes to fill out. We will mail you **\$10 cash for filling out the first survey and \$15 cash for filling out the second survey.**

Your child will be asked to fill out two surveys at school in October and May. Researchers at RTI and the Iowa Nutrition Network will combine the answers from your surveys with your child's surveys to more fully understand your child's eating habits.

If you want to take part in the *What Does Your Child Eat?* study, please check the "Yes" box and add your contact information. Then return the Contact Card to your child's teacher in the small envelope provided. **The Contact Card and surveys should be completed by the adult in your household who knows the most about your child's eating habits.**

If you do not want to take part in the study, please check the "No" box and still return the Contact Card to your child's teacher in the small envelope provided. Every child who returns the envelope will receive a surprise gift and your child's school will receive a cash donation for helping us with the study.

We hope you will agree to take part in this important research study. Your survey answers will help improve nutrition education programs for children in your community. The enclosed brochure has more information on the study. If you have any questions, please e-mail me at [USDA@sna.rti.org](mailto:USDA@sna.rti.org) or call me toll-free at 1-866-800-9176.

Sincerely,



Brian F. Head  
RTI International

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## D.2: Information Sheet, Intervention Group

## Information Sheet

### Introduction

You are being asked to take part in a research study, which is being sponsored by the U.S. Department of Agriculture's Food & Nutrition Service. The study is being conducted by RTI International and the Iowa Department of Public Health. Before you decide whether to take part in this study, you need to read this sheet to understand what the study is about and what you will be asked to do. This sheet tells you who can be in the study, the risks and benefits, how your information will be protected, and who to call with questions.

### Purpose

The purpose of this study is to learn what children eat, as part of a study to improve child nutrition education programs. You are one of about 900 families who will be asked to take part in this study.

### Procedures

If you decide to take part in this study, you and your child will be asked to fill out two surveys that ask about your child's eating habits. Researchers at RTI and the Iowa Department of Public Health will combine your answers with your child's answers to more fully understand your child's eating habits. At school, your child will also get to try some dairy products and fresh fruits and vegetables as part of the study. Your child may choose not to eat any food for any reason. We will work with classroom teachers and school nurses to address any food allergies or other dietary concerns before the study begins.

### Study Duration

The first survey is enclosed. We will mail the second survey to you next May. Each survey will take about 15 minutes to fill out. Your child will complete surveys at school in October and May. Each of these surveys will take about 30 minutes to fill out.

### Possible Risks or Discomforts

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

### Benefits

There are no direct benefits to you or your child from taking part in this study. The survey answers will help us improve child nutrition education programs in your community and across the country.

### Payment for Participation

We will mail you \$10 cash for filling out the first survey and \$15 cash for filling out the second survey. Your child will receive a small gift for returning the contact card.

### Privacy

Many precautions have been taken to protect your contact information. Your name will be replaced with an identification number. Other personal information like your address will be stored separately from your survey answers. If the results of this study are presented at scientific meetings or published in scientific journals, no information will be included that could identify you or your child or your survey answers personally. The Institutional Review Boards (IRB) at RTI International and Iowa State University have reviewed this research. An IRB is a group of people who are responsible for making sure the rights of participants in research are protected. The IRB may review the records of your participation in this research to assure that proper procedures were followed.

### Future Contacts

If you decide to take part in this study, you and your child will be asked to fill out surveys now and again in May. We may also call you and ask you to take part in a group discussion for an additional payment.

### Your Rights

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

### Your Questions

If you have any questions about the study, please call Brian Head at 1-866-800-9176. If you have any questions about your rights as a study participant, please call RTI's Office of Research Protection at 1-866-214-2043 or Kerry Ann Agnitsch with Iowa State University's Office for Responsible Research at 515-294-4271.





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### **D.3: Information Sheet, Comparison Group**



## Information Sheet

### Introduction

You are being asked to take part in a research study, which is being sponsored by the U.S. Department of Agriculture's Food & Nutrition Service. The study is being conducted by RTI International and the Iowa Department of Public Health. Before you decide whether to take part in this study, you need to read this sheet to understand what the study is about and what you will be asked to do. This sheet tells you who can be in the study, the risks and benefits, how your information will be protected, and who to call with questions.

### Purpose

The purpose of this study is to learn what children eat, as part of a study to improve child nutrition education programs. You are one of about 900 families who will be asked to take part in this study.

### Procedures

If you decide to take part in this study, you and your child will be asked to fill out two surveys that ask about your child's eating habits. Researchers at RTI and the Iowa Department of Public Health will combine your answers with your child's answers to more fully understand your child's eating habits.

### Study Duration

The first survey is enclosed. We will mail the second survey to you next May. Each survey will take about 15 minutes to fill out. Your child will complete surveys at school in October and May. Each of these surveys will take about 30 minutes to fill out.

### Possible Risks or Discomforts

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

### Benefits

There are no direct benefits to you or your child from taking part in this study. The survey answers will help us improve child nutrition education programs in your community and across the country.

### Payment for Participation

We will mail you \$10 cash for filling out the first survey and \$15 cash for filling out the second survey. Your child will receive a small gift for returning the contact card.

### Privacy

Many precautions have been taken to protect your contact information. Your name will be replaced with an identification number. Other personal information like your address will be stored separately from your survey answers. If the results of this study are presented at scientific meetings or published in scientific journals, no information will be included that could identify you or your child or your survey answers personally. The Institutional Review Boards (IRB) at RTI International and Iowa State University have reviewed this research. An IRB is a group of people who are responsible for making sure the rights of participants in research are protected. The IRB may review the records of your participation in this research to assure that proper procedures were followed.

### Future Contacts

If you decide to take part in this study, you and your child will be asked to fill out surveys now and again in May. We may also call you and ask you to take part in a group discussion for an additional payment.

### Your Rights

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

### Your Questions

If you have any questions about the study, please call Brian Head at 1-866-800-9176. If you have any questions about your rights as a study participant, please call RTI's Office of Research Protection at 1-866-214-2043 or Kerry Ann Agnitsch with Iowa State University's Office for Responsible Research at 515-294-4271.



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## D.4: Contact Card



**CONTACT CARD**

Case ID: [FILL]

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

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

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

Mr.  Mrs.  Ms. Your First Name: \_\_\_\_\_ Your Last Name: \_\_\_\_\_

Child’s First Name: \_\_\_\_\_ Child’s Last Name: \_\_\_\_\_

Child’s Gender:  Male  Female School Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_ Apt. Number: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Primary Phone Number: (\_\_\_\_\_) \_\_\_\_\_  Home  Cell  Work

Alternate Phone Number: (\_\_\_\_\_) \_\_\_\_\_  Home  Cell  Work

Would you like to receive the second survey in English or Spanish?  English  Spanish

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

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

**CONTACT CARD**

Case ID: [FILL]

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

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

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

Mr.  Mrs.  Ms. Your First Name: \_\_\_\_\_ Your Last Name: \_\_\_\_\_

Child’s First Name: \_\_\_\_\_ Child’s Last Name: \_\_\_\_\_

Child’s Gender:  Male  Female School Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_ Apt. Number: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Primary Phone Number: (\_\_\_\_\_) \_\_\_\_\_  Home  Cell  Work

Alternate Phone Number: (\_\_\_\_\_) \_\_\_\_\_  Home  Cell  Work

Would you like to receive the second survey in English or Spanish?  English  Spanish

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

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

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## D.5: Brochure







### What is the purpose of this study?

This study is being sponsored by the U.S. Department of Agriculture's Food & Nutrition Service. The study is being conducted by RTI International, a non-profit research organization, and the Iowa Department of Public Health.

This study will help researchers and policymakers understand more about what children eat and help improve nutrition education programs for children in your community.

### What is involved and how long will it take?

To take part, the adult in your household who knows the most about your child's eating habits should complete and return the Contact Card to your child's teacher in the small envelope provided.

You will be asked to complete two surveys. The first survey is enclosed.

Please complete the survey and mail to RTI in the large envelope. Next May we will contact you one more time by mail to ask you to fill out a second survey. Each survey will take about 15 minutes to fill out.

Your child will be asked to complete surveys at school in October and May. Researchers at RTI and the Iowa Department of Public Health will combine your answers with your child's answers to more fully understand your child's eating habits.

### Will I be paid?

Yes. We will send you \$10 cash for filling out the first survey, and \$15 cash for filling out the second survey. Your child will receive a small gift for returning the contact card. Please make sure your mailing address is correct on the Contact Card.



RTI International is a trade name of  
Research Triangle Institute



### What about my privacy?

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

### Do I have to participate?

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

### Why was I selected?

Specific elementary schools in Iowa were selected to take part in the study.

Parents and caregivers of children in selected classrooms are being asked to participate.

### How can I get more information?

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

RTI International is an independent, non-profit research organization in North Carolina, dedicated to conducting research that improves the human condition.

The Iowa Department of Public Health is dedicated to promoting healthy lifestyles among all Iowans.

Information about the Food & Nutrition Service of the U.S. Department of Agriculture is available at [www.fns.usda.gov/fns](http://www.fns.usda.gov/fns).

### What Does Your Child Eat?



¿Qué come su niño?

**Questions & Answers  
about the**

***What Does Your Child Eat  
Study***

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



## *Appendix E*

# *Impact Evaluation Methodological Analyses*

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**Table E-1.— Baseline Demographic Characteristics for Parent Respondents and their Children who Participated in the BASICS Evaluation**

Characteristic	Number of Respondents			
	Overall	BASICS	BASICS Plus	Comparison Group
Child demographics				
Sex, male	510	174	173	163
Age				
Age 8 and under	894	297	297	300
Age 9 and older	127	40	39	48
Parent <sup>a</sup> /household demographics				
Respondent age				
18 to 34	600	207	195	198
35 to 44	343	109	107	127
45 or older	80	25	34	21
Respondent sex, male	72	31	18	23
Respondent is Hispanic or Latino	148	56	55	37
Respondent race				
American Indian or Alaska Native	9	3	4	2
Asian	23	1	17	5
Black or African American	140	23	41	76
Native Hawaiian or other Pacific Islander	6	5	1	0
White	743	271	234	238
More than one race <sup>b</sup>	39	6	15	18
Size of household				
2 members	35	11	15	9
3 members	168	50	61	57
4 members	281	92	93	96
5 members	254	80	82	92
6 or more members	284	106	86	92
Single-adult household	244	69	91	84
Language spoken by family at home				
Speak English all of the time	873	281	262	330
Speak English some of the time and speak another language some of the time	128	45	66	17
Speak another language all of the time	25	14	10	1

(continued)

**Table E-1.— Baseline Demographic Characteristics for Parent Respondents and their Children who Participated in the BASICS Evaluation (continued)**

Characteristic	Number of Respondents			
	Overall	BASICS	BASICS Plus	Comparison Group
Member of household currently receives SNAP benefit	525	160	167	198
Member of household currently receives WIC benefits	190	65	52	73
School-provided food				
Received breakfast and lunch	419	130	133	156
Received lunch only <sup>c</sup>	372	133	123	116
Received breakfast and/or snacks only	59	16	26	17
Received no food from school	157	52	51	54
Number of respondents	1,037	342	343	352
Number of schools	33	11	11	11

<sup>a</sup> Represents the parent/guardian who completed the survey.

<sup>b</sup> Includes respondents who selected more than one race category.

<sup>c</sup> Some in this category also reported receiving school-provided snacks.

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



**Table E-2.— Baseline Outcome Measures for the Evaluation of the BASICS Program**

Measure	Overall (SE)	BASICS (SE)	BASICS Plus (SE)	Comparison Group (SE)	Difference		
					BASICS Plus vs. Comparison	BASICS vs. Comparison	BASICS Plus vs. BASICS
Primary outcomes (at-home consumption)							
Cups of fruits and vegetables <sup>a</sup>	2.46 (0.06)	2.42 (0.08)	2.26 (0.08)	2.69 (0.08)	-0.43**	-0.27*	-0.16
Cups of fruits <sup>a</sup>	1.29 (0.03)	1.26 (0.05)	1.20 (0.05)	1.40 (0.05)	-0.19**	-0.14	-0.05
Cups of vegetables <sup>a</sup>	1.17 (0.03)	1.17 (0.04)	1.06 (0.04)	1.29 (0.04)	-0.22**	-0.12	-0.10
Used 1% or skim milk <sup>b</sup>	37.86 (1.76)	37.79 (3.13)	35.92 (3.14)	39.87 (3.13)	-3.95	-2.08	-1.87
Child's other dietary behaviors							
Ate variety of fruits <sup>c</sup>	3.36 (0.07)	3.21 (0.10)	3.18 (0.10)	3.66 (0.10)	-0.47**	-0.45**	-0.02
Ate variety of vegetables <sup>c</sup>	3.55 (0.09)	3.44 (0.14)	3.30 (0.14)	3.91 (0.14)	-0.61**	-0.47*	-0.14
Willingness to try new fruits <sup>b</sup>	67.93 (1.53)	66.40 (2.32)	63.29 (2.30)	74.11 (2.29)	-10.83**	-7.71*	-3.11
Willingness to try new vegetables <sup>b</sup>	48.19 (1.85)	45.77 (3.21)	47.30 (3.21)	51.46 (3.19)	-4.16	-5.69	1.53
Asked parent to buy certain fruit <sup>d</sup>	2.37 (0.04)	2.32 (0.07)	2.30 (0.07)	2.49 (0.07)	-0.20*	-0.17	-0.02
Asked parent to buy certain vegetable <sup>d</sup>	1.56 (0.04)	1.59 (0.08)	1.48 (0.08)	1.60 (0.08)	-0.12	-0.01	-0.11
Parent behavior and household variables							
Availability of fruits and vegetables <sup>e</sup>	5.54 (0.07)	5.49 (0.13)	5.49 (0.13)	5.64 (0.13)	-0.16	-0.15	0.00
Parent offered fruit for a snack <sup>c</sup>	2.94 (0.09)	2.77 (0.14)	2.77 (0.14)	3.26 (0.14)	-0.49*	-0.49*	0.00
Parent offered fruit at dinner <sup>c</sup>	1.96 (0.09)	1.86 (0.15)	1.95 (0.15)	2.07 (0.15)	-0.11	-0.21	0.09
Parent offered vegetable for a snack <sup>c</sup>	1.52 (0.06)	1.51 (0.11)	1.37 (0.11)	1.67 (0.11)	-0.30	-0.17	-0.14
Parent offered vegetable at dinner <sup>c</sup>	4.46 (0.10)	4.25 (0.14)	4.15 (0.14)	4.96 (0.14)	-0.80**	-0.70**	-0.10
Parent offered milk at dinner <sup>c</sup>	3.67 (0.09)	3.73 (0.14)	3.87 (0.14)	3.43 (0.14)	0.44*	0.30	0.14
Parent ate fruit for a snack <sup>c</sup>	2.95 (0.07)	2.87 (0.12)	2.86 (0.12)	3.12 (0.12)	-0.26	-0.24	-0.02
Parent ate vegetable for a snack <sup>c</sup>	1.96 (0.06)	1.94 (0.11)	1.92 (0.11)	2.04 (0.11)	-0.13	-0.10	-0.02

(continued)

**Table E-2.— Baseline Outcome Measures for the Evaluation of the BASICS Program (continued)**

Measure	Overall (SE)	BASICS (SE)	BASICS Plus (SE)	Comparison Group (SE)	Difference		
					BASICS Plus vs. Comparison	BASICS vs. Comparison	BASICS Plus vs. BASICS
Parent can encourage child to try new fruits or vegetables <sup>f</sup>	36.42 (1.45)	37.34 (2.60)	36.35 (2.61)	35.72 (2.56)	0.63	1.62	-0.99
Parent usually drinks 1% or skim milk <sup>g</sup>	52.59 (1.84)	51.29 (3.29)	53.95 (3.31)	52.55 (3.26)	1.40	-1.26	2.66
Parent believes that 1% or skim milk is healthier for their child than whole milk <sup>h</sup>	53.73 (2.10)	50.27 (3.59)	58.56 (3.63)	52.45 (3.61)	6.11	-2.18	8.29
Number of respondents	1,037	342	343	352			
Number of schools	33	11	11	11			

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

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

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

<sup>b</sup> Dichotomous variable indicates the proportion responding yes.

<sup>c</sup> Reported as the number of days in the past week.

<sup>d</sup> Response categories converted to continuous variable, with 0 = never and 4 = always.

<sup>e</sup> Index score (0–10) based on reported household availability of 10 fruits and vegetables.

<sup>f</sup> Dichotomous variable indicates the proportion responding strongly agree.

<sup>g</sup> Dichotomous variable indicates the proportion responding strongly agree or agree.

<sup>h</sup> Dichotomous variable indicates the proportion of respondents who selected this statement to describe how they feel about the milk they give their third-grade child.

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

Source: Parent Baseline Survey, data collected September–October 2011 and May–July 2012 (Follow-Up); respondents are parents/caregivers of children participating in the evaluation study.

**Table E-3.— Unadjusted Baseline Means of Participants Providing Follow-Up Data for the Evaluation of the BASICS Program**

Measure	Overall (SE)	BASICS (SE)	BASICS Plus (SE)	Comparison Group (SE)	Difference		
					BASICS Plus vs. Comparison	BASICS vs. Comparison	BASICS Plus vs. BASICS
Primary outcomes (at-home consumption)							
Cups of fruits and vegetables <sup>a</sup>	2.48 (0.06)	2.42 (0.10)	2.31 (0.10)	2.69 (0.10)	-0.38*	-0.27	-0.11
Cups of fruits <sup>a</sup>	1.29 (0.04)	1.26 (0.06)	1.23 (0.06)	1.38 (0.06)	-0.16	-0.12	-0.03
Cups of vegetables <sup>a</sup>	1.19 (0.03)	1.17 (0.05)	1.09 (0.05)	1.30 (0.05)	-0.21**	-0.13	-0.07
Used 1% or skim milk <sup>b</sup>	40.62 (2.06)	40.57 (3.65)	37.65 (3.65)	43.56 (3.58)	-5.91	-2.99	-2.92
Child's other dietary behaviors							
Ate variety of fruits <sup>c</sup>	3.40 (0.08)	3.30 (0.14)	3.27 (0.14)	3.61 (0.13)	-0.34	-0.30	-0.04
Ate variety of vegetables <sup>c</sup>	3.59 (0.10)	3.50 (0.17)	3.38 (0.17)	3.87 (0.16)	-0.48*	-0.36	-0.12
Willingness to try new fruits <sup>b</sup>	68.23 (1.68)	66.50 (2.55)	62.81 (2.54)	74.98 (2.41)	-12.17**	-8.48*	-3.69
Willingness to try new vegetables <sup>b</sup>	47.99 (1.90)	46.60 (3.33)	45.64 (3.32)	51.47 (3.21)	-5.84	-4.87	-0.97
Asked parent to buy certain fruit <sup>d</sup>	2.38 (0.04)	2.36 (0.08)	2.34 (0.08)	2.42 (0.08)	-0.08	-0.06	-0.02
Asked parent to buy certain vegetable <sup>d</sup>	1.54 (0.05)	1.57 (0.09)	1.51 (0.09)	1.54 (0.09)	-0.03	0.03	-0.06
Parent behavior and household variables							
Availability of fruits and vegetables <sup>e</sup>	5.61 (0.09)	5.61 (0.16)	5.56 (0.16)	5.67 (0.15)	-0.10	-0.05	-0.05
Parent offered fruit for a snack <sup>c</sup>	2.92 (0.10)	2.74 (0.17)	2.82 (0.17)	3.20 (0.16)	-0.38	-0.46	0.09
Parent offered fruit at dinner <sup>c</sup>	1.98 (0.10)	1.87 (0.17)	1.97 (0.17)	2.09 (0.16)	-0.12	-0.22	0.10
Parent offered vegetable for a snack <sup>c</sup>	1.45 (0.06)	1.42 (0.11)	1.37 (0.11)	1.55 (0.11)	-0.18	-0.13	-0.06
Parent offered vegetable at dinner <sup>c</sup>	4.48 (0.11)	4.26 (0.16)	4.25 (0.17)	4.90 (0.16)	-0.65**	-0.64**	-0.01
Parent offered milk at dinner <sup>c</sup>	3.60 (0.11)	3.55 (0.18)	3.88 (0.18)	3.36 (0.18)	0.51	0.18	0.33
Parent ate fruit for a snack <sup>c</sup>	2.95 (0.08)	2.87 (0.14)	2.90 (0.14)	3.08 (0.13)	-0.18	-0.20	0.02
Parent ate vegetable for a snack <sup>c</sup>	1.92 (0.08)	1.91 (0.14)	1.88 (0.14)	1.97 (0.13)	-0.10	-0.06	-0.03

(continued)

**Table E-3.— Unadjusted Baseline Means of Participants Providing Follow-Up Data for the Evaluation of the BASICS Program (continued)**

Measure	Overall (SE)	BASICS (SE)	BASICS Plus (SE)	Comparison Group (SE)	Difference		
					BASICS Plus vs. Comparison	BASICS vs. Comparison	BASICS Plus vs. BASICS
Parent can encourage child to try new fruits or vegetables <sup>f</sup>	34.41 (1.65)	34.56 (2.99)	34.68 (3.02)	34.08 (2.87)	0.60	0.48	0.11
Parent usually drinks 1% or skim milk <sup>g</sup>	54.00 (2.08)	53.84 (3.74)	53.35 (3.77)	54.75 (3.64)	-1.40	-0.91	-0.49
Parent believes that 1% or skim milk is healthier for their child than whole milk <sup>h</sup>	55.75 (2.23)	51.59 (3.87)	60.36 (3.89)	55.37 (3.80)	4.99	-3.78	8.77
Number of respondents	782	254	252	276			
Number of schools	33	11	11	11			

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

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

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

<sup>b</sup> Dichotomous variable indicates the proportion responding yes.

<sup>c</sup> Reported as the number of days in the past week.

<sup>d</sup> Response categories converted to continuous variable, with 0 = never and 4 = always.

<sup>e</sup> Index score (0–10) based on reported household availability of 10 fruits and vegetables.

<sup>f</sup> Dichotomous variable indicates the proportion responding strongly agree.

<sup>g</sup> Dichotomous variable indicates the proportion responding strongly agree or agree

<sup>h</sup> Dichotomous variable indicates the proportion of respondents who selected this statement to describe how they feel about the milk they give their third-grade child.

Note: Model-adjusted means vary slightly across comparisons. Standard errors (SEs) and *t*-statistic used to test the null hypothesis of no difference between the specified study conditions were derived from model-based comparisons adjusted for clustering of students within schools.

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

**Table E-4.— Unadjusted Post-test Means for the Evaluation of the BASICS Program**

Measure	Overall (SE)	BASICS (SE)	BASICS Plus (SE)	Comparison Group (SE)	Difference		
					BASICS Plus vs. Comparison	BASICS vs. Comparison	BASICS Plus vs. BASICS
Primary outcomes (at-home consumption)							
Cups of fruits and vegetables <sup>a</sup>	2.60 (0.05)	2.6 (0.09)	2.53 (0.09)	2.67 (0.09)	-0.14	-0.06	-0.07
Cups of fruits <sup>a</sup>	1.38 (0.03)	1.39 (0.05)	1.35 (0.06)	1.39 (0.05)	-0.03	0.00	-0.04
Cups of vegetables <sup>a</sup>	1.23 (0.02)	1.21 (0.04)	1.18 (0.04)	1.28 (0.04)	-0.10	-0.07	-0.03
Used 1% or skim milk <sup>b</sup>	43.15 (2.36)	41.44 (4.22)	45.62 (4.23)	42.48 (4.12)	3.14	-1.04	4.18
Child's other dietary behaviors							
Ate variety of fruits <sup>c</sup>	3.63 (0.08)	3.75 (0.15)	3.53 (0.15)	3.61 (0.14)	-0.08	0.14	-0.22
Ate variety of vegetables <sup>c</sup>	3.62 (0.08)	3.54 (0.14)	3.62 (0.14)	3.71 (0.14)	-0.09	-0.17	0.08
Willingness to try new fruits <sup>b</sup>	76.38 (1.22)	76.02 (2.08)	79.84 (2.09)	73.58 (1.95)	6.26*	2.44	3.82
Willingness to try new vegetables <sup>b</sup>	49.91 (1.61)	48.54 (2.90)	52.30 (2.92)	48.96 (2.78)	3.34	-0.42	3.76
Asked parent to buy certain fruit <sup>d</sup>	2.47 (0.04)	2.50 (0.07)	2.36 (0.07)	2.53 (0.06)	-0.17	-0.04	-0.14
Asked parent to buy certain vegetable <sup>d</sup>	1.70 (0.04)	1.71 (0.07)	1.62 (0.07)	1.76 (0.06)	-0.14	-0.05	-0.09
Parent behavior and household variables							
Availability of fruits and vegetables <sup>e</sup>	5.72 (0.07)	5.79 (0.12)	5.75 (0.12)	5.64 (0.12)	0.10	0.15	-0.05
Parent offered fruit for a snack <sup>c</sup>	3.33 (0.09)	3.26 (0.15)	3.16 (0.15)	3.57 (0.14)	-0.41	-0.31	-0.10
Parent offered fruit at dinner <sup>c</sup>	2.25 (0.10)	2.22 (0.18)	2.27 (0.18)	2.25 (0.18)	0.01	-0.03	0.05
Parent offered vegetable for a snack <sup>c</sup>	1.69 (0.08)	1.72 (0.14)	1.63 (0.14)	1.72 (0.14)	-0.08	0.01	-0.09
Parent offered vegetable at dinner <sup>c</sup>	4.61 (0.10)	4.43 (0.14)	4.27 (0.14)	5.08 (0.13)	-0.81**	-0.64**	-0.17
Parent offered milk at dinner <sup>c</sup>	3.65 (0.09)	3.49 (0.14)	3.96 (0.14)	3.52 (0.13)	0.44*	-0.03	0.47*
Parent ate fruit for a snack <sup>c</sup>	3.17 (0.08)	3.16 (0.15)	3.18 (0.15)	3.17 (0.15)	0.00	-0.01	0.01
Parent ate vegetable for a snack <sup>c</sup>	2.19 (0.10)	2.22 (0.18)	2.18 (0.18)	2.16 (0.17)	0.02	0.06	-0.04

(continued)

**Table E-4.— Unadjusted Post-test Means for the Evaluation of the BASICS Program (continued)**

Measure	Overall (SE)	BASICS (SE)	BASICS Plus (SE)	Comparison Group (SE)	Difference		
					BASICS Plus vs. Comparison	BASICS vs. Comparison	BASICS Plus vs. BASICS
Parent can encourage child to try new fruits or vegetables <sup>f</sup>	38.15 (1.84)	37.91 (3.25)	41.76 (3.25)	35.03 (3.12)	6.73	2.88	3.85
Parent usually drinks 1% or skim milk <sup>g</sup>	54.12 (2.01)	54.18 (3.63)	56.31 (3.62)	52.01 (3.51)	4.30	2.17	2.13
Parent believes that 1% or skim milk is healthier for their child than whole milk <sup>h</sup>	56.92 (1.80)	54.25 (3.13)	61.85 (3.13)	54.89 (2.98)	6.96	-0.64	7.60
Number of respondents	782	254	252	276			
Number of schools	33	11	11	11			

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

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

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

<sup>b</sup> Dichotomous variable indicates the proportion responding yes.

<sup>c</sup> Reported as the number of days in the past week.

<sup>d</sup> Response categories converted to continuous variable, with 0 = never and 4 = always.

<sup>e</sup> Index score (0–10) based on reported household availability of 10 fruits and vegetables.

<sup>f</sup> Dichotomous variable indicates the proportion responding strongly agree.

<sup>g</sup> Dichotomous variable indicates the proportion responding strongly agree or agree.

<sup>h</sup> Dichotomous variable indicates the proportion of respondents who selected this statement to describe how they feel about the milk they give their third-grade child.

Note: Model-adjusted means vary slightly across comparisons. Standard errors (SEs) and *t*-statistic used to test the null hypothesis of no difference between the specified study conditions were derived from model-based comparisons adjusted for clustering of students within schools.

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

**Table E-5.— Attrition Analysis for the Evaluation of the BASICS Program**

Characteristic	Estimated Odds Ratio	95% Wald Confidence Limits <sup>a</sup>		p-value
		Lower	Upper	
Child demographics				
Sex				
Male	0.90	0.68	1.20	0.4789
Female (reference group)	1.00	—	—	—
Age	0.78	0.56	1.08	0.1330
Parent <sup>b</sup> /household demographics				
Respondent age				
18 to 34 (reference group)	1.00	—	—	—
35 to 44	2.15**	1.55	2.98	<0.0001
45 or older	3.60**	1.72	7.50	0.0006
Respondent sex				
Male	0.73	0.43	1.25	0.2514
Female (reference group)	1.00	—	—	—
Respondent race and ethnicity				
White, non-Hispanic (reference group)	1.00	—	—	—
Hispanic or Latino	0.70	0.48	1.03	0.0676
Black, non-Hispanic	0.91	0.61	1.37	0.6575
Other or more than one race <sup>c</sup>	1.78	0.88	3.61	0.1117
Size of household	1.00	0.93	1.08	0.9673

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

<sup>a</sup> Estimate (with 95% confidence limits) indicates the odds ratio of completers to noncompleters.

<sup>b</sup> Represents the parent/guardian who completed the survey.

<sup>c</sup> Includes respondents who selected more than one race category.

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

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

**Table E-6.— Post Hoc Analysis of the BASICS Program on Primary Impacts Stratified by FFVP Participation: Non-FFVP Schools Only**

Daily At-Home Consumption	Model-Adjusted Baseline Means (SE)			Model-Adjusted Follow-Up Means (SE)			Estimated Impact <sup>a</sup> (95% CI)	
	BASICS Plus	BASICS	Comparison Group	BASICS Plus	BASICS	Comparison Group	BASICS Plus vs. Comparison	BASICS vs. Comparison
Cups of fruits and vegetables	2.10 (0.09)	2.40 (0.09)	2.60 (0.09)	2.44 (0.11)	2.63 (0.11)	2.57 (0.10)	0.37* (0.06, 0.68)	0.26 (-0.05, 0.57)
Cups of fruits	1.11 (0.06)	1.25 (0.06)	1.35 (0.06)	1.31 (0.06)	1.46 (0.06)	1.34 (0.06)	0.20 (-0.01, 0.42)	0.22* (0.00, 0.43)
Cups of vegetables	0.98 (0.04)	1.14 (0.05)	1.25 (0.04)	1.15 (0.06)	1.17 (0.06)	1.24 (0.05)	0.18** (0.11, 0.26)	0.05 (-0.05, 0.14)
Number of respondents	174	174	170	123	131	138		
Number of schools	5	6	5	5	6	5		

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

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

<sup>a</sup> Program impact (with 95% confidence limits) estimated via difference-in-difference models comparing change across time in the BASICS Plus versus Comparison and BASICS versus Comparison groups among schools not participating in the Fresh Fruit and Vegetable Program.

Note: Model-adjusted means vary slightly across comparisons. General linear mixed models (SAS PROC MIXED) for continuous impact variables were used to evaluate the program impact while accounting for the clustering of students within schools. Covariates in the model included child and respondent sex, child and respondent age, respondent race/ethnicity, and household size. Missing data ranged from 4.4 to 4.8%. SE = standard error. CI = confidence interval.

Source: Parent Baseline Survey, data collected September–October 2011 and May–July 2012 (Follow-Up); respondents are parents/caregivers of children participating in the evaluation study.



**Table E-7.— Post Hoc Analysis of the BASICS Program on Primary Impacts Stratified by FFVP Participation: FFVP Schools Only**

Daily At-Home Consumption	Model-Adjusted Baseline Means (SE)			Model-Adjusted Follow-Up Means (SE)			Estimated Impact <sup>a</sup> (95% CI)	
	BASICS Plus	BASICS	Comparison n Group	BASICS Plus	BASICS	Comparison Group	BASICS Plus vs. Comparison	BASICS vs. Comparison
Cups of fruits and vegetables	2.68 (0.12)	2.53 (0.12)	2.53 (0.13)	2.68 (0.13)	2.36 (0.12)	2.63 (0.13)	0.22 (–0.14, 0.58)	0.21 (–0.16, 0.57)
Cups of fruits	1.40 (0.07)	1.31 (0.08)	1.36 (0.08)	1.37 (0.08)	1.26 (0.07)	1.38 (0.08)	0.13 (–0.13, 0.38)	0.09 (–0.17, 0.35)
Cups of vegetables	1.27 (0.06)	1.23 (0.06)	1.17 (0.07)	1.31 (0.07)	1.11 (0.06)	1.26 (0.07)	0.07 (–0.12, 0.26)	0.09 (–0.10, 0.28)
Number of respondents	169	168	182	129	123	138		
Number of schools	6	5	6	6	5	6		

<sup>a</sup> Program impact (with 95% confidence limits) estimated via difference-in-difference models comparing change across time in the BASICS Plus versus Comparison and BASICS versus Comparison groups among schools participating in the Fresh Fruit and Vegetable Program.

Note: Model-adjusted means vary slightly across comparisons. General linear mixed models (SAS PROC MIXED) for continuous impact variables were used to evaluate the program impact while accounting for the clustering of students within schools. Covariates in the model included child and respondent sex, child and respondent age, respondent race/ethnicity, and household size. Missing data ranged from 4.7 to 5.2%. SE = standard error. CI = confidence interval.

Source: Parent Baseline Survey, data collected September–October 2011 and May–July 2012 (Follow-Up); respondents are parents/caregivers of children participating in the evaluation study.

**Table E-8.— Post Hoc Analysis Assessing the Influence of the FFVP on Primary Impacts: BASICS Plus Group**

<b>Daily At-Home Consumption</b>	<b>Model-Adjusted Baseline Means (SE)</b>		<b>Model-Adjusted Follow-Up Means (SE)</b>		<b>Estimated Impact<sup>a</sup> (95% CI)</b>	<b>Wald Chi-Square p-value</b>
	<b>FFVP Schools</b>	<b>Non-FFVP Schools</b>	<b>FFVP Schools</b>	<b>Non-FFVP Schools</b>		
Cups of fruits and vegetables	2.34 (0.10)	2.12 (0.10)	2.52 (0.12)	2.47 (0.12)	-0.17 (-0.50, 0.16)	0.3056
Cups of fruits	1.25 (0.06)	1.13 (0.06)	1.36 (0.07)	1.32 (0.07)	-0.09 (-0.32, 0.13)	0.4087
Cups of vegetables	1.10 (0.06)	0.99 (0.05)	1.16 (0.06)	1.15 (0.06)	-0.09 (-0.25, 0.07)	0.2414
Number of respondents	169	174	129	123		
Number of schools	6	5	6	5		

<sup>a</sup> Program impact (with 95% confidence limits) estimated via difference-in-difference models comparing change across time in the FFVP schools versus non-FFVP schools.

Note: Model-adjusted means vary slightly across comparisons. General linear mixed models (SAS PROC MIXED) for continuous impact variables were used to evaluate the program impact while accounting for the clustering of students within schools. Covariates in the model included child and respondent sex, child and respondent age, respondent race/ethnicity, and household size. Missing data ranged from 4.6 to 5.0%. SE = standard error. CI = confidence interval.

Source: Parent Baseline Survey, data collected September–October 2011 and May–July 2012 (Follow-Up); respondents are parents/caregivers of children participating in the evaluation study.

**Table E-9.— Post Hoc Analysis Assessing the Influence of the FFVP on Primary Impacts: BASICS Group**

	Model-Adjusted Baseline Means (SE)		Model-Adjusted Follow-Up Means (SE)		Estimated Impact <sup>a</sup> (95% CI)	Wald Chi-Square p-value
<b>Daily At-Home Consumption</b>						
Cups of fruits and vegetables	2.51 (0.10)	2.41 (0.10)	2.67 (0.12)	2.65 (0.11)	-0.08 (-0.40, 0.25)	0.6382
Cups of fruits	1.30 (0.06)	1.25 (0.06)	1.36 (0.07)	1.46 (0.07)	-0.15 (-0.37, 0.08)	0.1882
Cups of vegetables	1.21 (0.06)	1.16 (0.06)	1.30 (0.06)	1.19 (0.06)	0.06 (-0.10, 0.22)	0.4542
Number of respondents	168	174	123	131		
Number of schools	5	6	5	6		

<sup>a</sup> Program impact (with 95% confidence limits) estimated via difference-in-difference models comparing change across time in the FFVP schools versus non-FFVP schools.

Note: Model-adjusted means vary slightly across comparisons. General linear mixed models (SAS PROC MIXED) for continuous impact variables were used to evaluate the program impact while accounting for the clustering of students within schools. Covariates in the model included child and respondent sex, child and respondent age, respondent race/ethnicity, and household size. Missing data ranged from 4.6 to 5.0%. SE = standard error. CI = confidence interval.

Source: Parent Baseline Survey, data collected September–October 2011 and May–July 2012 (Follow-Up); respondents are parents/caregivers of children participating in the evaluation study.

**Table E-10.— Post Hoc Analysis Assessing the Influence of the FFVP on Primary Impacts: Comparison Group**

<b>Daily At-Home Consumption</b>	<b>Model-Adjusted Baseline Means (SE)</b>		<b>Model-Adjusted Follow-Up Means (SE)</b>		<b>Estimated Impact<sup>a</sup> (95% CI)</b>	<b>Wald Chi-Square p-value</b>
Cups of fruits and vegetables	2.68 (0.10)	2.61 (0.10)	2.62 (0.11)	2.58 (0.11)	-0.02 (-0.34, 0.29)	0.8804
Cups of fruits	1.40 (0.06)	1.36 (0.06)	1.37 (0.07)	1.35 (0.07)	-0.02 (-0.24, 0.20)	0.8320
Cups of vegetables	1.27 (0.05)	1.25 (0.05)	1.25 (0.06)	1.23 (0.06)	0.00 (-0.15, 0.14)	0.9862
Number of respondents	182	170	138	138		
Number of schools	6	5	6	5		

<sup>a</sup> Program impact (with 95% confidence limits) estimated via difference-in-difference models comparing change across time in the FFVP schools versus non-FFVP schools.

Note: Model-adjusted means vary slightly across comparisons. General linear mixed models (SAS PROC MIXED) for continuous impact variables were used to evaluate the program impact while accounting for the clustering of students within schools. Covariates in the model included child and respondent sex, child and respondent age, respondent race/ethnicity, and household size. Missing data ranged from 4.6 to 5.0%. SE = standard error. CI = confidence interval.

Source: Parent Baseline Survey, data collected September–October 2011 and May–July 2012 (Follow-Up); respondents are parents/caregivers of children participating in the evaluation study.

*Appendix F*  
*Instruments for Assessment of Demonstration*  
*Projects Evaluation*

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**F.1: Discussion Guide for Building and Strengthening Iowa  
Community Support Nutrition and Physical Activity Program  
Implementing Agency Evaluation Lead [pre-implementation]**



**Discussion Guide for INN Evaluation Manager**  
**[PRE-IMPLEMENTATION]**

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

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

**Expiration Date: 06/30/2014**

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

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

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

Evaluation-Planning Phase

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

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

Anticipated Challenges for Implementation and Quality Control Efforts

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

#### Evaluation of the Social Marketing Campaign [INN ONLY]

*I would like to ask you briefly about your experiences in the design and planning phase of the evaluation of the social marketing campaign.*

7. What challenges, if any, have you faced during the design and planning phases of the social marketing campaign evaluation?
8. What factors do you feel have contributed to a successful design and planning phase of this evaluation?
9. What factors do you feel have been barriers to a successful design and planning of the evaluation of the social marketing campaign?
10. If this social marketing campaign is part of a larger Iowa Department of Public Health social marketing campaign, has this collaboration helped or hindered your work on this project?
11. What lessons have you learned during this key phase of the evaluation design?
  - (a) What would you do differently?
  - (b) What would you do the same?
12. How will data be documented and entered from the various media outlets/retail stores [include the demonstrations in the stores]?
13. Please describe forms/software/other types of tracking methods.

#### Anticipated Challenges for Implementation and Quality Control Efforts

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

#### Dissemination of Evaluation Results

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

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

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

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**F.2. Discussion Guide for Building and Strengthening Iowa  
Community Support Nutrition and Physical Activity Program  
Implementing Agency Evaluation Lead [post-implementation]**

**Discussion Guide for INN Evaluation Manager**  
**[POST-IMPLEMENTATION]**

**State:**

**Respondent/Title/Organization:**

**Address:**

**Phone:**

**Fax:**

**E-mail:**

**Interviewer:**

**Date of Interview:**

**Time of Interview:**

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

**Expiration Date: 06/30/2014**

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

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

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

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

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

Specific Changes From Planned to Actual Evaluation

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

### School-based Evaluation

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

### Social Marketing Campaign

8. What changes, if any, occurred from your planned evaluation design for the social marketing campaign? What caused these changes?
9. What changes, if any, occurred in your process measures, outcome measures, data collection tools, and/or planned data collection techniques for the social marketing campaign? What caused these changes?
10. What changes, if any, did you make [or are you planning to make] in your data analysis plan for the social marketing campaign? What caused these changes?
11. What changes, if any, did you make in the staffing for your data collection or for your data analysis for the social marketing campaign?
12. Did you need more or less time than budgeted for staff to spend on the data collection? On the data analysis? Why do you think you needed more/less time than budgeted for these evaluation tasks?
13. If this campaign was part of a larger effort within the Iowa Department of Public Health, can you describe the shared staffing for data collection and analysis?
14. Did you have or are you anticipating any increased non-personnel costs or resources required for the evaluation? If so, what additional costs or resources have been or will be needed compared to what you planned for?

### **Outcome/Impact Related Questions for INN – Based on Responses from Evaluation Report**

*The first set of questions is intended to clarify any information in your evaluation report that was unclear or for which we need additional information.*

#### Project Outcome Level Objectives – Classroom-based Intervention

1. Could you compare the school-based outcome objectives in your demonstration project application to the actual outcomes?

#### Project Outcome Level Objectives – Social Marketing Intervention

1. Could you compare the social marketing outcome objectives in your demonstration project application to the actual outcome

#### Outcome Variables

1. Can you provide additional information on the scales used to assess the intervention?

### Sample Size/ Sampling Strategies

1. Are there data comparing the sample students to the school-level data on student characteristics?

### Data Collection

1. Did the data collectors receive any instruction specific to data handling, confidentiality, or minimizing demand characteristics?
2. Please provide additional information on the script used to help minimize instrument
3. bias.
4. Was the Family Nutrition and Physical Activity Assessment tool used to capture data about program impact on the home environment. We understand that this is a new evaluation tool for the Network.
  - a. What were the results if the tool was used?

### Data Analysis

1. Please provide additional information on the models used to assess program impacts.

### Questions Related to Analysis

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

### Lessons Learned

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

17. Other than those that we discussed above, what challenges, if any, have you faced during the implementation of this evaluation? [Refer back to the anticipated challenges cited by the interviewee prior to beginning the demonstration project led evaluation.]
18. What do you think worked very well in the implementation of this evaluation? What factors contributed to what worked well?
19. What do you think did not work well, and what factors contributed to this?
20. What lessons have you learned from this evaluation design?
  - (a) What would you do differently?
  - (b) What would you be sure to do the same?
  - (c)

### Dissemination Plans

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

### Future Evaluation Plans

22. Will you be working with the BASICS project conducting future evaluations?[if no, do not ask question 23]
23. If you are planning to continue with evaluation activities for the INN, what changes would you make for future evaluations?

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

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

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

## ASSESSMENT OF IA-LED IMPACT EVALUATION

### REVIEW FORM

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

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

**Implementing Agency:** \_\_\_\_\_

**Reviewer:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### Rating scale

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



## A. Research Objectives and Hypotheses

Score: \_\_\_\_\_

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

## B. Viable Comparison Strategy

Score: \_\_\_\_\_

(Outcome Evaluation Research Design)

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

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

## C. Sampling Size/Sampling Strategy

Score: \_\_\_\_\_

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

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

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

**D. Outcome Measures**

**Score:** \_\_\_\_\_

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

**E. Data Collection**

**Score:** \_\_\_\_\_

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

**F. Data Analysis**

**Score:** \_\_\_\_\_

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

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

- **Statistical methods used to assess the program impacts**
  - *Multivariate statistics should be used to assess program effects*
  - *Statistical approach should be matched to the characteristics of the research design and the data being collected*
- **Additional Statistical Procedures and Analyses**
  - *Analyses/Methods for handling attrition bias are proposed/conducted properly*
  - *Procedures for accounting for missing data are proposed/conducted properly*
  - *Subgroup analyses proposed/presented for primary outcomes*  
*Potential indicators for specifying sub-groups include demographic and socioeconomic variables.*

**G. Attrition (loss of participants)**

**Score:**

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

**H. Missing Data (incomplete survey/items)**

**Score:**

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

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## **F.4. Outline for Demonstration Project's Evaluation**

## **Outline for the INN SNAP-Ed Demonstration Project’s Impact Evaluation Report**

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

### **A. Research Objectives and Hypothesis**

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

### **B. Outcome Measures**

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

### **C. Comparison Strategy/Research Design**

### **D. Sample Size/Sampling Strategy**

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

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

### **E. Instrument Development and Testing**

### **F. Data Collection**

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

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

### G. Data Analysis

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

### H. Attrition

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

### I. Missing Data (item non-response)

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

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

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

<sup>a</sup> Mean (standard deviation).

<sup>b</sup> *t*-values from studentized *t*-test.

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

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

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

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

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

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

## **SNAP-Ed Wave II Quantitative Data Elements for Process Evaluation**

### **School/Classroom Data**

1. How many schools actually received the intervention and when (time period of intervention)?
2. How many classrooms within each school actually received the intervention and when (time period), and the age range/grade of the students in each classroom that received the intervention?
3. How many lessons did the nutrition educators actually provide in each classroom?
4. How many students were in attendance for each lesson?
5. How many classes did each child receive (dosage)?
6. Were all 12 lessons taught at every school, e.g. did the classroom teachers teach all four of the lessons?
7. How many PABS newsletters were distributed to parents via students? Please divide by district.
8. Please list the nutrition education handouts that were sent home with students in the intervention groups, and the numbers of each handout.
9. Please list the date and content of training sessions provided to nutrition educators, and the number of staff who participated in those trainings.

### **Social Marketing**

1. Please list the number and type of retail outlets participating in the social marketing campaign in Des Moines.
2. Please list the number of demonstrations conducted at retail outlets, topic, and number of people reached.
3. Please list the date and location of retail intercepts, and number completed.
4. Please provide the analysis of retail intercepts.
5. Please list the type of retail outlet signage/messaging, topic area, and outlets where they were placed.
6. Please list the type of messaging (15 second PSA, etc.), topic area, and TV outlets where they were played.
7. Please attach the schedule of TV PSA's/ads from each TV station (schedule of impressions).
8. Please list the type of messaging (30 second PSA), topic area, and radio outlets where they were played.
9. Please attach the schedule of radio PSA's/ads from each radio station (schedule of impressions).
10. Please list the type of messaging, topic area, and location of billboards where signage was displayed.
11. Please list the location of each Family Night event and the number in attendance.
12. Please list the social marketing items posted in the intervention schools by type and message.



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## F.5. Resource and Expense Tracking Form

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

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

**SECTION 1. Planning and design**

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

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

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

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

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

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

(c) IT/technical staff, if applicable

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

(d) Other

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

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

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

**SECTION 2. Implementation**

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

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

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

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

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

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

(c) IT/technical staff, if applicable

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

(d) Other

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

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

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

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

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

**SECTION 3. Evaluation**

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

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

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

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

(b) At the evaluator level, if applicable

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

(c) IT/technical staff, if applicable

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

(d) Other

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

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

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

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

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

**SECTION 4. Total Expenditures**

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

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

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

*Appendix G*  
*Process Evaluation Methodology*

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G.1: Process Evaluation Methodology

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## G.1: Process Evaluation Methodology

## A. PROCESS EVALUATION METHODOLOGY

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

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

These broad research questions and more specific indicators, also described in chapter I, guided the design of the Building and Strengthening Iowa’s Communities (BASICS) evaluation, including respondent samples, instrument development, data collection procedures, response rates, and analysis approach, all of which are described in detail in the following sections.

### 1. Research Design and Data Sources

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

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

Characteristic	Implications for research design
<b>1</b> BASICS is a SNAP-Ed school-based nutrition education program that has been conducted in Iowa for more than a decade.	Since BASICS has been implemented for more than a decade as a SNAP-Ed nutrition education program, it was especially important to document the barriers, challenges and successes of the program for the potential of replication in other State SNAP-Ed programs. This rigorous process evaluation not only documents challenges and opportunities, but also lessons learned, and captures the perspective of the target audience’s perspective about level of satisfaction with the nutrition education messages and materials.
<b>2</b> The BASICS Plus social marketing campaign included multiple components ranging from billboards, family events, signage in retail stores and store demonstrations and radio and television.	The social marketing campaign, although well planned, required thorough process evaluation methodologies in order to capture the breadth and depth of this complex campaign. The campaign conducted at retail outlets, especially, required additional tracking and documentation as some of the campaign materials were moved or removed for cleaning, the holidays, and other reasons. Additionally, some campaign activities, such as demonstrations at supermarkets and Family Nights Out events, required additional scheduling to

observe and document. Thorough observations of social marketing materials in the environment (e.g. billboards), signage in supermarkets, demonstrations in supermarkets, Family Nights Out events, and radio and television ads were all included in the process evaluation.

Characteristic

Implications for research design

**3** The BASICS program was administered by a small, but cohesive group.

The INN team – individuals responsible for designing, planning, implementation, and evaluation of the BASICS program – was a small yet collaborative team who worked to implement the demonstration project. Although the roles and responsibilities were well defined, there was some overlap in the roles played by team members, and the process team was flexible and inclusive when conducting and analyzing key informant interviews.

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

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

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

Research Questions and Indicators	Secondary Data Sources	Primary Data Sources					
		Program Managers and Evaluators	Direct Educators and their Supervisors	School Principals and Classroom Teachers	Retail Store Manager /Dietician	Parents and Caregivers	Nutrition Education Observation
What was the demonstration project’s overall objectives and approach?							
Target audience and intended reach	✓						
Intended effects	✓						
Method and setting of education delivery	✓						
Theoretical underpinnings or logic model	✓	✓					
Project development timeline	✓	✓					
Formative research and pilot testing	✓	✓					
Number and topic of lessons	✓						
Key nutrition education messages and activities	✓						
Planned education dose and intensity	✓						
Types and sources of nutrition education materials	✓						
How was the intervention implemented and administered?							
Management and oversight structure	✓	✓					
Partnerships	✓	✓	✓	✓			
Direct educators’ qualifications, characteristics, or training	✓	✓	✓				
Recruitment approach (for intervention sites, for parents)		✓	✓	✓			
Quality control and monitoring procedures		✓					
How many people were reached and how much exposure did participants have to the intervention?							
Number of participating schools and classrooms	✓						
Number and demographics of participating children	✓						
Number of classes attended by children	✓					✓	
Number of parents or caregivers attending parent events	✓					✓	
Number of parents and caregivers exposed to social marketing	✓						

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

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

### **a. Secondary data sources**

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

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

<b>Document Category</b>	<b>Specific Documents Reviewed</b>
<b>Planning and Reporting Documents</b>	<ul style="list-style-type: none"><li>• Demonstration project application</li><li>• FY 2012 SNAP-Ed Plan</li></ul>
<b>Implementation Documents</b>	<ul style="list-style-type: none"><li>• The BASICS curriculum (12 lessons: 8 direct educator taught; 4 classroom teacher taught)</li><li>• Copies of BASICS supplemental materials for each lessons (take-home educational materials for students and parents)</li><li>• Direct educator lesson toolkit (list of items needed to implement BASICS)</li><li>• Direct educator training agenda</li><li>• Classroom teacher training agenda</li></ul>
<b>Administrative Data on Program Reach and Dosage</b>	<ul style="list-style-type: none"><li>• Information on Federal FY2012 BASICS nutrition education activities from data collected by INN for the SNAP-Ed Education and Administrative Reporting System (EARS), as well as social marketing activities and estimated reach.</li></ul>
<b>Program Costs*</b>	<ul style="list-style-type: none"><li>• Standardized cost tables consistent with FNS SNAP-Ed expenditure reporting requirements</li></ul>

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

#### **i. Planning and reporting documents**

The Iowa Nutrition Network’s (INN) original application to FNS for this study provided detailed background and objective information related to how INN planned to develop, implement, and evaluate the BASICS demonstration project. INN’s FY 2012 SNAP-Ed Plan was also reviewed to provide information related to the program’s stated objectives, approach, administration, and design.

#### **ii. Implementation documents**

Implementation documents, such as the BASICS curriculum, student and parent handouts, training curriculum, and agenda, and social marketing plans contributed substantial objective information on the program’s educational messages, lesson objectives, handout materials used for indirect education of the children’s families, as well as the social marketing materials used to supplement the BASICS curriculum.

#### **iii. Administrative data on program reach and dosage**

The BASICS program staff tabulated program and reach data based on routine student data that are collected at each school and entered into the SNAP-Ed EARS system for FNS. These data were provided for the statewide program and specifically for the 22 intervention schools. Based on information gathered to populate the EARS system, INN provided detailed data on the number of the children enrolled in

BASICS classes and the range and mean in the number of classes children attended. For the intervention sites, INN provided these data by schools so that we could assess the similarities and differences in program attendance across sites. INN also provided detailed social marketing campaign reach and dosage data as estimated by the marketing firm contracted by INN to assist with the development of the campaign. Careful records were kept of media reach, as well as numbers in attendance for the Family Nights Out events and retail store demonstrations.

#### iv. Program costs

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

#### b. Primary data sources

Primary data were collected from four categories of key informants—program-level managers, direct educators and their supervisors, intervention site key contacts (principals and teachers), store managers and dietitians, and the target audience (parents of children in the intervention classrooms)—as well as through direct nutrition education observation. The information gathered from key informants was descriptive and primarily qualitative in nature. The timing of data collection from key informants was strategic; interviews with state-level staff members took place in October, prior to the start of the intervention at any of the 22 schools. Interviews with the BASICS direct educators, and their supervisors, were conducted both pre- and post-intervention, with the timing of the data collection tailored to accommodate the varied implementation schedules at each site. Pre- and post-online surveys were conducted with classroom teachers, with a subset of classroom teachers participating in a post-intervention interview. Focus groups with parents were administered post-intervention and within two weeks from the completion date of the intervention at their center.

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

**Exhibit G-4.— Iowa Nutrition Network Respondent Types, Data Collection Methods, and Number of Respondents**

Type of Respondent	Data Collection Method	Number of Respondents	
		Pre-intervention	Post-intervention
<b>Program Staff</b>			
Program Administrators	Interview	2	2
School Food Service/Project Directors	Interview	2	2
Direct Educators	Interview	3	3
Program Evaluators	Interview	3	3
Fiscal Manager	Interview	1	1
<b>Intervention Retail Staff</b>			
<b>Retail Store Managers</b>	<b>Interview</b>	<b>n/a</b>	<b>5</b>
<b>Intervention School Staff</b>			
School Principals or Administrative Managers	Interview	n/a	6
Classroom Teachers	Questionnaire	29	26
Classroom Teachers	Interview	n/a	7
<b>Program Participants</b>			



Type of Respondent	Data Collection Method	Number of Respondents	
		Pre-intervention	Post-intervention
<b>Parents/caregivers of children in the intervention classrooms</b>	<b>Focus Group</b>	<b>n/a</b>	<b>3 groups (25 adults)</b>
	<b>Survey (process questions included in parent follow-up survey)</b>	<b>n/a</b>	<b>513</b>

Note: n/a= not applicable

### **i. Program managers**

In selecting program managers for interviews, we worked directly with the program director to identify key members of the BASICS management team and to gain a basic understanding of their respective roles and responsibilities. Based on this information, the process data collection plan included interviewing the INN director, the INN social marketing manager, and the Iowa Department of Public Health (IDPH) fiscal manager—all of whom work at the IDPH. These individuals were involved in the initial design and implementation of the BASICS program and currently oversee its administration, implementation, and direct educator training. Our data collection plan also included a joint interview with the impact evaluation manager and graduate student at Iowa State University, as well as the process evaluation manager at the University of Iowa. These interviews were also important to better understand the INN BASICS self-evaluation and data collected.

### **ii. Direct educators and their supervisors**

Collecting information from each of the direct educators who taught the program at the intervention sites was very important to document variations in their background and training and in program implementation, if any, and to ascertain their differing views on the facilitators and challenges to program recruitment and implementation. Conducting key informant interviews with the supervisors of the direct educators was important in understanding the BASICS model at the local level. In this study, half of the direct educators are employed by a school district, and half by a local public health agency.

### **iii. Retail Store Managers**

A subset of retail stores was selected from the stores conducting the social marketing campaign for retail store manager key informant interviews. In-depth key informant interviews were conducted with a variety of retail store managers, assistant managers and store dietitians. These interviews were valuable in understanding the barriers, challenges and opportunities in the implementation of a social marketing campaign in a retail environment. Additionally, these interviews included questions about the demonstrations provided by INN as part of the social marketing campaign.

### **iv. School principals**

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

### **v. Classroom teachers**

Collecting information from classroom teachers, either via an online survey or key informant interview, is critical to understanding the model used by INN in the implementation of the BASICS program. Since the

classroom teachers are expected to integrate four of the 12 BASICS lessons into their curriculum, understanding accurately how they accomplish this. The survey and interviews answer: what are the barriers, challenges, and lessons learned in the integration of this material into their curriculum? Classroom teachers provided a unique perspective on the possibility of the extension of the direct educator lessons.

#### **vi. Parents and caregivers whose children participated in BASICS classes**

Since they would be knowledgeable about their child’s nutrition-related behaviors and because they were indirect and direct recipients of the BASICS education efforts, parents were important respondents for the process evaluation and the most appropriate respondents from the BASICS target audiences. Parents or caregivers were an important source of information related to accessibility of the nutrition education materials to parents, participant satisfaction, relevance of the messages and materials, and recommendations for improvement. As shown in exhibit G-4 above, 25 adults participated in the three focus groups and 513 parents and caregivers participating in the intervention responded to the follow-up survey. (The number of discussants in each group and their demographic characteristics are provided in appendix B).

#### **vii. Direct observation of nutrition education**

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

## **2. Instrumentation**

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

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

#### [Data Collection Instruments Used to Collect Process Data on the BASICS Program.](#)

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

## ***a. Secondary data sources***

### **i. Data abstraction tools**

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

### **ii. Program cost form**

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

## ***b. Primary data sources***

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

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

Since the BASICS program level staff members have been administering and managing this program for more than a decade, a pre- and post-intervention interview was conducted with these individuals for the process evaluation in order to determine program fidelity, training, needed skill level, and integration into the school environment. An interview guide was developed for each of these key informants to capture rich information from them on the planning and design of the demonstration project, the training that had taken place, and their views on the facilitators and challenges of implementation based on their many years of experience with the program.

For the interviews with the 3 direct educators, the interviews were conducted before and after program implementation. Hence, for these key informants, two discussion guides were developed—one for use prior to implementation of the classes at their intervention site and one for use post-intervention. The pre-intervention interview guides were structured primarily to gather descriptive information on the background of the direct educators and the number of years they have worked in the program. Post-intervention interview guides with these key informants captured their views on the program's implementation at their intervention site, what worked well, and what could have gone better as well as their broader recommendations for the program.

### **ii. Online surveys for classroom teachers**

A pre- and post online survey was developed for a subset of 29 classroom teachers who are involved in teaching four of the BASICS lessons in the classroom. The survey was designed to elicit important information about teacher perceptions prior to the information about attitudes about healthy eating and active living and the integration of the BASICS lessons into their classroom. The post-intervention survey was designed to capture rich information about implementation of the BASICS lessons in their classroom. The survey was developed with to be brief enough to limit burden on respondents.

### **iii. Key informant interviews with classroom teachers**

After the interventions were completed at each site, questionnaires were distributed in person or by mail to each lead teacher in the 12 study site classrooms. A shorter instrument with primarily closed-ended, multiple-choice questions was used for this key respondent group. This questionnaire specifically asked the teachers to rate how important they think eating more fruits and vegetables and choosing 1% or nonfat milk is for preschool children and their families. This instrument used open-ended questions which sought teachers' views on what worked well and what could be improved in the program, with separate questions that focused on the BASICS child classes, the BASICS take-home materials, and classes targeted to parents and caregivers. The questionnaires for teachers also asked whether and how they had incorporated the BASICS messages at meal time or in other parts of their preschool day.

### **iv. Parent and caregiver focus group discussion guide**

The focus group discussion guide was designed to elicit experiences and perspectives from parents or caregivers whose children participated in the BASICS intervention. These individuals also were recipients of indirect education through the distribution of nutrition education take-home materials and the social marketing campaign. Topics addressed during each focus group included exposure to and accessibility of the intervention, level of satisfaction with the program, relevancy of the information and materials provided, perceived impacts on their or their child's nutrition-related behaviors, factors affecting fruit and vegetable availability at home, and recommendations for improving the program were covered during each focus group.

### **v. Structured nutrition education observation protocol**

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

## **3. Data Collector Training**

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

## **4. Data Collection Procedures**

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

### ***a. Data abstraction from secondary sources***

All secondary data sources were collected directly from the demonstration project administrators as they became available. Because most secondary data sources were available prior to implementation, data

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

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

At the onset of the study and throughout the study period, the evaluation team maintained informal communication with the demonstration project staff—primarily the designated program liaison. This ongoing communication fostered a strong working relationship, and, as a result, formal recruitment of the program-level staff for key informant interviews was not necessary. However, to officially kick off our recruitment effort and to ensure timely, efficient communication of information required to finalize plans for onsite data collection, the following packet of materials was submitted to the INN program staff approximately four months prior to the start of the intervention at the 22 schools, or two months prior to the first process evaluation interviews. This packet, which was sent electronically, included a

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

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

***c. Data collection procedures for implementation site key informant interviews***

In addition to facilitating and accommodating onsite data collection with demonstration project staff, the BASICS program director sent the introductory letter described above to the director at each of the 22 intervention schools. Once delivery of these communications was confirmed to the intervention sites, we took the following steps to complete recruitment of the intervention site contacts for the process evaluation:

- **Follow-up letter to provide overview of the impact and process evaluation design.** A follow-up email was sent to the principal at each of the 22 intervention schools. It provided a detailed description of the type and timing of data to be collected, and what would be needed from them during the study period. These letters described both the process and impact evaluation processes.
- **Follow-up telephone call.** Once the above correspondence was sent, we followed up with the directors at the three site visit centers to formally recruit them into the study, answer any questions they had, schedule a convenient time for the pre-intervention telephone interviews, and plan potential dates for the onsite nutrition education observations and post-intervention interviews and focus groups.

***d. Recruitment and data collection procedures for parent and caregiver focus groups***

A total of three parent and caregiver focus groups were conducted post-intervention in May of 2012. Approximately three to four weeks prior to the focus group date, we mailed a recruitment letter and flier to the schools to distribute to parents or caregivers of the nutrition education recipients who had attended the BASICS parent classes.

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

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

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

***e. Classroom observations***

Observations of the BASICS classes took place in March 2010 at the one site visit center in upstate New York and in May and June 2010 at the two site visit centers in New York City. The evaluation team member completed the observation form during each lesson, administered the few questions on the form to the direct educator at the end of each lesson, reviewed the form for completeness, and transcribed handwritten information into an electronic copy of the form.

**5. Analysis Approach**

The evaluation team applied an analysis approach to the data that takes into account the range of data and respondent types used in the process evaluation. Key informant responses from INN program managers, direct educators and their supervisors, principals, classroom teachers, and retail outlet managers were compiled into a master Microsoft Word 2007 document and organized by broad process evaluation research question and process indicator. This approach helped to organize the extensive amount of information that was available and allowed for the identification of both broad themes (e.g., implementation challenges) and specific topics (e.g., lesson plan scheduling) as well as agreement and

disagreement amongst respondents. Direct quotations were also identified where relevant and used to support key findings.

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

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

# *Appendix H*

## *Impact Evaluation Methodology*

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

## **1. Impact Evaluation Research Questions**

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

### **▲ Primary Outcome**

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

### **▲ Secondary Outcomes**

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

## **2. Research Design and Sample Selection**

The study population for the BASICS program included parents or caregivers of third-grade students attending eligible schools in four Iowa school districts (Council Bluffs, Waterloo, Des Moines, and Davenport). For the independent impact evaluation of the BASICS program, the independent contractor employed a quasi-experimental research design with data collected at pre- and post-intervention. A fully randomized design was not chosen because social marketing campaigns are inherently ecological and pose risk of contamination when applied using random assignment of schools to study conditions. Accordingly, school districts were assigned to treatment conditions, and schools in each district were recruited to participate in the study. Eleven schools were recruited from the combined list of eligible schools in Council Bluffs and Waterloo to receive the single-channel intervention (school-based BASICS curriculum). Eleven schools were recruited from the Des Moines school district to receive the multichannel intervention (school-based BASICS curriculum and the Pick a Better Snack™ social marketing campaign), and 11 schools were recruited from the Davenport school district to serve as the comparison condition.

Within each condition, the selection of the 11 schools was guided by the following criteria:

1. exclusion of year-round schools
2. exclusion (in Des Moines and Waterloo/Council Bluffs) of schools not participating in the BASICS program in 2011–2012

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

### Secondary outcomes: child's other dietary behaviors at home

Number of days child ate more than one type of fruit during past week

Number of days child ate more than one type of vegetable during past week

Willingness to try new kind of fruit

Willingness to try new kind of vegetable

Frequency at which child asked parent to buy certain fruits during past month<sup>a</sup>

Frequency at which child asked parent to buy certain vegetables during past month<sup>a</sup>

### Secondary outcomes: parent behavior and household variables

Availability of fruits and vegetables at home during past week<sup>b</sup>

Number of days parent gave fruit as snack during past week

Number of days parent gave fruit at dinner during past week

Number of days parent gave vegetables as a snack during past week

Number of days parent gave vegetables at dinner during past week

Number of days parent gave milk at dinner during past week

Number of days parent ate fruit for a snack

Number of days parent ate a vegetable for snack

Parent can encourage child to try new fruits or vegetables<sup>c</sup>

Parent usually drinks 1 percent or skim milk<sup>d</sup>

Parent believes that 1 percent or skim milk is healthier for their child than whole milk<sup>e</sup>

<sup>a</sup> Response categories were converted to a dichotomous variable, with 0 = never and 4 = always.

<sup>b</sup> Calculated an index score (0–10) based on the number of the following fruits and vegetables available in the home during the past week: bananas, apples, grapes, raisons, pears, celery, carrots, cucumbers, broccoli, and zucchini.

<sup>c</sup> Response categories were converted to a dichotomous variable, with 0 = "strongly disagree," "disagree," or "agree" and 1 = "strongly agree."

<sup>d</sup> Response categories were converted to a dichotomous variable, with 0 = "strongly disagree" or "disagree" and 1 = "strongly agree" or "agree."

<sup>e</sup> Dichotomous variable that indicates the proportion of respondents who selected this statement to describe how they feel about the milk they give their third-grade child.

### 3. minimum of 53 third-grade students<sup>1</sup>

INN provided lists of available schools by district and information on the exclusion criteria. After applying the exclusion criteria, 11 schools in Davenport and Waterloo/Council Bluffs were retained, and 18 schools in Des Moines were retained. Because the minimum number of schools in Davenport and Waterloo/Council Bluffs was retained, these schools were accepted and made up the comparison (Davenport) and BASICS-only (Waterloo/Council Bluffs) conditions. For Des Moines, 11 of the 18 schools available were randomly selected. The goal was to apply a random selection process that would yield a group of schools that were as similar as possible to groups of schools in Davenport and Waterloo/Council Bluffs. Each of the 18 schools in Des Moines was assigned a unique numeric value

<sup>1</sup> This criterion had to be relaxed in Davenport. The smallest school provided 46 third-grade students, but the average in Davenport was still above the average expected minimum.

between 1 and 100 using a random number generator. The schools with the 11 lowest numbers were retained for the study.

Table H-1 provides an overview of the characteristics of the schools in each condition. Schools in the three conditions are reasonably similar. The average number of third-grade students is a function of average school size, which is slightly higher in Des Moines than in other conditions; all are above the minimum criterion. The presence of the Fresh Food and Vegetable Program (FFVP) was thought to be a major potential confound because it is very similar to the BASICS program; its distribution across the three conditions is similar. Other nutrition and physical activity programs are less available in Waterloo/Council Bluffs, but this does not seem to be a function of the selection process (16 of 18 schools in Des Moines have other nutrition and physical activity programs).

**Table H-1.— Overview of Selected Schools by Study Condition**

BASICS	Council Bluffs/Waterloo	67.5	5	4
BASICS Plus	Des Moines	71.4	6	10
Comparison	Davenport	60.3	6	10

**▲ Sample Size Estimation**

Sample size estimation procedures are used to quantify researchers’ level of confidence regarding their ability to accurately reject the null hypothesis when empirical differences are statistically significant. The main outcome measure and the focus of sample size estimation was the change in consumption of servings of fruits and vegetables by children participating in BASICS as reported by their parents or caregivers. The sample size estimation procedures followed the convention of estimating sample size allowing for a type II error rate of 0.20 (yielding 80 percent statistical power) and a type I error rate of 0.05, with a two-tailed test.

Sample size estimation was predicated on FNS’ interest in observing a minimum increase in children’s dietary intake of 0.30 standard deviation units and was carried out to identify the minimum number of parents from each school that would be needed to obtain sufficient power. Few studies in the published literature provide data on parent-reported values of children’s fruit and vegetable consumption.

Estimates were used from a trial in Chicago that included means and standard deviations for parent-reported measures of their children’s fruit and vegetable consumption. The study included six lower socioeconomic status communities and collected data from 516 parents on their young children’s dietary intake. In this study population, mean fruit and vegetable consumption was 3.83 servings per day, with a standard deviation of 2.04 servings (Evans, Necheles, Longjohn, & Christoffle, 2007). Next, an appropriate expectation for the magnitude of the program impact, often referred to as the effect size or the minimum detectable effect, was determined. This number describes the anticipated change in observed outcomes among participants as a result of participating in the intervention. The aim of the current study was to identify a change of 0.30 standard deviation units or greater. Based on the findings from the Chicago study, the realized net change is expected to be 0.30 cups of fruit and vegetables from baseline

values between the two groups. This expectation is consistent with findings reported in a recent meta-analysis by Knai, Pomerleau, Lock, and McKee (2006) who found that across a range of dietary interventions, children’s fruit and vegetable consumption increased by 0.30 to 0.99 servings (i.e., 0.15 to 0.50 cups) per day.

Additional assumptions relate to the form of the standard error of the test of the intervention effect. These include the anticipated intraclass correlation coefficient (ICC), the proportion of variation attributable to the cluster (i.e., school) over and above the variation attributable to the individual, and the form of the statistical model. At present, published ICC estimates on parents’ reports of children’s dietary intake are not available. However, a study of middle school youth reported an ICC of 0.034 for self-reported fruit and vegetable consumption (Murray, Phillips, Birnbaum, & Lytle, 2001). Using this study as a starting point and recognizing the differences between the participants in Murray et al. (2001) and this study, this study used an ICC 0.05 for the power calculation.

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

Sample size was estimated with the aim of detecting a change in consumption of servings of fruits and vegetables of 0.30 standard deviation units or better based on the parameters described above. The calculations indicate an 80 percent probability of properly rejecting a false null hypothesis given complete data (pretest and posttest) on an average of 242 completed surveys in each treatment condition. Table H-2 provides details on the sample size estimate for the BASICS evaluation and assumptions regarding response rate and retention.

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

Group (District)	Number of Schools	Number of Children <sup>a</sup>	Number of Completed Surveys	
			Baseline Survey (Number of Parents and Caregivers) <sup>b</sup>	Follow-Up Survey (Number of Parents and Caregivers) <sup>c</sup>
BASICS (Council Bluffs/ Waterloo)	11	583	303	242
BASICS Plus (Des Moines)	11	583	303	242
Comparison (Davenport)	11	583	303	242

<sup>a</sup> Assumes an average of 53 third-grade students per school.

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

<sup>c</sup> Assumes an 80 percent response and retention rate between the baseline and follow-up surveys.

### **3. Survey Instrument Development and Testing**

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

#### ***a. Outcome measures and instrument development***

To develop the impact evaluation instrument, INN's application and the BASICS curriculum were reviewed, and discussions were held with INN project staff to identify the primary and secondary outcome measures for the intervention. The instruments compiled as part of the literature review conducted for the SNAP I study (Altarum Institute and RTI International, 2009) were reviewed to identify instruments that address these outcomes and are feasible, appropriate for the target audience, reliable, valid, and sensitive to change.

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

- food availability
- intake and variety of fruits and vegetables
- willingness to try new fruits and vegetables, snacking on fruits and vegetables, and offering of fruits and vegetables at mealtime
- use of 1 percent or skim milk
- parents' attitudes toward the availability, selection, and affordability of fresh fruits and vegetables
- assessment of child "pester power" (Nicholls and Cullen, 2004)
- parents' snacking on fruits and vegetables and use of 1 percent or skim milk
- dosage and satisfaction with the intervention
- WIC benefits
- demographics

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

For the primary outcome measures, child's dietary behavior, questions from the Food Stamp Program Fruit and Vegetable Checklist (Townsend, Kaiser, Allen, Joy, & Murphy, 2003) and University of California Cooperative Extension Food Behavior Checklist (Townsend, Silva, Martin, Metz, & Wooten-Swanson, 2008) were modified to ask the respondent (parent or caregiver) to report on his or her child's at-home consumption of fruits and vegetables. Respondents were instructed not to include meals eaten at school or day care, but rather to report only on observed consumption behavior.

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

Outcome Measures	Instrument	Study Population(s)	Mode(s) of Data Collection	Reliability	Validity	Sensitivity to Change
Cups of fruits, vegetables, and fruits and vegetables consumed by child each day <sup>a</sup>	Food Stamp Program Fruit and Vegetable Checklist (Townsend et al., 2003)	Low-income women	Self-administered, self-administered in group setting, and interviewer administered individually and in groups	The internal consistency for the 7-item fruit and vegetable subscale was high ( $\alpha = 0.80$ )	The 7-item fruit and vegetable subscale showed a significant correlation with serum carotenoid values ( $r = 0.44$ , $p < 0.001$ ), indicating acceptable criterion validity and showed significant correlation with dietary variables	Demonstrated sensitivity to change for items expected to change as a result of the study intervention
Child ate variety of fruits each day <sup>a</sup>	University of California Cooperative Extension Food Behavior Checklist (Townsend et al., 2008); includes graphics for fruits and vegetables	4th, 7th, and 9th graders	Self-administered	Not reported	Not reported	Compared with comparisons, intervention participants reported an increased willingness to try new fruits and vegetables at school ( $p < 0.01$ )
Child ate variety of vegetables each day <sup>a</sup>						
Child drank or used milk on cereal during past week						
Willingness of child to try new fruits	Willingness to try new fruits and vegetables (Jamelske, Bica, McCarty, & Meinen, 2008)	Parents of 4th and 6th graders	Self-administered and interviewer administered via telephone	The internal consistencies for the fruit and vegetable availability items were high	There was significant agreement between self-reported and observed in-home availability for all fruit juices and most fruits and vegetables	Fruit, juice, and vegetable availability was a significant predictor of child fruit, juice, and vegetable consumption ( $p < 0.05$ )
Willingness of child to try new vegetables						
Parent offered fruit at dinner						
Parent offered vegetable at dinner						
Availability of fruits and vegetables at home during past week	Fruit, juice, and vegetable availability questionnaire (Marsh, Cullen, & Baranowski, 2003; Cullen et al., 2003)					

(continued)

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

<b>Outcome Measures</b>	<b>Instrument</b>	<b>Study Population(s)</b>	<b>Mode(s) of Data Collection</b>	<b>Reliability</b>	<b>Validity</b>	<b>Sensitivity to Change</b>
Child asked parent to buy certain fruit	Questionnaire items were developed and tested by RTI	—	—	—	—	—
Child asked parent to buy certain vegetable	Questionnaire items were developed and tested by RTI	—	—	—	—	—
Parent offered fruit for a snack	Questionnaire items were developed and tested by RTI	—	—	—	—	—
Parent offered vegetable for a snack	Questionnaire items were developed and tested by RTI	—	—	—	—	—
Parent offered milk at dinner	Questionnaire items were developed and tested by RTI	—	—	—	—	—
Parent ate fruit for a snack	Questionnaire items were developed and tested by RTI	—	—	—	—	—
Parent ate vegetable for a snack	Questionnaire items were developed and tested by RTI	—	—	—	—	—
Parent can encourage child to try new fruits or vegetables	Questionnaire items were developed and tested by RTI	—	—	—	—	—
Parent usually drinks 1 percent or fat-free milk	Questionnaire items were developed and tested by RTI	—	—	—	—	—
Parent believes that 1 percent or skim milk is healthier for their child than whole milk	Questionnaire items were developed and tested by RTI	—	—	—	—	—

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



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

### ***b. Instrument testing***

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

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

Based on the findings from these interviews, several questions and response items were modified to improve understanding, and a few words were underlined or bolded for emphasis.

Three versions of the instrument were developed:

- Baseline survey—The same instrument was used for the intervention and comparison groups. This instrument collected information on the primary and secondary outcomes and demographic information.
- Follow-up survey for the intervention group—This instrument collected information on the primary and secondary outcomes and included questions on use and satisfaction with the BASICS intervention materials.
- Follow-up survey for the comparison group—This instrument collected information on the primary and secondary outcomes.

Each survey took about 15 minutes to complete. The baseline survey was administered by mail (survey booklet). For the follow-up surveys, separate versions of the instruments were prepared for administration by mail and telephone (computer-assisted telephone interviewing [CATI]). For the CATI version, respondents did not have access to the graphics with cups of fruits and vegetables. The survey instrument and other survey materials were available in English and Spanish. Copies of the final survey instruments (English version) are provided as appendix C.

#### **4. Survey Administration Procedures and Response**

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

##### ***a. Data collector training***

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

Interviewers attended a 2-day evening training totaling 8 hours. Bilingual interviewers had an additional 2 hours for review of Spanish-language materials and cultural variability in vocabulary. Before beginning work on the administration of the survey, each telephone interviewer had to pass certification exercises demonstrating knowledge of the study, facility with the instrument and control system for documenting their work, and use of the equipment. The training included information on gaining respondent cooperation and time for interviewers to practice administering the questionnaire and documenting calls. The training used multiple formats, including classroom-style teaching, discussions, and role-playing. The survey protocol was reinforced by trainer demonstrations and post-classroom practice.

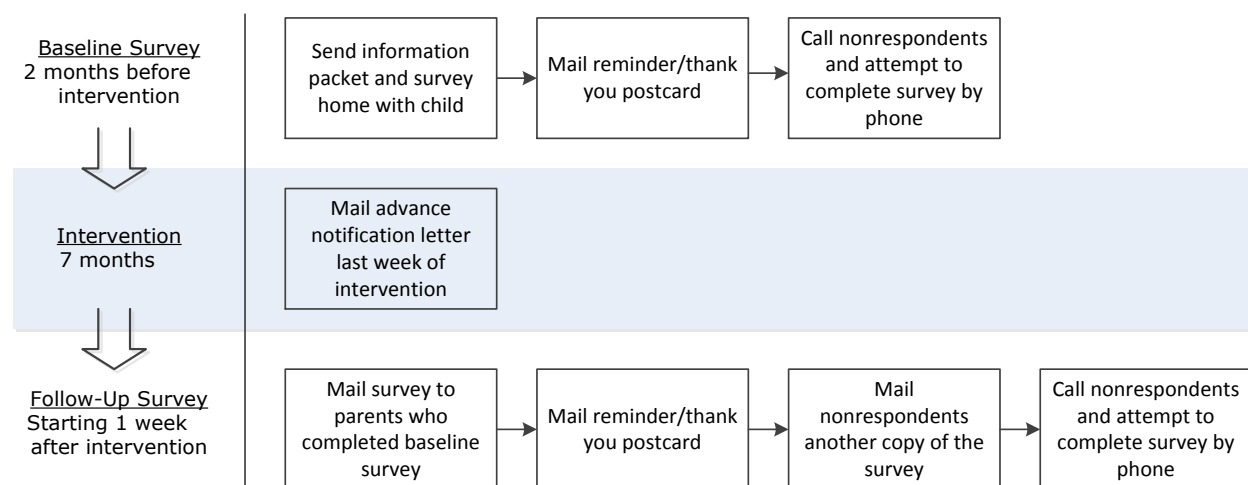
##### ***b. Data collection procedures***

A multimodal survey approach was used to maximize the survey response rate. Figure H-1 illustrates the data collection procedures for the baseline and follow-up surveys. The baseline data collection was conducted during September and October 2011. The independent contractor worked with INN to coordinate study recruitment and the administration of the baseline survey at the intervention and comparison schools. INN made the initial contact with the intervention and comparison schools to encourage their cooperation in the study. Working with the schools in the study, the study team sent home packets with information on the study with students. Each packet included consent and contact information forms as well as the questionnaire. The field representatives collected the forms from teachers to contact study participants by mail or telephone for the follow-up survey. Appendix D provides copies of the survey materials for the baseline survey.

The baseline survey was conducted 2 months before the start of the intervention. So that the responses to the FNS parent survey and the INN student survey could be matched, informed consent was obtained from the parent/caregiver for their participation and their child's participation in the study. For parents who agreed to participate in the study, a unique identification number was assigned that allowed matching of the parent and student data. Respondents received \$10 cash for completing the baseline survey.

The data collection for the follow-up survey was conducted from May to July 2012. During the last week of the intervention, an advance notification letter was mailed reminding study participants about the follow-up survey. The mail survey packet was mailed approximately 1 week later, which was 1 week after completion of the intervention. Five days later, a follow-up postcard was mailed to remind participants to complete the survey and/or thank them for their participation if they had already done so. Approximately 10 days later a second mail survey packet was sent. Telephone contact of nonrespondents began 2 weeks after the second

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



packet mailing; at least 10 call attempts were made to each working phone number at various times of day and days of the week. Respondents received \$15 cash for completing the follow-up survey.

### ***c. Survey response***

Table H-3 provides the number of completed surveys for the intervention and comparison groups at baseline and follow-up. At baseline, 342 participants in the BASICS group, 343 participants in the BASICS Plus group, and 352 participants in the comparison group completed the survey. The response rate for the baseline survey (among those agreeing to participate) was 85 percent for the BASICS group, 81 percent for the BASICS Plus group, and 84 percent for the comparison group.

At follow-up, 254 participants in the BASICS group, 252 participants in the BASICS Plus group, and 276 participants in the comparison group completed the survey, thus meeting the target of 242 participants per group at follow-up. The response rate for the follow-up survey was 74 percent for the BASICS group, 73 percent for the BASICS Plus group, and 78 percent for the comparison group.

## **5. Data Processing and File Production Procedures**

Data processing steps included entering the survey data, editing and cleaning the data, creating derived variables, creating the analysis data files, and producing data documentation. Throughout data processing and file production, quality control and assurance procedures were implemented as described below.

### ***a. Data entry***

Data entry consisted of entering data from the contact cards and mail surveys as well as entering data through CATI for respondents contacted by phone to complete the survey. Double-keying verification was performed on all hard copy data collection instruments, and any data entry errors were resolved by comparing the first- and second-keying files. Item nonresponse was keyed as a “refusal,” and data were checked for chronic item refusals. For surveys conducted by telephone, telephone interviewers entered the survey responses using CATI; thus, data entry was not required.

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

School	Eligible Population (Number of Students) <sup>a</sup>	Consent Rate (%) <sup>b</sup>	Number of Completed Baseline Surveys	Response Rate for Baseline Survey (%) <sup>c</sup>	Number of Completed Follow- Up Surveys	Response Rate for Follow-Up Survey (%) <sup>d</sup>
<b>BASICS</b>	<b>613</b>	<b>66.2</b>	<b>344</b>	<b>84.7</b>	<b>258</b>	<b>75.0</b>
Edison	44	70.5	26	83.9	18	69.2
Irving	67	52.2	31	88.6	24	77.4
Lowell	48	41.7	15	75.0	11	73.3
Highland	59	59.3	30	85.7	21	70.0
Bloomer	45	80.0	33	91.7	25	75.8
Carter Lake	60	65.0	27	69.2	23	85.2
Edison	71	70.4	41	82.0	35	85.4
Franklin	61	85.2	43	82.7	33	76.7
Longfellow	57	54.4	26	83.9	23	88.5
Roosevelt	48	72.9	32	91.4	23	71.9
Rue	53	79.2	40	95.2	22	55.0
<b>BASICS Plus</b>	<b>631</b>	<b>68.3</b>	<b>350</b>	<b>81.2</b>	<b>265</b>	<b>75.7</b>
Cattell	57	77.2	31	70.5	23	74.2
Wright	36	72.2	18	69.2	14	77.8
Morris	56	69.6	30	76.9	22	73.3
Carver	57	89.5	38	74.5	31	81.6
Brubaker	54	53.7	28	96.6	20	71.4
Lovejoy	42	66.7	28	100.0	24	85.7
Studebaker	71	76.1	45	83.3	34	75.6
Findley	50	42.0	19	90.5	15	78.9
Windsor	66	80.3	42	79.2	30	71.4
Jackson	67	49.3	26	78.8	22	84.6
Park Avenue	75	70.7	45	84.9	30	66.7

(continued)

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

School	Eligible Population (Number of Students) <sup>a</sup>	Consent Rate (%) <sup>b</sup>	Number of Completed Baseline Surveys	Response Rate for Baseline Survey (%) <sup>c</sup>	Number of Completed Follow- Up Surveys	Response Rate for Follow-Up Survey (%) <sup>d</sup>
<b>Comparison</b>	<b>577</b>	<b>73.3</b>	<b>355</b>	<b>83.9</b>	<b>283</b>	<b>79.7</b>
Buchanan	48	75.0	27	75.0	22	81.5
Fillmore	61	62.3	31	81.6	30	96.8
Garfield	45	75.6	28	82.4	23	82.1
Jefferson	64	56.3	27	75.0	22	81.5
McKinley	63	73.0	39	84.8	34	87.2
Monroe	69	88.4	51	83.6	34	66.7
Truman	65	76.9	48	96.0	38	79.2
Wilson	40	77.5	26	83.9	24	92.3
Lincoln	28	78.6	19	86.4	14	73.7
Hayes	48	66.7	29	90.6	20	69.0
Jackson	46	80.4	30	81.1	22	73.3
<b>Total</b>	<b>1,821</b>	<b>69.2</b>	<b>1,049</b>	<b>83.3</b>	<b>806</b>	<b>76.8</b>

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

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

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

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

### ***b. Data editing***

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

- Responses to categorical questions were verified to ensure that they corresponded to a valid response.
- To eliminate responses from parents with more than one child in the study, contact card information was used to determine duplicate households. When necessary, one response from each household was randomly selected for inclusion in the analysis.
- For questions with an “other, specify” response, responses were coded to existing categorical responses and additional response codes were added as necessary. Additions of response codes are noted in the survey result tables. Open-ended responses recorded in Spanish at the data entry stage were translated to English and provided in the final dataset.

### ***c. File production***

Preparing the analysis data file for the impact analysis required several steps as described below.

- Combine the mail survey and phone survey responses. For the follow-up survey, in cases where a CATI survey was completed before a mail survey was received for the same respondent, the mail survey data were kept for analysis.
- Create derived variables: Several analysis variables were derived using the survey responses. Creation of these variables is described in the next section.

## **6. Impact Analysis**

The independent evaluation assessed the impacts of the BASICS and BASICS Plus programs on children’s daily at-home consumption of fruits and vegetables and use of 1 percent or skim milk. This was accomplished by first comparing each program to a no-treatment comparison group and then comparing the two programs to each other.

### ***a. Description of measures and variables used in statistical analyses***

The contact card collected information on the child’s age and gender, and the baseline survey collected demographic information on the parent or caregiver respondent and their household. Exhibit H-3 identifies the demographic variables included in the impact analysis and provides information on procedures used to derive new variables.

The baseline and follow-up surveys collected information on the primary outcomes, the child secondary outcomes, and the parent secondary outcomes. Exhibits H-4 through H-6 identify the variables for the impact analysis and provide information on procedures used to derive new variables.

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

Variable	Question(s) <sup>a</sup>	Analysis Variable Derivation
Child sex	Contact card	Female children were included as the reference group for the analysis.
Child age	Question 33, "In what month was the child who is participating in the "What Does Your Child Eat" study born?" Question 34, "In what year was the child who is participating in the "What Does Your Child Eat" study born?"	Child's age was determined using the date of birth information provided during the baseline survey (month and year of birth) and the date the baseline survey was conducted.
Respondent age	Question 28, "What is your age?"	Age categories were combined to create a three-level categorical variable: "18 to 34" (reference group for the analysis), "35 to 44," and "45 or older."
Respondent sex	Question 29, "What is your gender?"	Female respondents were included as the reference group for the analysis.
Size of household	Question 26, "How many people under 18 years of age live in your household?" Question 27, "Including yourself, how many people 18 years or older live in your household?"	Responses to the two questions were summed to calculate the total number of individuals in the household, provided the respondent provided information for both questions.
Respondent race or ethnicity	Question 30, "Are you Hispanic or Latino?" Question 31, "What is your race?" Multiple responses were allowed for the race question.	Responses to the two questions were combined to create a four-level categorical variable. Respondents indicating they were Hispanic or Latino were given priority over other race and ethnicity designations and assigned to "Hispanic." Respondents indicating they were not Hispanic and only selected Black or African-American as their race were assigned to "Black, non-Hispanic." Respondents indicating they were not Hispanic and only selected White or Caucasian as their race were assigned to "White, non-Hispanic," and this is the reference group for the analysis. Respondents indicating they were American Indian or Alaska Native, Asian or Native Hawaiian, or who selected more than one race were assigned to "other or more than one."

**Exhibit H-4.— Description of Primary Outcome Variables**

Variable	Question(s)	Analysis Variable Derivation
Cups of fruits	Question 3, "Think about what your child ate during the past week. About how many cups of fruit did your child eat on a typical day? Do <u>NOT</u> include fruit juice." <sup>a</sup>	Continuous variable in half-cup increments.
Cups of vegetables	Question 5, "Think about what your child ate during the past week. About how many cups of vegetables did your child eat on a typical day? Do <u>NOT</u> include white potatoes, French fries, or vegetable juice." <sup>a</sup>	Continuous variable in half-cup increments.
Cups of fruits and vegetables	Questions 3 and 5 (above)	Summed responses to questions 3 and 5 to create continuous variable in half-cup increments.
Used 1 percent or skim milk	Question 13, "Did your child drink milk or use milk on his/her cereal <u>at home</u> during the past week?" and Question 14, "What kind of milk did your child use most often?"	Responses to the two questions were combined to create a binary variable with those indicating that their child used or drank 1 percent or fat-free milk assigned a value of "1," and those indicating that their child did not use milk or used whole or 2 percent milk assigned a value of "0."

<sup>a</sup> Response options were in half-cup increments ranging from 0 to 3 cups. Mail questionnaires provided visuals for cups of fruits and cups of vegetables.



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

Variable	Question(s)	Analysis Variable Derivation
Ate variety of fruits	Question 2, "How many days during the past week did your child eat <u>more than one kind</u> of fruit <u>each day</u> ? Do <u>NOT</u> include fruit juice." <sup>a</sup>	Created continuous variable ranging from 0 to 7 using the midpoint for the 2-day responses (e.g., "1 to 2 days" was assigned a value of 1.5).
Ate variety of vegetables	Question 4, "How many days during the past week did your child eat <u>more than one kind</u> of vegetable <u>each day</u> ? Do <u>NOT</u> include white potatoes, French fries, or vegetable juice." <sup>a</sup>	Created continuous variable ranging from 0 to 7 using the midpoint for the 2-day responses.
Willingness to try new fruits	Question 7, "Is your child willing to try a new kind of fruit?"	Created binary variable with "Yes" responses assigned a value of "1" and "No" or "Maybe" responses assigned a value of "0."
Willingness to try new vegetables	Question 10, "Is your child willing to try a new kind of vegetable?"	Created binary variable with "Yes" responses assigned a value of "1" and "No" or "Maybe" responses assigned a value of "0."
Asked parent to buy certain fruit	Question 18, " <u>During the past month</u> , how often did your child ask you to buy a certain type of fruit?" <sup>b</sup>	Created continuous variable ranging from 0 ("never") to 4 ("always").
Asked parent to buy certain vegetable	Question 19, " <u>During the past month</u> , how often did your child ask you to buy a certain type of <u>vegetable</u> ?" <sup>b</sup>	Created continuous variable ranging from 0 ("never") to 4 ("always").

<sup>a</sup>Response options were "None," "1 to 2 days," "3 to 4 days," "5 to 6 days," and "Every day."

<sup>b</sup>Response options were "Never," "Seldom," "Sometimes," "Often," and "Always."

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

Variable	Question(s)	Analysis Variable Derivation
Availability of fruits and vegetables	Question 1, "Were any of the following foods available in your home during the past week? bananas, apples, grapes, raisins, pears, celery, carrots, cucumbers, broccoli, and zucchini Include fresh, frozen, canned, and dried foods."	Created continuous variable ranging from 0 to 10 based on the number of "Yes" responses for availability of 10 fruits and vegetables
Parent offered fruit as snack	Question 8, "How many days during the past week did you give your child fruit as a snack?" <sup>a</sup>	Created continuous variable ranging from 0 to 7 using the midpoint for the 2-day responses.
Parent offered fruit at dinner	Question 10, "How many days during the past week did you give your child fruit at dinner?" <sup>a</sup>	Created continuous variable ranging from 0 to 7 using the midpoint for the 2-day responses.
Parent offered vegetable as snack	Question 11, "How many days during the past week did you give your child a vegetable as a snack?" <sup>a</sup>	Created continuous variable ranging from 0 to 7 using the midpoint for the 2-day responses.
Parent offered vegetable at dinner	Question 12, "How many days during the past week did you give your child a vegetable at dinner?" <sup>a</sup>	Created continuous variable ranging from 0 to 7 using the midpoint for the 2-day responses.
Parent offered milk at dinner	Question 15, "How many days during the past week did you give your child milk to drink at dinner?"	Created continuous variable ranging from 0 to 7 using the midpoint for the 2-day responses.
Parent ate fruit for a snack	Question 22, "How many days during the past week did you eat fruit for a snack? Do NOT include fruit juice."	Created continuous variable ranging from 0 to 7 using the midpoint for the 2-day responses.
Parent ate vegetable for a snack	Question 23, "How many days during the past week did you eat vegetables for a snack? Do NOT include white potatoes, French fries, or vegetable juice."	Created continuous variable ranging from 0 to 7 using the midpoint for the 2-day responses.
Strongly agree: Parent can encourage child to try new fruits or vegetables	Question 17e, "I can encourage my child to try new fruits or vegetables."	Created binary variable with "Strongly agree" responses assigned a value of "1" and "Agree," "Disagree," and "Strongly disagree" responses assigned a value of "0."

(continued)

**Exhibit H-6.— Description of Parent Secondary Outcome Variables (continued)**

Variable	Question(s)	Analysis Variable Derivation
Agree: I usually drink 1 percent or skim milk	Question 17f, "I usually drink 1 percent or skim milk."	Created binary variable with "Strongly agree" and "Agree" responses assigned a value of "1" and "Disagree" and "Strongly disagree" responses assigned a value of "0."
Agree: I believe that 1 percent or skim milk is healthier for my child than whole milk	Question 16, "Which one of these statements best describes how you feel about the milk you give your third-grade child?"	Created binary variable with respondents who selected this statement to describe how they feel about the milk they give their third-grade child assigned a value of 1 and all others 0.

<sup>a</sup> Response options were "None," "1 to 2 days," "3 to 4 days," "5 to 6 days," and "Every day."

<sup>b</sup> Response options were "Strongly agree," "Agree," "Disagree," and "Strongly disagree."

### ***b. Model selection***

The independent evaluation of the BASICS program was based on a quasi-experimental design that included 11 schools in each intervention and comparison group. A fully randomized design was not appropriate given social marketing campaigns are inherently ecological and pose risk of contamination when applied using random assignment of schools to study conditions.

### ***c. Repeated-measures cohort models for program outcomes***

BASICS was evaluated with a research design that includes multiple levels of nesting. The term “nested” refers to situations that arise when one unit of analysis is uniquely located in a supra-ordinate unit of analysis (i.e., cluster). The independent evaluation of BASICS included repeated measures on individual respondents (e.g., observation nested within respondent), with respondents who are nested within schools and schools that are nested in a study condition (i.e., intervention or comparison). When data are nested, responses within the same cluster tend to be correlated. If the correlated nature of the data is ignored in the selection and specification of the model, it is likely to lead to inflated type-I error rates. The study team developed a series of hierarchical, or mixed-effects, regression models to evaluate BASICS outcomes. These models account for correlated responses by allowing for the inclusion of multiple sources of random variation.

Additional detail on the sampling models and link functions that describe the statistical models used to assess program outcomes and the structural models that detail the explanatory variables and the model coefficients is provided below. The sampling models vary at level one depending on the characteristics of the outcome measure; these characteristics determine the appropriate link function. All sampling models at level two and higher are assumed to conform to the assumptions of linearity (McCulloch & Searle, 2001; Raudenbush & Bryk, 2002).

Primary outcomes include parents’ reports on children’s fruit and vegetable consumption in the home and a combined fruit and vegetable score derived from these measures. These outcomes have a continuous measure, so general linear mixed models with Gaussian (i.e., normal) distributions and an identity link function were employed. Secondary impact variables included both continuous and dichotomous measures. For those based on dichotomous measures, generalized linear mixed models with a binomial distribution and a logit link function were employed.

The structural model is assumed to be a linear and additive function of the outcome variable; for the binary models, the assumptions of linearity and additivity apply to the transformed outcome variable. These models are determined by the research question addressed rather than by the characteristics of the outcome.

#### **i. Sampling models and linking functions**

The sampling model describes the expectation and distributional characteristics of the outcome at each level of the model. For the variables that constitute the outcomes of interest for this evaluation, level-one sampling models vary according to the characteristics of the outcome under consideration.

For variables that express the outcome of interest as a continuous measure, the level-one sampling model can be expressed as

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

This indicates that, given the predicted value  $\mu_{i:j:k}$ , the outcome  $Y_{i:j:k}$  measured at time  $t$  ( $t = 0, 1$ ) for respondent  $i$  ( $i = 1 \dots m$ ) from the  $j^{\text{th}}$  center ( $j = 1 \dots 10$ ) assigned to the  $k^{\text{th}}$  condition ( $k = 0, 1$ ) is normally distributed with expected value of  $\mu_{i:j:k}$  and a constant variance,  $\sigma^2$ . The expectations of these values are expressed as

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

for the mean and variance, respectively. When the outcome of interest follows a normal distribution, it can be expressed directly as a function of a set of explanatory variables. However, to simplify the expression of the structural models that follow, note that

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

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

The level-one sampling model for variables that express the outcome of interest as a binary outcome follows a binomial distribution that can be expressed as

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

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

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

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

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

and indicates that the modeled outcome  $\eta_{i:j:k}$  is equal to the log of the odds of success.

The sampling distributions for level-two (and higher) models express the characteristics of the modeled random effects. Here, the term  $u_{0:j:k}$  is used to indicate random effects. For all of the structural models presented below, random effects are assumed to follow a normal distribution with

$$u_{0:j:k} | \zeta_{0:j:k} \sim N(\zeta_{0:j:k}, \sigma_u^2) . \quad (7)$$

## ii. Structural models

The structural models are used to express the expectation of the outcome as the function of a series of explanatory variables. In general form,

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

Here,  $\eta_{ti:j,k}$  is the expected value of the outcome;  $\sum x_{ti:j,k} \beta_{ti:j,k}$  is a shorthand representation for the set of fixed-effect covariates and coefficients; and  $\sum z_{0i:j,k} u_{0i:j,k}$  is a shorthand representation for the set of random-effect covariates and coefficients.

As noted in the previous section, when the outcome of interest is represented by a variable that has a continuous measure,  $\eta_{ti:j,k}$  represents the identity link, and from equation (3) it follows that

$$E[Y_{ti:j,k}] = \eta_{ti:j,k} \cdot \quad (9)$$

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

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

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

*(a) Generalized Hierarchical Linear Model (HLM) Presentation*

The structural model used to assess the effects of BASICS can be articulated as a three-level HLM. The observation-level model (level one) describes the outcome of interest as a function of initial status and change over time. The individual-level model (level two) includes two models, one for each of the two parameters of the observation-level model. The school-level model (level three) also includes two models, one for each of the intercepts in the two individual-level models.

**Observation-level model (level one).** In this model,  $\eta_{ti:j,k}$  represents the response of the  $i^{\text{th}}$  parent or caregiver measured on occasion  $t$ , whose child attends the  $j^{\text{th}}$  center and is in the  $k^{\text{th}}$  condition. The model includes two parameters, one describing initial status, ( $\beta_{0i:j:k}$ ) and the other describing the incremental change in  $\eta_{ti:j,k}$  associated with a one-unit change in the variable TIME. For this model, TIME is indexed as “0” for baseline measures and as “1” for follow-up measures, leading to the interpretation of  $\beta_{1i:j:k}$  as a change, or growth, parameter. Any variation between the predicted value and the observed value is accounted for by residual error ( $e_{ti:j:k}$ ) in the Gaussian model but is a function of the expected probability in the Bernoulli model:<sup>2</sup>

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

**Individual-level models (level two).** At the respondent level, each of the parameters ( $\beta$ ) from the observation-level model is expanded. The first individual-level model, equation (12), describes  $\beta_{0i:j:k}$ , the initial status of the  $i^{\text{th}}$  respondent in the  $j^{\text{th}}$  school of the  $k^{\text{th}}$  condition, as a function of the intercept value of all respondents associated with school  $j$  ( $\gamma_{00i:j:k}$ ) and a random effect ( $u_{0i:j:k}$ ) that allows for variation from the intercept value. A set of covariates characterizes the survey respondent (R\_SEX, R\_AGE, R\_RACE), the index child (CH\_SEX, CH\_AGE), and the family household (HH); the coefficients associated with these covariates are not of direct interest.

<sup>2</sup> For the Bernoulli model,  $\varepsilon_{i:kp}$  is  $\varphi_{ti:j,k} - 1 - \varphi_{ti:j,k}$  .

$$\beta_{0i:j:k} = \gamma_{00:j:k} + \gamma_{01:j:k} \text{CH\_SEX} + \gamma_{02:j:k} \text{CH\_AGE} + \gamma_{03:j:k} \text{R\_SEX} + \gamma_{04:j:k} \text{R\_AGE} + \gamma_{05:j:k} \text{R\_RACE} + \gamma_{06:j:k} \text{HH} + u_{0i:j:k} \quad (12)$$

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

The second student-level model, equation (13), describes  $\beta_{1i:j:k}$ , the change or growth over time of the  $i^{\text{th}}$  respondent in the  $j^{\text{th}}$  school of the  $k^{\text{th}}$  condition as a function of the mean slope associated with school  $j$  ( $\gamma_{10:i:k}$ ) and a random effect ( $u_{1i:j:k}$ ) that allows for individual variation from the school-specific slope. Given the structure of the data being modeled,  $u_{1i:j:k}$  is not directly estimable separate from  $e_{ti:j:k}$ , as noted in the mixed model specification by the brackets [ ] in equation (16) below.

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

$$\gamma_{00:j:k} = \lambda_{00:0:k} + \lambda_{00:1:k} \text{COND} + u_{00:j:k} \quad (14)$$

$$\gamma_{10:j:k} = \lambda_{10:0:k} + \lambda_{10:1:k} \text{COND} + u_{10:j:k} \quad (15)$$

The second school-level model, equation (15), describes  $\gamma_{10:j:k}$ , the change over time of the  $j^{\text{th}}$  school of the  $k^{\text{th}}$  condition as a function of the mean slope across all schools  $\lambda_{10:0:k}$  and a random effect that ( $u_{10:j:k}$ ) allows for school-to-school variation from the condition-specific mean slope. This model also includes an indicator variable (COND) identifying schools as a member of either the intervention or comparison condition; its coefficient ( $\lambda_{10:1:k}$ ) accounts for any difference in mean slope between schools in the two conditions.

(b) *Generalized Mixed Model Presentation*

The five models described above can be combined into the familiar mixed-effects model shown in equation (16). In this expression of the model, fixed-effect terms are presented in standard typeface, and random-effect terms are presented in bold typeface. Fixed effects associated with lambdas ( $\lambda$ ) represent school-level effects, while those associated with gammas ( $\gamma$ ) represent individual-level effects.

$$\begin{aligned} \eta_{ti:j:k} = & \lambda_{00:0:k} + \lambda_{00:1:k} \text{COND} + \lambda_{10:0:k} \text{TIME} + \lambda_{10:1:k} \text{COND*TIME} + \gamma_{01:j:k} \text{CH\_SEX} \\ & + \gamma_{02:j:k} \text{CH\_AGE} + \gamma_{03:j:k} \text{R\_SEX} + \gamma_{04:j:k} \text{R\_AGE} + \gamma_{05:j:k} \text{R\_RACE} + \gamma_{06:j:k} \text{HH} \\ & + \mathbf{u}_{00:j:k} + \mathbf{u}_{0i:j:k} + \mathbf{u}_{10:j:k} \text{TIME} + \left[ \mathbf{u}_{1i:j:k} \text{TIME} + \mathbf{e}_{ti:j:k} \right] \end{aligned} \quad (16)$$

In equation (16),  $\mathbf{u}_{1i:j:k} \text{TIME}$  is the component of variation associated with repeated measures within a person at a given point in time; as previously noted, that component cannot be estimated apart from

residual error in this model and is dropped from further notation. Thus,  $u_{0i:j:k} + u_{00:j:k} + u_{10:j:k} \text{TIME} + e_{i:j:k}$  represents the total variation in the outcome,  $Y_{i:j:k}$ .

#### ***d. Analytic approaches for mixed-model regression***

To account properly for the multiple sources of random variation that result from randomizing schools to conditions with measurements taken on the child and parent nested within those schools, the study specified multilevel regression equations using SAS PROC MIXED (SAS Institute, 2004) and SAS PROC GLIMMIX (SAS Institute, 2006) for general and generalized linear mixed models, respectively. These two procedures offer a flexible approach to modeling the longitudinal and multilevel regression models specified here. A primary strength of the mixed model approach is that multiple random effects can be modeled independently. Under the general linear mixed model, the random effects are assumed to be independent and normally distributed; the random effects necessary to avoid misspecification for each model are identified in the preceding subsection. The analyses can be extended to non-Gaussian data in the generalized linear mixed model through the appropriate specification of an alternative error distribution and link function. The standard errors estimated and significance tests conducted account for the fact that schools (not the child/parent) are the units of random assignment.

The models were estimated using restricted maximum likelihood (REML) for general linear mixed models and the restricted pseudo-likelihood (RPL) for generalized linear mixed models. These approaches provide parameter estimates by maximizing the probability that the predicted values agree with the observed data. They are iterative, similar to maximum likelihood (ML) estimation, but provide separate estimation for fixed and random effects. Separate estimation of the fixed and random components is less efficient, which may result in a slightly larger mean square error; however, estimates obtained in this manner are considered preferable because they produce less of a downward bias than ML estimates (Murray, 1998; SAS Institute, 2004, 2006).

#### ***e. Post Hoc Analyses to Assess Potential Influence of USDA Fresh Fruit and Vegetable Program (FFVP)***

In addition to the primary and secondary impact analyses, a series of post hoc analyses assessed the potential influence of the USDA FFVP. FFVP is designed to introduce school children to different types of produce outside the normal time frame for the National School Lunch and National School Breakfast Program by providing children in participating schools with a variety of free fresh fruits and vegetables throughout the school day (USDA, 2010). The program is seen as an important catalyst for change in efforts to combat childhood obesity by helping children learn more healthful eating habits. Because FFVP emulates certain aspects of the BASICS program, additional analyses examined FFVP participation as a factor potentially contributing to the primary outcomes.

The first set of post hoc analyses included all schools in the evaluation of the BASICS program. The aim of these analyses was to examine whether FFVP participation influenced the reported impacts of the BASICS intervention on fruit and vegetable consumption across study conditions. The second set of post hoc analyses compared FFVP schools and non-FFVP schools within study conditions. The aim of these analyses was to examine whether FFVP influenced change over time in fruit and vegetable consumption within study conditions.



*Appendix I*  
*Methodology for Assessment of the Demonstration*  
*Project's Evaluation*

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This appendix describes the methodology for the assessment of INN's self-evaluation of the BASICS program. It identifies the research questions, describes the research design and data sources, and discusses the analysis approach.

## **1. Research Questions**

The purpose of the assessment of INN's self-evaluation was to provide a detailed description of their evaluation methods, measure the quality of their evaluation, examine the soundness of the outcome measures, and determine the strengths and weaknesses of the evaluation's design and implementation. Specifically, this assessment addressed the following three broad research questions:

- How did each demonstration project plan to and actually evaluate the success of its intervention(s)?
- What were the results of each demonstration project's evaluation, and how do they compare with the independent evaluation?
- What lessons are learned about each demonstration project's evaluation?

## **2. Research Design and Data Sources**

Determining the effectiveness of INN's evaluation required a clear understanding of the planning, design, and implementation of the evaluation based on both objective and subjective measures. To the extent possible, the assessment was based on objective information (e.g., the evaluation report prepared by INN). Qualitative methods were used to gather in-depth information as well as perspectives of key players in the evaluation (e.g., program administrators and the evaluation manager). The data sources for the assessment of INN's evaluation are described below, including the evaluation review form, evaluation cost form, abstraction of INN's evaluation report, and the interview guides for interviews with key informants.

### ***a. Evaluation review form***

To assess the quality of INN's evaluation, the independent contractor used the evaluation review form provided in appendix F. To develop the evaluation review form, a scoring tool based on the one used by the Center for Substance Abuse Prevention in developing the National Registry of Evidence-based Programs and Practices (NREPP) database (see <http://nrepp.samhsa.gov/> for additional information) was adapted.

The evaluation review form (see exhibit I-1) includes eight components, each of which is scored on a scale of 1 to 5, with 1 = "missing or so poorly described that its value to the evaluation cannot be determined" and 5 = "is appropriate for the program being evaluated and is presented in a way that shows the evaluator has a clear understanding of its role in the evaluation."

### ***b. Evaluation cost form***

To document the resources used and costs incurred by INN to evaluate the BASICS program, INN was provided with a series of tables to complete at the end of their project. These tables, which were specific to the evaluation phase of the BASICS project, were included in the previously referenced Research and Expense Tracking Form (see appendix B for completed evaluation cost information). The format of the tables and the information requested therein was consistent with FNS SNAP-Ed reporting requirements, thus minimizing reporting burden. Specifically, data was requested on:

- Human capital (e.g., staff roles and responsibilities, number of FTEs, as well as averages and ranges of salaries for each);
- Physical capital (e.g., printing, labels, computers, folders); and
- Line item expenditures (e.g., salary and benefits, materials, travel) by funding source (non-federal or federal funds).

**Exhibit I-1.—Criteria for Assessing the Quality of INN’s Self-evaluation**

Evaluation Component	Specific Criteria
<b>Research objectives and hypothesis</b>	<ul style="list-style-type: none"> <li>• Clarity of research questions and hypotheses that the evaluation addresses</li> <li>• Alignment of evaluation goals and objectives with intervention activities</li> </ul>
<b>Viable comparison strategy</b>	<ul style="list-style-type: none"> <li>• Appropriateness of the control or comparison group</li> <li>• Threats to the validity of the design</li> </ul>
<b>Sampling size and strategy</b>	<ul style="list-style-type: none"> <li>• Sample size estimation</li> <li>• Method of selecting sample participants from population</li> <li>• Recruitment plans</li> </ul>
<b>Outcome measures</b>	<ul style="list-style-type: none"> <li>• Quality of data collection instruments</li> <li>• Alignment of evaluation measures with intervention activities</li> </ul>
<b>Data collection</b>	<ul style="list-style-type: none"> <li>• Overview of data collection schedule</li> <li>• Rigor of data collection process</li> <li>• Quality of the data collection process</li> </ul>
<b>Data analysis</b>	<ul style="list-style-type: none"> <li>• Sample characteristics and baseline comparability</li> <li>• Statistical methods used to assess program impacts</li> <li>• Additional statistical procedures and analyses</li> </ul>
<b>Attrition</b>	<ul style="list-style-type: none"> <li>• Attrition rate</li> </ul>
<b>Missing data</b>	<ul style="list-style-type: none"> <li>• Level of item nonresponse</li> </ul>

The evaluation cost tables were completed by INN and submitted at the completion of the demonstration project, or once all evaluation-related costs had been incurred. These forms were reviewed for completeness, and this information was used to summarize INN evaluation-related costs.

***c. Abstraction of demonstration project’s evaluation report***

INN was provided with an outline for their evaluation report that followed directly from the evaluation review form. The independent contractor reviewed and abstracted key information from the report to complete the assessment of INN’s evaluation.

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

Primary data related to INN’s evaluation of the BASICS program was elicited from four key stakeholders—the program manager, two evaluation managers, and evaluation assistant (doctoral student)— through in-depth, open-ended discussions. This method was used to capture rich, subjective information both pre- and post-intervention. A pre-intervention interview, which focused on the planning

and design of the evaluation, sought to capture the experiences and perspectives of, as well as lessons learned by the outcomes coordinator on this phase of the project. Several questions related to anticipated challenges were also administered at this time. A post-intervention interview with the evaluation managers and assistant evaluation manager sought to capture similar information, but for the implementation and analysis phases of the evaluation. Additionally, a post-intervention interview with a similar focus was conducted with the BASICS program manager to document lessons learned with regard to the evaluation from a programmatic perspective as well as plans for future evaluations of the BASICS program. Because of the varying foci of the interviews at each of these key time periods, two interview guides were developed—one for use prior to implementation and one for use post-intervention. The post-intervention interview guide for the program manager consisted of a subset of questions that were included in the outcomes coordinator interview guide. Each guide was developed to be as concise as possible. Anticipated response time ranged from 15 to 60 minutes, based on the timing of the data collection and respondent type.

### **3. Analysis Approach**

The assessment of the evaluation conducted by INN included a descriptive assessment of the management and costs of the evaluation; a descriptive assessment of the quality of their evaluation; a comparison of INN's study design and results with the FNS independent evaluation; and an assessment of lessons learned based on the quality assessment, cost analysis, and reported factors affecting evaluation implementation. The analysis procedures are described below.

#### ***a. Descriptive assessment of evaluation management and costs***

To assess and describe INN's management of their evaluation, including roles and responsibilities, training, and aspects of quality control, the independent contractor gathered and compared descriptive information provided by INN through their evaluation report and key informant interviews. An analysis approach similar to that described for the process evaluation was used, which entailed compiling key informant responses to each interview question into a master Microsoft Word 2007 document and identifying direct quotations where relevant to support key findings. Costs associated with the demonstration project's own evaluation were reported directly by INN through the previously described evaluation cost form; these numbers were reported as is and were not manipulated or used for any additional calculations.

#### ***b. Descriptive assessment of the quality of INN's self evaluation***

To assess the quality of INN's evaluation, the evaluation review form provided in appendix F was used. The independent contractor had two people rate the evaluation (one rater was the designated impact evaluation leader for the FNS evaluation). Inter-rater agreement was assessed, and a consensus score reached. In addition to reporting the score for each evaluation component, a descriptive assessment of the strengths and weaknesses of INN's evaluation was prepared.

#### ***c. Comparison of INN's study design and results with the FNS independent evaluation***

The independent contractor described the study design employed by INN for their evaluation and compared this design with the design of the FNS independent evaluation, noting the similarities and differences in the two research designs and anticipated effects. The description of INN's evaluation was

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

The results of INN's evaluation were compared with the FNS independent evaluation, noting whether the results were similar or different in terms of direction and magnitude. The description of the results of INN's self-evaluation was based on the abstraction of INN's evaluation report and the interview with the evaluation manager and other program staff members.

***d. Assessment of lessons learned***

The independent contractor used information collected primarily through key informant interviews to assess and describe lessons learned from the perspective of the demonstration project staff. Key informant responses to each interview question were entered into a master Microsoft Word 2007 document to allow for the identification of similarities and differences between lessons the program manager and other program staff members reported learning through their evaluation of the BASICS program. The assessment of lessons learned also described approaches for improving evaluations based on the weaknesses identified in the assessment of the quality of INN's self-evaluation.

# *Appendix J*

## *References*

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