Youth Evaluation Strategies for EFNEP—Where are we and Where are we Going?

Information in Green Font was Collected from Participants during the Session

National EFNEP Coordinators Meeting, March 2011, Discussion Leader: Bev Phillips, Univ of Wisconsin

1. As a group, review the Table listing some of the Youth Evaluation tools and strategies that are currently available. Add notes about other tools and strategies that you know of but are not listed on the Table.

   - Surveys of Teachers of the children taught:
     - Teacher Observation Tool for use in grades 1 – 5; retrospective questions on student food safety behaviors, food choices and physical activity. Cognitive testing is complete; currently working on validity testing [Univ of California FSNEP Connie Schneider cschneider@ucdavis.edu & Lucia Kaiser llkaiser@ucdavis.edu]
     - Teacher Tasting Tool; working on validating [Univ of California FSNEP Connie Schneider cschneider@ucdavis.edu & Lucia Kaiser llkaiser@ucdavis.edu]

   - Surveys of Parent of the children taught:
     - Arkansas SNAP-Ed parent tool
     - South Dakota State Univ Kid Quest
     - Parent Survey—Missouri and Nebraska

   - Data collection from children:
     - University of District of Columbia has collected 60 tools and is in process of reviewing them [Gloria Stokes gstokes@udc.edu 202-274-7115]
     - For 6th – 8th grade: South Dakota State Univ Kid Quest
     - Fun 5
     - Jump Start Your Bones

2. Considering what you know and have heard today about EFNEP youth programming and priorities:

   - As a group, come up with some evaluation tools or strategies you believe should be the highest priorities for our work together as we make further progress in youth evaluation efforts—Choose 3. Consider the following:
     - Highest priority age group
     - Type of strategy to use (data from kids?, survey the teachers?, survey the parents?, other?)
     - Highest priority content or topic areas

   - Place the dots from your table on the appropriate places on the flipchart (at the front of the room)

<table>
<thead>
<tr>
<th>Data Collected from Kids</th>
<th>Kindergarten – 2nd Grade</th>
<th>3rd – 5th Grade</th>
<th>6th – 8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Collected from Parents</td>
<td>2 dots</td>
<td>13 dots</td>
<td>8 dots</td>
</tr>
<tr>
<td>Data Collected from Teachers</td>
<td>2 dots</td>
<td>7 dots</td>
<td>0 dots</td>
</tr>
<tr>
<td>Observe Kids</td>
<td>4 dots</td>
<td>3 dots</td>
<td>1 dot</td>
</tr>
<tr>
<td>Other Methods</td>
<td>Work with 7th – 12 graders; work with pregnant teens; data collection from staff other than teachers; assess youth development</td>
<td>2 dots</td>
<td>13 dots</td>
</tr>
</tbody>
</table>
Use this space to provide some details about the priorities selected by your table group:

- Assessment of not only the variety of produces that families & students eat, but what is purchased through cooperation with produce & farmers’ markets who can provide data
- Tools for use with Middle School students related to food choices and physical activity
- Need curriculum without so much materials
- Focus on 3rd to 5th grades
- Train teachers and survey teachers
- Repeat Yenory’s work on tool development for use with K – 2nd graders
- Repeat Yenory’s work on tool development for use with 6th – 8th graders
- Repeat Yenory’s work on tool development for use with pregnant teens
- Survey of after school program staff (work with grades 3 – 5)
- Survey of teachers (work with grades 6 – 8)
- Paper/pencil tool for use with 6th – 8th graders
- Delayed post-test (maybe 3 months after initial post-test)
- Tool to measure/evaluate program impact at home with parents of child
- Teacher observation of change in school
- Data collection tools for grades 3 – 5
- Parent surveys for grades 3 - 5
- Teacher surveys for grades 3 – 5
- Explore use of technology in evaluation – reduce data entry burden
- Parent surveys for grades 3 – 5
- On-line tools
- Need curriculum activities and evaluation tools for use with 7th to 12th graders
- Tools to measure preschoolers (Gloria Stils work)
- Tools to collect data from parents of preschoolers
- Plate waste studies
- Focus on grades 3rd – 5th (kids, parents and teachers)
- Develop standardized questions related to topic areas—focus on 3rd to 5th graders
- Basic tool for observation of youth of all ages
After all of the table groups have indicated their highest priorities by placing their dots on the flipchart, come up with 2 or 3 ideas that would help move our national youth evaluation efforts further along (i.e. Better sharing of ideas and resources; state volunteering to work on developing a particular strategy or tool; multi-state efforts to test and validate existing tools; others?). Record ideas here:

- Develop one good evaluation tool to measure universal behaviors (i.e. fruit consumption, increasing physical activity)
- Have grad students to expand the work done at Clemson to Middle School age group
- Increase number of tools on list that are validated and shown to be reliable
- Pacific island youth curriculum with evaluation in line with national EFNEP evaluation (much of our curricula do not quite fit with our island youth)
- Let’s share ideas on a conference call or webinar
- Provide list of age-appropriate validated questions
- Need tools to be applicable to afterschool or summer programs (i.e. day camps)
- Develop a pool of thesis and dissertation topics in youth evaluation so students looking for projects can select them and make contributions
- Share results from Clemson youth evaluation project
- Learn from other fields (psychology, anthropology) about observational study methods we could use
- Work with ASNNA (they have an evaluation team assembling tools on a WIKI site)
- Develop set of core age-appropriate evaluation questions
- There are plenty of tools—we need a standardized way to assess each tool and report results into NEERS or new web-based system
- Evaluation tools need to be able to be used across curriculums
- Merge youth evaluation discussion with web-based reporting system project
- Develop youth behavior checklist (long list) with designations as to which questions are appropriate for various age groups
- Validate existing tools
- Entice graduate students to work on youth evaluation projects
- Develop standardized questions—a “clearinghouse” for each topic area
- Multi-state effort
- Share youth curricula used in states
- Develop evaluation questions related to Impact Indicators