Nutrition Assistance Program Report Series
Office of Research and Analysis

Supplemental Nutrition Assistance Program

SNAP Education and Evaluation Case Study Report:

Pennsylvania State University's About Eating Program

Volume II: Appendices

United States Department of Agriculture

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SNAP Education and Evaluation Case Study Report:

Pennsylvania State University's About Eating Program

Volume II: Appendices

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Appendix A
Process Evaluation Data Collection Instruments

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A.1: Program Information Abstraction Form [Pre-Implementation]

Program Information Abstraction Form for PSU IA Application to FNS and 2010 SNAP-Ed Plans

[PRE-IMPLEMENTATION]

IA: **State:** **Program name:** **Data abstractor:** **Date of abstraction:** **Resources used:**	

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. Describe the key education methods that are being used in the nutrition education intervention, including how this may vary for different target audiences (e.g. children versus their caregivers).

C. Describe each nutrition education lesson in detail using the following format. *[Please copy and paste as many copies of this table as you need to capture all nutrition education messages and number them accordingly).*

Lesson #1

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

Lesson #2

Short title:	
Detailed description of education	▪

message:	
Specific objectives:	▪
Intended impact/change	
Materials supporting lesson	▪

Lesson #3

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

Lesson #4

Short title:	
Detailed description of education message:	▪
Specific objectives:	▪
Intended impact/change	

Materials supporting lesson	▪

D. List and describe other key components of the nutrition education intervention that supports or reinforces its objectives (e.g. the family activity nights in NV).

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

___ A. Direct education

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

___ B. Indirect education

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

____ C. Social marketing

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 educations 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

Justification for development?

____ F. Other

1-6. Theoretical underpinnings for nutrition education

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

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

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

TOPIC AREA 2: Operational Steps Involved in Intervention Implementation

2-1. Management and oversight structure

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

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

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

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

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

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

2-5. Recruitment of intervention sites/participants

a. **How were *individual* intervention sites selected to participate in the intervention (specifically for this FNS evaluation component)?**

b. **How will individual classrooms be selected to participate in the intervention (for CNNS, NYSDOH, and UNV only)?**

c. **How will the adult participants be recruited to participate in the intervention (for NYSDOH, UNV, and PSU only)?**

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

A.2: Discussion Guide for Implementing Agency Program Administrator [Pre-Implementation]

Discussion Guide for Implementing Agency Program Administrator

[PRE-IMPLEMENTATION]

State: _____ Interviewer: _____
Respondent: _____ Date of Interview: _____
Title: _____ Study ID No: _____
Organization: _____
Address: _____
_____
_____
Phone: _____
Fax: _____
Email: _____

OMB No. 0584-0554 **Expiration date: 01/31/2013**

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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 [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. The purpose of the study is to evaluate several SNAP-Education models around the country and to provide recommendations for how these interventions could be improved to better serve the children and families in your community. We also will be evaluating how the intervention might be replicated in other communities.

We will be using first names only today. Everything you say will be kept private. After we conduct several of these interviews, we will write a report for the U.S. Department of Agriculture's Food and

Nutrition Service. Your name will not appear anywhere in the report. Nothing 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 the planning process and 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 our discussion today will take about 30 minutes. Before I begin, do you have any questions?

Review of Abstraction Summary

Several weeks ago we reviewed your IA application (submitted to FNS), 2010 SNAP-Ed Plan, and nutrition education materials and sent you a synopsis of your project based on this information. To begin our discussion today we would like to review that summary with you and give you the opportunity to comment on and/or suggest revisions to the summary.

1. After reading the summary does any of the information reported appear to be incorrect or inaccurately describe your project in any way?
    a) If so, what information is incorrect?

    b) Is this information incorrect because your project has changed in some way since submitting your 2010 SNAP-Ed Plan or did we just misunderstand or misinterpret something?

Thank you for reviewing the project summary we created and providing this feedback. Now let's briefly talk about the planning and design phase of your project.

2. What challenges, if any, have you faced during the *design and planning phases* of the About Eating program?

3. What factors do you feel have contributed most to a successful design and planning phase (prompts: using education messages that were already developed, good communication between contributors, knowledgeable staff, establishment of strong partnerships, etc.)?

4. What lessons have you learned during this key phase of program development? What would you do differently? What would you do the same?

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

5. 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?

6. 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?
    a) For example, do you have any sense of whether technical glitches or complications with the web-based application might influence the participants' ability to become eating competent?
    b) Are there any other nutrition education messages (that you are aware of) that participants might be exposed to during the intervention that would impact the outcome(s) of your study?

7. Did the program have any difficulty finding adequate staff for the recruitment of participants? If so, what were the challenges/problems in finding staff for recruitment of participants?

8. Will any quality control and monitoring take place during implementation? If so, please describe.

Okay, now I would like to shift our focus to specifics of the development of the About Eating Web site.

9. What type of formative research did you conduct on web applications and nutrition interventions prior to deciding to use this approach with the About Eating curriculum? Were other Web applications used as models for About Eating?

10. We understand that the initial web model for About Eating was designed and tested on students. How was the eating competency curriculum and its web-based application adapted to the low-income target audience?
    a) Were there any aspects of "eating competence" content that did not fit well with either the low-income audience or the web applications? If so, what were they?
    b) Were there aspects of the Web application that were difficult to construct to convey the learner-centered approach you desired? If so, what were they?

11. How many total iterations has the *About Eating* Web site been through and over what period of time?

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

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

A.3: Discussion Guide for Implementing Agency Program Administrator [Post-Implementation]

Discussion Guide for Implementing Agency <u>Program Administrator</u>

[POST-IMPLEMENTATION]

State: _____ Interviewer: _____
Respondent: _____ Date of Interview: _____
Title: _____ Study ID No: _____
Organization: _____
Address: _____
_____
_____
Phone: _____
Fax: _____
Email: _____

OMB No. 0584-0554 **Expiration date: 01/31/2013**

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Thank you for taking the time for this interview. As I told you during our last meeting, the U.S. Department of Agriculture's Food and Nutrition Service 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 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 45 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. *Nutrition education messages*. Were the nutrition education messages modified at any point during implementation?

   [IF YES]

   a) How and why were they modified?

2. *Target audience*. Did the target audience differ from what was originally planned?

   [IF YES]

   a) How and why did they differ?

3. *Method of delivery*. Were the methods of delivery (i.e., direct education, indirect education) modified during implementation for any reason?

   [IF YES]

   a) How and why were they changed?

4. *Dose.* Did the dose of nutrition education vary from what was originally planned (i.e., the number of lessons, the length of each lesson, etc.)?

   [IF YES]

   a) How and why did this vary from what was planned?

5. *Reach.* 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?

   Nutrition education materials. Were the nutrition education materials modified at any point during implementation?

[IF YES]

a) How were the materials modified and why?

6. *Timeline*. To what extent were the original implementation timelines met?

   a) What are the reasons for and implications of any departures from the original timelines?

<u>Operational steps involved in program implementation</u>

7. Did you find the level of staff, both in terms of qualifications and total number of staff (and types of staff), adequate for optimally delivering your nutrition education intervention?

8. What changes, if any, were made to planned key staff involvement and what were the reasons for any such changes?

9. Were any quality control and monitoring processes employed to maximize the fidelity/quality of the intervention delivery?

10. 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?

11. Do you think the nutrition educator training was sufficient?

    a) What worked well?

    b) What could have been improved?

12. Were planned recruitment (of participants/parents) efforts modified during implementation?

    [IF YES]

    a) How were recruitment efforts modified and for what reasons?

13. What recruitment methods did you find to be most effective/least effective?

14. In your opinion, how well was the program able to track participation?

15. Did previously identified partners remain engaged throughout the intervention?

16. Were these partnerships successful?

    [IF YES]

a) What would you say contributed to their success?

[IF NO]

b) Why not?

Resources devoted to intervention

17. What were the actual time commitments for key staff (FTEs) if different than planned?

[IF YES]

a) Why did they differ?

18. How closely did the actual program cost components reflect the budgeted costs?

a) If there was a difference between budgeted and actual, what factors might have contributed to this?

19. 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.

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

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

22. 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?

23. In your opinion, are there any aspects of this SNAP-Ed program that would make it difficult to implement on a larger scale?

24. 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?

Assessment of IA-led evaluation

25. What methods were used to conduct the evaluation, if different than originally planned? If different, why?

26. Were the evaluation tools modified for any reason since the intervention began? If so, how and why?

27. Did the planned staff conduct the evaluation? If not, why not and who ended up conducting the evaluation?

28. Did the actual costs of the evaluation vary from what was planned? If so, how and why?

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

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

A.4: Discussion Guide for Recruiters [Post-Implementation]

Discussion Guide for Recruiters

[POST-IMPLEMENTATION]

State: _____ Interviewer: _____
Respondent: _____ Date of Interview: _____
Title: _____ Study ID No: _____
Organization: _____
Address: _____
_____
_____
Phone: _____
Fax: _____
Email: _____

OMB No. 0584-0554 Expiration date: 01/31/2013

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Hello, my name is _____ and I am with Altarum Institute. Altarum is conducting an evaluation of About Eating Program for the U.S. Department of Agriculture's Food & Nutrition Service.

The purpose of this study is to assess the degree to which the About Eating Program is reaching its program objectives, with emphasis also on the accessibility of a web-based nutrition intervention for SNAP-Ed recipients. An additional objective of the evaluation is to identify best practices for recruiting Program participants.

As part of this evaluation we are conducting key informant interviews. We are interviewing a sample of About Eating recruiting staff, and we will ask you about your experiences including the following:

- Training and instruction you received on the recruitment process
- Recruitment goals

- Recruitment process, including methods used
- Perceived effectiveness of recruitment methods
- How incentives were incorporated into the recruitment process

The data obtained from this evaluation will provide information to strengthen this Program and inform future decisions at the U.S. Department of Agriculture's Food & Nutrition Service.

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 45 minutes. I want to thank you for taking the time today to speak with me.

Before I begin, do you have any questions?

Training

1. Did you receive training on how to recruit participants? (yes/no)

[IF YES}

a) How many hours?

b) In what format? (in person, Web-based, etc)

c) What did you learn?

2. Were there instructions to follow for recruitment efforts? (yes/no) [If yes, the protocol will be included in the secondary data.]

[IF YES]

a) Did you follow the instructions? (yes/no)
b) How did you feel about the instructions? Are there any changes that would strengthen the instructions?

3. What do you understand to be the goals of the recruitment process?
   a) What did you learn in the training about the recruitment goals? What did the instructions say about the recruitment goals?
   b) Do you feel that you were given enough information to understand the recruitment goals?

4. Do you have past experience recruiting participants?

Recruitment Process

Next I would like to talk to you about the recruitment process.

5. Please describe how you recruited participants. What did this process look like?

6. Where did you recruit participants? (e.g., Laundromat, WIC clinic, GED center, community center, career center, food stamp office, grocery store, discount stores, etc.)

7. How much time do you think you dedicated to the recruitment process?

8. How much effort do you feel that you dedicated to the recruitment process?

9. What were your methods for recruiting participants [SEE BELOW TABLE]?

	Posters/ fliers	One-on-one conversation with potential participants	Asked eligible women to help recruit	Asked administration at recruitment sites to recruit	Other:
Check all methods used for recruiting participants					
Check the method most commonly used					
Check the method that you believe was the most effective					

<u>Perceived Effectiveness of Recruiting Process</u>

10. How well did your recruitment methods work?

Not at all	A little—not as well as expected	Average	Good—better than expected	Excellent—much better than expected

11. What were the barriers to recruitment (Check all that apply; Circle the greatest barrier)

☐ Potential participants did not seem interested

- ☐ Lack of administrative support in the settings in which I was trying to recruit
- ☐ Lack of support from the study staff
- ☐ Lack of resources (materials, finances)
- ☐ Not enough time in day
- ☐ Recruitment period too short
- ☐ Ads and flyers not catchy enough
- ☐ Didn't feel adequately trained
- ☐ Other: _____

12. Did potential participants show more interest in some recruiting locations than in others? (yes/no)
    a) If so, what were the more effective recruiting locations? What were the least effective recruiting locations? Why?
13. What other settings do you think would be useful for recruiting?
14. What do you think worked well about this recruitment process overall?
15. What do you think should be revised or improved for recruiting participants to a nutrition education intervention like this one? (e.g., to make it easier for recruiters to do their job more effectively? to reach more of the people you want to reach with this nutrition education intervention?)

<u>Incentives</u>

16. Did you recruit participants who would be getting an incentive? (incentive, no incentive, recruited both types of participants)
    a) If you recruited individuals who would receive incentives for participating, how did you communicate about the incentive?
    b) What were potential participants' reactions to hearing about the incentive?

<u>Possible Confounding factors:</u>

I am going to read several statements now. For each statement, please tell me whether you strongly disagree, somewhat disagree, are neutral, somewhat agree or strongly agree.

17. Overall, I felt knowledgeable about the About Eating recruitment process.

Strongly disagree	Somewhat disagree	Neutral	Somewhat agree	Strongly agree

18. Overall, I think About Eating is a worthwhile program.

Strongly disagree	Somewhat disagree	Neutral	Somewhat agree	Strongly agree

19. I am confident in my ability to recruit participants for research studies, like About Eating.

Strongly disagree	Somewhat disagree	Neutral	Somewhat agree	Strongly agree

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

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

A.5: Questionnaire for Pilot Participants [Post-Pilot]

Questionnaire for Pilot Participants

[POST-PILOT]

OMB No. 0584-0554 **Expiration date: 01/31/13**

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This study is being conducted for research purposes. It is funded by the U.S. Department of Agriculture's Food & Nutrition Service and this evaluation is conducted by RTI International and Altarum Institute to find out more about your experiences using the Pennsylvania State University *About Eating Program*. Your responses and recommendations in this questionnaire will help improve this Program and other Web-based nutrition interventions for SNAP-Ed recipients. Your participation is completely voluntary; you may stop at any time, and may choose to decline to answer specific questions. Completion of the interview implies your consent to participate in this research. You must be 18 years of age to participate. All of your answers will be kept private. The questionnaire will take about 15 minutes to complete. An incentive of $15 will be sent to you after the completion of this survey. If you have any questions, please contact:

Barbara Lohse, PhD, RD, Associate Professor, Nutritional Sciences Principal Investigator, Pennsylvania Nutrition Education TRACKS, 135 East Nittany Avenue, Suite 405, State College, PA 16801, 814-865-5169, FAX 814-865-9046.

Please answer the following questions for the About Eating Program (for all lessons combined).

1. How much do you agree or disagree with the following statements? *(Select one answer for each statement.)*

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
a. It is easy for me to access the Internet.					
b. It was easy for me to move around the Web site.					

c. The instructions for each lesson were clear.					
d. I was able to jump to links of interest.					
e. The information provided on the web site was easy to read.					
f. The information provided on the Web site was easy to understand.					
g. The About Eating Program made me feel self-conscious.					
h. The About Eating Program was designed for someone like me.					
i. I thought the information provided on the Web site was interesting.					
j. I thought the information provided on the Web site was factual.					
k. I did NOT find the material in the lessons to be repetitive.					
l. I was able to print resources from the Web site (e.g. Food Shopping List).					
m. I prefer to learn about nutrition and eating online instead of in-person with a nutritionist.					
n. I prefer to go through the online lessons at a staggered pace instead of at my own pace.					
o. I would participate in a program like this again even if I did not receive a gift card.					

2. What do you think about the amount of time it took to complete each lesson? *(Select one answer only.)*

   a) Too long
   b) Too short
   c) Just right
   d) N/A

3. Please rank the lessons in order of how well you liked them.

   (1=best, 5=worst)

   _____ Your Food Variety

   _____ Enjoying Eating

_____ Hunger and Fullness

_____ Time to Eat

_____ About Being Active

N/A

3. Please share any comments on the About Eating Web site.

Demographic Questions

5. How many people under 18 years of age live in your household? ____

6. Including yourself, how many people 18 years of age or older live in your household? ____

7. How do you usually access the Internet? (Select one answer only.)
   a) Home
   b) Work
   c) Friend's or neighbor's house
   d) Family member's house
   e) Library or community center
   f) Other: (Please specify_____)

8. How often do you usually access the Internet? *(Select one answer only.)*
   a) At least once per day *(several times each day)*
   b) A few times per week
   c) A few times per month
   d) A few times per year

9. Which of the following categories best describes your age? *(Select one answer only.)*
   a) 18 to 24
   b) 25 to 34
   c) 35 to 45

10. Are you Hispanic or Latino? *(Select one answer only.)*
    a) Yes
    b) No

11. What is your race? (Select all answers that apply.)
    a) White
    b) Black or African American
    c) Asian
    d) Native Hawaiian or other Pacific Islander
    e) American Indian or Alaskan Native
    f) Other (*specify*): __would not specify_____

12. What is the highest level of schooling you have completed? *(Select one answer only.)*
    a) Did not complete high school
    b) High school graduate or GED
    c) Some college or 2-year degree
    d) College degree

13. What is your marital status? *(Select one answer only.)*
    a) Married or living with a partner
    b) Separate or divorced
    c) Widowed
    d) Never married

Thank you for your time and interest in helping us learn about your experiences with and recommendations for the Web-based About Eating Program.

A.6: Discussion Guide for Intervention Participants [Post-Implementation]

Telephone Discussion Guide for Intervention Participants [PSU only]

[POST-IMPLEMENTATION]

OMB No. 0584-0554 **Expiration date: 01/31/2013**

Hello, my name is _____ and I work for Altarum Institute. 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.

Thank you for taking the time to complete this interview. The U.S. Department of Agriculture's Food and Nutrition Service has asked us to interview people about their experience with the About Eating program , that you were part of. I am calling today to hear from you—about what you thought about this program , how easy it was to use the website, and how useful you thought the information was. We will use what you tell us today to give suggestions for how the About Eating online program can be improved to help others in your community and people in other communities like yours.

Everything you say will be kept private. After we conduct several of these interviews, we will write a report for the U.S. Department of Agriculture's Food and Nutrition Service. Your name will not appear anywhere in the report. Nothing you say 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.

The estimated amount of time required to complete this interview is **30** minutes.

Before I begin, do you have any questions?

Access to the About Eating Web Site

The About Eating program uses the web/ internet to provide people with information. Sometimes computer or web/internet problems may get in the way of finding and using the information. Our first set of questions are about how easy or hard it was to use the About Eating Web site.

1. First, we would like to know if you had any trouble with a) finding the website, b) logging on, or c) trouble with the internet connection?
    a) If yes, what kind of trouble? How did you resolve the problem? (probe: switched computers, went to library or other computer site, tried different times of day, etc.)
2. Were there any connection problems with the About Eating web site while you were logged on? While you were using the website- did you have any problems?
    a) If yes, what were the problems

    We also want to know if you logged into the About Eating program alone or if anyone did the modules/lessons with you.

3. Did any family members or friends use the About Eating Web site with you?
    a) If yes, did they participate with you at the same time or at a different time?
    b) If yes, how did they participate?
    c) If yes, how was it working on the Web site with someone else?
4. Do you feel that you had enough time to finish the lessons on the About Eating Web site, or did you feel that you did not have enough time to complete the lessons?
    a) How much time did you expect you could spend on the Web site?
    b) How much time did you actually spend?
5. Which of the four lessons (Your Food Variety, Enjoying Eating, Hunger and Fullness, Skills to Fuel Your Body) did you like the <u>best</u>? Why?
6. Which of the four lessons (Your Food Variety, Enjoying Eating, Hunger and Fullness, Skills to Fuel Your Body) did you like the <u>least</u>? Why?
7. How do you think you will use the information you learned from the Web site?

Questions about the About Eating Lessons

The next questions are about how you went through the lessons on the About Eating Web site. Think about all of the lessons together for the next questions. The lessons were: Your Food Variety, Enjoying Eating, Hunger and Fullness, Skills to fuel your body. I'll ask you what you liked, what you didn't like and how it was like to move around in the lessons.

8. Did you complete all or most of the lessons?
    a) If no, can you please tell me why?

([INTERVIEWER NOTE]*If the respondent says 'NO' end the survey. If the respondent says 'YES' continue to question 9.)*

9. Was the information provided in the lessons easy to understand? **(RQ 6-4)**
    a) If not, what was difficult to understand?

10. What did you think of the graphs and charts used in the lessons?

(Probe: For example there was a chart that showed how Americans and French people responded to the following question: "Which would you prefer given the same cost? A luxury hotel with average food or a modest hotel with gourmet food?")

    a) Did the chart help you understand the lesson better?

11. Tell us about your experience moving from lesson to lesson.

    (Probe: Was it easy or hard, did you get lost or annoyed? Did the instructions help you move forward in the lesson? Did you find the links helpful?

    a) Tell us about moving from page to page
    b) Tell us about moving from section to section

12. Did you find any of the material in the lessons to be repetitive?
    a) If yes, can you give examples?

13. Do you feel these lessons were designed for someone like you? **(RQ 6-5)**
    a) If yes, how so?
    b) If no, why not?

14. Did these lessons talk about foods and eating habits that were familiar to you? If not, why not? **(RQ 6-5)**

15. If you could change anything about these lessons- what would that be?

16. Is there anything we haven't asked about that you would like to comment on or tell us about your experience with and opinions about using the About Eating program?

Thank you for your time and interest in helping us learn about your experiences with and recommendations for the web-based About Eating Program.

A.7: Discussion Guide for SRC Assistant Director [Post-Implementation]

Discussion Guide for SRC Assistant Director [PSU only]

[POST-IMPLEMENTATION]

State: _____ Interviewer: _____
Respondent: _____ Date of Interview: _____
Title: _____ Study ID No: _____
Organization: _____
Address: _____
_____
_____
Phone: _____
Fax: _____
Email: _____

OMB No. 0584-0554 **Expiration date: 01/31/2013**

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: 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.

Hello, my name is _____ and I am with Altarum Institute. Altarum is conducting an evaluation of About Eating Program for the U.S. Department of Agriculture's Food & Nutrition Service.

The purpose of this evaluation is to assess the degree to which the About Eating Program is reaching its program objectives, with emphasis on the accessibility of a web-based nutrition intervention for SNAP-Ed recipients. An additional objective of the evaluation is to identify best practices for developing and delivering Web-based nutrition education.

As part of this evaluation we are conducting key informant interviews. We are interviewing all the About Eating Web development staff, and we will ask you about your experiences including the following:

- Development of the structure and navigation of the Web site
- Review of the usability of the Web site
- Testing and modification of the Web site
- Staffing devoted to this site's development
- Cost of the Web site

The data obtained from this evaluation will provide information to strengthen this Program and inform future decisions at the U.S. Department of Agriculture's Food & Nutrition Service.

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 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. How did you, in your position as SRC Assistant Director, develop the current structure of the Web site and navigation approach?

2. Had you worked on any similar types of applications prior to this?

3. We understand that the initial web model for About Eating was designed and tested on students. Was the web-based application adapted to the low-income target audience? If so, how?

4. Were there any aspects of the *About Eating* curriculum that were difficult to program or convey in a web application? If so, what were these and how did you overcome these difficulties?

5. Who reviewed the Web site for the following: fidelity, usability (navigation, etc.), readability, content, and aesthetics?

6. Was there a protocol or other standard set of criteria for reviewing the Web site?
   a) If yes, what criteria were used? (Probes: fidelity, usability (navigation, etc.), readability, content, aesthetics).

7. Did you test a prototype of the current Web site (for usability, navigation, readability, etc.) before deploying it?

[IF YES]

   a) Please describe the testing process.
      - Were any major modifications made and incorporated into the Web site?

- How many times were changes incorporated and the site retested?
- Is there a protocol for testing the Web site?

8. How many iterations has the About Eating Web site been through and over what period of time?

9. What types of lessons learned came out of the review and testing process that would help others that wish to replicate this approach? Do you have any suggestions to make that would improve the Web site development and review process?

Okay, now I would like to shift our focus to staffing and cost of the development, testing, and operation of the About Eating site.

10. Approximately how many **total** (cumulative) staff hours were devoted to the design and development of this version of the Web site?

11. Approximately, how many **total** (cumulative) staff hours were devoted to the creation of previous versions of the Web site?

12. How much did it cost to develop, test, and operationalize the Web site? What are the ongoing maintenance costs?

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

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

A.8: Discussion Guide for SRC Director [Post-Implementation]

Discussion Guide for SRC Director [PSU only]

[POST-IMPLEMENTATION]

State: _____ Interviewer: _____
Respondent: _____ Date of Interview: _____
Title: _____ Study ID No: _____
Organization: _____
Address: _____
_____
_____
Phone: _____
Fax: _____
Email: _____

OMB No. 0584-0554 **Expiration date: 01/31/2013**

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: 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.

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The purpose of this evaluation is to assess the degree to which the About Eating Program is reaching its program objectives, with emphasis on the accessibility of a web-based nutrition intervention for SNAP-Ed recipients. An additional objective of the evaluation is to identify best practices for developing and delivering Web-based nutrition education.

As part of this evaluation we are conducting key informant interviews. We are interviewing all the About Eating Web development staff, and we will ask you about your experiences including the following:

- Development of the structure and navigation of the Web site

- Review of the usability of the Web site
- Testing and modification of the Web site
- Staffing devoted to this site's development
- Cost of the Web site

The data obtained from this evaluation will provide information to strengthen this Program and inform future decisions at the U.S. Department of Agriculture's Food & Nutrition Service.

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 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. Please describe your position at the SRC and responsibilities related to the *About Eating* contract.

2. What staff did you assign to this project?

3. How did you (or your staff) develop the current structure of the Web site and navigation approach?

4. Has the SRC worked on any similar types of applications prior to this?

5. We understand that the initial web model for *About Eating* was designed and tested on students. Was the web-based application adapted to the low-income target audience? If so, how?

6. Were there any aspects of the *About Eating* program that were difficult to program or convey in a web application? If so, what were these and how did you overcome these difficulties?

7. Who reviewed the Web site for the following: fidelity, usability (navigation, etc.), readability, content, and aesthetics?

8. Was there a protocol or other standard set of criteria for reviewing the Web site?
   a) If yes, what criteria were used? (Probes: fidelity, usability (navigation, etc.), readability, content, aesthetics).

9. Did you test a prototype of the current Web site (for usability, navigation, readability, etc.) before deploying it?

[IF YES]

a) Please describe the testing process.
   - Were any major modifications made and incorporated into the Web site?
   - How many times were changes incorporated and the site retested?
   - Is there a protocol for testing the Web site?
   - Who was responsible for quality control?

10. How many iterations has the *About Eating* Web site been through and over what period of time?

11. What types of lessons learned came out of the review and testing process that would help others that wish to replicate this approach? Do you have any suggestions to make that would improve the Web site development and review process?

Okay, now I would like to shift our focus to staffing and cost of the development, testing, and operation of the About Eating site.

12. Approximately how many **total** (cumulative) staff hours were devoted to the design and development of this version of the Web site?

13. Approximately, how many **total** (cumulative) staff hours were devoted to the creation of previous versions of the Web site?

14. How much did it cost to develop, test, and operationalize the Web site? What are the ongoing maintenance costs?

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

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

A.9: Discussion Guide for SRC Data Specialist [Post-Implementation]

Discussion Guide for SRC Data Specialist [PSU only]

[POST-IMPLEMENTATION]

State: _____ Interviewer: _____
Respondent: _____ Date of Interview: _____
Title: _____ Study ID No: _____
Organization: _____
Address: _____
_____
_____
Phone: _____
Fax: _____
Email: _____

OMB No. 0584-0554 **Expiration date: 01/31/2013**

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: 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.

Hello, my name is _____ and I am with Altarum Institute. Altarum is conducting an evaluation of About Eating Program for the U.S. Department of Agriculture's Food & Nutrition Service.

The purpose of this evaluation is to assess the degree to which the About Eating Program is reaching its program objectives, with emphasis on the accessibility of a web-based nutrition intervention for SNAP-Ed recipients. An additional objective of the evaluation is to identify best practices for developing and delivering Web-based nutrition education.

As part of this evaluation we are conducting key informant interviews. We are interviewing all the About Eating Web development staff, and we will ask you about your experiences including the following:

- Development of the structure and navigation of the Web site

- Review of the usability of the Web site
- Testing and modification of the Web site
- Staffing devoted to this site's development
- Cost of the Web site

The data obtained from this evaluation will provide information to strengthen this Program and inform future decisions at the U.S. Department of Agriculture's Food & Nutrition Service.

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 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. Please describe your role as a SRC Data Specialist.

2. How have you been involved in the *About Eating* project?

3. How did you develop the current structure of the Web site and navigation approach?

4. Had you worked on any similar types of applications prior to this?

5. We understand that the initial web model for *About Eating* was designed and tested on students. Was the web-based application adapted to the low-income target audience? If so, how?

6. Were there any aspects of the *About Eating* program that were difficult to program or convey in a web application? If so, what were these and how did you overcome these difficulties?

7. Who reviewed the Web site for the following: fidelity, usability (navigation, etc.), readability, content, and aesthetics?

8. Was there a protocol or other standard set of criteria for reviewing the Web site?
   a) If yes, what criteria were used? (Probes: fidelity, usability (navigation, etc.), readability, content, aesthetics).

9. Did you test a prototype of the current Web site (for usability, navigation, readability, etc.) before deploying it?

[IF YES]

   a) Please describe the testing process.

- Were any major modifications made and incorporated into the Web site?
- How many times were changes incorporated and the site retested?
- Is there a protocol for testing the Web site?

10. How many iterations has the About Eating Web site been through and over what period of time?

11. What types of lessons learned came out of the review and testing process that would help others that wish to replicate this approach? Do you have any suggestions to make that would improve the Web site development and review process?

Okay, now I would like to shift our focus to staffing and cost of the development, testing, and operation of the About Eating site.

12. Approximately how many **total** (cumulative) staff hours were devoted to the design and development of this version of the Web site?

13. Approximately, how many **total** (cumulative) staff hours were devoted to the creation of previous versions of the Web site?

14. How much did it cost to develop, test, and operationalize the Web site? What are the ongoing maintenance costs?

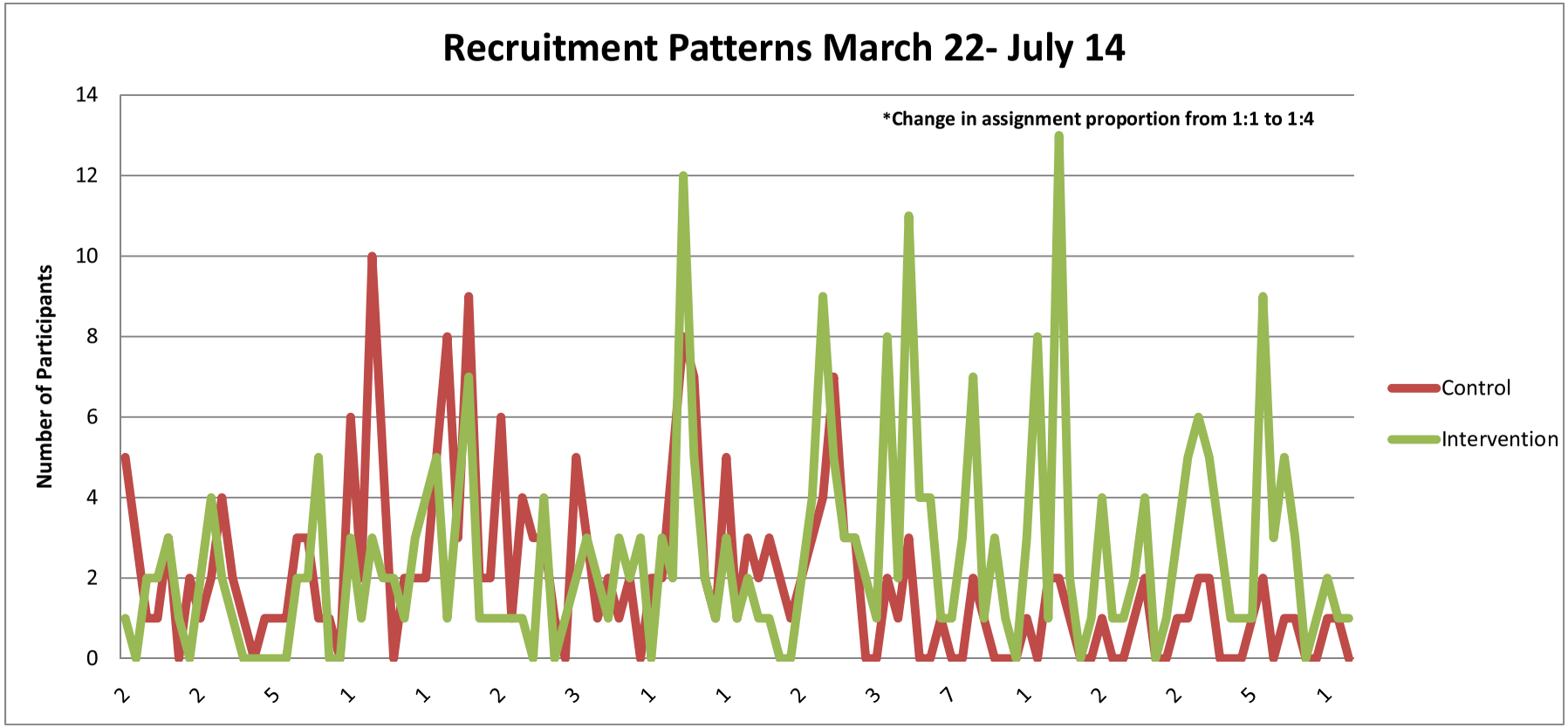
That ends my formal interview questions. Do you have any comments or recommendations that you would like to add?

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

Appendix B
Process Evaluation Data and Supplemental Information

List of Contents

B.1: Recruitment Patterns


Recruitment Patterns March 22- July 14
*Change in assignment proportion from 1:1 to 1:4
Number of Participants
14
12
10
8
6
4
2
0
Control
Intervention

B.2: Recruiting Postcard

Thinking about healthful eating and physical activity?

Nutrition Education TRACKS at the Pennsylvania State University is looking for women between the ages of 18-45 to participate in a web-based research project on healthy eating and physical activity. Participation will involve completing 5 online lessons as well as surveys about your own eating and physical activity habits. You can earn up to $60 in return for your participation in this project. To be eligible, you must be between the ages of 18-45, be in good health, and be able to read English.

PENNSTATE

To get started, please follow the instructions at https://web.survey.psu.edu/abouteating2

PENNSYLVANIA
NUTRITION EDUCATION TRACKS
On track with healthy eating for low income audiences

Please contact Rachel Zimmerman by email at rmz5003@psu.edu if you have questions or comments about the project. Thank you for your interest in our project!

Penn State University
College of Health and Human Development
Pennsylvania Nutrition Education TRACKS
135 East Nittany Avenue, Suite 405
State College, PA 16801

B.3: Recruiting Flyer 1

Thinking about healthful eating and physical activity?

PA Nutrition Education TRACKS at The Pennsylvania State University is looking for women ages 18-45 for a web-based research project on eating and physical activity. The project focus is learning about eating and physical activity in 5 fun lessons that you view online followed by completing surveys about your eating and physical activity. Then, you complete surveys about your eating and physical activity. In return for your help with the project, you can earn up to $60. For more information, please go to the website below.

https://web.survey.psu.edu/abouteating2

Please contact **Rachel Zimmerman** by email at rmz5003@psu.edu if you have questions or comments about the project. Thank you for your interest in our project!

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https://web.survey.psu.edu/abouteating2
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https://web.survey.psu.edu/abouteating2
https://web.survey.psu.edu/abouteating2

B.4: Recruiting Flyer 2

Thinking about healthful eating and physical activity?

Nutrition Education TRACKS at the Pennsylvania State University is looking for women ages 18-45 for a web-based research project on eating and physical activity.

The project focus is learning about eating and physical activity in 5 fun lessons that you read online. Then you complete surveys about your eating and physical activity. In return for your help with the project, you can earn up to $60.

For more information, please go to the website below.

https://web.survey.psu.edu/abouteating1

Email Rachel Zimmerman at rmz5003@psu.edu if you have any questions.

PENNSTATE 1855

PENNSYLVANIA NUTRITION EDUCATION TRACKS
On track with healthy eating for low income audiences

https://web.survey.psu.edu/abouteating1
https://web.survey.psu.edu/abouteating1
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https://web.survey.psu.edu/abouteating1

B.5: Recruiting Flyer 3

Thinking about healthful eating and physical activity?

PENNSTATE

PENNSYLVANIA NUTRITION EDUCATION TRACKS

On track with healthy eating for low income audiences

pennsylvania DEPARTMENT OF PUBLIC WELFARE

PA Nutrition Education TRACKS at The Pennsylvania State University is looking for women ages 18-45 for a web-based research project on eating and physical activity. The project focus is learning about eating and physical activity in 5 fun lessons that you view online followed by completing surveys about your eating and physical activity. Then, you complete surveys about your eating and physical activity. In return for your help with the project, you can earn up to $60. For more information, please go to the website below.

https://web.survey.psu.edu/abouteating2

Please contact **Rachel Zimmerman** by email at rmz5003@psu.edu if you have questions or comments about the project. Thank you for your interest in our project!

B.6: Recruiting Flyer 4

Thinking about healthful eating and physical activity?

PA Nutrition Education TRACKS at The Pennsylvania State University is looking for women ages 18-45 for a web-based research project on eating and physical activity. The project focus is learning about eating and physical activity in 5 fun lessons that you view online followed by completing surveys about your eating and physical activity. Then, you complete surveys about your eating and physical activity.

In return for your help with the project, you can earn up to $60. For more information, please go to the website below.

https://web.survey.psu.edu/abouteating1

Please contact **Rachel Zimmerman** by email at rmz5003@psu.edu if you have questions or comments about the project. Thank you for your interest in our project!

B.7: Recruiting Flyer 5

Thinking about healthful eating and physical activity?

PSU

Nutrition Education TRACKS at the Pennsylvania State University is looking for women ages 18-45 for a web-based research project on eating and physical activity.

The project focus is learning about eating and physical activity in 5 fun lessons that you read online. Then you complete surveys about your eating and physical activity. In return for your help with the project, you can earn up to $60. For more information, please go to the website below.

https://web.survey.psu.edu/abouteating1

PENNSYLVANIA NUTRITION EDUCATION TRACKS

On track with healthy eating for low income audiences

Please contact Rachel Zimmerman by email at rmz5003@psu.edu if you have questions or comments about the project. Thank you for your interest in our project!

B.8: SNAP-Ed Resource and Expense Tracking Form

Project Resources and Expenses 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 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 intervention (March 2009-March 2010)

a) the administrative, coordination, oversight, trainer level

Title of position	Brief description of responsibilities	FTEs	Average salary for this position	Salary range for this position
Principal Investigator	Modify physical activity lessons, develop an evaluation plan, assess the outcomes and disseminate findings.	.033	$116,448	$75,132–$157,776
Project Coordinator	Recruit and management participants of the study. Assist with modifying the content of the lessons.	.335	$38,112	$25,416–$50,820

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
Staff Assistant	Assist with records management and IRB application. Prepare reports and assist with recruiting and retaining participants. Manage the distribution of program incentives.	.335	$30,384	$20,256–$40,512

1.2 Please provide the following information for ACTUAL expenditures related to the <u>planning and design</u> of your SNAP-Ed intervention only (NOT FOR IIMPLEMENTATION 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					$27,404.26	$27,404.26
2. Contracts/grants agreements						
3. Non-capital equipment/ supplies					$747.32	$747.32
4. Materials						
5. Travel					$731.74	$731.74
6. Administrative					$69.77	$69.77
7. Building/space						
8. Maintenance						
9. Equipment and other capital expenditures						
10. TOTAL Direct Costs					**$28,953.09**	**$28,953.09**
11. Indirect costs					$6,195.96	$6,195.96
12. TOTAL Costs					**$35,149.05**	**$35,149.05**

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 project (April 2010-July 31, 2010)

e) At the administrative, coordination, oversight level, trainer level

Title of position	Brief description of responsibilities	FTEs	Average salary for this position	Salary range for this position
Principal Investigator	Modify physical activity lessons, develop an evaluation plan, assess the outcomes and disseminate findings.	.011	$116,448	$75,132–$157,776
Project Coordinator	Recruit and manage participants of the study. Assist with modifying lesson content.	.11	$38,112	$25,416–$50,820

f) 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

g) IT/Technical Staff, IF APPLICABLE

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

h) Other

Title of position	Brief description of responsibilities	FTEs	Average salary for this position	Salary range for this position
Staff Assistant	Assist with records management and IRB application. Prepare reports and assist with recruiting and retaining participants. Manage the distribution of program incentives.	.11	$30,384	$20,256–$40,512

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

a) Space
b) Audio/visual
c) Computer/software
d) Other

2.3. Please provide the following information for ACTUAL expenditures related to the <u>implementation</u> of your SNAP-Ed 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					$14,343.05	$14,343.05
2. Contracts/grants agreements					$6,111.72	$6,111.72
3. Non-capital equipment/ supplies						
4. Materials					$7,819.00	$7,819.00
5. Travel					$349.00	$349.00
6. Administrative					$4,065.60	$4,065.60
7. Building/space						
8. Maintenance						
9. Equipment and other capital expenditures						
10. TOTAL Direct Costs					**$32,688.37**	**$32,688.37**
11. Indirect costs					6,995.31	$6,995.31
12. TOTAL Costs					**$39,683.68**	**$39,683.68**

SECTION 3. Evaluation

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

3.1. Summarize actual staff costs (human capital) used for your *evaluation* (August 2010- September 30, 2010)

i) At the administrative, coordination, oversight level

Title of position	Brief description of responsibilities	FTEs	Average salary for this position	Salary range for this position
Principal Investigator	Modify physical activity lessons, develop and evaluation plan, assess the outcomes and disseminate findings.	.005	$116,448	$75,132–$157,776
Project Coordinator	Recruit and manage participants of study. Assist with modifying lesson content.	.055	$38,112	$25,416–$50,820

j) At the evaluator level, IF APPLICABLE

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

k) IT/Technical Staff, IF APPLICABLE

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

l) Other

Title of position	Brief description of responsibilities	FTEs	Average salary for this position	Salary range for this position
Staff Assistant	Assist with records management. Prepare reports and manage distribution of program incentives.	.055	$30,384	$20,256–$40,512

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

a) Space
b) Audio/visual
c) Computer/software
d) Other

3.3. Please provide the following information for ACTUAL expenditures related to the <u>evaluation</u> of your SNAP-Ed 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					$8,193.26	$8,193.26
2. Contracts/grants agreements					$60.28	$60.28
3. Non-capital equipment/ supplies					$125.50	$125.50
4. Materials						
5. Travel						
6. Administrative					$1.96	$1.96
7. Building/space						
8. Maintenance						
9. Equipment and other capital expenditures						
10. TOTAL Direct Costs					**$8,381.00**	**$8,381.00**
11. Indirect costs					$1,793.57	$1,793.57
12. TOTAL Costs					**$10,174.57**	**$10,174.57**

SECTION 4. Total Budget Costs

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

4.1. Provide the <u>total</u> proposed budget for the SNAP-Ed project (Sum of 1.2, 2.3 and 3.3)

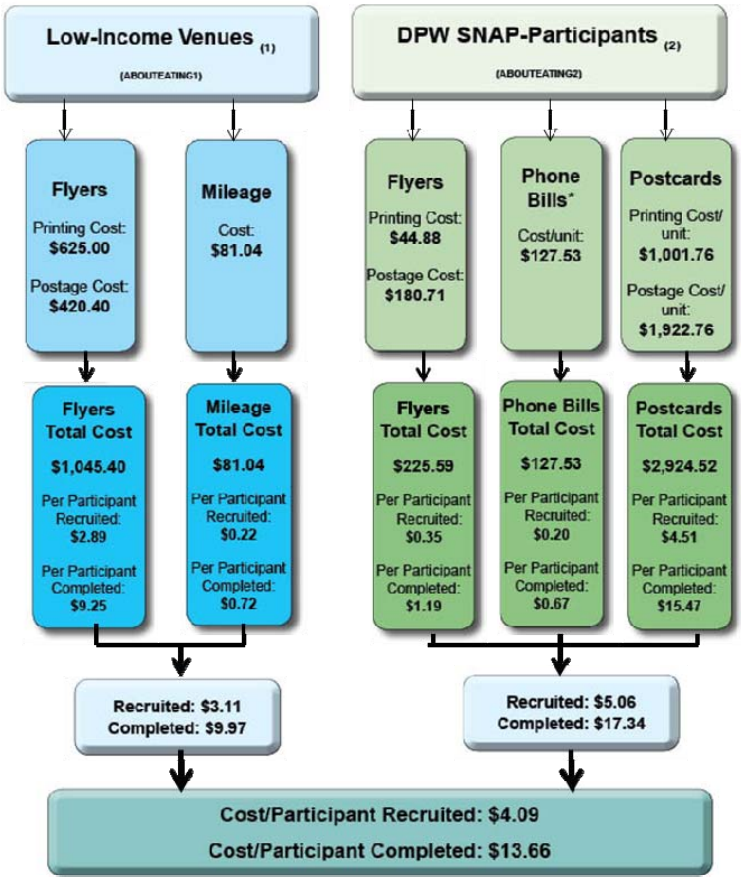
Expenses	(a) Non-Federal Public Funds		(b) Non-Federal, Non-cash	(c) Total Non-Federal Funds (a+b)	(d) Federal Funds	Total Funds (c+d)
	Cash	In-kind Donations				
1. Salary/benefits					$49,940.57	$49,940.57
2. Contracts/grants agreements					$6,172.00	$6,172.00
3. Non-capital equipment/ supplies					$872.82	$872.82
4. Materials					$7,819.00	$7,819.00
5. Travel					$1,080.74	$1,080.74
6. Administrative					$4,137.33	$4,137.33
7. Building/space					$0.00	$0.00
8. Maintenance					$0.00	$0.00
9. Equipment and other capital expenditures					$0.00	$0.00
10. TOTAL Direct Costs					**$70,022.46**	**$70,022.46**
11. Indirect costs					$14,984.84	$14,984.84
12. TOTAL Costs					**$85,007.30**	**$85,007.30**

B.9: Cost Analysis Chart

Cost Analysis Chart

(1) Recruitment efforts directed to Low Income Venues.

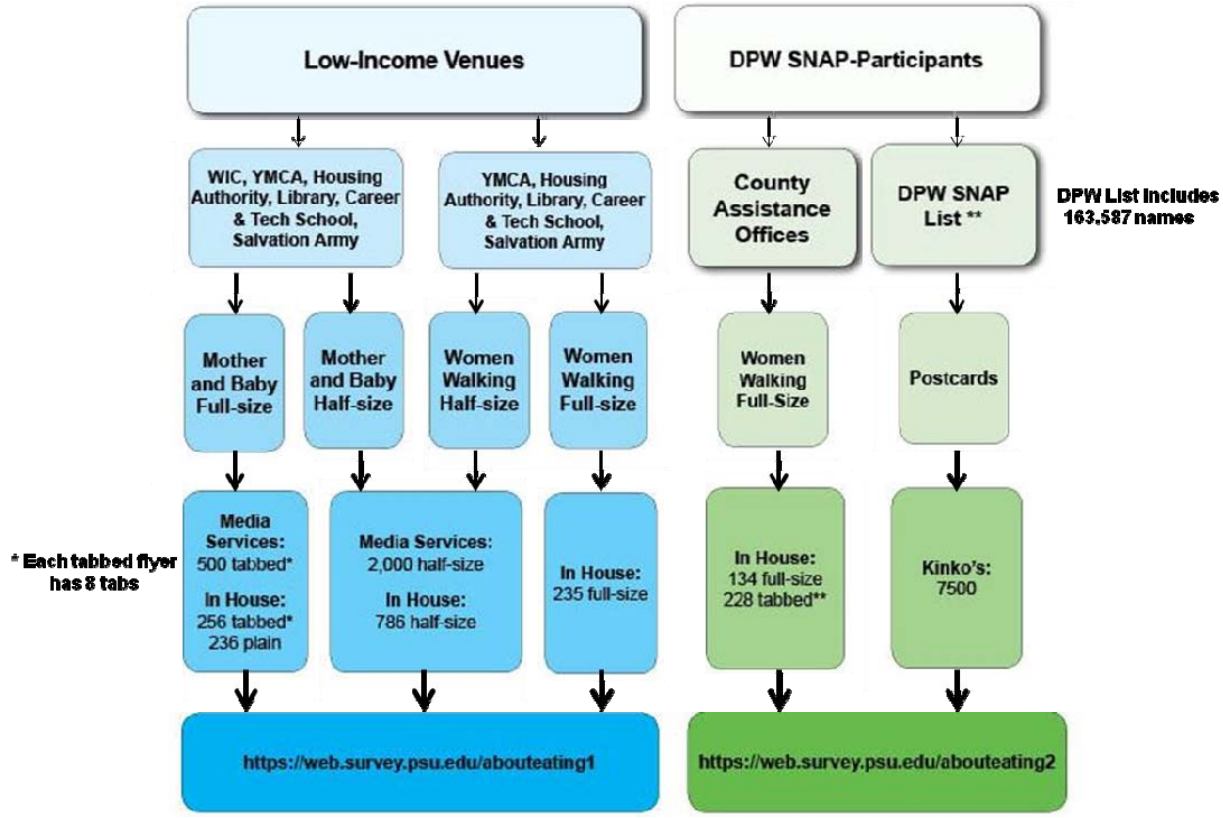
(2) Recruitment efforts directed to CAO's, DPW-SNAP Participation List, and Training Programs



* Does not include development phone calls (eg, calls to media and printing services and low income venues)

B.10: Printing Chart

Printing Chart



B.11: Participant Attrition Analysis

About Eating Program Participant Attrition Analysis									
Survey Question	Overall		Completed Intervention		Did Not Complete Intervention		Difference	Test Statistic	p value
	n	%	%	SE	%	SE			
Age									
18 to 24 years	76	26.9	24.84	3.504	29.46	4.029	-4.62	-0.87	0.3854
25 to 34 years	113	40.0	37.25	3.921	43.41	4.380	-6.16	-1.05	0.2950
35 to 45 years	93	32.9	37.91	3.935	27.13	3.930	10.78	1.92	0.0554
Ethnicity									
Hispanic or Latino	11	3.93	3.27	1.442	4.72	1.890	-1.46	-0.62	0.5340
Race									
American Indian/Alaska Native	2	0.72	0.67	0.666	0.79	0.787	-0.12	-0.12	0.9063
Asian	2	0.72	0.67	0.666	0.79	0.787	-0.12	-0.12	0.9063
Black or African American	10	3.61	3.33	1.470	3.94	1.732	-0.60	-0.27	0.7893
Native Hawaiian/Pacific Islander	1	0.36	0.00	0.000	0.79	0.787	-0.79	-1.09	0.2779
White	251	90.6	90.67	2.383	90.55	2.605	0.12	0.03	0.9739
More than one race	11	3.97	4.67	1.728	3.15	1.555	1.52	0.64	0.5211
Size of Household	3.94	1.68	3.880	0.129	4.032	0.160	-0.15	-0.74	0.4572
Single adult household	66	23.9	21.33	3.356	26.98	3.970	-5.65	-1.09	0.2746
Education									
Did not complete high school	23	8.19	3.29	1.451	13.95	3.062	-10.66	-3.30	**0.0011**
High school grad/GED	98	34.8	31.58	3.782	38.76	4.306	-7.18	-1.26	0.2096
Some college or 2-year degree	89	31.6	34.21	3.860	28.68	3.997	5.53	0.99	0.3226
College degree	71	25.2	30.92	3.761	18.60	3.439	12.32	2.38	**0.0178**
Marital Status									
Married/living with partner	150	53.5	57.24	4.026	49.22	4.436	8.02	1.34	0.1814
Separated or divorced	41	14.6	13.82	2.808	15.63	3.221	-1.81	-0.43	0.6710
Widowed	4	1.43	0.66	0.657	2.34	1.342	-1.69	-1.18	0.2378
Never married	85	30.3	28.29	3.665	32.81	4.166	-4.52	-0.82	0.4140
Internet Access									
Home	221	78.3	84.31	2.949	71.32	3.997	13.00	2.66	**0.0082**
Work	24	8.51	9.15	2.338	7.75	2.363	1.40	0.42	0.6763
Friend/family's house	13	4.61	1.31	0.921	8.53	2.468	-7.22	-2.91	**0.0039**
Library/community center	19	6.74	3.27	1.442	10.85	2.749	-7.58	-2.55	**0.0113**
Other	5	1.77	1.96	1.124	1.55	1.092	0.41	0.26	0.7956
Frequency of Internet Access									
Once per day	221	78.3	86.93	2.734	68.22	4.115	18.71	3.89	**0.0001**
Few times per week	53	18.7	13.07	2.734	25.58	3.856	-12.51	-2.70	**0.0073**
Few times per month	7	2.48	0.00	0.000	5.43	2.002	-5.43	-2.95	**0.0034**
Few times per year	1	0.35	0.00	0.000	0.78	0.775	-0.78	-1.09	0.2769
Number of respondents	282	--	153	54.3	129	45.7	--	--	--

Note: SE = standard errors

B.12: Descriptive Tables of Participant Baseline and Follow-up Survey Process Questions

About Eating Program
Participant Baseline and Follow-up Surveys

Descriptive Tables for Process Questions

Table B-1. Ways Participants Heard about PSU's *About Eating* Program

How Participants Heard about Program[a]	Overall		Completed Intervention		Did Not Complete Intervention	
	n	%	n	%	n	%
Sign posted at local job services office	27	9.57	13	8.50	14	10.85
Sign posted at local laundromat or store	3	1.06	3	1.96	0	0.00
Sign posted at County Assistance Office	36	12.77	13	8.50	23	17.83
Received e-mail about the program	27	9.57	10	6.54	17	13.18
Received postcard about the program	80	28.37	49	32.03	31	24.03
Friend, family, or coworker[b]	38	13.48	21	13.73	17	13.18
Information at library[b]	21	7.45	17	11.11	4	3.10
At school[b]	6	2.13	2	1.31	4	3.10
Received phone call about the program[b]	15	5.32	11	7.19	4	3.10
Recruited at grocery store[b]	3	1.06	1	0.65	2	1.55
On Facebook[b]	2	0.71	0	0.00	2	1.55
Through EFNEP[b]	2	0.71	1	0.65	1	0.78
Through WIC[b]	3	1.06	1	0.65	2	1.55
Information at YMCA[b]	7	2.48	4	2.61	3	2.33
Information at housing authority[b]	2	0.71	2	1.31	0	0.00
Other	10	3.55	6	3.92	4	3.10
Don't remember	7	2.48	3	1.96	4	3.10
Number of respondents	282		153		129	

[a] Respondents could select multiple responses.

[b] Write-in responses.

Source: Baseline Survey, data collected March–July 2010.

Table B-2. Reasons for Participation in the *About Eating* Program

Reasons for Program Participation[a]	Overall		Completed Intervention		Did Not Complete Intervention	
	n	%	n	%	n	%
To lose weight	138	48.94	74	48.37	64	49.61
To eat healthier	186	65.96	103	67.32	83	64.34
To improve my health	149	52.84	83	54.25	66	51.16
To cook healthier for my family	148	52.48	77	50.33	71	55.04
To manage my food budget better	104	36.88	56	36.60	48	37.21
To receive the gift card	138	48.94	76	49.67	62	48.06
Other response related to health, nutrition, learning to eat healthy, or eating habits[b]	7	2.48	4	2.61	3	2.33
To help with research study/like doing surveys[b]	8	2.84	5	3.27	3	2.33
To learn more/curious or interested in study[b]	6	2.13	4	2.61	2	1.55
Other	3	1.06	1	0.65	2	1.55
Don’t know/refusal	1	0.35	1	0.65	0	0.00
Number of respondents	282		153		129	

[a] Respondents could select multiple responses.

[b] Write-in responses.

Source: Baseline Survey, data collected March–July 2010.

Table B-3. Reasons for Noncompletion of the *About Eating* Program

	Did Not Complete Intervention	
Reasons for Noncompletion[a]	**n**	**%**
The lessons were not useful	1	1.12
The lessons were not interesting	1	1.12
The lessons were difficult to read and understand	1	1.12
It was difficult to move around the Web site	2	2.25
The lessons were too long	2	2.25
Too busy with other activities, like work or family	30	33.71
Limited access to Internet/Web or a computer	23	25.84
Had problems accessing the Web site[b]	7	7.87
Never received e-mail to complete the next lesson[b]	7	7.87
Received letter/e-mail that stated ineligible for study[b]	5	5.62
Had problems with computer or accessing Internet[b]	3	3.37
Some other reason	12	13.48
Don't know/refusal	6	6.74
Number of respondents	89	

[a] Respondents could select multiple responses.

[b] Write-in responses.

Source: Follow-Up Survey, data collected May–September 2010.

Table B-4. Satisfaction with the *About Eating* Program, among Participants Who Completed Intervention (%)

Statement[a]	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ No Response
It is easy for me to get on the Internet or Web	80.92	17.76	0.00	0.66	0.66
It was easy for me to move around the Web site	78.95	20.39	0.00	0.00	0.66
The directions for each lesson were clear	73.03	25.66	0.66	0.00	0.66
I was able to jump to links of interest	69.74	27.63	0.00	0.00	2.63
The information provided on the Web site was easy to read	76.32	23.03	0.00	0.00	0.66
The information provided on the Web site was easy to understand	73.68	24.34	1.32	0.00	0.66
The *About Eating* program made me feel self-conscious	13.82	30.26	34.87	20.39	0.66
The *About Eating* program was designed for someone like me	26.97	59.21	11.84	1.32	0.66
I thought the information provided on the Web site was interesting	54.61	44.08	0.66	0.00	0.66
I thought the information provided on the Web site was factual	61.18	37.50	0.66	0.00	0.66
I found the material in the lessons to be repetitive	6.58	17.11	59.87	15.79	0.66
I was able to print resources, such as the food shopping list, from the Web site	38.16	47.37	11.84	1.97	0.66
I prefer to learn about nutrition and eating online instead of in person with a nutritionist	31.58	50.66	17.11	0.00	0.66
I would have preferred to go through the lessons on the Web site at my own pace	9.87	28.29	50.66	9.21	1.97
I would participate in a program like this again even if I did not receive the cash for being in the study	34.87	50.00	11.18	1.97	1.97

[a] Respondents selected a response to indicate their level of agreement with each statement.

Source: Follow-Up Survey, data collected May–September 2010.

Notes: Number of respondents = 152.

Table B-5. Satisfaction with the *About Eating* Program, among Participants Who Did Not Complete Intervention (%)

Statement[a]	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion	Don't Know/ No Response
It is easy for me to get on the Internet or Web	46.07	24.72	11.24	10.11	2.25	5.62
It was easy for me to move around the Web site	34.83	39.33	6.74	0.00	7.87	11.24
The directions for each lesson were clear	34.83	39.33	0.00	0.00	12.36	13.48
I was able to jump to links of interest	28.09	34.83	7.87	2.25	13.48	13.48
The information provided on the Web site was easy to read	40.45	38.20	0.00	1.12	7.87	12.36
The information provided on the Web site was easy to understand	35.96	40.45	2.25	0.00	10.11	11.24
The *About Eating* program made me feel self-conscious	11.24	21.35	24.72	16.85	15.73	10.11
The *About Eating* program was designed for someone like me	10.11	49.44	7.87	2.25	20.22	10.11
I thought the information provided on the Web site was interesting	24.72	51.69	3.37	0.00	10.11	10.11
I thought the information provided on the Web site was factual	24.72	46.07	1.12	1.12	16.85	10.11
I found the material in the lessons to be repetitive	4.49	26.97	29.21	7.87	19.10	12.36
I was able to print resources, such as the food shopping list, from the Web site	11.24	26.97	14.61	3.37	31.46	12.36
I prefer to learn about nutrition and eating online instead of in person with a nutritionist	23.60	35.96	11.24	2.25	17.98	8.99
I would have preferred to go through the lessons on the Web site at my own pace	14.61	35.96	14.61	2.25	23.60	8.99
I would participate in a program like this again even if I did not receive the cash for being in the study	22.47	40.45	7.87	2.25	17.98	8.99

[a] Respondents selected a response to indicate their level of agreement with each statement.

Source: Follow-Up Survey, data collected May–September 2010.

Notes: Number of respondents = 89.

Table B-6. Participant Reaction to Length of Time It Took to Complete the *About Eating* Program

Belief on Amount of Time It Took to Complete Program	Overall		Completed Intervention		Did Not Complete Intervention	
	n	%	n	%	n	%
Too long	4	1.66	1	0.66	3	3.37
Too short	10	4.15	9	5.92	1	1.12
Just right	213	88.38	141	92.76	72	80.90
Don't know/refusal	14	5.81	1	0.66	13	14.61
Number of respondents	241		152		89	

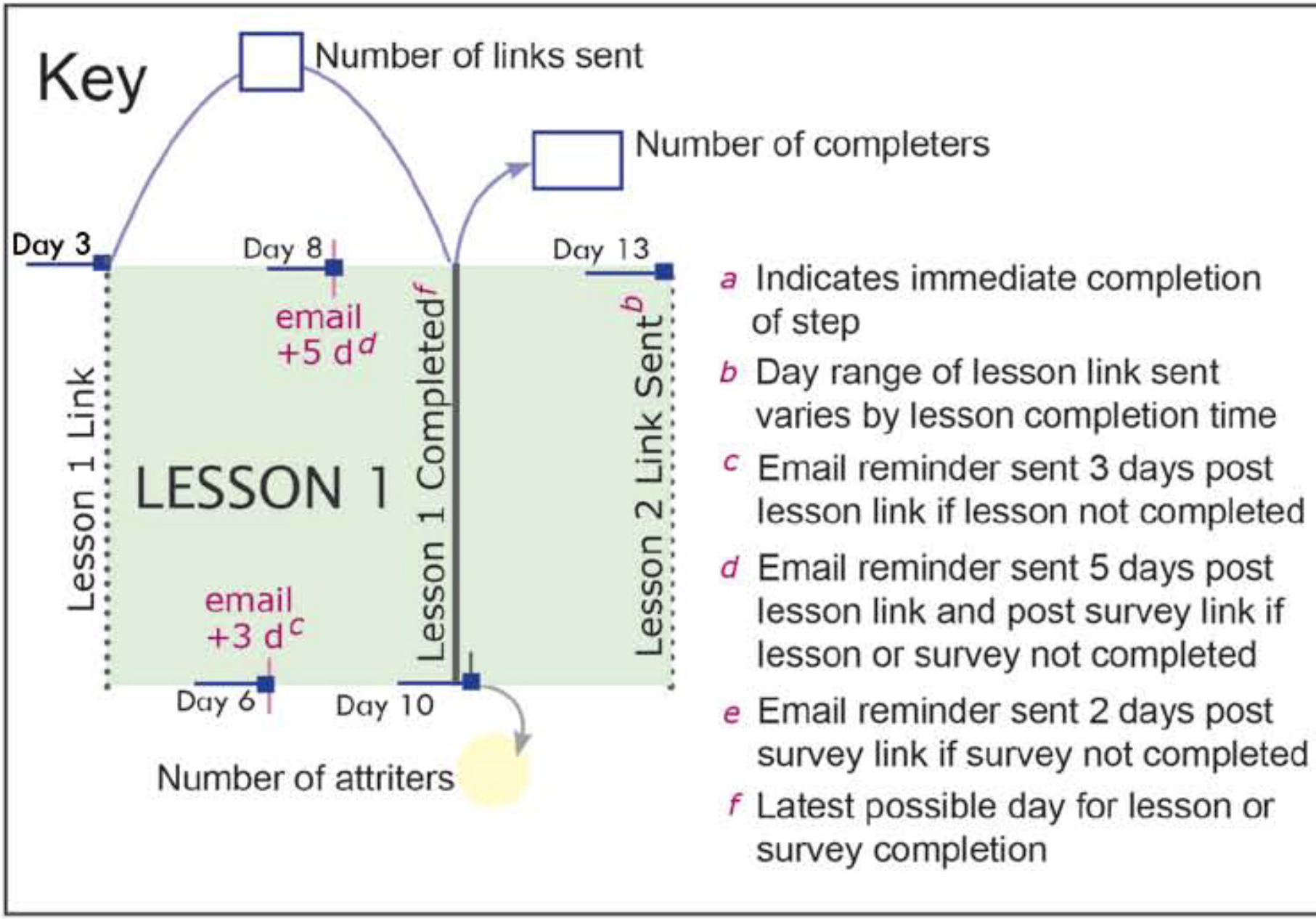
Source: Follow-Up Survey, data collected May–September 2010.

Table B-7. Favorite Module in the *About Eating* Program for Participants Who Completed the Intervention

Module	n	%
Eating different kinds of food	37	24.34
Enjoying your food	17	11.18
How to know when you are hungry or full	29	19.08
Eating and feeding your family	32	21.05
Physical activity	35	23.03
Don't know/refusal	2	1.32
Number of respondents	152	

Source: Follow-Up Survey, data collected May–September 2010

B.13: Lesson Implementation Timeline


Key
Number of links sent
Number of completers
Day 3
Day 8
Day 13
email
+5 d d
Lesson 1 Link
LESSON 1
Lesson 1 Completed f
Lesson 2 Link Sent b
email
+3 d c
Day 6
Day 10
Number of attriters
a Indicates immediate completion of step
b Day range of lesson link sent varies by lesson completion time
c Email reminder sent 3 days post lesson link if lesson not completed
d Email reminder sent 5 days post lesson link and post survey link if lesson or survey not completed
e Email reminder sent 2 days post survey link if survey not completed
f Latest possible day for lesson or survey completion

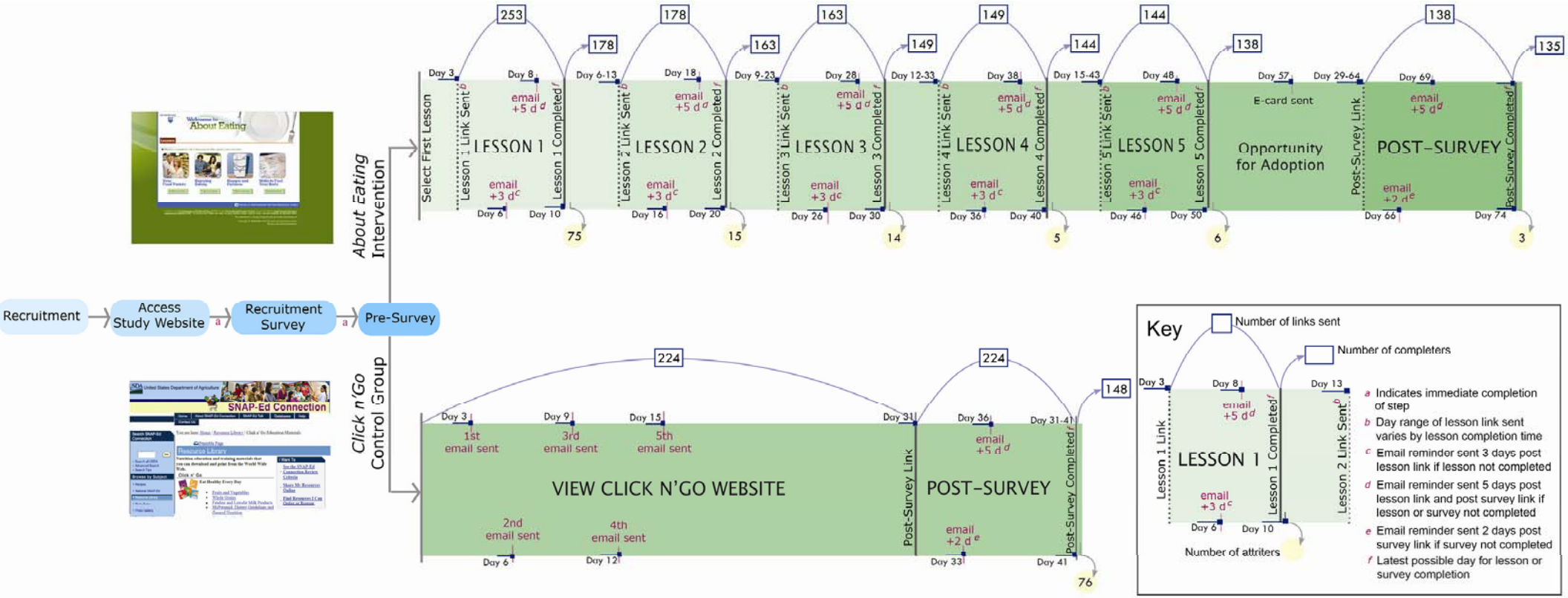
* Indicates immediate completion of step

Of 154 *About Eating* completers: 40 order combinations

70% started with 1 (Food Variety)

13% started with 5 (About Being Active)

Only 31% used order listed on website



Appendix C
Participant Survey Instruments

List of Contents

C.1: Baseline Internet Questionnaire, Intervention and Control Groups

OMB No. 0584-0554

Expiration date: 1/31/2013

[The FNS survey will be integrated with the PSU survey. The PSU instrument will contain the introductory text and information about informed consent. The screen will also include the following statement regarding respondent burden.]

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

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

Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: U.S. Department of Agriculture, Food and Nutrition Services, Office of Research and Analysis, Room 1014, Alexandria, VA 22302 ATTN: PRA (0584-0554).

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.

Questions on Whether Certain Foods Are Available At Home

1. Were any of the following foods available in your home during the past week? Include fresh, frozen, canned, and dried foods. *(Select yes or no for each food.)*

a. Bananas	Yes	No
b. Apples	Yes	No
c. Grapes	Yes	No
d. Carrots	Yes	No
e. Potato chips, nacho chips, or corn chips	Yes	No
f. Regular soft drinks or sodas	Yes	No
g. Diet soft drinks or sodas	Yes	No
h. Regular whole or 2% milk	Yes	No
i. 1% or skim milk	Yes	No

Questions on Foods You Like or Dislike

2. How much would you say you like or dislike the following foods? *(Select one for each food.)*

	Extremely Dislike				**Neither Like or Dislike**				**Extremely Like**			
a. Apples	1	2	3	4	5	6	7	8	9	Never Tried	Would Not Try	Prefer Not to Answer
b. Oranges	1	2	3	4	5	6	7	8	9	Never Tried	Would Not Try	Prefer Not to Answer
c. Orange juice	1	2	3	4	5	6	7	8	9	Never Tried	Would Not Try	Prefer Not to Answer
d. Green beans	1	2	3	4	5	6	7	8	9	Never Tried	Would Not Try	Prefer Not to Answer
e. Peas	1	2	3	4	5	6	7	8	9	Never Tried	Would Not Try	Prefer Not to Answer
f. Raw tomatoes	1	2	3	4	5	6	7	8	9	Never Tried	Would Not Try	Prefer Not to Answer
g. Broccoli	1	2	3	4	5	6	7	8	9	Never Tried	Would Not Try	Prefer Not to Answer
h. Cauliflower	1	2	3	4	5	6	7	8	9	Never Tried	Would Not Try	Prefer Not to Answer
i. Raw carrots	1	2	3	4	5	6	7	8	9	Never Tried	Would Not Try	Prefer Not to Answer
j. Tossed green salads	1	2	3	4	5	6	7	8	9	Never Tried	Would Not Try	Prefer Not to Answer
k. White bread	1	2	3	4	5	6	7	8	9	Never Tried	Would Not Try	Prefer Not to Answer
l. Whole-wheat bread	1	2	3	4	5	6	7	8	9	Never Tried	Would Not Try	Prefer Not to Answer
m. Whole milk	1	2	3	4	5	6	7	8	9	Never Tried	Would Not Try	Prefer Not to Answer
n. Skim or non-fat milk	1	2	3	4	5	6	7	8	9	Never Tried	Would Not Try	Prefer Not to Answer

Questions on Your Eating Habits

3. Do you take the skin off of chicken? *(Select one.)*

    1. No
    2. Yes, often
    3. Yes, sometimes
    4. Yes, every time

4. How would you rate your eating habits? *(Select one.)*

1	2	3	4	5	6	7	8	9	10
poor			fair			good			excellent

Questions on the "About Eating" Program

5. How did you hear about the "About Eating" program? *(Select all that apply.)*

    1. Sign posted at local job services office
    2. Sign posted at local laundromat or store
    3. Sign posted at County Assistance Office
    4. Received email about the program
    5. Received post card about the program
    6. Other (*specify*): _____
    _____
    7. Don't remember

6. Why are you participating in the "About Eating" program? *(Select all that apply.)*

    1. To lose weight
    2. To eat healthier
    3. To improve my health
    4. To cook healthier for my family
    5. To manage my food budget better
    6. To receive the cash for being in the study
    7. Other reason (*specify*): _____
    _____

Questions about You and Your Household

7. How many people under 18 years of age live in your household?

    ____

8. Including yourself, how many people 18 years of age or older live in your household?

    ____

9. How do you usually get on the Internet or Web? *(Select one.)*

    1. Home
    2. Work
    3. Friend's or neighbor's home
    4. Family member's home
    5. Library or community center
    6. Other (*specify*): _____
    _____

10. How often do you get on the Internet or Web? *(Select one.)*

    1. At least once per day
    2. A few times per week
    3. A few times per month
    4. A few times per year

11. Which of the following categories best describes your age? *(Select one.)*

    1. 18 to 24
    2. 25 to 34
    3. 35 to 45

12. Are you Hispanic or Latino? *(Select one.)*

    1. Yes
    2. No

13. What is your race? *(Select all that apply.)*

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

14. What is the highest level of schooling you have completed? *(Select one.)*

    1. Did not complete high school
    2. High school graduate or GED
    3. Some college or 2-year degree
    4. College degree

15. What is your marital status? *(Select one.)*

    1. Married or living with a partner
    2. Separate or divorced
    3. Widowed
    4. Never married

Thank you for completing our survey.

C.2: Follow-up Internet Questionnaire, Intervention and Control Groups*

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

OMB No. 0584-0554

Expiration date: 1/31/2013

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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.

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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).

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Questions on Whether Certain Foods Are Available At Home

1. Were any of the following foods available in your home during the past week? Include fresh, frozen, canned, and dried foods. *(Select yes or no for each food.)*

a. Bananas	Yes	No
b. Apples	Yes	No
c. Grapes	Yes	No
d. Carrots	Yes	No
e. Potato chips, nacho chips, or corn chips	Yes	No
f. Regular soft drinks or sodas	Yes	No
g. Diet soft drinks or sodas	Yes	No
h. Regular whole or 2% milk	Yes	No
i. 1% or skim milk	Yes	No

Questions on Foods You Like or Dislike

2. How much would you say you like or dislike the following foods? *(Select one answer for each food.)*

	Extremely Dislike				**Neither Like or Dislike**				**Extremely Like**			
a. Apples	1	2	3	4	5	6	7	8	9	Never Tried	Would Not Try	Prefer Not to Answer
b. Oranges	1	2	3	4	5	6	7	8	9	Never Tried	Would Not Try	Prefer Not to Answer
c. Orange juice	1	2	3	4	5	6	7	8	9	Never Tried	Would Not Try	Prefer Not to Answer
d. Green beans	1	2	3	4	5	6	7	8	9	Never Tried	Would Not Try	Prefer Not to Answer
e. Peas	1	2	3	4	5	6	7	8	9	Never Tried	Would Not Try	Prefer Not to Answer
f. Raw tomatoes	1	2	3	4	5	6	7	8	9	Never Tried	Would Not Try	Prefer Not to Answer
g. Broccoli	1	2	3	4	5	6	7	8	9	Never Tried	Would Not Try	Prefer Not to Answer
h. Cauliflower	1	2	3	4	5	6	7	8	9	Never Tried	Would Not Try	Prefer Not to Answer
i. Raw carrots	1	2	3	4	5	6	7	8	9	Never Tried	Would Not Try	Prefer Not to Answer
j. Tossed green salads	1	2	3	4	5	6	7	8	9	Never Tried	Would Not Try	Prefer Not to Answer
k. White bread	1	2	3	4	5	6	7	8	9	Never Tried	Would Not Try	Prefer Not to Answer
l. Whole-wheat bread	1	2	3	4	5	6	7	8	9	Never Tried	Would Not Try	Prefer Not to Answer
m. Whole milk	1	2	3	4	5	6	7	8	9	Never Tried	Would Not Try	Prefer Not to Answer
n. Skim or non-fat milk	1	2	3	4	5	6	7	8	9	Never Tried	Would Not Try	Prefer Not to Answer

Questions on the Fruits and Vegetables You Eat

For the next questions think about what you actually ate during the past week, or the past 7 days. Do not tell us what you think you should be eating or what you typically eat.

3. How many days during the past week did you eat fruit or vegetables as snacks? *(Select one.)*

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

4. How many days during the past week did you eat more than one kind of fruit each day? Do not include fruit juice. *(Select one.)*

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

5. During the past week, how many cups of fruit did you eat each day? Do not include fruit juice.

    _____ cups per day (drop-down box with none, ½ cup, 1 cup, 1 ½ cups, 2 cups, 2 ½ cups, and 3 cups or more)

None 1 cup 2 cups 3 cups

6. How many days during the past week did you eat more than one kind of vegetable each day? Do not include vegetable juice. *(Select one.)*

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

7. During the past week, how many cups of vegetables did you eat <u>each day</u>? Do <u>not</u> include vegetable juice.

   _____ cups per day (drop-down box with none, ½ cup, 1 cup, 1 ½ cups, 2 cups, 2 ½ cups, and 3 cups or more)


None


1 cup


2 cups


3 cups

Questions on the Dairy Products You Eat

8. Did you drink milk or use milk on cereal during the past week? *(Select one.)*

   1. Yes
   2. No **[GO TO QUESTION 10]**

9. What kind of milk did you usually drink or use on cereal during the past week? *(Select one.)*

   1. Regular whole milk
   2. 2% milk
   3. 1% milk
   4. Skim on non-fat milk
   5. Other type of milk (for example, soy or rice)

Other Questions on Your Eating Habits

10. Do you take the skin off of chicken? *(Select one.)*

    1. No
    2. Yes, often
    3. Yes, sometimes
    4. Yes, every time

11. How would you rate your eating habits? *(Select one.)*

1	2	3	4	5	6	7	8	9	10
poor			fair			good			excellent

Questions on the "About Eating" Program (Intervention only)

12. How much do you agree or disagree with the following statements? *(Select one answer for each statement.)*

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. It is easy for me to get on the Internet or Web.	1	2	3	4
b. It was easy for me to move around the web site.	1	2	3	4
c. The directions for each lesson were clear.	1	2	3	4
d. I was able to jump to links of interest.	1	2	3	4
e. The information provided on the web site was easy to read.	1	2	3	4
f. The information provided on the web site was easy to understand.	1	2	3	4
g. The "About Eating" program made me feel self-conscious.	1	2	3	4
h. The "About Eating" program was designed for someone like me.	1	2	3	4
i. I thought the information provided on the web site was interesting.	1	2	3	4
j. I thought the information provided on the web site was factual.	1	2	3	4
k. I found the material in the lessons to be repetitive.	1	2	3	4
l. I was able to print resources, such as the Food Shopping List, from the web site.	1	2	3	4
m. I prefer to learn about nutrition and eating online instead of in-person with a nutritionist.	1	2	3	4
n. I would have preferred to go through the lessons on the web site at my own pace.	1	2	3	4
o. I would participate in a program like this again even if I did not receive the cash for being in the study	1	2	3	4

13. What do you think about the amount of time it took to complete the "About Eating" lessons? *(Select one.)*

    1. Too long
    2. Too short
    3. Just right

14. Please rank the "About Eating" lessons in the order of how much you liked them, with 1 = "I liked the most" and 5 = "I liked the least."

_____ The lesson on eating different kinds of food
_____ The lesson on enjoying your food
_____ The lesson on how to know when you are hungry or full
_____ The lesson on eating and feeding your family
_____ The lesson on physical activity

15. Please share any comments on the "About Eating" web site.

_____
_____
_____
_____
_____

Thank you for completing our survey.

(Intervention only)

If you would be willing to talk to us in more detail about your experience with the "About Eating" program for an additional incentive of $15, please provide your name and telephone number, and we will get in touch with you within the next week, or call us at [INSERT 1-800#] at your earliest convenience."

Name: _____

Telephone Number: _____

C.3: Follow-up Survey, Intervention Group Drop-outs

OMB No. 0584-0554
Expiration date: 1/31/2013
See OMB statement on inside cover

Survey on What You Eat

Thank you for taking part in this important study!

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

Put Label Here

PSU – Post T–DO

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

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

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

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

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

All of your answers to the survey will be kept private. We will not share your answers with anyone. You may skip any questions you do not want to answer. If you have any questions, please call Matthew Bensen at RTI International at 1-866-800-9176.

Questions on Whether Certain Foods Are Available at Home

1. Were any of the following foods available 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. Carrots	Yes	No
e. Potato chips, nacho chips, or corn chips	Yes	No
f. Regular soft drinks or sodas	Yes	No
g. Diet soft drinks or sodas	Yes	No
h. Regular whole or 2% milk	Yes	No
i. 1% or skim milk	Yes	No

Questions on Foods You Like or Dislike

2. How much would you say you like or dislike the following foods? *(Circle one answer for each food.)*

	Extremely Dislike				**Neither Like or Dislike**				**Extremely Like**	**Never Tried**	**Would Not Try**	**Prefer Not to Answer**
a. Apples	1	2	3	4	5	6	7	8	9	10	11	12
b. Oranges	1	2	3	4	5	6	7	8	9	10	11	12
c. Orange juice	1	2	3	4	5	6	7	8	9	10	11	12
d. Green beans	1	2	3	4	5	6	7	8	9	10	11	12
e. Peas	1	2	3	4	5	6	7	8	9	10	11	12
f. Raw tomatoes	1	2	3	4	5	6	7	8	9	10	11	12
g. Broccoli	1	2	3	4	5	6	7	8	9	10	11	12
h. Cauliflower	1	2	3	4	5	6	7	8	9	10	11	12
i. Raw carrots	1	2	3	4	5	6	7	8	9	10	11	12
j. Tossed green salads	1	2	3	4	5	6	7	8	9	10	11	12
k. White bread	1	2	3	4	5	6	7	8	9	10	11	12
l. Whole-wheat bread	1	2	3	4	5	6	7	8	9	10	11	12
m. Whole milk	1	2	3	4	5	6	7	8	9	10	11	12
n. Skim or non-fat milk	1	2	3	4	5	6	7	8	9	10	11	12

Questions on the Fruits and Vegetables You Eat

For the next questions think about what you actually ate during the past week, or the past 7 days. Do not tell us what you think you should be eating or what you typically eat.

3. How many days during the past week did you eat fruit or vegetables as snacks? *(Circle one.)*

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

4. How many days during the past week did you eat more than one kind of fruit each day? Do not include fruit juice. *(Circle one.)*

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

5. During the past week, how many cups of fruit did you eat each 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

6. How many days during the past week did you eat more than one kind of vegetable each day? Do not include vegetable juice. *(Circle one.)*

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

7. During the past week, how many cups of vegetables did you eat each day? Do not include 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

Questions on the Dairy Products You Eat

8. Did you drink milk or use milk on cereal during the past week? *(Circle one.)*

1. Yes
2. No **[GO TO QUESTION 10]**

9. What kind of milk did you usually drink or use on cereal during the past week? *(Circle one.)*

1. Regular whole milk
2. 2% milk
3. 1% milk
4. Skim on non-fat milk
5. Other type of milk (for example, soy or rice)

Other Questions on Your Eating Habits

10. Do you take the skin off of chicken? *(Circle one.)*

1. No
2. Yes, often
3. Yes, sometimes
4. Yes, every day

11. How would you rate your eating habits? *(Circle one.)*

1	2	3	4	5	6	7	8	9	10
poor			fair			good			excellent

Questions on the "About Eating" Program

Several weeks ago, you agreed to take part in a study being conducted by Pennsylvania State University. As part of this study, you were asked to go to the web site called, "About Eating" and complete lessons on eating and exercise. The next questions ask about the "About Eating" program.

12. Which lesson(s) did you complete on the "About Eating" web site? *(Circle all that apply.)*

    1. The lesson on eating different kinds of food
    2. The lesson on enjoying your food
    3. The lesson on how to know when you are hungry or full
    4. The lesson on eating and feeding your family
    5. The lesson on physical activity
    6. I did not complete any of the lessons
    7. I do not remember which lesson(s) I completed

13. Why did you decide <u>not</u> to complete all of the "About Eating" lessons? *(Circle all that apply.)*

    1. The lessons were not useful
    2. The lessons were not interesting
    3. The lessons were difficult to read and understand
    4. It was difficult to move around the web site
    5. The lessons were too long
    6. Too busy with other activities, like work or family
    7. Limited access to Internet/Web or a computer
    8. Other reason (*specify*): _____

14. How much do you agree or disagree with the following statements? *(Circle one answer for each statement.)*

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
a. It is easy for me to get on the Internet or Web.	1	2	3	4	5
b. It was easy for me to move around the web site.	1	2	3	4	5
c. The directions for each lesson were clear.	1	2	3	4	5
d. I was able to jump to links of interest.	1	2	3	4	5
e. The information provided on the web site was easy to read.	1	2	3	4	5
f. The information provided on the web site was easy to understand.	1	2	3	4	5
g. The "About Eating" program made me feel self-conscious.	1	2	3	4	5
h. The "About Eating" program was designed for someone like me.	1	2	3	4	5
i. I thought the information provided on the web site was interesting.	1	2	3	4	5
j. I thought the information provided on the web site was factual.	1	2	3	4	5
k. I found the material in the lessons to be repetitive.	1	2	3	4	5
l. I was able to print resources, such as the Food Shopping List, from the web site.	1	2	3	4	5
m. I prefer to learn about nutrition and eating online instead of in-person with a nutritionist.	1	2	3	4	5
n. I would have preferred to go through the lessons on the web site at my own pace.	1	2	3	4	5
o. I would participate in a program like this again even if I did not receive the cash for being in the study.	1	2	3	4	5

15. What do you think about the amount of time it took to complete the "About Eating" lessons? *(Circle one.)*

    1. Too long
    2. Too short
    3. Just right

16. Please share any comments on the "About Eating" web site.

_____
_____
_____
_____

Thank you for completing our survey.
Please return 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 (0211890.001.008.002)
PO Box 12194
Research Triangle Park, NC 27709-9779

Appendix D
Impact Evaluation Methodological Analyses

List of Contents

Table D-1. Baseline Demographic Characteristics for Women Who Participated in the About Eating Program Evaluation Study—Overall and by Condition

Characteristic	Overall[a]	Intervention Group (SE)	Control Group (SE)	Difference	Test Statistic[b]	*p*-value
Age, %						
18 to 24	122 (24.40)	26.95 (2.6449)	21.10 (2.7663)	5.85	2.28	0.1310
25 to 34	220 (44.00)	40.07 (2.9211)	49.08 (3.3892)	−9.01*	4.05	0.0441
35 to 45[c]	158 (31.60)	32.98 (2.8024)	29.82 (3.1014)	3.16	0.57	0.4507
Hispanic or Latino, %	18 (3.63)	3.93 (1.1622)	3.24 (1.2061)	0.69	0.17	0.6846
Race, %						
American Indian or Alaska Native	2 (0.41)	0.72 (0.5092)	0.00 (0.0000)	0.72	3.16	0.0756
Asian	3 (0.61)	0.72 (0.5092)	0.47 (0.4689)	0.25	0.13	0.7224
Black or African American	19 (3.88)	3.61 (1.1220)	4.23 (1.3798)	−0.62	0.12	0.7266
Native Hawaiian or other Pacific Islander	2 (0.41)	0.36 (0.3607)	0.47 (0.4689)	−0.11	0.03	0.8519
White	450 (91.84)	90.61 (1.7541)	93.43 (1.6997)	−2.81	1.27	0.2595
More than one race[d]	14 (2.86)	3.97 (1.1745)	1.41 (0.8082)	2.56	2.85	0.0914
Size of household	3.84 (1.73)	3.95 (0.1016)	3.69 (0.1219)	0.26	1.63	0.1028
Single-adult household, %	125 (25.51)	23.91 (2.5702)	27.57 (3.0578)	−3.66	0.85	0.3570
Education, %						
Did not complete high school	35 (7.03)	8.19 (1.6370)	5.53 (1.5532)	2.66	1.32	0.2504
High school graduate or GED	175 (35.14)	34.88 (2.8459)	35.48 (3.2513)	−0.61	0.02	0.8879
Some college or 2-year degree	164 (32.93)	31.67 (2.7779)	34.56 (3.2316)	−2.89	0.46	0.4963
College degree	124 (24.90)	25.27 (2.5949)	24.42 (2.9195)	0.84	0.05	0.8292
Marital status, %						
Married or living with partner	257 (51.61)	53.57 (2.9834)	49.08 (3.3893)	4.49	0.99	0.3200
Separated or divorced	80 (16.06)	14.64 (2.1149)	17.89 (2.5984)	−3.25	0.96	0.3276
Widowed	8 (1.61)	1.43 (0.7099)	1.83 (0.9099)	−0.41	0.13	0.7205
Never married	153 (30.72)	30.36 (2.7506)	31.19 (3.1409)	−0.84	0.04	0.8411

(continued)

Table D-1. Baseline Demographic Characteristics for Women Who Participated in the About Eating Program Evaluation Study—Overall and by Condition (continued)

Characteristic	Overall[a]	Intervention Group (SE)	Control Group (SE)	Difference	Test Statistic[b]	*p*-value
How Internet usually accessed, %						
Home	383 (76.60)	78.37 (2.4543)	74.31 (2.9621)	4.06	1.13	0.2880
Work	42 (8.40)	8.51 (1.6633)	8.26 (1.8660)	0.25	0.01	0.9192
Friend's or family's home	27 (5.40)	4.61 (1.2500)	6.42 (1.6620)	−1.81	0.79	0.3740
Library or community center	37 (7.40)	6.74 (1.4942)	8.26 (1.8660)	−1.52	0.41	0.5199
Other	11 (2.20)	1.77 (0.7867)	2.75 (1.1092)	−0.98	0.55	0.4591
Frequency of accessing Internet, %						
At least once per day	383 (76.60)	78.37 (2.4543)	74.31 (2.9621)	4.06	1.13	0.2880
A few times per week	99 (19.80)	18.79 (2.3287)	21.10 (2.7663)	−2.31	0.41	0.5210
A few times per month	14 (2.80)	2.48 (0.9274)	3.21 (1.1952)	−0.73	0.24	0.6243
A few times per year	4 (0.80)	0.35 (0.3543)	1.38 (0.7898)	−1.02	1.62	0.2035
Number of respondents (%)	500	282 (56.4%)	218 (43.6%)			

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

[a] For categorical variables, the count (percentage) is provided, and for continuous variables, the mean (standard deviation) is provided.

[b] All statistics assess the null hypothesis of no difference between intervention and control groups. For continuous measures, t-tests based on analysis of variance (ANOVA) were used to assess mean differences. For categorical variables, chi-square statistics were used to assess goodness of fit.

[c] Respondents were screened on age (aged 18 to 45) as an eligibility criterion; however, when answering the survey questions, four respondents in the intervention group and two respondents in the control group indicated that they were older than 45 years old.

[d] Includes respondents who selected more than one race category.

Note: SE = Standard errors.

Source: Baseline Survey, data collected March–July 2010.

Table D-2. Attrition Analysis for the Evaluation of the About Eating Program

Characteristic	Estimated Odds Ratio[a]	95% Wald Confidence Limits		*p*-value
		Lower	Upper	
Age				
18 to 24	0.220**	0.084	0.579	0.0022
25 to 34	0.472	0.206	1.083	0.0764
35 to 45[b] (reference group)	1.000	—	—	—
Race/ethnicity				
Hispanic	3.090	0.376	25.381	0.2936
Black, non-Hispanic	1.354	0.270	6.791	0.7125
White, non-Hispanic (reference group)	1.000	—	—	—
Other or more than one race[c]	0.733	0.184	2.929	0.6606
Size of household	0.901	0.728	1.115	0.3381
Single-adult household	0.764	0.338	1.726	0.5169
Education				
Did not complete high school	0.885	0.260	3.005	0.8443
High school graduate or GED	1.182	0.498	2.806	0.7041
Some college or 2-year degree	0.607	0.269	1.372	0.2303
College degree (reference group)	1.000	—	—	—
Marital status				
Married or living with partner (reference group)	1.000	—	—	—
Separated or divorced	1.096	0.419	2.868	0.8516
Widowed	0.695	0.069	6.980	0.7576
Never married	0.887	0.407	1.932	0.7628
How Internet usually accessed				
Home (reference group)	1.000	—	—	—
Work	0.562	0.209	1.511	0.2535
Friend or family's home	0.558	0.195	1.595	0.2760
Library or community center	2.042	0.527	7.914	0.3015
Other	0.510	0.111	2.347	0.3871

(continued)

Table D-2. Attrition Analysis for the Evaluation of the About Eating Program (continued)

Characteristic	Estimated Odds Ratio[a]	95% Wald Confidence Limits		*p*-value
		Lower	Upper	
Frequency of accessing Internet				
At least once per day (reference group)	1.000	—	—	—
A few times per week	0.586	0.290	1.184	0.1363
A few times per month or less	1.095	0.214	5.612	0.9132
Number of respondents[d]				

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

[a] Odds ratios (with 95% confidence interval) describe the likelihood of being classified as a completer (completed the follow-up survey) relative to an attritter (did not complete follow-up survey) associated with each demographic variable.

[b] Respondents were screened on age (aged 18 to 45) as an eligibility criterion; however, when answering the survey questions, four respondents in the intervention group and two respondents in the control group indicated that they were older than 45 years old.

[c] Includes respondents who selected more than one race category.

[d] Attrition analysis includes 436 completers and 64 attriters.

Source: Baseline Survey, data collected March–July 2010.

Appendix E
Impact Evaluation Analyses of the Treated

List of Contents

Table E-1. Baseline Demographic Characteristics for Analysis of the Treated, for Women Who Participated in the About Eating Program Evaluation Study

Characteristic	Intervention Group (SE)	Control Group (SE)	Difference	Test Statistic[a]	*p*-value
Age, %					
18 to 24	24.34 (3.4859)	17.44 (2.7210)	6.91	2.50	0.1136
25 to 34	37.50 (3.9324)	51.28 (3.5846)	−13.78**	6.55	0.0105
35 to 45[b]	38.16 (3.9458)	31.28 (3.3250)	6.88	1.79	0.1807
Hispanic or Latino, %	3.29 (1.4488)	3.61 (1.3409)	−0.32	0.03	0.8722
Race, %					
American Indian or Alaska Native	0.67 (0.6699)	0.00 (0.0000)	0.67	1.28	0.2581
Asian	0.67 (0.6699)	0.53 (0.5257)	0.14	0.03	0.8628
Black or African American	3.36 (1.4775)	4.21 (1.4591)	−0.85	0.17	0.6842
Native Hawaiian or other Pacific Islander	0.00 (0.0000)	0.00 (0.0000)	0.00	–	–
White	90.60 (2.3938)	93.68 (1.7673)	−3.08	1.12	0.2902
More than one race[c]	4.70 (1.7360)	1.58 (0.9057)	3.12	2.84	0.0921
Size of household	3.87 (0.1303)	3.75 (0.1311)	0.12	0.66	0.5104
Single-adult household, %	21.48 (3.3692)	27.23 (3.2255)	−5.75	1.49	0.2227
Education, %					
Did not complete high school	2.65 (1.3087)	6.19 (1.7320)	−3.54	2.40	0.1212
High school graduate or GED	31.79 (3.7949)	36.08 (3.4529)	−4.29	0.70	0.4042
Some college or 2-year degree	34.44 (3.8724)	32.99 (3.3806)	1.45	0.08	0.7777
College degree	31.13 (3.7734)	24.74 (3.1026)	6.38	1.73	0.1879
Marital status, %					
Married or living with partner	56.95 (4.0352)	49.23 (3.5853)	7.72	2.04	0.1536
Separated or divorced	13.91 (2.8200)	19.49 (2.8407)	−5.58	1.87	0.1711
Widowed	0.66 (0.6610)	2.05 (1.0165)	−1.39	1.15	0.2829
Never married	28.48 (3.6780)	29.23 (3.2618)	−0.75	0.02	0.8781

(continued)

Table E-1. Baseline Demographic Characteristics for Analysis of the Treated, for Women Who Participated in the About Eating Program Evaluation Study (continued)

Characteristic	Intervention Group (SE)	Control Group (SE)	Difference	Test Statistic[a]	*p*-value
How Internet usually accessed, %					
Home	84.87 (2.9109)	74.87 (3.1106)	10.00*	5.19	0.0227
Work	9.21 (2.3489)	7.18 (1.8513)	2.03	0.48	0.4907
Friend's or family's home	1.32 (0.9256)	6.67 (1.7889)	−5.35*	5.91	0.0150
Library or community center	2.63 (1.3002)	8.72 (2.0231)	−6.09*	5.57	0.0183
Other	1.97 (1.1298)	2.56 (1.1335)	−0.59	0.13	0.7162
Frequency of accessing Internet, %					
At least once per day	86.84 (2.7458)	73.85 (3.1517)	13.00**	8.86	0.0029
A few times per week	13.16 (2.7458)	21.54 (2.9481)	−8.38*	4.09	0.0432
A few times per month	0.00 (0.0000)	3.08 (1.2385)	−3.08*	4.76	0.0291
A few times per year	0.00 (0.0000)	1.54 (0.8826)	−1.54	2.36	0.1246
Number of respondents	152 (43.8%)	195 (56.2%)			

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

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

[a] All statistics assess the null hypothesis of no difference between intervention and control groups. For continuous measures, t-tests based on analysis of variance (ANOVA) were used to assess mean differences. For categorical variables, chi-square statistics were used to assess goodness of fit.

[b] Respondents were screened on age (aged 18 to 45) as an eligibility criterion; however, when answering the survey questions, four respondents in the intervention group and two respondents in the control group indicated that they were older than 45 years old.

[c] Includes respondents who selected more than one race category.

Notes: Intervention group is limited to individuals who completed all of the About Eating lessons. SE = Standard errors.

Source: Baseline Survey, data collected March–July 2010.

Table E-2. Dietary Intake for Analysis of the Treated: Primary Impacts for the Evaluation of the About Eating Program

Dietary Intake	Model-Adjusted Follow-Up Means (SE)		Estimated Impact[a] (95% CI)	*p*-value
	Intervention Group	Control Group		
Cups of fruits and vegetables	2.58 (0.1259)	2.60 (0.1095)	−0.01 (−0.35, 0.32)	0.9377
Cups of fruits	1.22 (0.0730)	1.20 (0.0635)	0.02 (−0.18, 0.21)	0.8776
Cups of vegetables	1.37 (0.0708)	1.39 (0.0616)	−0.02 (−0.21, 0.17)	0.8086
Number of respondents	148	191		

[a] Program impact (with 95% confidence limits) was estimated via linear regression (SAS PROC GLM) using adjusted endpoint models that include preference scores as a proxy for fruit and vegetable intake at baseline. Additional covariates included respondent demographics and Internet usage.

Notes: Intervention group is limited to individuals who completed all of the About Eating lessons. SE = standard error. CI = confidence interval.

Source: Baseline Survey, March–July 2010 and Follow-Up Survey, May–September 2010.

Table E-3. Other Dietary Behaviors for the Analysis of the Treated: Secondary Impacts for the Evaluation of the About Eating Program

Other Dietary Behaviors	Model-Adjusted Follow-Up Means (SE)		Estimated Impact (95% CI)[a]	*p*-value
	Intervention Group	Control Group		
Ate fruit or vegetables as snacks[b]	3.49 (0.1876)	3.41 (0.1637)	0.08 (−0.43, 0.58)	0.7677
Ate variety of fruits[b]	2.58 (0.1823)	2.57 (0.1591)	0.01 (−0.48, 0.50)	0.9693
Ate variety of vegetables[b]	3.84 (0.1841)	3.41 (0.1613)	0.43 (−0.07, 0.92)	0.0912
Used 1% or skim milk[c]	0.33 (0.0473)	0.36 (0.0428)	0.88 (0.51, 1.51)	0.6318
Food preferences[d]				
Fruits	7.34 (0.1252)	7.46 (0.1093)	−0.12 (−0.46, 0.21)	0.4785
Vegetables	6.85 (0.1154)	6.87 (0.1007)	−0.02 (−0.33, 0.29)	0.9125
White bread	6.25 (0.1810)	6.57 (0.1594)	−0.31 (−0.80, 0.17)	0.2070
Whole-wheat bread	6.79 (0.1742)	6.85 (0.1516)	−0.07 (−0.53, 0.40)	0.7830
Whole milk	5.10 (0.1910)	5.16 (0.1675)	−0.06 (−0.57, 0.45)	0.8194
Skim milk	5.86 (0.2083)	5.70 (0.1823)	0.16 (−0.40, 0.72)	0.5794
Food availability				
Fruits and vegetables[e]	2.97 (0.0923)	2.80 (0.0803)	0.17 (−0.07, 0.42)	0.1715
1% or skim milk[c]	0.91 (2.4791)	0.91 (2.4306)	0.98 (0.52, 1.81)	0.9385
Whole or 2% milk[c]	0.38 (0.0475)	0.38 (0.0419)	1.01 (0.59, 1.72)	0.9709
Potato chips, nacho chips, or corn chips[c]	0.84 (0.7155)	0.77 (0.9249)	1.53 (0.86, 2.72)	0.1510
Regular soft drinks or sodas[c]	0.61 (1.2287)	0.60 (1.2496)	1.08 (0.66, 1.77)	0.7468
Self-rating of eating habits[f]	6.09 (0.1210)	5.87 (0.1035)	0.22 (−0.10, 0.54)	0.1774
Number of respondents	152	195		

[a] Program impact (with 95% confidence limits) was estimated via linear regression (SAS PROC GLM) for continuous outcomes and logistic regression (SAS PROC LOGISTIC) for dichotomous outcomes. Impact estimates were based on adjusted endpoint models that include preference scores as a proxy for fruit and vegetable intake baseline. Additional covariates included respondent characteristics and Internet usage. Impact estimates are provided as odds ratios for dichotomous outcomes.

[b] Reported as the number of days in the past week.

[c] Dichotomous variable indicates the proportion responding yes.

[d] Indicates preference using 1–9 scale, 1 = extremely dislike, 5 = neither like or dislike, and 9 = extremely like.

[e] Index score (0–4) based on reported household availability of four fruits and vegetables.

[f] Measured using 1–10 scale, 1 = poor and 10 = excellent.

Notes: SE = standard error. CI = confidence interval.

Source: Baseline Survey, March–July 2010 and Follow-Up Survey, May–September 2010.

Appendix F
Instruments for Assessment of the Demonstration Project's Evaluation

List of Contents

F.1: Pre-evaluation Interview Guide for Evaluation Lead

Discussion Guide for Implementing Agency Evaluation Manager

[Pre-Implementation]

State: _____ Interviewer: _____
Respondent: _____ Date of Interview: _____
Title: _____ Study ID No: _____
Organization: _____
Address: _____
_____
_____
Phone: _____
Fax: _____
Email: _____

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 About Eating program. 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 SNAP-Ed implementing agencies that are planning to evaluate their own SNAP-Ed interventions.

We will be using first names only today. Everything you say will be kept private. After we conduct several of these interviews, we will write a report for the U.S. Department of Agriculture's Food and Nutrition Service. Your name will not appear anywhere in the report. Nothing 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.

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

<u>Overview of IA-Led Evaluation Design, Budget and Staffing</u>

Several weeks ago we reviewed the IA application submitted to FNS, 2010 SNAP-Ed Plan, and additional updated materials you have provided to us about your evaluation plans. We summarized this information

and sent you a synopsis for your review. To begin our discussion today, we would like to go over that summary document with you and give you the opportunity to comment or suggest revisions and provide additional information that we could not fill in from the written materials.

1. After reading the summary does any information appear to be incorrect or inaccurately describe your project in any way? Please highlight any information that is incorrect or needs more clarification and make the necessary corrections or additions.

   Is this information incorrect because your project has changed in some way since submitting your 2010 SNAP-Ed Plan or did we misunderstand or misinterpret something?

2. We want to be sure we understand your staffing plan for the evaluation. Which project staff or other staff will be responsible for conducting the evaluation? Please name staff and time allotted and if they will be involved in data collection only, data analysis only, in project implementation, or in any combination of these three activities.
3. Will any quality control or monitoring take place during data collection? If so, please describe.

<u>Evaluation Planning Phase</u>

Now let's briefly talk 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 most to a successful design and planning phase?
3. What lessons have you learned during this key phase of the evaluation design? What would you do differently? What would you do the same?

<u>Anticipated Challenges for Implementation</u>

1. What challenges do you anticipate for this evaluation as you now approach your initial evaluation data collection phase?

<u>Dissemination of Evaluation Results</u>

1. When do you expect to complete data collection? When do you anticipate that you will complete data analysis?
2. How do you intend to use and/or disseminate your evaluation results?

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

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

F.2: Review Form for Assessment of the Demonstration Project's Evaluation

ASSESSMENT OF IA-LED IMPACT EVALUATION
REVIEW FORM

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

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

Implementing Agency: _____
Reviewer: _____ **Date:** _____

Rating scale

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

A. Research Objectives and Hypotheses **Score:** _____

- **Clarity of research questions/hypotheses the evaluation is addressing**
  - *Are the objectives stated in SMART terms (specific, measurable, achievable, realistic, time-bound)?*
  - *A clear theory of causal mechanisms should be stated.*

- **Alignment of evaluation goals and objectives with intervention activities**
  - *Do the objectives/hypotheses include endpoints that are behavioral, meaningful, and related to the program's theory of change?*

B. Viable Comparison Strategy **Score:** _____

(*Outcome Evaluation Research Design*)

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

- **Appropriateness of the control or comparison group**
  - *Are the members of the control/comparison groups likely to be similar to the members of the treatment group? Is the study an experimental (randomized) or a quasi-experimental (non-randomized) design? Does this strategy make sense in the context of the treatment program?*

- **Threats to the validity of the design**
  - *Have plausible threats to validity (i.e., factors that permit alternative explanations of program outcomes) been discussed?*
  - *The evaluator must be able to rule out other factors that could explain changes, such as competing programs, concurrent media campaigns, and the effects of maturation among evaluation participants.*
  - *Absent true randomization, there is additional onus on the program to identify and rule out alternative explanations of program effects.*

C. Sampling Size/Sampling Strategy **Score:** _____

- **Sample size estimations**
  - *Should be supported by power analysis that indicates the sample is sufficient to detect statistically significant differences in outcomes between treatment and control/comparison groups.*
  - *The power analysis should be matched to the outcome evaluation design. It should be based on an anticipated program effect size that is empirically valid (i.e., drawn from published literature or pilot work).*

- **Method of selecting sample participants from the population.**
  - *Should specify what/who the sample is and how it was obtained. Should be detailed and provide a reasonable basis for generalization of program effects to the broader population of people 'like those' in the study.*

- **Recruitment plans.**
  - *Description of steps to be taken by project staff to increase the likelihood that members of the target population approached by the program will agree to participate in the program*
    NOTE: no program will have 100% recruitment, but rates below 70% - 80% should be closely examined for justification.

D. Outcome Measures **Score:** _____

- **Quality of the data collection instruments (surveys, interviews)**
  - *Information on reliability (internal consistency (alpha), test-retest reliability, and/or reliability across raters) and construct validity of measures should be provided.*
  - *When possible, the use of scales is preferable to single item measures.*

- **Alignment of evaluation measures with the intervention activities**.
  - *Outcome measures assess actual behavior change.*
  - *Outcome measures should map onto research objectives/hypotheses*
  - *Higher scores should be considered for measures that include intermediate factors in the behavior change process.*

E. Data Collection **Score:**

- **Overview of data collection schedule**
  - *Timing of data collection should align with program activities*
  - *Should be realistic and achievable*

- **Rigor of the data collection process**
  - *Data collection for the intervention and comparison group participants should be similar. Any differences should be noted and justified.*
  - *Participant data should be anonymous (no names linked to data) or confidential (names linked to data are kept private).*
  - *Should include description of data management and data security measures*
  - *Describe longitudinal tracking procedures*

- **Quality of the data collection process**
  - *Evidence of thorough training of data collectors*
  - *High scores should be given for data collection procedures that are least likely to introduce bias or promote non-response.*

F. Data Analysis **Score:**

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

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

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

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

G. Attrition (loss of participants) **Score:** _____

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

H. Missing Data (incomplete survey/items) **Score:** _____

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

F.3: Outline for Demonstration Project's Evaluation

Outline of Information Needed on PSU-led Evaluation of the *About Eating* Program

A. Research Objectives and Hypothesis

1. Provide hypotheses (research questions) addressed by the evaluation

2. Specify each impact (outcome variable) assessed by the evaluation

B. Comparison Strategy/Research Design

C. 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. **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)**

D. Outcome Measures

1. 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**

E. 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**

F. 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

G. 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.)

H. 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 (*N* = 484)	Intervention (*n* = 246)	Control (*n* = 238)	$\chi 2$	*p*
Age in years *M* (*SD*)	48.29 (14.08)[a]	48.34 (13.74)[a]	48.30 (14.50)[a]	0.07[b]	0.981
Gender %				3.97	0.052
Female	77.69	81.30	73.73		
Male	22.31	18.70	26.27		
Etc.					

[a] Mean (standard deviation).

[b] *t*-values from studentized *t*-test.

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

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

[a] Program impact (with 95% confidence limits) estimated via difference-in-difference models comparing change across time in the intervention versus control groups. Ratios of impact estimates of 1.00 indicate no interaction between time and program group (i.e., no program impact).

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

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

[a] Program impact (with 95% confidence limits) estimated via difference-in-difference models comparing change across time in the intervention versus control groups. Ratios of impact estimates of 1.00 indicate no interaction between time and program group (i.e., no program impact).

F.4: Post-evaluation Interview Guide for Evaluation Lead

Discussion Guide for Implementing Agency Evaluation Manager – *About Eating* Program

[Post-Implementation]

State: _____ Interviewers: _____
Respondent: _____ Date of Interview: _____
Title: _____
Organization: _____
Address: _____
_____
_____
Phone: _____
Fax: _____
Email: _____

OMB No. 0584-0554 **Expiration date: 1/31/2013**

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: 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 has contracted with Altarum Institute to conduct a study of the Pennsylvania State University *About Eating* online course. 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 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 U.S. Department of Agriculture's Food and Nutrition Service. Your name will not appear anywhere in the report. Nothing 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.

I expect that our discussion will take about 45-60 minutes today. Before I begin, do you have any questions?

Outcome/Impact Related Questions for NYSDOH

The first set of questions is intended to clarify any information provided in your evaluation report that was unclear or for which we need additional information.

[Ask questions to clarify information provided in the evaluation report.]

Process Related 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.

Let's start with the evaluation design. What changes, if any, occurred from your planned evaluation design? What caused these changes?

- 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?
- What changes, if any, did you make in the methods for protecting participant privacy? What caused these changes?
- What changes, if any, did you make [or are you planning to make] in your data analysis plan? What caused these changes?
- What changes if any did you make in the staffing for your data collection or staffing for your data analysis?
    a. Did you need more or less time than budgeted for staff to spend on the data collection? On the data analysis?
    b. Why do you think you needed more/less time than budgeted for these evaluation tasks?
    c. Were there any changes in planned data collection with the PSU SRC?
- Did you have or are you anticipating any increased non-personnel costs or resources required for the evaluation? If yes, what additional costs or resources have been or will be needed compared to what you planned for?
- Did you have or are anticipating any increased non-personnel costs or resources required for the evaluation related to work the PSU Survey Research Center?

Questions to Clarify Information Provided in Evaluation Report

(If needed) Ask questions to clarify information provided in evaluation report.

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.

Other than those 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 IA-led evaluation.]

- What do you think worked very well in the implementation of this evaluation? What factors contributed to what worked well?
- What do you think did not work well and what factors contributed to this?
- What lessons have you learned from this evaluation design?
- What would you do differently?
- What would you be sure to do the same?

Dissemination Plans

- How do you now plan to use and/or disseminate your evaluation results?
- Probe: With regard to dissemination, could you be specific, for example – manuscript, publications (list), poster sessions, presentations, etc.

That ends my formal interview questions. Do you have any comments or recommendations that you would like to add? Thank you very much for your time and input on this important project.

F.5: Resource and Expense Tracking Form

Project Resource and Expense Tracking Form for PSU *About Eating* Program

This data collection form will be used to summarize information about ACTUAL resources used for and expenses related to your evaluation of the *About Eating* program.

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

a) At the administrative, coordination, oversight level

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

2.2 Describe the ACTUAL physical capital required to *evaluate* this project

a) Space
b) Audio/visual
c) Computer/software
d) Other

2.3 Please provide the following information for ACTUAL expenditures related to the <u>evaluation</u> of your SNAP-Ed 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. Non-capital equipment/ supplies						
4. Materials						
5. Travel						
6. Administrative						
7. Building/space						
8. Maintenance						
9. Equipment and other capital expenditures						
10. TOTAL Direct Costs						
11. Indirect costs						
12. TOTAL Costs						

Appendix G
Process Evaluation Methodology

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 the intervention reach and how much exposure did participants have to it?
- What were the resources and costs needed for the design and 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 About Eating 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 four demonstration projects while allowing for project-specific tailoring of the approach. The research design for the About Eating 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 About Eating That Contributed to the Tailored Process Evaluation Design

	Characteristic	Implications for Research Design
1	**About Eating was a nutrition education program delivered via the Web, which provided unique challenges and opportunities for the process research design.**	The About Eating team worked in collaboration with the Pennsylvania State University (PSU) Survey Research Center (SRC) to implement this program. It was critical that key informant interviews were tailored to understand the roles and responsibilities of each team and to capture the unique working relationship that existed between the two groups. About Eating participants, both pilot and program participants, were not easily accessible as they could only be surveyed online or interviewed by phone, which provided additional considerations for the research design.
2	**PSU developed a pilot of About Eating prior to the FNS evaluation study period and modified it for SNAP-eligible audiences during the study period.**	Because the About Eating curriculum had previously been piloted with college students, PSU's initial challenge was to modify the Web-based program for SNAP-eligible audiences. It was especially important to document barriers, challenges, and successes of the redesigned program for the purpose of replication for SNAP-Ed. It was also important to capture the perspective of SNAP-eligible participant experience, level of satisfaction with the nutrition education messages and materials, and the Web-based delivery system of the program.

3	**The design and delivery of the About Eating model are complex and multifaceted.**	Understanding the About Eating model and Web-based systems as well as the participant recruitment methodology necessitated tailored instruments to obtain comprehensive documentation from both the About Eating team and the PSU SRC. Critical to the research design was a thorough understanding of recruitment barriers and opportunities.
4	**About Eating was administered by a relatively small, collaborative group at PSU.**	The About Eating team—the individuals responsible for the design, planning, evaluation, and implementation of the program—worked collaboratively to design, plan, and implement the demonstration project. The collaborative nature of the group and the sharing of roles and responsibilities meant key informant interviews had to be flexible and inclusive. Additionally, it was important to recognize that a limited number of respondents would contribute information for the process evaluation.

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; and telephone interviews with SNAP-eligible About Eating participants.

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 About Eating 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 Correlated to About Eating Data Sources

Research Questions and Indicators	Secondary Data Sources	Primary Data Sources				
		Program Manager	Project Coordinator	Field Recruiter	PSU SRC	About Eating Participants
What were the demonstration project's overall objectives and approach?						
Target audience and intended reach	✓					
Intended impacts	✓					
Method and setting of education delivery	✓					
Theoretical underpinnings	✓					
Project development timeline	✓	✓			✓	
Formative research and pilot testing	✓	✓			✓	
Number and topic of lessons	✓					
Key nutrition education messages and activities		✓	✓			
Education dose and intensity	✓					
Types and sources of nutrition education materials	✓					
How was the intervention implemented and administered?						
Management and oversight structure		✓				
Partnerships	✓	✓				
Recruitment approach (for intervention sites)		✓				
Quality control and monitoring procedures		✓	✓			
How many people did the intervention reach and how much exposure did participants have to it?						
Proportion of recruits who participated in the intervention						
Number and demographics of participants	✓					
Mean and range in number of modules completed by participants					✓	
Mean and range in the length of time participants spent on each module					✓	

continued

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

Research Questions and Indicators	Secondary Data Sources	Primary Data Sources				
		Program Manager	Project Coordinator	Field Recruiter	PSU SRC	About Eating Participants
What were the resources and costs needed for the design and implementation of the intervention?						
Range and mean salary, by staff type	✓	✓				
Number of FTEs, by staff type	✓	✓				
Other direct costs	✓	✓				
Physical capital used	✓	✓				
What were 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?						
Barriers to or facilitators of participation		✓	✓	✓	✓	✓
Participant perception of the intervention goals						✓
Participant satisfaction with the education						✓
Reported changes in nutrition behaviors						✓
Barriers or challenges to changing nutrition behaviors		✓	✓			✓
Recommendations for improving program accessibility		✓	✓		✓	✓
Recommendations for improving program usefulness		✓	✓		✓	✓

a. Secondary data sources

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

Exhibit G-3.— Secondary Data Collected for the Process Evaluation of About Eating Program

Document Category	Specific Documents Reviewed
Planning and Reporting Documents	Demonstration project application FY 2011 SNAP-Ed Plan
Implementation Documents	Nutrition education modules Supplemental nutrition education for each module PSU SRC protocols for implementation
Administrative Data on Program Reach and Dosage	Type and number of contacts made for purposes of recruitment Demographic information on intervention participants Planned and actual number of SNAP-eligibles participating in the intervention PSU SRC time stamps documenting date and time each lesson was started and finished Type and order of lessons completed by participants and drop-outs Lesson completion rates among drop-outs
Program Costs*	Standardized cost tables consistent with FNS SNAP-Ed expenditure reporting requirements

*Altarum Institute provided tables for PSU's About Eating staff to complete to ensure cost data were collected in a standardized way.

i. Planning and reporting documents

The application PSU submitted to FNS in response to the solicitation for this study provided detailed background and objective information related to how PSU planned to develop, implement, and evaluate the About Eating demonstration project. The FY 2011 SNAP-Ed Plan, however, contributed limited information to the analysis. This type of report is used to aggregate and summarize information across all activities related to SNAP-Ed in the State; it included minimal information on About Eating specifically.

ii. Implementation documents

Implementation documents, such as final nutrition education modules and materials as well as protocols, contributed substantial objective information on the program's actual (rather than conceptualized or planned) goals and objectives, nutrition education messages and activities, and preparation for planned implementation of the demonstration project.

iii. Administrative data on program reach and dosage

The PSU team collected and shared a substantial amount of process data related to the implementation of

their program. Some of the information shared by the About Eating team had already been tabulated and was provided in the form of summary tables, such as number and type of modules completed, number and characteristics of completers and non-completers, time stamps for each module with length of time to complete each module, and order of modules completed. The remainder of the process data collected by the About Eating team (e.g., participant responses to open-ended questions from each module survey) was provided in a Microsoft Excel file format, and subsequently, tabulated and summarized by the About Eating team.

iv. Program costs

The PSU team provided data on resources and costs associated with designing, implementing, and evaluating About Eating. Although we provided PSU 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 it should have already existed in some form.

b. Primary data sources

Primary data were collected from three categories of key informants—program-level staff members, contractors (e.g., PSU SRC), and program participants. The information gathered from key informants was descriptive and primarily qualitative in nature. The timing of data collection from key informants was strategically coordinated with the planned intervention cycle. The data collection took place approximately one month prior to the start of the intervention (March 2010) and immediately following completion of the intervention (August 2010). Key informant interviews were conducted during both time periods, whereas the other PSU About Eating staff and SRC staff interviews were only conducted post-intervention. Exhibit G-4 lists the respondent types, data collection methods used, and the number of respondents for both pre- and post-data collection efforts by respondent category for the About Eating evaluation.

Exhibit G-4.— PSU Respondent Type, Primary Data Collection Methods, and Number of Respondents

Type of Respondent	Data Collection Method	Number of Respondents	
		Pre-Intervention	Post-Intervention
Program Staff			
Program Manager	Interview	1	1
Project Coordinator	Interview	n/a	1
Field Recruiter	Interview	n/a	1
SRC staff	Interview	n/a	3
Program Participants			
About Eating pilot program participants	Telephone survey	n/a	5
About Eating participants	Telephone survey	n/a	9
About Eating participants	Survey (process questions included in participant post-intervention survey)	n/a	152

Note: n/a= not applicable

i. Program-level staff

We interviewed all of the About Eating individuals involved in the planning, design, and implementation of the About Eating intervention. Our data collection plan included interviewing the program manager, program coordinator, recruiters, and PSU SRC staff members. To this end, we worked directly with the program manager to identify key members of the About Eating team and to gain a basic understanding of their respective roles and responsibilities. During this process, it became clear that About Eating staff members held multiple roles and had multiple responsibilities and could fit under several respondent types (e.g., evaluator, recruiter). In fact, the About Eating team worked in such a collaborative manner that the program manager thought it was important to include everyone on her team.

ii. PSU SRC key contacts

Data collection instruments used to collect data on the About Eating program

- Data abstraction tools
- Program cost form
- In-depth, open-ended key informant interview guides
- Telephone interview guide for pilot participants and intervention participants
- Participant follow-up survey (subset of process questions)

As previously described, the PSU About Eating team contracted with the PSU SRC to develop Web-based systems and protocols to facilitate the implementation of About Eating as well as to assist in the development of strategies for the collection of evaluation data. The About Eating team and key PSU SRC staff members needed to work collaboratively in order to successfully execute the program. Understanding this relationship is critical to the replication of About Eating in SNAP-Ed programs. Through interviews with three key contacts at SRC (e.g., SRC director, SRC assistant director, and SRC data specialist), we were able to capture a high-level overview of the project from the SRC director, and more detailed implementation and evaluation information from the SRC assistant director and data specialist.

iii. Members of the target audience

Although a four-lesson version of the About Eating program had been piloted with a SNAP-eligible audience, the program was modified and a fifth lesson was added to the final version. For this reason, it was critical to capture the perspective of About Eating participants both as pilot participants and intervention participants. About Eating pilot program participants as well as intervention participants (completers and non-completers) were an important primary source of information related to accessibility of the nutrition education materials, participant satisfaction, relevance of the messages and materials, and recommendations for improvement.

2. Instrumentation

Data collectors used standardized secondary data abstraction tools and primary data collection instruments across the four demonstration projects. The wording of many of the questions in each key informant interview discussion guide was tailored to each of the demonstration projects, including modifications specific to the intervention's design, target audience, and implementation sites. 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 late winter and early spring 2009. Detailed descriptions of the instruments developed and implemented as part of the process evaluation of About Eating, 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 the instruments are provided in appendix A.

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); and operational aspects of the program's implementation.

ii. Program cost form

The About Eating team compiled and provided us with resource and cost information for the three key phases of the demonstration project—program design, program implementation, and program evaluation. We provided a standardized program cost information form that was 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 (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 from a number of stakeholders—namely, PSU program staff members and participants—through in-depth, open-ended discussions. This method was used to capture rich, subjective information from key informants both pre- and post-intervention. The pre-intervention interview focused on the planning and design of the demonstration project. It sought to capture the experiences and perspectives of, as well as lessons learned by, the key informants on this phase of the project. Post-intervention interviews also sought to capture the experiences and perspectives of, as well as lessons learned by, various key informants, but specifically for the implementation phase of the project. Because of the varying foci of the interviews at each of these key time periods, eight interview guides were developed for each key informant type—one for use prior to intervention and seven for use post-intervention. The key informant types for which instruments were developed include program manager, project coordinator, recruiter, Web administrator, Web assistant administrator, Web specialist, and pilot or intervention participant.

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 data collection team for the About Eating process evaluation comprised two evaluators, one of whom, a senior staff member, took a lead role on all recruitment and data collection activities. This section provides 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. We 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, we maintained informal communication with the demonstration project staff, primarily the program manager. This ongoing communication fostered a strong working relationship, and as a result, recruitment of the program manager and other program-level staff members for key informant interviews was scheduled and executed using a minimum amount of time and resources. 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 program manager approximately 3 months prior to the start of their intervention—or 2 months prior to onsite data collection. This packet, which was sent electronically, included the following:

- 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 manager to complete with potential respondents' contact information; and
- Data collection plan summary, which provided an overview of our data collection plan, including the number and type of respondents and timing of data collection.

The program manager was very responsive to this form of communication and effectively facilitated the recruitment of her staff and the PSU SRC staff, and identified a date, block of time, and facility for us to conduct face-to-face interviews. The same facility and a similar interview schedule were followed in order to streamline this process when planning post-intervention face-to-face interviews.

c. Recruitment and data collection procedures for About Eating pilot and intervention participants

A total of five post-pilot participant telephone interviews were conducted to determine if the modifications made to About Eating properly adjusted the reading level, comprehension, course content, supplemental materials, and ease of use for SNAP-eligibles. Nine post-intervention participant telephone interviews were conducted to determine satisfaction with About Eating, ease of use, comprehension, favorite topic areas, and behavior changes.

To meet recruitment targets and maximize response rates, we offered participants $15 incentives and made follow-up calls to those who were unable to be interviewed at the appointed time.

At the beginning of the interview, FNS-approved privacy-related information and privacy assurance were provided verbally along with a reminder that participation in the interview was voluntary. A $15 incentive in the form of a check sent via United States Postal Service was offered to About Eating participants for participation in the interview. Notes were taken during the interview and transcribed for future coding and analysis.

5. Analysis Approach

We applied an analysis approach to the data, which takes into account the range of data and respondent types used in the process evaluation. Key informant responses to each interview question 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 available and allowed for the identification of broad themes (e.g., implementation challenges) and specific topics (e.g., Web modules) as well as agreement and disagreement amongst respondents. Direct quotations were also identified where relevant and used to support key findings.

Open-ended responses from the impact survey (process questions) were summarized and analyzed in Microsoft Excel to capture the breadth and diversity of opinions offered by participants, 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 About Eating intervention, such as those related to dose, reach, and costs. With the exception of cost data, which were provided through a series of standardized tables, these data were received in or entered into Microsoft Excel spreadsheets. Excel was then used to conduct basic frequencies and mean tabulations. Quantitative process data collected from participants through the impact survey were analyzed using SAS 9.2. Frequencies of participant responses to each process question were reported. Qualitative information collected through key informant interviews, including direct quotes from participants, was used to further explain any quantitative findings. Integrating methods in this way provides the context needed to obtain a complete picture of the evaluation results.

Appendix H
Impact Evaluation Methodology

This appendix describes the methodology for the impact evaluation of About Eating. We identify the research questions and describe 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. We describe 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 About Eating yielded positive and statistically significant changes in observed nutrition behaviors.

▲ Primary Outcome

Based on FNS' interest in observing a minimum increase in participants' dietary intake of 0.30 standard deviation units, we hypothesized that women participating in About Eating would increase their average daily consumption of fruits and vegetables by approximately 0.44 cups per day compared with women not participating in the program.

▲ Secondary Outcomes

We hypothesized that women participating in the program would increase other nutrition behaviors that may lead to increased consumption of fruits and vegetables consumption compared with women not participating in the program in the following ways:

- Snacking: eat fruit or vegetables as snacks
- Variety: eat more than one type of fruit or vegetable each day
- Preference: like a variety of fruits or vegetables
- Availability: have access to fruits and vegetables at home

We also examined consumption, at-home availability, and preferences for 1% or skim milk and preferences for whole wheat bread.

2. Research Design and Sample Selection

The study population for About Eating included SNAP-eligible women, aged 18 to 45, living in one of the 34 Pennsylvania counties not served by SNAP-Ed or one of the six counties with service consisting only of county assistance office activities conducted by the Pennsylvania Nutrition Education Network. Women with conditions affecting eating competence were restricted from participating in the study. These conditions included poor health (e.g., diagnosis of diabetes, cancer, heart disease, lung disease within the past 5 years), pregnant or nursing mothers, and full-time study of nutrition. Participation required English literacy and access to the Internet.

In the 40 targeted counties, PSU recruited women eligible for SNAP using a variety of approaches. Participants who expressed interest in the study and met the eligibility criteria were randomly assigned to the intervention or control group, with stratification by whether the county offers the Expanded Food and Nutrition Education Program (EFNEP) to control for other nutrition education. Participants in the intervention group received the About Eating program. Control group participants received a link to the USDA Click 'n Go Web site. Exhibit H-1 presents the sample design, which included two intervention arms (whether the physical activity lesson was completed before or after the post-evaluation) and one control arm. For the FNS external evaluation, we did not examine the impact

Exhibit H-1.— Sample Design for the About Eating Program Impact Evaluation

Group	Treatment
Intervention	
≥30 minutes daily physical activity	Five-lesson module, self-selected order, evaluation post-module
<30 minutes daily physical activity	Five-lesson module with physical activity lesson last, evaluation post-fourth lesson
<30 minutes daily physical activity	Five-lesson module with physical activity lesson last, evaluation post-module
Control	Selection from USDA Click 'n Go Web site[a]

[a] This Web site includes resource sets focused on the five topics presented in the following order: eat healthy every day, be physically active every day, balance your lifestyle, manage your food resources wisely, and keep your food safe.

For the external evaluation of About Eating, our main outcome and the focus of sample size estimation was self-reported change in consumption of fruits and vegetables. We began with mean and standard deviation estimates from a trial that collected data from 3,122 women participating in Maryland's WIC 5-a-Day program. In this study population, mean fruit and vegetable consumption was 4.1 servings per day, with standard deviation of 2.9 servings (Havas et al., 1998). With the aim of detecting a change in consumption of servings of fruits and vegetables of 0.30 standard deviation units or better, About Eating was expected to produce a realized increase among intervention participants of 0.87 servings of fruits and vegetables per day.

We did not collect data on consumption of fruits and vegetables at baseline because of concerns expressed by the PSU principal investigator that doing so might negatively affect the delivery of the intervention. Accordingly, the model specified compared post-intervention means between intervention and control participants adjusted for baseline measure of food preference. Food preference is an acceptable proxy that has been shown to have an average correlation of approximately 0.40 with dietary intake (Drewnowski & Hann, 1999).

Table H-1 provides the sample design for the external evaluation and provides 145 completed surveys in each arm of the trial for the follow-up survey. We estimated 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.

Table H-1.— Sample Design for About Eating Impact Evaluation

	Number of Completed Surveys	
Group	**Baseline Survey**	**Follow-Up Survey[a]**
Intervention	181	145
Control	181	145

[a] Assumes an 80 percent response rate, with 65 percent completed by Internet and 15 percent by mail or telephone.

Based on the characteristics of the study outlined above, the evaluation will provide a 91 percent probability of detecting a statistically significant difference between the intervention and control groups at the post-intervention period as long as the realized difference is 0.87 servings of fruits and vegetables per day or greater.

3. Survey Instrument Development and Testing

We developed drafts of the survey instrument for the baseline (pre-intervention) and follow-up (post-intervention) surveys and conducted interviews with low-income women to test and refine the instruments. Our survey instrument development and testing procedures are described below.

a. Outcome measures and instrument development

To develop the impact evaluation instrument, we reviewed PSU's application and the About Eating curriculum and interviewed the PSU project staff to identify the primary and secondary outcome measures for the intervention. We then reviewed the instruments compiled as part of the literature review conducted for this study (Altarum Institute and RTI International, 2009) to identify instruments that address these outcomes and are feasible, appropriate for the target audience, reliable, valid, and sensitive to change. We worked with our project consultant, Dr. Marilyn Townsend, a cooperative extension specialist at the University of California Davis, to develop the impact evaluation instrument.

The impact evaluation instrument for About Eating collected information on the following:

- Primary outcomes: consumption of fruits and vegetables
- Secondary outcomes: participant's other dietary behaviors
- How participants heard about the program and reasons for program participation
- Reasons for not completing the program
- Participant satisfaction with the program
- Demographic characteristics of the respondent and household

In developing the impact instrument, we assessed the appropriateness of the instrument for collecting data on fruit and vegetable outcomes and other dietary behaviors. 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 About Eating 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, consumption of fruits and vegetables, we used questions from the Food Stamp Program Fruit and Vegetable Checklist (Townsend, Kaiser, Allen, Joy, & Murphy, 2003) and the University of California Cooperative Extension Food Behavior Checklist (Townsend, Silva, Martin, Metz, & Wooten-Swanson, 2008).

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

Exhibit H-2.— Summary of Instruments Used to Develop Impact Instrument for the About Eating Impact Evaluation

Outcome Measures	Instrument	Study Population	Mode(s) of Data Collection	Reliability	Validity	Sensitivity to Change and Other Results
Cups of fruits, vegetables, and fruits and vegetables consumed each day **Ate variety of fruits each day** **Ate variety of vegetables each day** **Ate fruit and vegetables as snacks during past week** **Self rating of eating habits**	Food Stamp Program Fruit and Vegetable Checklist (Townsend, Kaiser, Allen, Joy, & Murphy, 2003) University of California Cooperative Extension Food Behavior Checklist (Townsend, Sylva, Martin, Metz, & Wooten-Swanson, 2008)	Low-income women	Self-administered, self-administered in group setting, and interviewer administered individually and in groups	The internal consistency for the 7-item fruit and vegetable subscale was high ($\alpha = 0.80$)	The 7-item fruit and vegetable subscale showed a significant correlation with serum carotenoid values ($r = 0.44$, $p < 0.001$), indicating acceptable criterion validity and showed significant correlation with dietary variables	Demonstrated sensitivity to change for items expected to change as a result of the study intervention
Used 1% or skim milk	NHANES 2005–2006 (CDC, 2007)	General population	Interviewer administered	Not reported	Not reported	Not reported
Preferences for 10 fruits and vegetables, 2 types of breads, and 2 types of milk	(Drewnowski & Hann, 1999)	Women ages 20–41 years old	Self-administered	The internal consistency of the fruit and vegetable preference subscales was high	Not reported	Food preference and consumption was significantly correlated with nearly all item pairs tested; the median Pearson correlation coefficient was 0.40 (range: - 0.04 to 0.62)
Availability of fruits and vegetables at home during past week	Fruit, juice, and vegetable availability questionnaire (Marsh, Cullen, & Baranowski, 2003; Cullen et al., 2003)	Parents of 4th and 6th graders	Self-administered and interviewer administered via telephone	The internal consistencies for the fruit and vegetable availability items were high	There was significant agreement between self-reported and observed 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 ($p < 0.05$)
Availability of milk, chips, and soft drinks at home during past week	Questionnaire items were developed and tested by RTI	—	—	—	—	—

b. Instrument testing

In July 2009, we conducted six in-person interviews to pretest the draft impact instrument. Working with EFNEP representatives from Pitt County, North Carolina, we recruited six female SNAP-Ed recipients aged 18 to 45 years old. These individuals met the following inclusion criteria: (1) not pregnant or nursing, (2) could read and understand English, (3) have access to the Internet, and (4) not a practicing dietitian.

The pretest participants were asked to complete the About Eating lessons before their scheduled interview. After obtaining informed consent, the interviewer went through the draft follow-up survey instrument question by question. After asking each question, the interviewer asked the respondent to provide her response, explain the reason for her response choice, and whether the question or its responses were confusing or difficult to understand. Each interview lasted about 30 minutes, and participants received a $125 honorarium for completing the About Eating intervention and participating in the in-person interview.

We developed four versions of the instrument:

- Baseline survey—This instrument collected information on the outcome measures and demographic information. The same instrument was used for the intervention and control groups.
- Follow-up survey for intervention participants who completed all of the About Eating lessons—This instrument collected information on the outcome measures and use and satisfaction with the About Eating Web site.
- Follow-up survey for intervention participants who did not complete all of the About Eating lessons—This instrument collected information on the outcome measures, use and satisfaction with the About Eating Web site, and reasons for non-completion of the program.
- Follow-up survey for the control group—This instrument collected information on the outcome measures.

The baseline survey took about 10 minutes to complete, while the follow-up survey took about 15 minutes. The baseline and follow-up surveys were administered online via the About Eating Web site. We worked with the SRC at PSU to administer the online surveys. To control for starting point bias, half of the respondents completed the PSU questionnaire first and the remaining half completed the FNS questionnaire first. For the follow-up surveys, we prepared versions for administration by mail (survey booklet) and telephone (computer-assisted telephone interviewing [CATI] script) for participants who did not complete the follow-up survey online. For the CATI version, respondents did not have access to the graphics with cups of fruits and vegetables. Copies of the final survey instruments are provided as appendix C.

4. Survey Administration Procedures and Response

We describe below the training of data collectors, the survey administration procedures, and the response to the survey.

a. Data collector training

We provided training for the telephone interviewers who administered follow-up surveys to study participants who did not respond to the online or mail survey. Telephone interviewers were given a detailed training manual that provided 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, telephone interviewing techniques, and procedures for logging completed interviews.

Telephone interviewers were trained to work on the data collection for all four demonstration projects. Interviewers attended 8 hours of training over two evenings for the follow-up survey administration. Before beginning work on the study, each telephone interviewer had to pass certification exercises demonstrating knowledge of the study, facility with the instruments 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

We used a mixed-mode survey approach for survey administration that included an online survey with contacts by mail and telephone for individuals in the control group who did not complete the follow-up survey online and intervention participants who did not complete all of the About Eating lessons.

Individuals interested in participating in About Eating were instructed to visit the study Web site and complete an online questionnaire to determine eligibility. Individuals who were eligible for program participation were randomly assigned to the intervention or control group. The original randomization was 1:1; however, at the recommendation of RTI, PSU changed the randomization to 1:4 to increase the number of individuals in the intervention group because of the higher-than-anticipated drop-out rate. Following randomization, participants were sent an email notifying them to complete the baseline survey. Participants received a $15 cash incentive for completing the baseline survey ($10 for the FNS survey and $5 for the PSU survey).

Control group participants and intervention group participants who completed all of the lessons were sent an email notifying them to complete the follow-up survey online. Control group participants who did not complete the follow-up survey online and intervention group participants who did not complete all of the lessons were mailed a survey booklet. Five days later, we sent a postcard reminding them to complete the survey and thanking them for their participation if they had already completed the survey. If we did not receive a response by mail within a week after mailing the reminder postcard, we contacted nonrespondents by telephone and attempted to complete the survey over the phone. We made at least 10 call attempts to each working phone number on varying days and at varying times. Participants received a $30 cash incentive for completing the follow-up survey online ($15 for the FNS survey and $15 for the PSU survey) or $15 for completing the follow-up survey by mail or phone (FNS survey only).

c. Survey response

Table H-2 provides the number of completed surveys for the intervention and control groups at baseline and follow-up. Chapter II provides information on study recruitment and the eligibility rate. At baseline, 282 participants in the intervention group and 218 participants in the control group completed the survey. At follow-up, 152 participants in the intervention group completed the intervention and the follow-up survey (i.e., completed the evaluation study) and 195 participants in the control group completed the follow-up survey, exceeding our target of 145 participants per group at follow-up. A total of 89 individuals in the intervention group did not complete the intervention but completed the follow-up survey. For the impact analysis, we conducted analyses that included these individuals as well as analyses that excluded these individuals (i.e., analysis of the treated).

Table H-2.— Number of Completed Surveys and Response Rates for the Baseline and Follow-Up Surveys

Group	Number of Completed Baseline Surveys	Number of Completed Follow-Up Surveys	Response Rate for the Follow-Up Survey (%)[a]
Intervention			
Completed the intervention	153	152	99.35
Did not complete the intervention	129	89	69.00
Total	**282**	**241**	**85.46**
Control			
Completed follow-up survey online	144	144	100.00
Completed follow-up survey by mail or phone	74	51	69.91
Total	**218**	**195**	**89.45**

[a] Response rate for the follow-up survey = $\frac{\text{number of completed follow-up surveys}}{\text{number of completed baseline surveys}}$

For the intervention group, the response rate for the follow-up survey was 99 percent for participants who completed the intervention (follow-up survey was completed online) and 69 percent for participants who did not complete the intervention (follow-up survey was completed by mail or telephone), with an overall cooperation rate of 85 percent. For the control group, the overall cooperation rate was 89 percent for the follow-up survey.

5. Data Processing and File Production Procedures

Data processing steps included entering the mail 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 we implemented quality control and assurance procedures as described below.

a. Data entry

Baseline and follow-up surveys were administered via the Internet by PSU's SRC. RTI sent mail surveys to intervention participants who did not complete all of the lessons and control participants who did not complete the Internet post-intervention survey. Respondents receiving the mail survey were subsequently contacted by telephone if a completed mail survey was not received. Data entry at RTI consisted of entering data from the mail surveys as well as entering data through computer-assisted telephone interviews (CATI) for respondents contacted by phone. Double-keying verification was performed on all mail surveys. All 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. Telephone interviewers entered the survey responses using CATI; thus, data entry was not required. The CATI program incorporated the questionnaire skip logic and included out-of-range checks for numeric responses.

b. Data editing

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

- Verified responses to categorical questions to ensure that they corresponded to a valid response.
- Checked for contradictory responses and investigated and addressed inconsistent responses, if necessary.
- Checked for incorrect flows through prescribed question skip patterns. This step was not necessary for CATI and Internet surveys because the programming logic incorporated the skip patterns.
- Checked for omission or duplication of records; for example, several missing items in a row can indicate that one or more pages in the survey were not keyed or there are other errors in the data entry process.
- Coded responses to existing categorical responses for questions with an "other, specify" response, and added additional response codes as necessary. Additions of response codes are noted in the survey tables.
- Reconciled study group (i.e., intervention or control) with PSU's SRC. Two respondents were incorrectly assigned to the control group; thus, they were subsequently reassigned to the intervention group.
- Reconciled intervention completion with PSU's SRC. Three participants completed the follow-up survey but did not complete the intervention; thus these participants were removed from the post-intervention survey data.

c. File production

Preparing the analysis data file for the impact analysis required several steps as described below.

- For the follow-up survey, combined the Internet survey, mail survey, and phone survey responses: In one case where a CATI survey was completed before a mail survey was received for the same respondent, the mail survey data were kept for analysis. In two cases where an Internet survey was completed before a CATI survey was completed, the Internet survey data were kept for analysis.
- Created derived variables: Several analysis variables were derived using screening information, survey responses, or a combination of both. Creation of these variables is described in the next section.
- Combined the baseline and follow-up survey data: Baseline and follow-up survey responses were combined to form a single analysis data file. Demographic information provided by respondents in the baseline survey was merged with the respective follow-up survey responses.

6. Impact Analysis

We compared changes in an intervention group that participated in the About Eating program and a control group that was instructed to visit the USDA Click 'n Go Web site. The impact models specified compared post-intervention means between intervention and control participants adjusted for baseline measure of food preference. We describe below the measures and variables used in the statistical analyses and our modeling specifications.

a. Description of measures and variables used in statistical analyses

The baseline survey collected demographic information on the respondent and her household. Exhibit H-3 identifies the demographic variables included in the impact analysis and provides information on procedures used to derive new variables. The follow-up surveys collected information on the primary outcomes. The secondary outcome information was collected in both the baseline and follow-up surveys. Exhibits H-4 and H-5 identify the variables for the impact analysis and provide information on procedures used to derive new variables.

b. Adjusted endpoint model with baseline covariates

The About Eating program was evaluated using multivariable linear and logistic regression models. The primary outcomes included the participant's self-reported fruit and vegetable consumption and combined fruit and vegetable consumption derived from these measures. To avoid potential reactivity effects, we did not collect self-reported measures of fruit and vegetable intake prior to implementation of the program. Instead, a measure of food preference was collected at baseline and included in the model as a covariate. The selected measure of food preference has been shown to correlate with dietary intake. Given the structure of the data available, we estimated program impacts with adjusted endpoint models that include baseline covariates. These models compare post-intervention means of participants assigned to the intervention group with post-intervention means of participants assigned to the control group. The inclusion of covariate data collected prior to program implementation can reduce bias, improve precision, or both.

The primary outcomes have a continuous measure, so we employed general linear models with Gaussian (i.e., normal) distributions and an identity link function. Secondary impact variables include both a continuous measure and dichotomous measures. For those based on dichotomous measures, we employed logistic models with a binomial distribution and a logit link function. Below we provide 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.

i. Sampling models and linking functions

The sampling model describes the expectation and distributional characteristics of the outcome variable. For variables that express the outcome of interest as a continuous measure, the sampling model can be expressed as

$$Y_{i:k} \mid \mu_{i:k} \sim N\left(\mu_{i:k}, \sigma^2\right). \tag{1}$$

This indicates that, given the predicted value $\mu_{i:k}$, the outcome $\left(Y_{i:k}\right)$ for respondent *i* (i = 1…m) assigned to the k^{th} condition (k = 0, 1) is normally distributed with expected value of $\mu_{i:k}$ and a constant variance, σ^2. The expectations of these values are expressed as

$$E\left[Y_{t:k} \mid \mu_{i:k}\right] = \mu_{t:k} \text{ and } \text{Var}\left(Y_{i:k} \mid \mu_{i:k}\right) = \sigma^2 \tag{2}$$

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

Variable	Question(s)[a]	Analysis Variable Derivation
Respondent age	Question 11, "Which of the following categories best describes your age?"	The three-level categorical variable was used in the analysis with response category "35 to 45" used as the reference group for the analysis.
Respondent race and ethnicity	Question 12, "Are you Hispanic or Latino? Question 13, "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." 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," which is the reference group for the analysis.
Respondent education	Question 14, "What is the highest level of schooling you have completed?"	The four-level categorical variable was used in the analysis with response category "college degree" used as the reference group for the analysis.
Respondent marital status	Question 15, "What is your marital status?"	The four-level categorical variable was used in the analysis with response category "never married" used as the reference group for the analysis.
Respondent access to Internet	Question 9, "How do you usually get on the Internet or Web?"	Two responses, "friend's or neighbor's home" and "family member's home" were combined to create a new category "friend's or family's home." The new five-level categorical variable was used in the analysis with response category "other" used as the reference group for the analysis.
Respondent frequency of accessing Internet	Question 10, "How often do you get on the Internet or Web?"	Two responses—"a few times per month" and "a few times per year"—were combined to create a new category "a few times per month or less." The new three-level categorical variable was used in the analysis with response category "a few times per month or less" used as the reference group for the analysis.
Size of household	Question from PSU survey, "How many children do you have and when were they born?" Question 8, "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 gave information for both questions.
Single-adult household	Question 8, "Including yourself, how many people 18 years or older live in your household?"	A binary variable was created with households with one adult assigned a value of "1" and households having more than one adult in the household assigned a value of "0."

[a] Appendix C provides copies of the survey instruments. Question numbers refer to the baseline survey instrument.

Exhibit H-4.— Description of Primary Outcome Variables

Variable	Question(s)[a]	Analysis Variable Derivation
Cups of fruits	Question 5, "During the past week, how many cups of fruit did you eat each day? Do not include fruit juice."[b]	Continuous variable in half-cup increments.
Cups of vegetables	Question 7, "During the past week, how many cups of vegetables did you eat each day?[b]	Continuous variable in half-cup increments.
Cups of fruits and vegetables	Questions 5 and 7 (above)	Summed responses to Questions 5 and 7 to create continuous variable in half-cup increments.

[a] Appendix C provides copies of the survey instruments. Question numbers refer to the follow-up survey instrument.

[b] Response options were in half-cup increments ranging from 0 to 3 cups. Internet and mail surveys provided visuals for none, one, two, and three cups.

Exhibit H-5.— Description of Secondary Outcome Variables

Variable	Question(s)[a]	Analysis Variable Derivation
Ate variety of fruits	Question 4, "How many days during the past week did you eat more than one kind of fruit each day? Do not include fruit juice."[b]	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 6, "How many days during the past week did you eat more than one kind of vegetable each day? Do not include vegetable juice."[b]	Created continuous variable ranging from 0 to 7 using the midpoint for the 2-day responses.
Ate fruits or vegetables as snacks	Question 3, "How many days during the past week did you eat fruit or vegetables as snacks?"[b]	Created continuous variable ranging from 0 to 7 using the midpoint for the 2-day responses.
Drink or use 1%, skim, or non-fat milk on cereal	Question 9, "What kind of milk did you usually drink or use on cereal during the past week?"	Binary variable was created with "1% or skim, non-fat milk" responses assigned a value of "1" and "regular whole milk" and "2% milk" responses assigned a value of "0".
Fruit preference	Question 2, "How much would you say you like or dislike the following foods?"	Created continuous variable ranging from 1 to 9 based on the mean preference for three fruits (apples, oranges, and orange juice). Responses of "never tried" were assigned a value of 5, and responses of "would not try" were assigned a value of 1.
Vegetable preference	Question 2, "How much would you say you like or dislike the following foods?"	Created continuous variable ranging from 1 to 9 based on the mean preference for seven vegetables (green beans, peas, raw tomatoes, broccoli, cauliflower, raw carrots, and tossed green salads). Responses of "never tried" were assigned a value of 5, and responses of "would not try" were assigned a value of 1.

(continued)

Exhibit H-5.— Description of Secondary Outcome Variables (continued)

Variable	Question(s)	Analysis Variable Derivation
White bread preference	Question 2, "How much would you say you like or dislike the following foods?"	Created continuous variable ranging from 1 to 9. Responses of "never tried" were assigned a value of 5, and responses of "would not try" were assigned a value of 1.
Whole-wheat bread preference	Question 2, "How much would you say you like or dislike the following foods?"	Created continuous variable ranging from 1 to 9. Responses of "never tried" were assigned a value of 5, and responses of "would not try" were assigned a value of 1.
Whole milk preference	Question 2, "How much would you say you like or dislike the following foods?"	Created continuous variable ranging from 1 to 9. Responses of "never tried" were assigned a value of 5, and responses of "would not try" were assigned a value of 1.
Skim or non-fat milk preference	Question 2, "How much would you say you like or dislike the following foods?"	Created continuous variable ranging from 1 to 9. Responses of "never tried" were assigned a value of 5, and responses of "would not try" were assigned a value of 1.
Availability of fruits and vegetables	Question 1, "Were any of the following foods available in your home during the past week? Include fresh, frozen, canned, and dried foods.	Created continuous variable ranging from 0 to 4 based on the number of "Yes" responses for availability of four fruits and vegetables (bananas, apples, grapes, and carrots).
Availability of regular whole or 2% milk	Question 1, "Were any of the following foods available in your home during the past week?	Binary variable was created with "Yes" responses assigned a value of "1" and "No" responses assigned a value of "0."
Availability of potato chips, nacho chips, or corn chips	Question 1, "Were any of the following foods available in your home during the past week?	Binary variable was created with "Yes" responses assigned a value of "1" and "No" responses assigned a value of "0."
Availability of regular soft drinks or sodas	Question 1, "Were any of the following foods available in your home during the past week? Include fresh, frozen, canned, and dried foods."	Binary variable was created with "Yes" responses assigned a value of "1" and "No" responses assigned a value of "0."
Self-rating of eating habits	Question 11, "How would you rate your eating habits?"	Created continuous variable ranging from 1 to 10 where 1 = poor and 10 = excellent.

[a] Appendix C provides copies of the survey instruments. Question numbers refer to the follow-up survey instrument.

[b] Response options were "None," "1 to 2 days," "3 to 4 days," "5 to 6 days," and "Every day."

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, we note that

$$\eta_{i:k} = \mu_{i:k}\,, \tag{3}$$

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

The sampling model for variables that express the outcome of interest as a binary outcome follows a binomial distribution that can be expressed as

$$Y_{i:k} \mid \varphi_{i:k} \sim B\left(s_{i:k}, \varphi_{i:k}\right), \tag{4}$$

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

$$E\left[Y_{i:k} \mid \varphi_{i:k}\right] = \varphi_{i:k} \text{ and } \operatorname{Var}\left(Y_{i:k} \mid \varphi_{i:k}\right) = \varphi_{i:k}\left(1-\varphi_{i:k}\right). \tag{5}$$

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

$$\eta_{i:k} = \log\left(\frac{\varphi_{i:k}}{1-\varphi_{i:k}}\right) \tag{6}$$

and indicates that the modeled outcome $\eta_{i:k}$ is equal to the log of the odds of success.

ii. Structural models

The structural model as expressed in equation (7) is assumed to be a linear and additive function of the outcome variable.[1] The primary independent variable COND is an indicator that designates respondents as members of the intervention or control condition. Two covariates account for where respondents typically access the Internet (INT_AC) and how frequently they use the Internet (INT_FREQ). Additional covariates include respondents' highest reported level of education (EDUC), age (AGE), race or ethnicity (RACE), single-parent status (SINGLE), and household size (HH). For primary outcomes related to dietary intake, the baseline food preference scale score (PREF) is included as a control covariate. Any variation between the predicted value and the observed value is accounted for by residual error ($e_{i:k}$) in the Gaussian model but is a function of the expected probability in the Bernoulli model.[2]

$$\eta_{i:k} = \beta_{0:k} + \beta_{1:k}\text{COND} + \beta_{2:k}\text{PREF} + \beta_{3:k}\text{EDUC} + \beta_{4:k}\text{AGE} + \beta_{5:k}\text{RACE}$$

$$+ \beta_{6:k}\text{SINGLE} + \beta_{7:k}\text{HH} + \beta_{8:k}\text{INT\_AC} + \beta_{9:k}\text{INT\_FRQ} + e_{i:k} \tag{7}$$

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[1] For the binary models, the assumptions of linearity and additivity apply to the transformed outcome variable.

[2] For the Bernoulli model, $\varepsilon_{i:kp}$ is $\varphi_{ti:j:k}\left(1-\varphi_{ti:j:k}\right)$.

As previously noted, when the outcome of interest is represented by a variable that has a continuous measure, $\eta_{i:k}$ is the identity link, and from equation (3) it follows that

$$E\left[Y_{i:k}\right] = \eta_{i:k} \,. \tag{8}$$

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

$$E\left[Y_{i:k}\right] = \frac{1}{1+\exp\left(\eta_{i:k}\right)}. \tag{9}$$

For continuous outcomes, we employed general linear models where the expectation for $Y_{i:k}$ in equation (8) is the appropriate form. However, when response options are binary, we employ generalized linear models where the expectation for $Y_{i:k}$ in equation (9) is the appropriate form.

c. Analytic approaches for linear and logistic-regression models

We used SAS PROC GLM for general linear models and SAS PROC GLIMMIX for logistic models, respectively. These two procedures offer a flexible approach to regression modeling. The GLM procedure uses the method of least squares to fit general linear models under the standard assumptions that data are independent, identically distributed, and follow a Gaussian distribution. The GLIMMIX procedure was employed to fit linear logistic regression models for outcome variables that have a discrete structure with modeled outcomes that can be estimated as the probability of success. Estimation is carried out by the method of restricted pseudo-likelihood. The modeled output includes odds ratio estimates along with parameter estimates.

Appendix I
Methodology for Assessment of the Demonstration Project's Evaluation

This appendix describes the methodology for our assessment of PSU's evaluation of the About Eating program. We identify the research questions, describe the research design and data sources, and discuss the analysis approach.

1. Research Questions

The purpose of the assessment of PSU'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 PSU'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, our assessment was based on objective information (e.g., the evaluation report prepared by PSU). 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). We describe below the data sources for our assessment of PSU's evaluation, including the evaluation review form, evaluation cost form, abstraction of PSU's evaluation report, and the post-evaluation interview guide.

a. Evaluation review form

To assess the quality of PSU's evaluation, we used the evaluation review form provided in appendix F. To develop the evaluation review form, we adapted 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). This is an evaluation form that we had previous experience with and had found to be valuable.

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 PSU to evaluate About Eating, we provided PSU with a series of tables to complete at the end of their project. These tables, which were specific to the evaluation phase of About Eating, were included in the previously referenced Research and Expense Tracking Form (see completed form in appendix B), and were intended to capture consistent resource and cost-related data for each of three phases of About Eating—planning and design, implementation, and evaluation. The format of the tables and the information requested therein was consistent with FNS SNAP-Ed reporting requirements, thus minimizing reporting burden. Specifically, we requested data on:

Exhibit I-1.— Criteria for Assessing the Quality of PSU's Self-Evaluation

Evaluation Component	Specific Criteria
Research objectives and hypothesis	• Clarity of research questions and hypotheses that the evaluation addresses • Alignment of evaluation goals and objectives with intervention activities
Viable comparison strategy	• Appropriateness of the control or comparison group • Threats to the validity of the design
Sampling size and strategy	• Sample size estimation • Method of selecting sample participants from population • Recruitment plans
Outcome measures	• Quality of data collection instruments • Alignment of evaluation measures with intervention activities
Data collection	• Overview of data collection schedule • Rigor of data collection process • Quality of the data collection process
Data analysis	• Sample characteristics and baseline comparability • Statistical methods used to assess program impacts • Additional statistical procedures and analyses
Attrition	• Attrition rate
Missing data	• Level of item nonresponse

- Human capital (e.g., staff roles and responsibilities, number of FTEs, as well as averages and ranges of salaries for each);
- Physical capital (e.g., printing, labels, computers, folders); and
- Line-item expenditures (e.g., salary and benefits, contracts or grants and agreements, materials, travel) by funding source (non-Federal or Federal funds).

PSU completed the evaluation cost tables and submitted them at the completion of the demonstration project or once all evaluation-related costs had been incurred. We reviewed these forms for completeness and used this information to summarize PSU evaluation-related costs.

c. Abstraction of demonstration project's evaluation report

We provided PSU with an outline for their evaluation report that followed directly from the evaluation review form. For each evaluation component, we developed an outline heading, thereby assisting the PSU evaluation manager in providing the type of data necessary for us to evaluate that aspect of their evaluation. The outline also included tables for providing information on outcome measures and the results of the evaluation. We prepopulated sections of the report based on data from prior interviews, reports, or conversations with the evaluation manager. We then sent the partially completed report to the evaluation manager to review the populated information and provide the additional information requested. We reviewed and abstracted key information from the report to complete our assessment of PSU's evaluation.

d. Pre-evaluation and post-evaluation interview guides

Primary data related to PSU's evaluation of About Eating were elicited from a variety of key informants through in-depth, open-ended discussions. This method was used to capture rich, subjective information both pre- and post-intervention. Key informants included the About Eating program administrator, project coordinator, and field recruiter, as well as the PSU Survey Research Center (SRC) director, assistant director, and data specialist. A pre-intervention interview was conducted with the program administrator and focused on the planning and design of the evaluation, seeking to capture the experiences and anticipated challenges in the beginning phase of the project when the evaluation design and plan were being formulated. The post-evaluation interview with the program administrator and project coordinator was designed to capture similar information, but for the implementation and analysis phases of the evaluation. Additionally, this post-evaluation interview documented lessons learned with regard to the evaluation from a programmatic perspective as well as plans for future evaluations of About Eating. Post-evaluation interviews with the PSU SRC staff focused on the role they played in the development of the Web application for About Eating, specific tasks conducted, tracking systems for the Web application, and lessons learned.

Because of the varying foci of the pre-intervention and post-intervention interviews, six interview guides were developed—one for use prior to implementation and six for use after implementation. The post-evaluation interview guide for the program administrator reflected on planned activities for About Eating and captured changes that occurred during the intervention. Each guide was developed to be concise yet to gather important data about program evaluation. Anticipated response time ranged from 15 to 60 minutes, based on the timing of the data collection (pre- or post-evaluation) and respondent type. (See appendix F for a copy of these interview guides.)

3. Analysis Approach

The assessment of the PSU's evaluation included a descriptive assessment of the management and costs of the evaluation; a descriptive assessment of the quality of their evaluation; a comparison of PSU'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. Our analysis procedures are described below.

a. Descriptive assessment of evaluation management and costs

To assess and describe PSU's management of their evaluation, including roles and responsibilities, training, and aspects of quality control, we gathered and compared descriptive information provided by PSU through their evaluation report and key informant interviews. We applied an analysis approach similar to that described for the process evaluation, 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 PSU 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 PSU's self-evaluation

To assess the quality of PSU's self-evaluation, we used the evaluation review form provided in appendix F. We collected much of the data to complete the review form by examining PSU's evaluation report that was organized explicitly to address each of the evaluation criteria on our form. Other data were obtained

from in-depth interviews with the PSU program staff. RTI had two people rate the evaluation (one rater was the designated impact evaluation leader for the FNS evaluation). We assessed inter-rater agreement and came to a consensus score. In addition to reporting the score for each evaluation component, we prepared a descriptive assessment of the strengths and weaknesses of PSU's evaluation.

c. Comparison of PSU's evaluation with the FNS independent evaluation

We described the study design employed by PSU for their evaluation and compared it to the design for the FNS independent evaluation, noting the similarities and differences, and compared the evaluation results for the two studies. This analysis was based on the abstraction of PSU's evaluation report and the interview with the evaluation manager PSU evaluation manager.

d. Assessment of lessons learned

We used information collected primarily through key informant interviews to assess and describe lessons learned from the perspective of the demonstration project staff and partners. 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 SRC director reporting learning through the PSU evaluation of the About Eating program. The assessment of lessons learned also described approaches for improving evaluations based on the weaknesses identified in our assessment of the quality of PSU's self-evaluation.

Appendix J
References

References

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